

September 2016

# WELCOME

# TO

# YEAR 1



# Welcome to Year 1!

## How will Year 1 differ from Reception?

Year 1 still use the Provision Based Learning model like Reception do and your child will still be able to access the different areas of provision, however, there are focused 'challenges' put in the areas that your child will need to complete throughout the day. There will still be the opportunity for child initiated activities where your child can follow their own interests but there is also the expectation that they must complete the teacher activity. Children will be encouraged to set their own challenges as well to further deepen their independence and understanding. There are occasions when the whole class will all work through a task at the same time (formal teaching) and other time when they will work in focussed groups which are set according to their ability. However, there will be many opportunities for them to work with different groups of children throughout the week as well.

## Dropping off & Picking up

In the morning, please come to the courtyard doors to enter the Key Stage 1 corridor. Doors open at 8.50am. Children should hang their coats on their pegs and enter their classroom. They should take their bookbag and water bottle into the class with them. At home time, teachers will bring the children to the courtyard doors at 3.20pm and be let out one at a time once we have seen their adult is here. Please bear with us at the beginning of term until we get to know you! If your child has a different routine to normal, i.e. being picked up by someone other than a parent/carer or on the bus, please write this in their planner or send a note.

## What will my child's morning routine look like?

When your child comes into the classroom, they will need to put their reading book and planner in one box and bookbags in another box. These are positioned under the Interactive whiteboards in both classrooms. Your child will have a seat, this is only a morning seat and not used throughout the day as we work in focused groups and your child will move around the classroom accessing the areas of learning. There will be a morning activity on the whiteboard which your child must complete. Adults accompanying your child are welcome to stay and help with this activity. These activities are carried out in a Busy Book which is kept in your child's tray. At 9am we kindly ask that adults leave the classroom so we can begin our first lesson.

## **How often will my child do PE?**

Your child will have weekly PE lessons, on Mondays and Fridays. There will be an indoor session (Monday) and an outdoor session (Friday). PE kits can be left on your child's peg throughout the week and taken home at weekends to wash! We follow the Year 1 PE curriculum so your child can develop and deepen a range of physical skills. Your child will need to have appropriate PE kit for these sessions:

Indoor: shorts and T Shirt

Outdoor: jogging bottoms, T Shirt, tracksuit top/jacket, trainers

## **What topics will my child be learning?**

During the Autumn term we will be learning about Famous People and Chocolate. If you would like to do some research with your child over the summer; great! We are happy for your child to bring topic related things or research in to show. Throughout the year we will also set some project style homework for you to support your child with. We will expand further on how our topics link to the curriculum in the newsletter which will be sent out in September.

## **Will my child receive weekly spellings?**

All children will receive weekly spellings. Your child will have 5 spellings that relate to the sound we are covering in phonics for that week. These 5 words will definitely appear in the weekly spelling test. We ask that you help your child think of other words containing that sound. A further 5 spellings will be given of any word we can think of containing that sound. We have started practising spellings in this way because it helps your child to know many more words containing the sound rather than being given 10 spellings and your child learning them. Spelling tests take place on a Monday and new spellings are given out (stuck in planners) on a Tuesday.

## **How often will my child read at school?**

Your child will read several times throughout the week so it is very important that they bring their reading book and planner to school every day. Your child's book will be changed on a Monday, Wednesday and Friday. They will not be changed on any other day. If your child reads their book quickly:

- they could draw their favourite characters
- make up their own stories using those characters
- write about their favourite part of the book or characters
- write the sequel to the story.

When your child is reading, we want them to use all the strategies they know, such as using their phonics to sound out the words, using picture clues and reading around the word to see which word they are unsure of. These are all highly recommended strategies and should be praised. We want all children to develop a love for reading so we need to make it as fun as possible. Your child will read a wide range of books, not just Oxford Reading Tree. This is to widen your child's reading breadth.

## **Will my child have access to After School clubs?**

All children are given the opportunity to take part in age appropriate After School clubs. Letters will be sent home when these are on offer. Apart from After School clubs, there are also a range of clubs that run during lunch times too. These are: Eco Team, School Council, Gardening club (only during certain times of the year), others may also be available. You will be informed of these as and when they become available.

## **How much homework will my child get?**

We expect all children to read daily (or as close to this as possible) with someone at home. This should be recorded in your child's planner. Please note we will not change reading books unless your child has read the book and someone has recorded that it has been finished in the planner. Spellings are set weekly; we advise that these are practised as often as possible. SMIRFS should also be practised as often as possible. MyMaths homework may also be set throughout the year. It is better for your child to work in short regular sessions rather than one long session. Homework should be fun and take no more than 15-20 minutes per night - little and often is a phrase we like to use!!

## **How do SMIRFS work in Year 1?**

Your child will have a SMIRF target sheet recorded at the beginning of their planner. This is for you to use so you know your child's maths targets. We will test SMIRFS once every half term. Once your child has achieved these targets and we have seen evidence of this three times in school, the next SMIRF sheet will be stuck into the planner. When practising SMIRFS, your child needs to answer the question within 3 seconds. We will not move your child on until they can do this for an adult in school.

## **Will MyMaths homework be scheduled?**

MyMaths homework is not set to a schedule. This is because not all the objectives we teach in Year 1 are on MyMaths, also because we do not want to overload your child with too much homework at such a young age. Some children get very tired at the end of the school day and need to relax after a busy day learning. When MyMaths homework is set, you will be informed by a note in the planner or a note on the classroom board. There are lots of games that your child could access through MyMaths without actual homework being set. We would love the children to play on these with someone at home!

## **Show & Tell**

Year 1 continue weekly Show & Tell on a Friday only. Your child is encouraged to bring in something that interests them and something they can talk about for a couple of minutes. A rota will be available in each classroom from September so you know when it is your child's turn.

## What is the phonics screening check?

The National phonics screening check is a statutory assessment that was introduced in 2012 to all Year 1 pupils and is a quick and easy check of your child's phonics knowledge.

### Who is it for?

All year 1 pupils will take the phonics screening check in 2017 during the week beginning 12th June. Those children that did not pass the screening test in year 1 and are now in year 2 will also take the screening test in this week.

### What is in the phonics screening check?

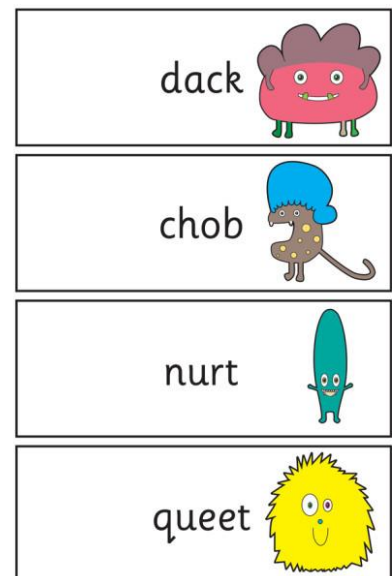
It comprises of a list of 40 real words and nonsense (alien) words. It will assess phonics skills and knowledge learnt through Reception and Year 1. Your child will read one-one with a teacher. It will be your child's current teacher so it is a familiar face. Your child will read up to 4 words per page and they will probably do the check in 10-15 minutes. They will be asked to 'sound out' a word and blend the sounds together. The check is very similar to tasks the children already complete during phonics lessons.

### Is it stressful to test such young children?

The assessment will be age appropriate and the adults involved will all be familiar. The children are familiar with the set up as we are constantly reviewing children's progress in the same way. It should be an enjoyable activity for children, which takes no more than 15 minutes. There will be a few practise words at the beginning to make sure your child understands the activity.

### What are Nonsense or Pseudo words and why are they included?

These are words that are phonetically decodable but not actual words with an associated meaning e.g. brip, snorb. These words are included in the check specifically to assess whether you child can decode a word using phonic skills and not their memory. The pseudo words will be shown to your child with a picture of an alien. The children will be asked what the aliens name is by reading the word. This will make the check a bit more fun and provides the children with a context for the nonsense word. Crucially it does not provide any clues, so your child has to be able to decode it. Children generally find nonsense amusing so they will probably enjoy reading these words.





### **How will the results from the screening be used?**

You will be informed of your child's progress in phonics and how he/she has done in the screening check in their end of summer term school report. All of the children are individuals and develop at different stages. The screening check ensures that teachers understand which children need support with decoding.

### **What happens if a child struggles with the screening check?**

The screening check will identify children who have phonic decoding skills below the level expected for the end of Year 1 and who therefore need help. Schools are expected to provide extra help and children will then be able to re-take the assessment in Year 2.

### **How can I help my child?**

There are a number of things that parents can do to support early reading development:

- Let your child see you enjoy reading yourself. They are influenced by you and what you do!
- Immerse your child in a love of reading.
- Make time for your child to read their school book to you.
- With all books, encourage your child to 'sound out' unfamiliar words and then blend from left to right rather than looking at pictures to guess.

### **Useful Links for Parents**

<http://www.oxfordowl.co.uk>

Oxford Owl is a free website built to support you with your child's learning. You'll find age-specific reading and maths tips and activities, eBooks, and lots of fun ideas to really bring your child's learning to life. You will also find support and advice on a range of questions you may have - including helping your child with their phonics, motivating boys to read and ensuring your child is doing their best in maths.

[www.bookstart.co.uk](http://www.bookstart.co.uk)

This website provides information about the national Bookstart scheme and the Bookstart packs that your child will receive as a baby, a toddler and at age three to four. It also gives information about sharing books with your child. You can find out about Bookstart events in your area, which you can attend with your child.
























<http://www.phonicsplay.co.uk/ParentsMenu.htm>

Here you will find lots of information for parents about phonics including: what exactly phonics is, how it is taught in UK schools and suggestions for helping pre-schoolers prepare for learning phonics. You will also find lots of games and ideas to explore with children at home.
















## Phonics Phase Mats

You can use these mats with your child. Can they point to each picture and say the grapheme? For example, can they say 'sh' for shoe? Can they write the grapheme and spell the word 'shoe'? Can they think of any other words that have that grapheme in? E.g. shoe, shin, shine, mash, cash.

### Phonics Phase 2 Sound Mat

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

### Phonics Phase 3 Sound Mat

j 	v 	w 	x 	y 	z 	zz 	qu 
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure 	er 					



### Phonics Phase 4 Sound Mat

st  nest	nd  hand	mp  lamp	nt  tent	nk  ink	ft  gift	sk  tuok	lt  belt
lp  help	lf  shelf	lk  milk	pt  script	xt  text	tr  tree	dr  drawing	gr  grandpa
cr  crab	br  brush	fr  frog	bl  blackberry	fl  flag	gl  glasses	pl  plane	cl  clown

### Phonics Phase 5 Sound Mat

ay  ay	ou  ou	ie  ie	ea  ea	oy  oy	ir  ir	ue  ue	ue  ue
aw  aw	wh  wh	ph  ph	ew  ew	ew  ew	oe  oe	au  au	ey  ey
a-e  a-e	e-e  e-e	i-e  i-e	o-e  o-e	u-e  u-e	u-e  u-e		

# First 100 High Frequency Words

in frequency order reading down the columns

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an