



Year 1 Curriculum Workshop



Meet the team!

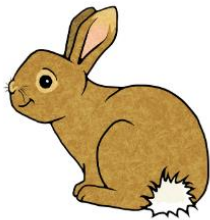
Mrs I Smith
Mrs L Smith



Mr Ball









Miss Spencer



Our Curriculum

Shirley Infant School Year 1 Curriculum Overview

 <p>Autumn 1 Who's afraid of the big bad wolf?</p> <p><u>English</u> Phonics, guided reading, handwriting (cursive script) Topic writing: letter, character and setting short story writing <u>Mathematics</u> Place value within 10, addition and subtraction within 10, 2D and 3D shape <u>Foundation Subjects</u> PSHE - New Beginnings Science - Materials Computing - Programming & coding/E-Safety Geography - mapping DT - Moving Pictures Music - Dynamics & Tempo PE - Throwing and Catching RE - Power</p>	 <p>Spring 1 Out of this world</p>  <p><u>English</u> Phonics, guided reading, handwriting (cursive script) Topic writing: recount, instructions, fantasy stories <u>Mathematics</u> Place value, addition and subtraction <u>Foundation Subjects</u> PSHE - Going For Goals Science - seasonal change Computing - Programming & coding/E-Safety History - The Moon Landings DT - Vehicles Music - Pitch & Texture PE - Dance & football RE - God</p>	 <p>Summer 1 Let's explore!</p>  <p><u>English</u> Phonics, guided reading, handwriting (cursive script) Topic writing: postcards, persuasive writing <u>Mathematics</u> Fractions Measurement: height, weight, capacity and volume, time, money <u>Foundation Subjects</u> PSHE - Relationships Science - Growing Computing - Researching and word processing/E-Safety Geography - Comparing Shirley and Lepe beach DT - Fruity Surprise Music - Timbre & Structure PE - Athletics RE - Specialness</p>
 <p>Autumn 2 Wild at heart</p>  <p><u>English</u> Phonics, guided reading, handwriting (cursive script) Topic writing: recounts, fact file, stories, <u>Mathematics</u> Place value within 20, Addition and subtraction within 20 <u>Foundation Subjects</u> PSHE - Getting On & Falling Out Science - Animals Computing - Painting/E-Safety Art - Painting Stations Music - Singing & Performing PE - Games and gym RE - Angels</p>	 <p>Spring 2 Victorian Days</p>  <p><u>English</u> Phonics, guided reading, handwriting (cursive script) Topic writing: recounts, diaries, information texts, narrative <u>Mathematics</u> Multiplication and division, addition, fractions <u>Foundation Subjects</u> PSHE - Looking after me Science - Humans Computing - Digital media/E-Safety History - The Victorians Art - Weaving Music - Singing & Performing PE - Gym RE - Changing Emotions</p>	 <p>Summer 2 Minibeasts</p>  <p><u>English</u> Phonics, guided reading, handwriting (cursive script) Topic writing: non-chronological reports, recounts, poetry and riddles, story writing <u>Mathematics</u> 2D and 3D shape, position and direction, four operations <u>Foundation Subjects</u> PSHE - Changes Science - Minibeasts Computing - Painting/E-Safety Geography - Weather Art - Clay Minibeasts Music - Rhythm & Pulse PE - SAQ RE - Precious</p>

Phonics in Year 1



Little Wandle Letters and Sounds Revised

Our school has chosen *Little Wandle Letters and Sounds Revised* as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.



Terminology

Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph







Blend

Segment

Teaching order






Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s s	 snake	Show your teeth and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
a a	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth aaa	Around the astronaut's helmet, and down into space.
t t	 tiger	Open your lips, put the tip of your tongue behind your teeth and press ttt	From the tiger's nose to its tail, then follow the stripe across the tiger.
p p	 penguin	Bring your lips together and push them open and say ppp	Down the penguin's back, up and round its head.
i i	 iguana	pull your lips back and make the 'i' sound at the back of your mouth iii	Down the iguana's body, then draw a dot (on the leaf) at the top.
n n	 net	Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down the stick, up and over the net.

Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
j j	 jellyfish	Pucker your lips and show your teeth use your tongue as you say jjj	All the way down the jellyfish. Dot on its head.
v v	 volcano	Put your teeth against your bottom lip and make a buzzing vvvv vvvv	Down to the bottom of the volcano, and back up to the top.
w w	 wave	Pucker your lips and keep them small as you say www	From the top of the wave to the bottom, up the wave, down the wave, then up again.
x x	 box	Mouth open then push the cs/x sound through as you close your mouth cs cs cs (x x x)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
		Smile, tongue to the top of your mouth, say y without	Down and round the yo-yo, then follow the string sound

Gradually your child learns the entire alphabetic code:

Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> words with -s /s/ added at the end (hats sits) words ending -s /z/ (his) and with -s /z/ added at the end (bags) 	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo or ur ow oi ear air er <ul style="list-style-type: none"> words with double letters longer words 	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> longer words, including those with double letters words with -s /z/ in the middle words with -es /z/ at the end words with -s /s/ and /z/ at the end 	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est 	said so have like some come love do were here little says there when what one out today

Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

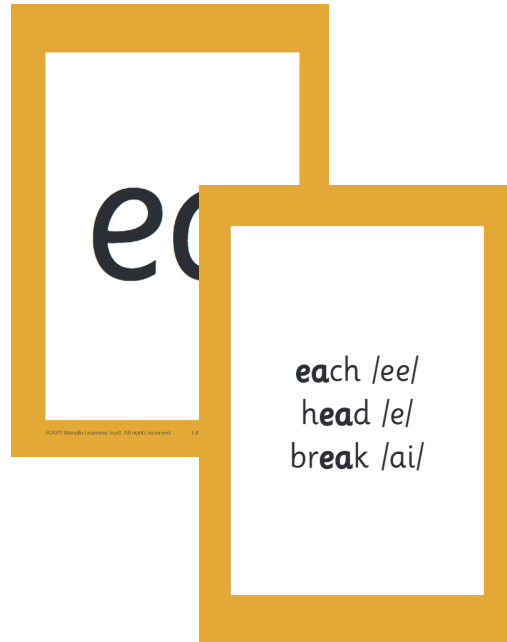
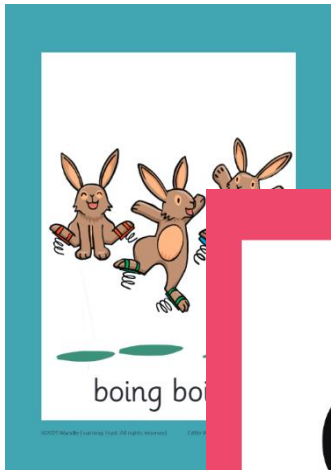
*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /ool/ /yoo/ u-e blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /eel/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /ool/ /yoo/ u-e rude cute /eel/ e-e these /ool/ /yoo/ ew chew new /eel/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/eel/ y funny /el/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow	any many again who whole where two school call different thought through friend work

How we make learning stick



Blending to read words



<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/#tabnameHowWeTeach>

Video: How we teach blending

Reading and spelling

ea

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Little Wendle Letters and Sounds Revised

each /ee/
h**ea**d /e/
br**ea**k /ai/

And all the different ways to write
the phoneme sh:

shell

chef

special

caption

mansion

passion

Tricky words



<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/#tabnametabHowWeTeach>

Video: How we teach tricky words

Spelling

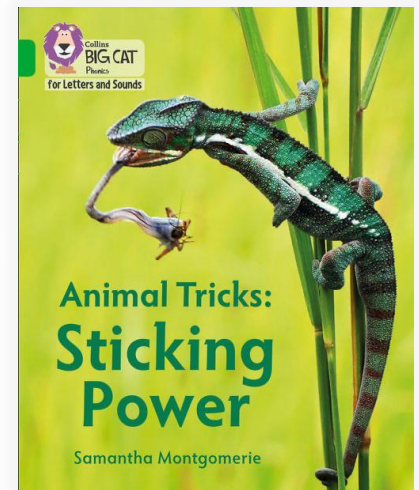
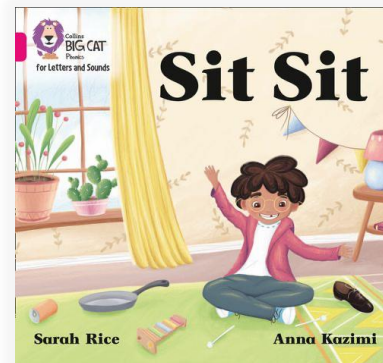
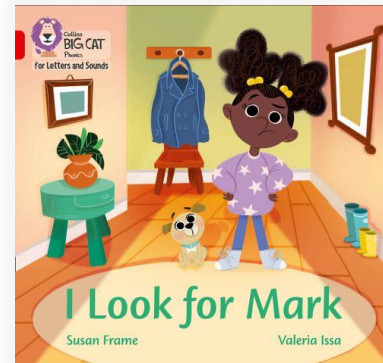
- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



How do we teach reading in books?

Reading practice sessions are:

- timetabled three times a week
- taught by a teacher/teaching assistant
- taught in small groups.



We use assessment to match your child the right level of book

**Little Wandle Letters and Sounds Revised Reception
Child assessment**

Autumn 1

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l

sat man hug red peck



Reading a book at the right level

This means that your child should:

- Know all the sounds and tricky words in their phonics book well
- Read many of the words by silent blending (in their head) - their reading will be automatic
- Only need to stop and sound out about 5% of the words by the time they bring the book home - but they should be able to do this on their own.



The most important thing you can do is read with your child

Reading a book and chatting had a positive impact a year later on children's ability to...

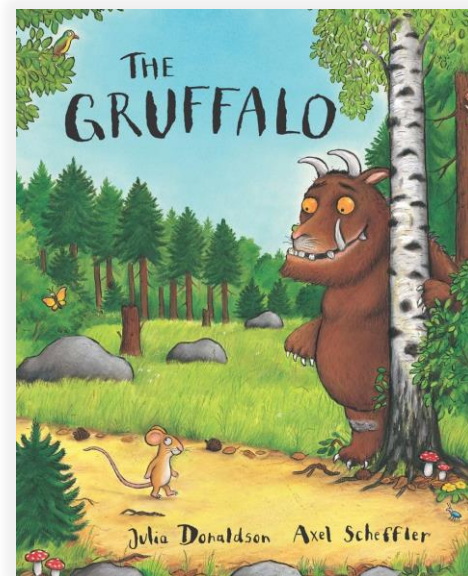
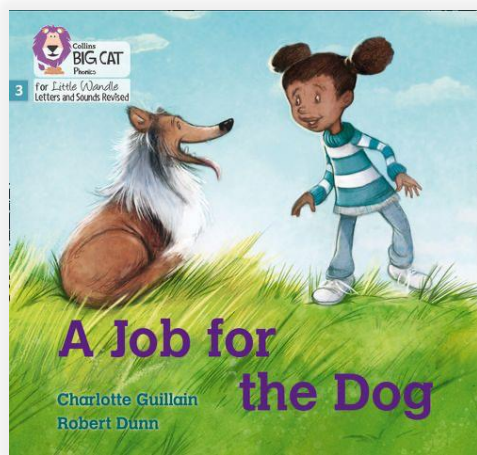
- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

Studies have shown that the amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J

Books going home



Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- If they can't read a word read it to them.
- Talk about the book and celebrate their success.



Supporting your child with phonics



**Phase 2 sounds taught in
Reception Autumn 1**



**Phase 2 sounds taught in
Reception Autumn 2**



**Phase 3 sounds taught in
Reception Spring 1**

Read to your child

The shared book is for **YOU** to read:

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
 - Introduce new and exciting language
 - Encourage your child to use new vocabulary
 - Make up sentences together
 - Find different words to use
 - Describe things you see.



Phonics screening check



Every Year 1 child in the country will be taking their statutory phonics screening check in the same week.





The check is very similar to tasks the children already complete during phonics lessons. It will take place in June.



The focus of the check is to provide evidence of children's decoding and blending skills, not to test their vocabulary or comprehension.

What will the children do?

 The Government's pilot results and our past experience estimate that each check will take less than 10 minutes to complete.

 They will be asked to 'sound out' a word and blend the sounds together. e.g. b- l-ue --- blue

 The check will consist of 40 words and non-words:

Children will know if a word is a real or a monster word as monster words will have a corresponding alien image.

Examples of words

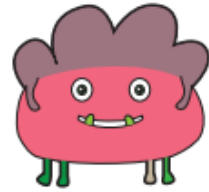
drink

crowds

splat

stripe

jair



clain



yewn



tabe



And the results...?



Each pupil will be scored against a national standard
(*threshold yet to be determined by DfE*).



We will inform you of whether they fall below or within
this standard.



If your child's score falls below the national standard
they can re-take the Phonics Screening Check in Year 2,
and we will use the outcomes of the screening to inform
planning and targets to support them.

How can you help?

The following online resources may also help:



www.phonicsplay.co.uk for online games and activities.



www.ictgames.com/literacy for online games and activities.



www.oxfordphonicschecksupport.co.uk to generate practise words.



www.twinkl.co.uk for printable activities (some are free)



www.letters-and-sounds.com for online games and activities.



- www.iboard.co.uk/skill-builder/phonics for online games and activities.



www.bbc.co.uk/bitesize/ks1/literacy/phonics/play/



Reading in Year 1





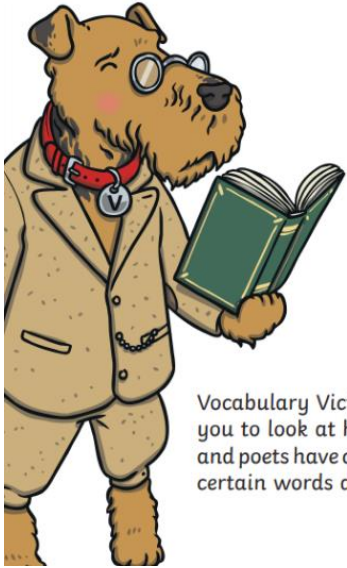
Reading Diaries

Please read regularly with your child at home and sign and/or write a comment in the home reading diary when you listen to your child read.

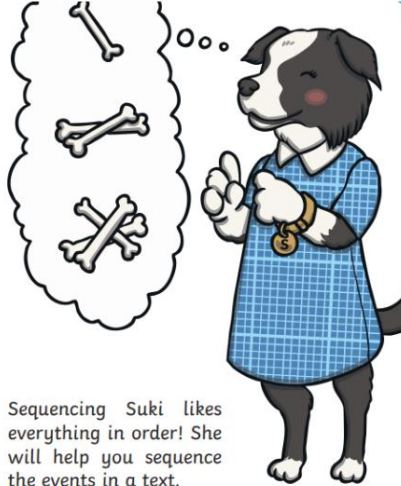
Teachers and TAs will write targets for you when necessary (once a half term). Please ensure reading diaries and books are in book bags every day.



Reading Skills



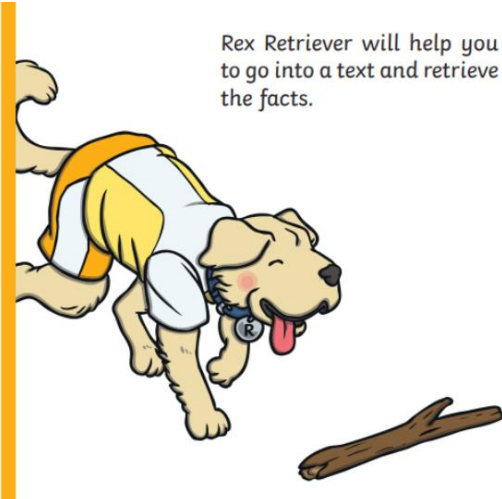
Vocabulary Victor will help you to look at how authors and poets have chosen to use certain words and phrases.



Sequencing Suki likes everything in order! She will help you sequence the events in a text.



Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening.



Rex Retriever will help you to go into a text and retrieve the facts.

Predicting Pip tries to see the future and she will help you work out what might happen next.





Reading Everything

Remember, reading can be an activity for anything and anywhere:

- ✓ Books from school
- ✓ Books from home
- ✓ Books from the library
- ✓ Children's newspapers and magazines
 - ✓ Comics
- ✓ Writing in the street
- ✓ Labels and food wrappers
- ✓ Online reading e.g. websites of interest, games



Writing in Year 1





Fine Motor Control

Please continue to practise basic skills to develop your child's fine motor skills:

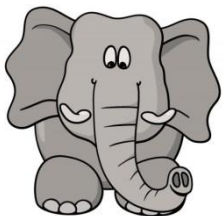
- ❖ Fine motor activities e.g. pegs, scissors
 - ❖ Pencil grip
 - ❖ Pencil control through colouring and drawing patterns
 - ❖ Letter formation using different media e.g. water painting, sand trays, crayons
- (you can refer to the Little Wandle website for support on formation rhymes)



Progression in Writing

In Year 1, we focus on sentence structure with the accurate use of:

- ✓ Sounds
- ✓ Spelling of common exception words
 - ✓ Finger spaces between words
 - ✓ Full stops
- ✓ Capital letters at the beginning of a sentence, at the beginning of a name, and for the pronoun 'I'





Progression in Writing

We also work on extending vocabulary and acknowledge the importance of developing the children's speaking skills in this:

Conjunctions to extend a sentence - and, because.

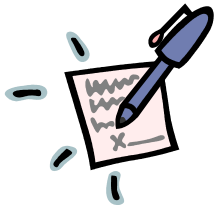
Time connectives - first, then, next, finally.

Different sentence openers - once upon a time, one morning.

Exciting adjectives - shiny, old, dark, gigantic.

Adding suffixes to root words, e.g. jumped, shorter





Handwriting

In Year 1, we teach the children how to form their letters using rhymes through our Little Wandle programme.

We also teach them how to form each capital letter so that they can use these when needed.

Top tip: Please encourage your child to only write capital letters when this is appropriate.



How can you help?

Keep practising bs and ds

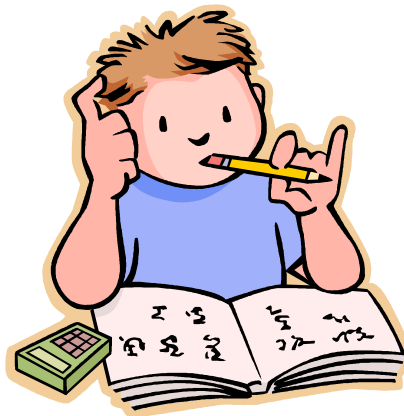


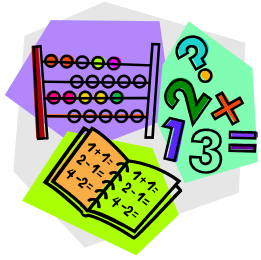
bride

bird

dog

Mathematics in Year 1

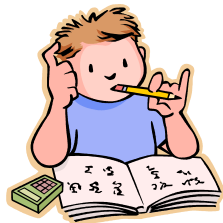




Number

In Year 1 we continue to build on the children's knowledge of number:

- ❖ Counting within 0 to 100
 - ❖ Ordering
 - ❖ 1 more and 1 less
- ❖ Number patterns e.g. 2s, 5s, 10s
 - ❖ Place value e.g. 10s and 1s

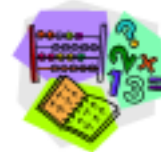


Number formation

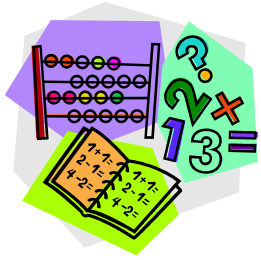
Please help your child to practise writing their numbers. They need to master this skill by the end of year 1.



Number Rhyme



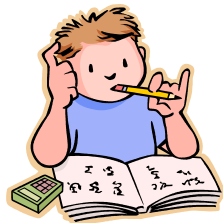
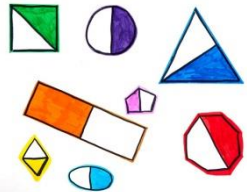
- 0 Round like a hero to make a zero.
- 1 Top to bottom then it's done, this is the way we make a one.
- 2 A curl for me and a line for you, this is the way we make a two.
- 3 A curl for you and a curl for me this is the way we make a three.
- 4 Down and across and then one more this is the way we make a four.
- 5 Take a dive, round we go, hat on top that makes five
- 6 Stir it around and give it a mix, this is the way we make a six.
- 7 Across and down, so easy it's heaven, this is the way we make a seven.
- 8 Make a S and close the gate, this is the way we make an eight.
- 9 Round we go, then a line, this is the way we make a nine.
- 10 Top to bottom, round again this is the way we make a ten.

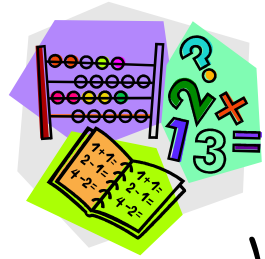


Calculation

We refine and develop the children's calculation skills, including mental calculation:

- ❖ Addition
- ❖ Subtraction
- ❖ Number bonds to 10 and then 20
- ❖ Doubling numbers
- ❖ Fractions e.g. half and quarter
- ❖ Multiplication e.g. arrays, 2s, 5s, 10s
- ❖ Division e.g. sharing





Measures and Geometry

We compare, describe and solve practical problems for:

- ❖ Length and height
- ❖ Weight and mass
- ❖ Capacity and volume
- ❖ Time e.g. days, months, years, o'clock and half-past

Shape

- ❖ The properties of 2D shapes
- ❖ The properties of 3D shapes

Position and Direction

- ❖ Position e.g. positional language
 - ❖ Direction
- ❖ Turns e.g. whole, half, quarter, three quarters



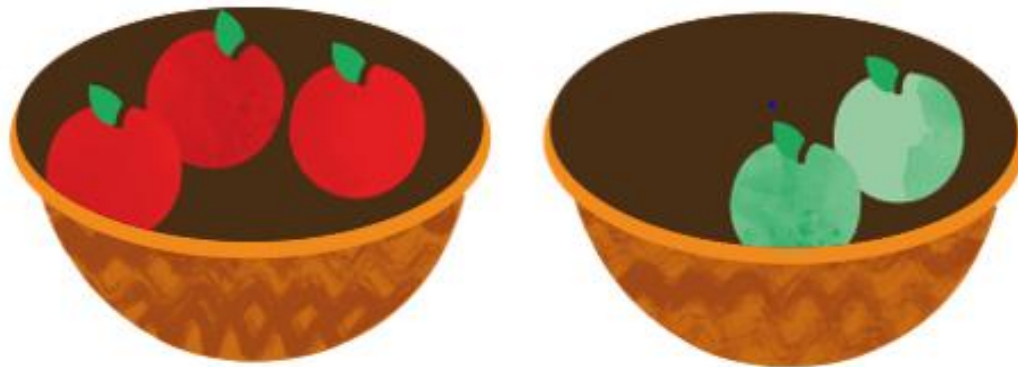
Concrete (do it), pictorial (see it), abstract (symbolic)

CPA method

Children can find maths difficult because it is abstract. The CPA approach builds on children's existing knowledge by introducing abstract concepts in a concrete and tangible way. It involves moving from concrete materials, to pictorial representations, to abstract symbols and problems.

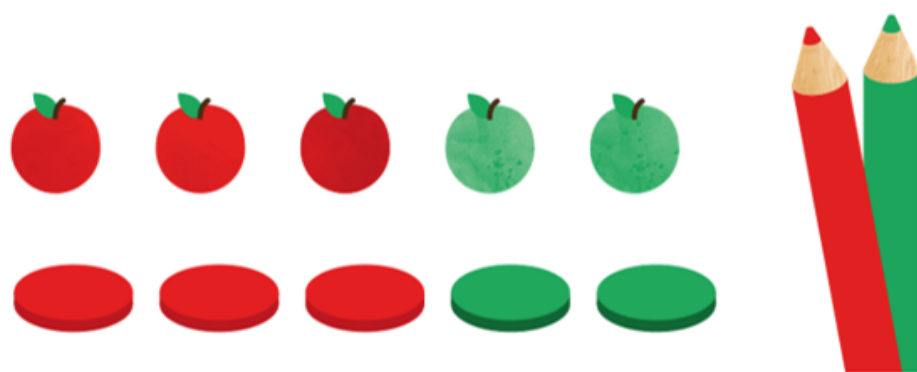
Concrete (do it)

During this stage, students use concrete objects to model problems.



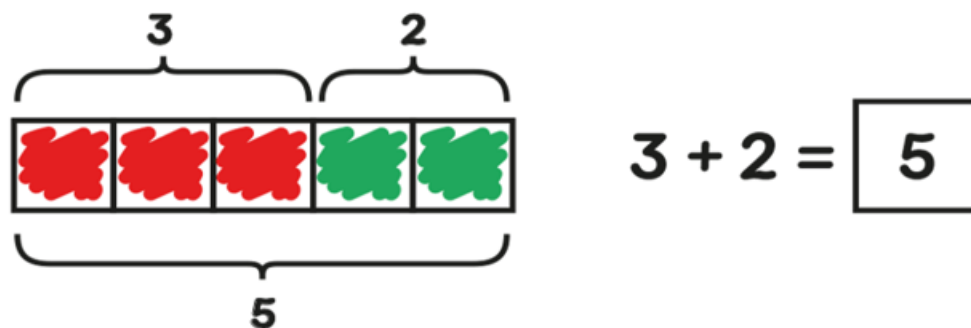
Pictorial (see it)

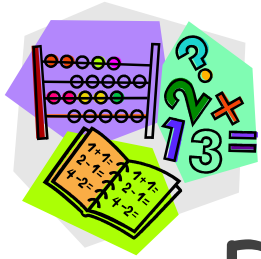
Building or drawing a model makes it easier for children to grasp difficult abstract concepts (for example, fractions). Simply put, it helps students visualise abstract problems and make them more accessible.



Abstract (symbolic)

where children use abstract symbols to model problems such as addition and subtraction.

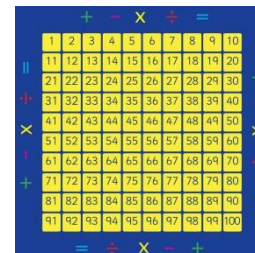
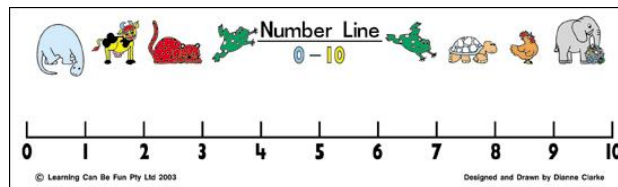


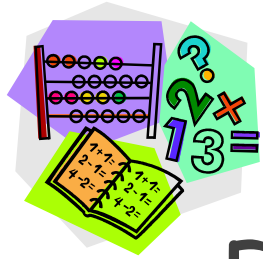


Our Approach

Fluency, Reasoning and Problem Solving

When beginning a maths topic, we introduce the key concept/skill (such as number bonds to 10) and the children explore this in different ways with a range of resources:

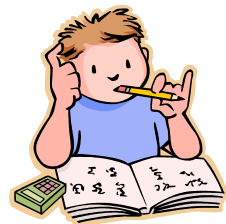
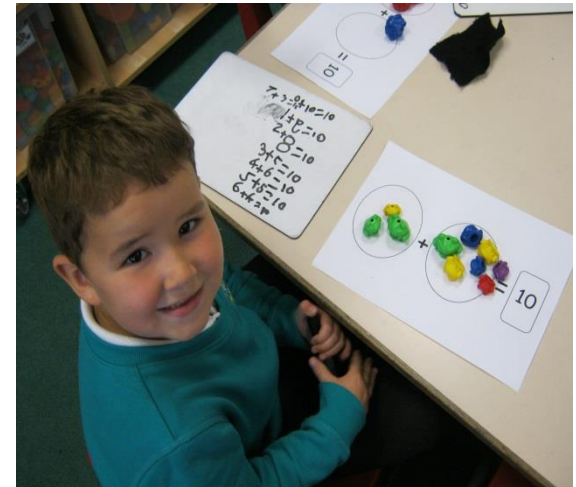
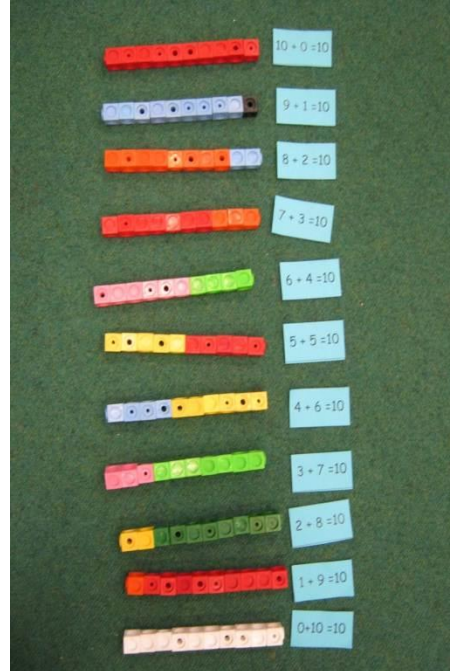


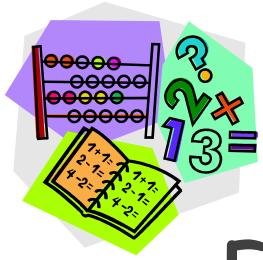


Our Approach

Fluency, Reasoning and Problem Solving

After their initial exploration, the children will begin to show their learning and findings, again, in different ways:





Our Approach

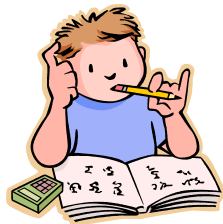
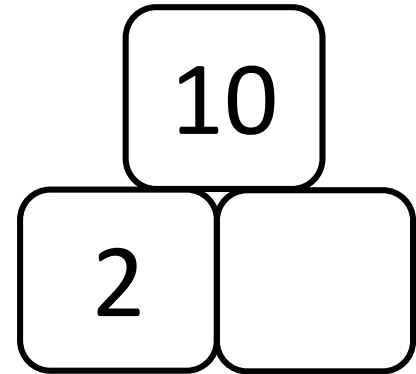
Fluency, Reasoning and Problem Solving

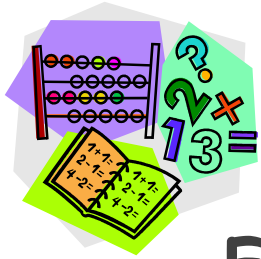
The children will then be able to use/show the concept/taught skill in other ways:

$$7 + \square = 10$$

$$\square + \square = 10$$

$$10 = \square + 6$$

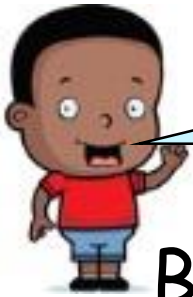




Our Approach

Fluency, Reasoning and Problem Solving

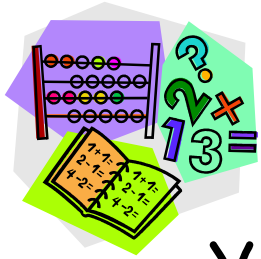
The children will also be able to describe and explain their understanding.



"I know that the answer is 8 because when added to 2 it makes a number bond to 10!"

By the end of a maths topic, the children will be able to apply their learning to a range of different contexts, including problems that have another maths focus.

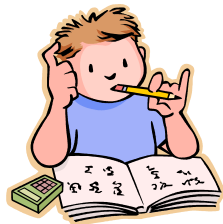




Maths at Home

You can support your child's mathematical learning, particularly their use of maths vocabulary, by applying skills learnt in school to real-life contexts, such as:

- ❖ Following a recipe to bake a cake
- ❖ Using a shopping list and counting out money to buy items at the shop
- ❖ Adding the total of two dice instead of just rolling one when playing favourite board games
- ❖ Telling the time for routines.



General reminders

- Read everyday at home
- Practise number and letter formation
- Support your child to get ready by themselves to support with dressing for PE. Hair needs to be tied up and earrings need to be taken out for PE.
- If you have a query in the morning, please go to the office or email. Please do not approach the classroom door in the morning as we value this time in settling your child into school.

PE and Library Days

PE days



Thursdays



Tuesdays



Mondays

Library day



Wednesdays

If your child fails to bring their book back,
another can not be issued.