



Gayton  
Primary  
School

Year 1  
2019-2020



# The Creative Curriculum

- Autumn Term:

History Focus: Changes within living memory - toys, Guy Fawkes, Remembrance Day.

Science Focus: Senses, Seasonal Change

Geography Focus: Around our school/local area

- Spring Term:

Geography Focus: Exploring our Country

Science Focus: Our Pets, Materials, Seasonal Change

- Summer Term:

Geography Focus - The World/Hot and Cold Countries

Science Focus: Materials, Plants, Seasonal Change

History Focus: Significant Local Person

Learning in Art, English, DT and Computing will link to these topics when there is an obvious and natural connection. Where links would be contrived, stand-alone topics will be used to develop skills, knowledge and understanding.





# The Year 1 Timetable

KS1 – Year 1	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Register &amp; Morning Task</b> 8:50 – 9:00	Wake and Shake Readers	Wake and Shake Readers	Wake and Shake Readers	Wake and Shake Readers	Wake and Shake Readers
<b>Session 1</b> 9:00 – 10:00	Phonics Guided Reading	PE- GAMES	Phonics Guided Reading	Phonics Guided Reading	Phonics Guided Reading 8:50-9:20 (AC out)
<b>Assembly</b> 10:00 - 10.20	Whole School (Led By Jennie or Alison)	Picture News – KS1 HALL	Clergy/Jennie (Alternate weeks)	Picture News – KS1 Follow up (Class)	Merit Assembly (Led By Jennie or Alison)
<b>Break</b> 10:20 – 10:35	DUTY			DUTY	
<b>Session 2</b> 10:35 – 11:35	English – Power of Reading	Maths – White Rose	English – Power of Reading	Maths – White Rose	English – Power of Reading
<b>Session 3</b> 11:35 – 12:05	Maths – White Rose	English – Power of Reading	Maths – White Rose	English – Power of Reading	Maths – White Rose
<b>Lunch</b> 12:05 – 13:05					
<b>Session 4</b> 13:05-14:05	Project <del>Hist/Geog/DT/Art</del> 1:05-2:15 (AC Out)	RE	Science	PPA- PE Gym/Dance	Project <del>Hist/Geog/DT/Art</del>
<b>Break</b> 14:05 – 14:20		DUTY			DUTY
<b>Session 5</b> 14.20-15.20	<del>SPaG</del> Handwriting AC- readers /Interventions	COMPUTING	<del>SPaG</del> Handwriting	PPA – PSHE	Project Hist/Geog/DT/Art



Utilising across the school. Uses quality children's literature and proven creative teaching approaches to support and develop a high quality literacy curriculum.

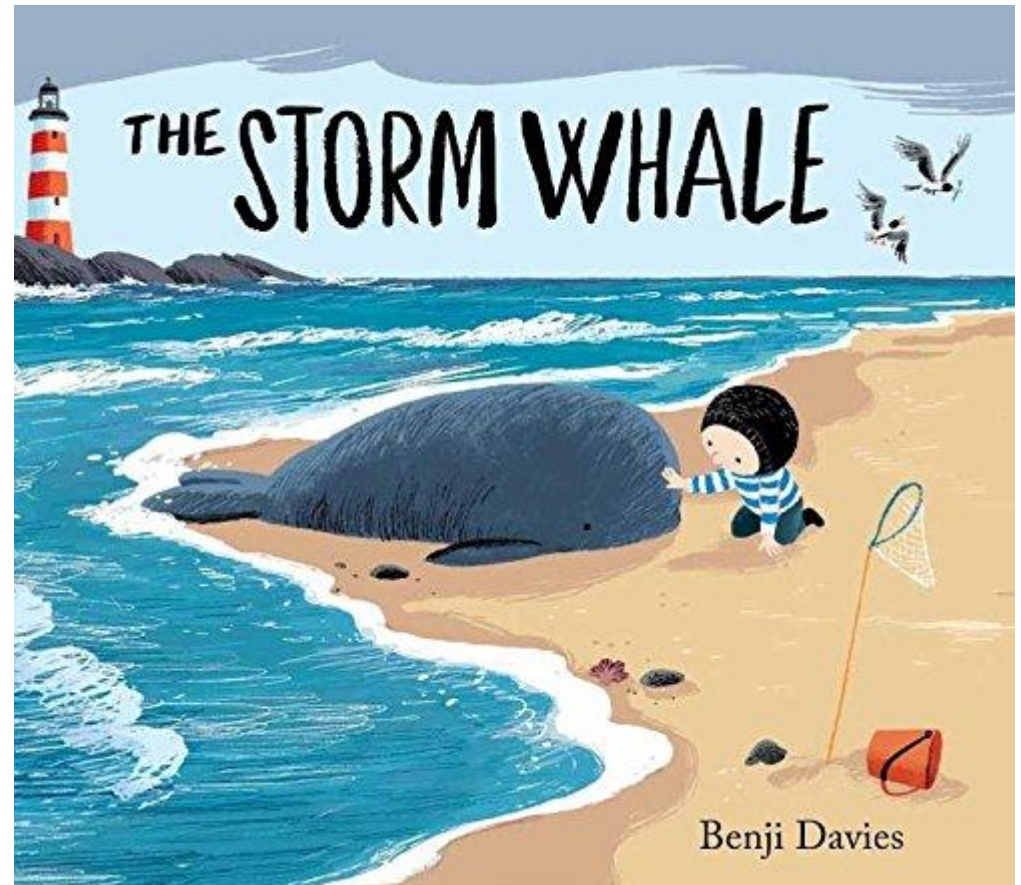
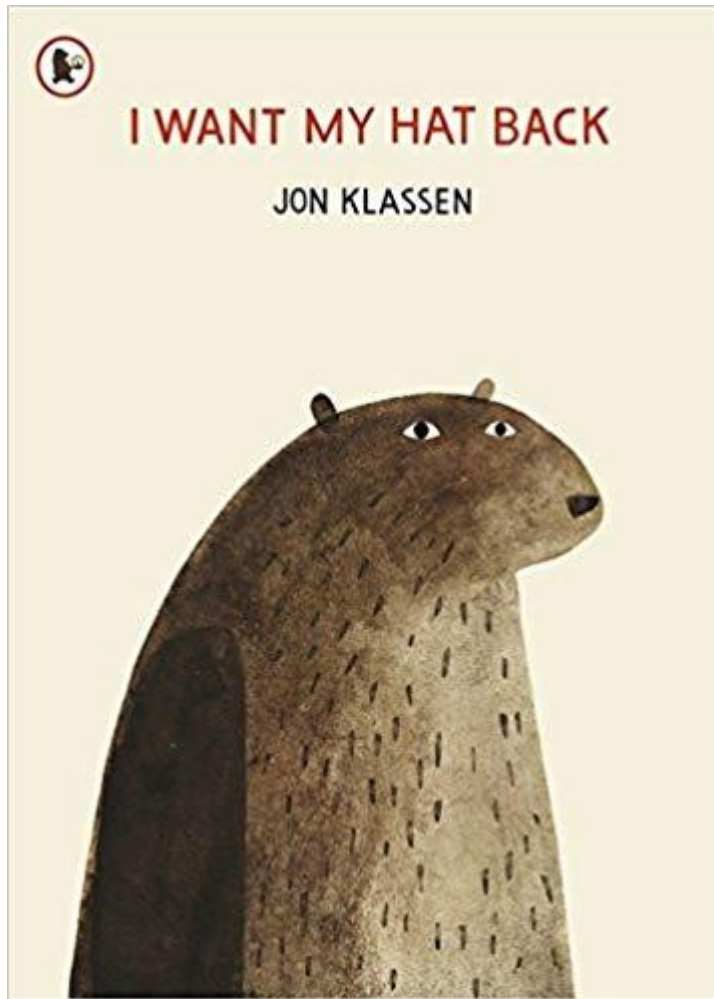
Impacts on both reading and writing attainment.

Vocabulary teaching explicit

Incorporating Spelling, Punctuation and Grammar.

Promoting a whole school love of reading and writing.

# Power of Reading Overview (Autumn term)





# English -Reading

- Establishing a love of reading!

Children are beginning to read in Year 1 and developing a love of books and reading is paramount. Please read a range of books/texts at home too.

## Reading Comprehension

It is vital that children understand what they are reading and can answer questions about what they have just read. Please see the reading letter sent home for some examples.

'Once upon a picture' and 'Pobble 365' websites have useful images that can spark imagination!

Encourage your children to read as much as possible. Ideally, please read with them and to them. Vocabulary is so important to children's progress. The more words they know, the better!

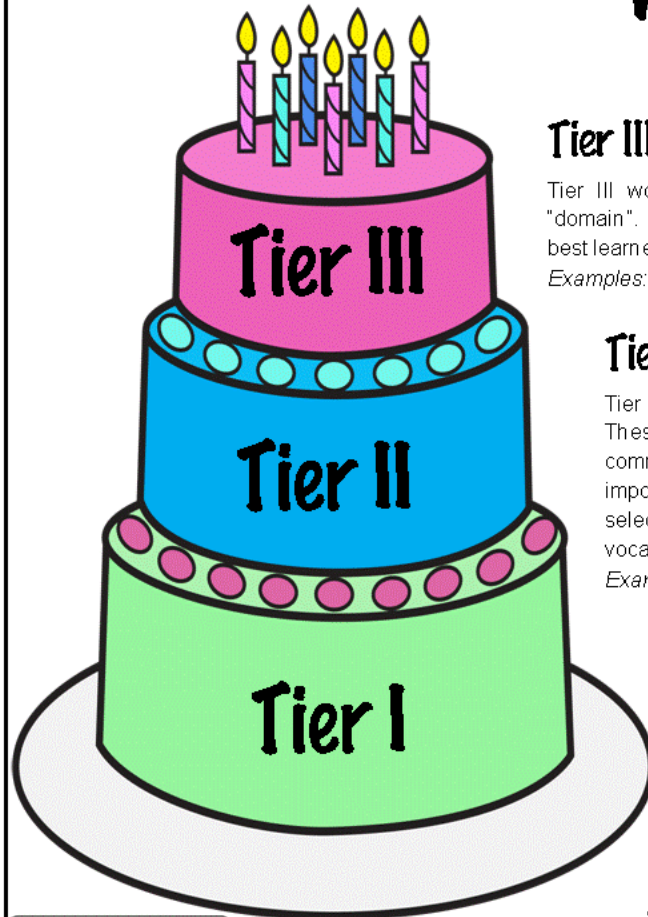




# English -Reading

## Vocabulary Instruction

### Choosing Words to Teach



#### Tier III

Tier III words are low-frequency words and are limited to a specific "domain". They often pertain to a specific content area. These words are best learned within the context of the lesson or subject matter.

*Examples: atom, molecule, metamorphic, sedimentary, continent*

#### Tier II

Tier II words are high-frequency words that occur across contexts. These words are used by mature language users and are more common in writing than in everyday speech. Tier II words are important for students to know to enhance comprehension of a selected text. Tier II words the best words for targeted explicit vocabulary instruction.

*Examples: hilarious, endure, despise, arrange, compare, contrast*

#### Tier I

Tier I words are the words we use everyday in our speech. These words are typically learned through conversation. These are common words that rarely require direct instruction.

*Examples: come, see, happy, table*

[www.blog.maketaketeach.com](http://www.blog.maketaketeach.com)

Source: Bringing Words To Life (Beck, McKeown, & Kucan 2002)

Children's vocabulary is important in their overall ability to progress in their education.

“Not surprisingly, educational research suggests a strong relationship between vocabulary and comprehension, where a broad vocabulary (knowing lots of words) and a deep vocabulary (knowing those words well) correlates with better understanding. When children write, a wider vocabulary gives them a rich palette with which to express their ideas, choosing a word to communicate with elegance and precision. Most of children’s language development and vocabulary growth will come from organic sources, rather than direct teaching: the conversations they have with their families and their peers, and with adults at school, and through the books they read and those that are read to them. That doesn’t mean, however, there aren’t some ways we can help children to learn new words directly...” (The Ultimate Guide to Boosting Vocabulary in Primary School)



# Home Reading



• Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.

\*There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.

Please ensure that your child is reading at home daily.

Please take the time to sit with your child and listen to them read but also read to them and discuss the story and new vocabulary.

# Year 1 Reading

I can read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes.	I can read accurately most words of two or more syllables.
I can read accurately some words of two or more syllables that contain the same GPCs.	I can read most words containing common suffixes.
I can read many common exception words.	I can read most common exception words.
I can read aloud many words quickly and accurately without overt sounding and blending.	I can read words accurately and fluently without overt sounding and blending i.e. at over 90 words per minute.
I can sound out many unfamiliar words accurately.	I can sound out most unfamiliar words accurately, without undue hesitation.
I can answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to me.	I can check that what I read makes sense.
I can make inferences on the basis of what is being said and done.	I can answer questions and make some inferences on the basis of what is being said and done.
I can predict what might happen on the basis of what has been read so far.	I can explain what has happened so far in what I have read.
I can make links between the book I am reading and other books I have read.	

# Writing



To write sentences in order to create short narratives and non-fiction texts that are consistent in their features and purpose.	
To use a number of features of different text types and make appropriate topic/ subject matter vocabulary choices.	
To reread their writing to check that it makes sense and independently make changes.	
To use adjectives to describe (sometimes ambitious beyond the year group).	
To use simple and compound sentence structures.	
To use the joining word (conjunction) 'and' to link ideas and sentences.	
<b>Are able to regularly use</b>	capital letters for names, places, the days of the week and the personal pronoun 'I'.
	finger spaces.
	full stops to end sentences.
	question marks.
	exclamation marks.
To spell all words containing previously taught phonemes and GPCs accurately.	
To spell all Y1 common exception words and days of the week accurately (from English Appendix 1).	
To use -s and -es to form regular plurals correctly.	
To use the prefix 'un'.	
To add the suffixes -ing, -ed, -er and -est to root words.	
To spell simple compound words.	
To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.	

# Phonics

Phonics is how we teach children to read.

It is a daily lesson of 30 minutes that teaches children new sounds in order to be able to recognise these in words and write these in words.

Phase 1: environmental sounds, rhythm, rhyme, voice sounds, listening

Phase 2: children focus on learning the 19 most common single letter sounds (F2)

Phase 3: 2 or more letter shapes that make a single sound e.g. ch, sh, oo, er, ai (F2)

Phase 4: consonant blends e.g. st, fl, mp, tr (F2/Y1)

Phase 5: new letter shapes for sounds e.g. ay, a, a\_e, etc and harder sounds including a 'c' making a 's' sound e.g. ice (Y1)

Tricky words are learnt alongside these sounds. They are 'tricky' because at the point of learning they are not decodable.

Phoneme: a sound

Grapheme: what the sound looks like written down

Digraph: 2 letters making a sound

Trigraph: 3 letters making a sound

Split digraph: a digraph split around another letter e.g. 'ie' shine

# Phonics Screening Check - June 2019

- Statutory phonics test for all Year 1 children.
- Children given a list of 40 words to read. Some real words, some pseudo words (alien words)
- If children do not pass they can resit in Year 2.
- Example words: sut, dap, yod, joil, chort, check, zome, fried, cute, label.
- Tests that children can apply the phonics they have learnt into reading new/unusual words that may come across in the future.

2019 national curriculum assessments

## Key stage 1

### Phonics screening check

Pupils' materials



# Letter-join

- Handwriting scheme - implementing across the school.
- Handwriting is practised in short sessions during the week so that children are taught correct letter formation and joins.
- Working on improving standards of presentation in all aspects of work. Children should be applying this to all work inside and outside of school.
- Time in class to practise and embed joins. Will take time for your child to adapt their style.





\*Fluency- children's ability to recall and apply knowledge rapidly and accurately.

\*Reason- follow a line of enquiry, make generalisations, justify or prove something.

\*Problem Solve- apply their knowledge, break down problems and persevere to solve problems.

# Ordinal Numbers

## Notes and Guidance

This is a non-statutory statement in the Year 1 curriculum. It has been included to see numbers as positional. It also links to previous lessons such as ordering numbers.

Stem sentences support children with using new mathematical language correctly.

## Mathematical Talk

When would I use 'last' place? Explain how you know.  
How can you work out where \_\_\_\_ is?  
When might we use ordinal numbers?  
What does first mean?  
Which is the first cube in the tower?  
What does last mean?  
Where is the last cube in the tower?  
Is there always a first and last? Why?  
Is there always a 4<sup>th</sup>? Why?

## Varied Fluency



Create a tower using different coloured cubes. Describe the order of the colours using 'first', 'second' 'third' and 'last' etc. Can you give your partner accurate instructions so that they can create the same tower?



Colour the 7<sup>th</sup> flower blue. Start counting from the left.



Colour in another flower and complete the sentence.

The \_\_\_\_ flower is \_\_\_\_.



Three children have a race.



Alex finishes first.  
Amir finishes third.  
What position does Whitney finish in?

## Reasoning and Problem Solving

Two children have used the instructions to make a pattern.

There are four shapes.

The first is a circle.

The last is a square.

The other two shapes are a triangle and a rectangle.

Here are their patterns.

Amir    ○   △   □   □

Dora    ○   □   △   □

Who is correct?

They could both be correct because the instructions aren't clear, it doesn't state which order the middle two shapes need to be in.

Tommy, Teddy and Alex take part in a race.

The results are:



Fill in the blanks:

Tommy finished behind \_\_\_\_\_.

Teddy finished in front of \_\_\_\_\_.

Alex finished in front of \_\_\_\_\_ but behind \_\_\_\_\_.

Tommy finished behind Teddy/Alex.

Teddy finished in front of Alex/Tommy.

Alex finished in front of Tommy but behind Teddy.

# Maths- Key Objectives

## Y1 Maths: I Can Checklist

<b>Number – Number and Place Value I can:</b>	✓
count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	
count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.	
given a number, identify one more and one less.	
identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.	
read and write numbers from 1 to 20 in numerals and words.	
<b>Number – Addition and Subtraction I can:</b>	✓
read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.	
represent and use number bonds and related subtraction facts within 20.	
add and subtract one-digit and two-digit numbers to 20, including zero	
solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ .	

<b>Number – Multiplication and Division I can:</b>	✓
solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	
<b>Number – Fractions I can:</b>	✓
recognise, find and name a half as one of two equal parts of an object, shape or quantity.	
recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	

<b>Measurement I can: compare, describe and solve practical problems for:</b>	✓
lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]	
mass/weight [for example, heavy/light, heavier than, lighter than]	
given a number, identify one more and one less.	
capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]	
time [for example, quicker, slower, earlier, later]	
	✓

<b>measure and begin to record the following:</b>	✓
lengths and heights	
mass/weight	
capacity and volume	
time (hours, minutes, seconds)	
recognise and know the value of different denominations of coins and notes	
sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]	
recognise and use language relating to dates, including days of the week, weeks, months and years	
tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	

<b>Geometry – Properties of Shapes I can: recognise and name common 2-D and 3-D shapes, including:</b>	✓
2-D shapes [for example, rectangles (including squares), circles and triangles]	
3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	
<b>Geometry – Properties of Shapes I can:</b>	✓
describe position, direction and movement, including whole, half, quarter and three-quarter turns.	





# Marking Policy

- Not met objective - Need more help
- Almost - a bit more before taking next step
- Met objective - ready for the next step
- Exceeded objective.

- Writing:

The children will receive more feedback, and children encouraged to proof read and edit their own work (purple pen.)

Green for meeting or exceeding objective

Pink for spelling errors

Yellow for grammar/punctuation errors

# Homework Expectations

- Homework book sent home at the beginning of each half term with maths and writing activities on. Can be completed in your own time over the half term. Books to be brought back in the final week of term for new homework to be set and to check it has been completed.
- Reading every day is essential
- Handwriting is a big push to any practise at home would be incredibly helpful. (See examples of letter formation)
- Phonics practise using sound mats sent home, including tricky words.
- After Christmas phonics screening check materials will be sent home to practise with your child.



# Rewards

- As a school we use 'It's Good to Be Green' and Class Dojo.
- Dojo's are awarded in conjunction with the schools values: Friendship, Courage, Perseverance, Respect, Compassion, Truthfulness. In addition, Good Work and Lining Up.





# Present and future!

Enjoying year 1 and being confident to move on!

This term, we are working on being a good team by:

- choosing a positive attitude and trying to looking after each other's happiness;
- making sure we treat each other respectfully;
- taking responsibility for our own choices and helping each other to learn;
- listening to others and understanding their views.

This ½ term, we are working on being ready for learning by:

- listening to instructions carefully;
- carrying out organizational activities efficiently;
- being more independent learners;
- returning quickly to our places.
- Taking pride in our work and being happy we have always done the best we can.



# Parent Helpers

If you have any spare time to help out we'd greatly appreciate it! One off or regular event - we're open to offers! This will require a DBS from the office before you can come in to help (unless you still have one from last year)

Reading	handwriting	maths	
gardening	drama	helping on visits	
	sewing		
crafts	technology	science	cooking
artefacts	photographs	memoirs	



# Keeping in Contact

- Please do come and see me at the end of the day if anything is worrying you or concerning you. Equally, if you are happy/pleased about something!



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@GaytonPrimary

