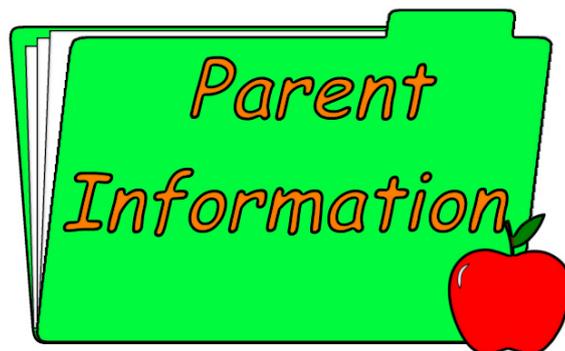


# Moorlands Primary School

How to help your child succeed in

Year 1



**In this booklet we have included information about what your child will be learning, Phonics, tricky words and how to help with spellings and handwriting. We have also**

included a topic grid so that you can talk or do some research at the library or on the internet about what we are doing in school with your child.

### Useful websites

[www.bbc.co.uk/schools](http://www.bbc.co.uk/schools)

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

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

[www.roythezebra.com](http://www.roythezebra.com)

[www.mathsisfun.com](http://www.mathsisfun.com)

[www.ictgames.com](http://www.ictgames.com)

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

[www.engineeringinteract.org](http://www.engineeringinteract.org)

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

<http://resources.woodlands-junior.kent.sch.uk/>

[www.oxfordowl.co.uk/for-home](http://www.oxfordowl.co.uk/for-home)

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

[www.compare4kids.co.uk/maths.php](http://www.compare4kids.co.uk/maths.php)

<http://mathszone.co.uk/>

# Assessments

Throughout this year your child's progress will be tracked and assessed by their teacher. At the end of the year your child's level of development will be shared with you on their report.



We follow the 'Mastery' approach to learning which provide children with a range of basic, advancing and deep learning activities to achieve the Year Group Expectations, which are as follows.



## MATHEMATICS TARGETS FOR YEAR 1

### A Year 1 Mathematician can:

#### Number and Place Value

I can count to and across 100, forward and backwards, beginning with 0 or 1 from any number.

I can count in multiples of 2, 5 and 10.

I can count, read and write numbers to 100 in numerals.

I can say what is one more or one less than any number.

I can read and write numbers from 1 to 20 in numerals and words.

I can 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.

#### Calculations

I can represent and use number bonds and related subtraction facts to 20.

I can add and subtract 1-digit and 2-digit numbers to 20, including zero.

I can read, write and interpret mathematical statements involving addition, subtraction and equals signs.

I can solve one-step problems that involve addition and subtraction, using objects and pictorial representations.

I can solve missing number problems.

I can solve one-step problems involving multiplication and division, by using concrete objects, pictures and arrays.

#### Fractions

I can recognise, find and name a half of an object, shape or quantity.

I can recognise, find and name a quarter of an object, shape or quantity.

#### Measurement

I can compare, describe and solve practical problems for lengths and heights; mass/weight; capacity and volume; and time.

I can measure and begin to record lengths and heights; mass/weight; capacity and volume; and time.

I recognise and know the value of different coins and notes.

I can tell the time to the hour.

I can tell the time to half past the hour.

I can draw hands on a clock face to show these times.

#### Geometry – Properties of Shapes

I recognise and can name common 2D shapes (rectangles, including squares, circles and triangles).

I recognise and can name common 3D shapes (cuboids, including cubes, pyramids and spheres).

#### Geometry – Position and Direction

I can describe position, directions and movement, including half, quarter and three-quarter turns.

### A Year 1 Writer can:

#### Transcription

##### Spelling

I can identify known phonemes in unfamiliar words.

I can use syllables to divide words when spelling.

I use what I know about alternative phonemes to narrow down possibilities for accurate spelling.

I can use the spelling rule for adding 's' or 'es' for verbs.

I can name all the letters of the alphabet in order.

I can use letter names to show alternative spellings of the same phoneme. (Sound)

##### Handwriting

I can sit correctly at a table, holding a pencil comfortably and correctly.

I can form lower case letters in the correct direction, starting and finishing in the right place.

I can form capital letters and digits 0-9.

#### Composition

I can compose a sentence orally before writing it.

I can sequence sentences in chronological order to recount an event or experience.

I can re-read what I have written to check that it makes sense.

I leave spaces between words.

I know how the prefix 'un' can be added to words to change meaning.

I can use the suffixes 's', 'es', 'ed', and 'ing' within my writing.



## Grammar and Punctuation

### Sentence Structure

I can combine words to make a sentence.

I can join two sentences using 'and'.

### Text Structure

I can sequence sentences to form a narrative.

### Punctuation

I can separate words using finger spaces.

I can use capital letters to start a sentence. I can use a full stop to end a sentence.

I can use a question mark.

I can use an exclamation mark.

I can use capital letters for names.

I can use 'I'

## READING TARGETS

### A Year 1 Reader

Develop positive attitude to reading and understanding of what they have read by:

#### Word Reading

I can match all 40+ graphemes to their phonemes. (Phonic examples will be sent home throughout the year).

I can blend sounds in unfamiliar words.

I can divide words into syllables.

I can read compound words.

I can read words with contractions and understand that the apostrophe represents the missing letters.

I can read phonetically decodable words. (See spelling lists sent home)

I can read words that end with -s, -ing, -ed, -est.

I can read words which start with un-

I can add -ing, -ed and -er to verbs. (Where no change is needed to the root word).

I can read words of more than one syllable.



#### Comprehension

I can say what I like and do not like about a text.

I can link what I have heard or read to my own experiences.

I can retell key stories orally using narrative language.

I can talk about the main characters within a well-known story.

I can learn some poems and rhymes by heart.

I can use what I already know to understand texts.

I can check that my reading makes sense and go back to correct myself when it doesn't.

I can draw inferences from the text and/or the illustrations (beginning).

I can make predictions about the events in the text.

I can explain what I think a text is about.



# Phonics

Please play games to help your child learn these sounds. Ask your child's class teacher if you need ideas.

Below is a table which shows all the sounds that most children should know by the end of Year 1. (See phonics sounds and actions for further information).

ch (chip) / ch (school /chef)	ee (feet)	ur (hurt)	air (fair)
sh (ship)	oa (boat)	ow (cow) / ow (low)	er (corner) / er (fern)
th (thin/ <b>then</b> )	igh (night)	oo (boot/look)	ure (sure)
ng (ring)	ar (farm)	oi (coin)	ay (day)
ai (rain)	or (for)	ear (dear)	ou (about) / ou (could/mould)
ie (pie) or ie (chief)	ea (sea)	oy (joy)	ir (girl)
ue (venue)	aw (saw)	wh (when)	ph (phonics)
ew (blew)	ew (stew)	oe (toe)	au (haul)
ey (money)	a-e (made)	e-e (these)	i-e (like)
o-e (bone)	u-e (cube)	a (fast / was)	e (he)
y (by / gym / very)	c (cell)	g (gent)	ey (they)
/ch/ (picture / catch)	/j/ (fudge)	/m/ lamb	/n/ (gnat / knit)
/r/ (wrap)	/s/ (listen / house)	/z/ (please)	/u/ (some)
/i/ (happy / donkey)	/ear/ (here / beer)	/ar/ (father / half)	/air/ (there/pear /bare)
/or/ (all / four / caught)	/ur/ (learn / word)	/oo/ (could / put)	/sh/ (special)
/zh/ (treasure)	/oo/ (clue / June/ blew)	/oa/ (low/toe/b one)	Adding s and es (shops) (catches)
est (largest)	ing (singing) ed (worked) er (helper)	Prefix un- (unhappy)	

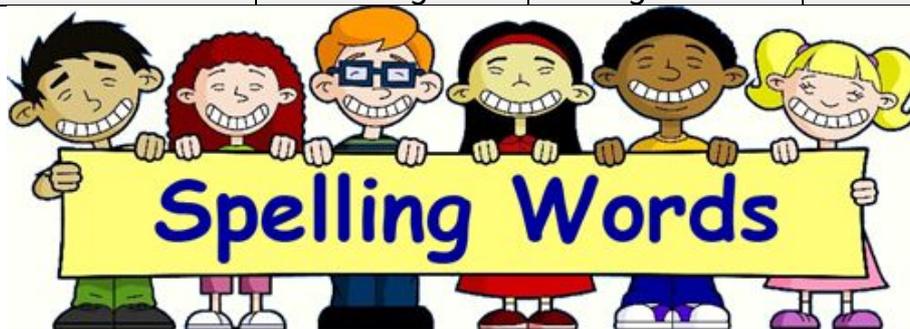


# High frequency words



These are the words that your child will meet in reading and might want to use in writing. Please encourage your children to learn as many of these as possible. In the chart below is a list of the first 100 words.

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



# Spellings



Each Friday your child will bring home a list of spellings for them to learn and a spelling quiz will be held the following Thursday. Please practice these words at home. In school we encourage the children to:

**LOOK** at the word,  
**SAY** the word,  
**COVER** the word,  
**WRITE** the word and then  
**CHECK** the word.

## Handwriting

When your child is writing make sure that they are sitting comfortably and that their book is at an angle which will help their writing flow.



Below is the formation that we teach in school.

A B C D E F G H I J  
K L M N O P Q R S  
T U V W X Y Z

*abcde***fg** *hij* *klmnopqrstuvw***x**

*y z*

## Reading

Reading plays a very important part in Year 1.

Your child will bring home a reading book every week. Please write any comments in the Reading diary. It is also important that they read a variety of texts at home too – comics, newspapers, signs, labels, library books etc.

Make sure that you talk about what your child has read – to ensure that they have not just read the words but fully understood it too. Ask them about the characters, the plot the setting, likes and dislikes and also things that are inferred by the text but not actually said.



## Topics

Below is a grid of Topics that we will be covering over the year. Please talk to your child about these areas. Each term a curriculum newsletter will be sent home with more details and suggestions on how to help your child.

<b>Autumn ½ term 1</b>	<b>Spring ½ term 1</b>	<b>Summer ½ term 1</b>
My body/Pirates	Dinosaurs	How Does Your Garden Grow?
<b>Autumn ½ term 2</b>	<b>Spring ½ term 2</b>	<b>Summer ½ term 2</b>
Toy Story	Up, Up and Away!	Birds, Beasts and Bugs

**We hope you find this information useful and if you have any further questions now or later in the year please do not hesitate to speak with us.**

**Thank you**