

# Year 1

## General Information

### Punctuality

Please ensure that your child is at their allocated gate on time each morning.

### **Year 1 – Alfred Street – 8.45am**

Morning registration is completed 20 minutes after your child's allocated time. After this time, children may be recorded as receiving an 'unauthorised absence'. Please note that lessons start straight away in the morning and therefore your child will be missing valuable learning time if they arrive after the time stated.

### Attendance

Please ensure that your child achieves a good attendance record (our school target is 96% ... this still would mean 4 weeks of missed school!) Try to avoid holidays within school time as this may affect your child's progress. Due to a recent change in the law, it is no longer possible for the Headteacher to authorise holidays during term time.

If your child has a Covid\_19 related absence, such as self-isolation due to presenting with symptoms, this will not affect their attendance record.

### Uniform

Please make every effort to ensure that your child is wearing the correct uniform. Children should wear completely black shoes – not trainers.

Please note that children should not wear any form of jewellery and hairstyles and accessories must conform with school policy (e.g. no earrings, no 'extremes' of hairstyles, green/black/white hair bows and bands)

### School Bags

We ask that your child only bring the school book bag to school each day. Due to space restrictions in our cloakrooms, no large rucksacks will be permitted in school.

### Rainbow Folders and Home/School Diaries

Please ensure that your child packs their Rainbow Folder and their Home/School Diary in their bag each day. These are an essential form of communication and also key to our approach to learning and independent study (see Home Study section below).

## **PE Kit**

PE kits should be kept at home and pupils should wear their PE kit to school on their allocated day.

### **Year 1 PE Day - Thursday**

School PE kit consists of both an indoor and outdoor kit:

Indoor: a white top; black shorts and black plimsolls.

Outdoor: a white top (the same top may be used for both), a black tracksuit and trainers.

Pupils should wear outdoor kit to school unless it is warm weather, in this case indoor kit can be worn.

PE sessions will take place on a weekly basis. Children who do not wear a P.E. kit to school may not be able to take part in P.E. sessions – which is an important part of our school curriculum.

## **Reading**

### **Reading books will be changed on Tuesdays**

Our approach to reading consists of weekly whole class reading lessons, phonics sessions and some group 'reciprocal reading' sessions. In addition to this, we listen to children read whenever possible; have various interventions running throughout the year and have a text based English curriculum which means classes are sharing and enjoying books each and every day. Although we read whenever possible in school, it is still extremely important for parents to listen to their child read too– and to sign/ add comment to their Home/School diary.

We use a reward system called 'Karate Readers' to encourage children to read at home. Those reading at home 3 times per week for 3 weeks will receive a new coloured bookmark in the style of karate belts. A text message will also be sent home for all children reading 3 times per week as a thank you for supporting your child's reading. For those children reading 4 times or more a week for 10 consecutive weeks we have 'Playdays' vouchers (YR-Y3) and Costa vouchers (Y4-Y6) as an incentive for children.

In addition to this booklet you have been provided with a 'Books to read before leaving Year 1 and 2' document. This is a comprehensive list of excellent age appropriate books ... perfect to assist you in promoting reading at home and ideas for presents too!

## **Home Study**

Home study is valued at Parish Church of England Primary School by both staff and parents and is a statutory part of the curriculum. Through home study opportunities, we are further developing the effective partnership between school and home. Our approach to home study focusses primarily on the development of essential knowledge linked to our curriculum coverage. It is expected that all pupils within school complete home study tasks that are

creative and knowledge-centred, as opposed to traditional 'pencil and paper' activities.

### **Possible Home Study Tasks**

Pupils are expected to complete home study tasks every week. Across the school, home study works in exactly the same way. (More information about some of the tasks listed can be found below this table).

	<b>Possible Home Study Tasks</b>
<b>PHASE 1 (Nursery, Reception, Year 1)</b>	<ul style="list-style-type: none"><li>• Reading (independent and shared)</li><li>• Phonic Activities e.g. 'Red Word' practise</li><li>• Times Table Rock Stars</li><li>• Home Learning Challenges/Projects</li><li>• Activities related to knowledge organisers – vital vocabulary, mini quizzes etc.</li><li>• Independent Study based on reference materials in Home/School Diary or Rainbow Folder</li></ul>

### **Spelling**

Rainbow Folders and Home/School diaries contain National Curriculum 'Common Exception Words' and 'Word Lists' alongside other helpful spelling aids. Children may choose to practise these as part of their independent home study whenever they wish and in whatever way they choose.

Focused spelling lists (linked to the weekly direct teaching of spelling) are given out to each year group on a Friday (this may differ in Phase 1 and 2 when children's spellings are linked to Read, Write, Inc.). Children may practice the spellings in any way that suits them and are not required to hand any written work back to the teacher. Teachers will also upload the spelling lists to Spelling Frame, an online site in which children can play games with their spelling words (links to individual class lists on Spelling Frame can be found on class pages on our school website). Spellings are tested on a Thursday across the school.

### **Maths**

Pupils are required to practice their times tables at home. In support of this, pupils have been given a 'Times Tables Rockstars' password and we expect them to access this resource regularly. Within our Home/School Diaries and Rainbow Folders, there are also many other mathematical resources which provide children with many opportunities for independent home study. Class pages on our school website also provide additional links to useful Maths resources.

### **What is a Knowledge Organiser?**

A knowledge organiser is a document (one page of A4) that contains key facts and information that children need to have a basic knowledge and understanding of a topic.

Our knowledge organisers will include the essential facts about the topic, laid out in easy-to-digest chunks; key vocabulary or technical terms and their meanings (we call this vital vocabulary); images such as maps or diagrams; and famous quotations, if relevant.

What a knowledge organiser includes will depend on the subject. For example, a 'World War Two' knowledge organiser and a 'Rivers' knowledge organiser would both include maps, but the former would also include a timeline, and the latter would need diagrams.

We all want children to gain specific knowledge in each curriculum subject that builds up over time. Independent study based on the content of the knowledge organiser has been proven to make learning 'sticky' and deepens knowledge accrued over time.

### **Supporting Independent Study**

Parents and children will be provided with a Phase appropriate 'Phase Study Buddy' in order to ensure that support and ideas are given in relation to how to 'get the most' out of the materials within the Rainbow Folders and Home/School Diaries.

### **Projects**

At times, teachers will ask for children to complete projects based on topics. These projects are intended to nurture curiosity and provide an opportunity to build upon knowledge and skills. More information will be provided by class teachers; however, projects usually take the form of model making, crafts, fact files or PowerPoint presentations.

### **Areas of Study**

English will be taught through the study of a selection of high quality texts/ multimedia that will serve as an inspiration for a wide variety of written tasks.

We will have 3 author focuses across the year. These will be namely:

Autumn – Sue Hendra

Spring – Mini Grey

Summer – Julia Donaldson

### **English Targets for Year 1**

SPOKEN LANGUAGE	
<b>Speaking</b> tell stories and describe incidents from their own	<b>Listening</b> listen with sustained concentration

<p>experience in an audible voice</p> <p>retell stories, ordering events using story language</p> <p>interpret a text by reading aloud with some variety in pace and emphasis</p> <p>experiment with and build new stores of words to communicate in different contexts</p> <p>speak audibly and participate in discussions</p> <p>give personal opinions e.g. about characters in a story</p>	<p>listen to and follow instructions accurately, asking for help and clarification if necessary</p>
<b>READING</b>	
<p><b>Word reading</b></p> <p>apply phonic knowledge and skills as the route to decode words</p> <p>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>read other words of more than one syllable that contain taught GPCs</p> <p>read words with contractions, e.g. I'm, I'll, we'll</p> <p>understand that the apostrophe represents the omitted letter(s)</p> <p>read aloud and accurately using phonics (consistent with their developing phonic knowledge)</p> <p>to build up fluency and confidence in word reading by re-reading (phonetically decodable) books</p>	<p><b>Comprehension</b></p> <p>listen to and discuss a wide range of poems, stories and non-fiction at a level which cannot be read independently</p> <p>begin to link what they read or hear read to their own experiences</p> <p>become very familiar and retell key stories, fairy stories and traditional tales</p> <p>consider particular characteristics of key stories, fairy stories and traditional tales</p> <p>recognise and join in with predictable phrases (shared text)</p> <p>learn to appreciate rhymes and poems</p> <p>learn to recite some rhymes and poems by heart</p> <p>draw on what they already know</p> <p>use background information and vocabulary provided by the teacher</p> <p>check that the text makes sense as it is read and correct inaccurate reading</p> <p>discuss the significance of the title and events</p> <p>make inferences on the basis of what is being said and done</p> <p>predict what might happen next based on what has been read so far</p> <p>participate in discussion about what is read to them, take turns and listen to what others say</p> <p>explain clearly, showing an understanding of what is read to them</p>

## WRITING

### Transcription

#### Spelling

spell words containing each of the 40+ phonemes already taught

spell common exception words

spell the days of the week

name the letters of the alphabet in order

use letter names to distinguish between alternative spellings of the same sound

use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs

use the prefix *un-*

use *-ing*, *-ed*, *-er* and *-est* where no change is needed in the spelling of root words (e.g. *helping*, *helped*, *helper*, *eating*, *quicker*, *quickest*)

apply simple spelling rules and guidelines in writing

write simple sentences from memory dictated by the teacher that include words taught so far

#### Handwriting

sit correctly at a table and hold a pencil comfortably and correctly

begin to form lower-case letters in the correct direction, starting and finishing in the right place

form capital letters correctly

form digits 0-9 with correct orientation

understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these

leave spaces between words

#### Composition

say sentences out loud about what is going to be written

compose a sentence orally before writing

sequence sentences to form short narratives

re-read what has been written to check that it makes sense

discuss what has been written with the teacher or other pupils

read writing aloud clearly enough to be heard by their peers and the teacher.

understand that words can combine to make sentences

join words and clauses using *and*

#### Vocabulary, grammar and punctuation

join words and join sentences using *and*

begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

learn the grammatical terms: word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

Understand how regular **plural noun suffixes** are made by adding –s or –es including the effects of these suffixes have on the meaning of the noun

Know that **suffixes** can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping*, *helped*, *helper*)

Add the **prefix un-** to change the meaning of **verbs** and **adjectives**

## Mathematics Targets for Year 1

Below are the National Curriculum Objectives for maths in Year 1.

We use Singapore Maths as our approach to the teaching of Mathematics and we use this mastery approach to enable us to deliver the following key objectives:

### Number & Place Value

- 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 2s, 5s and 10s
- Given a number, identify 1 more and 1 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.

### Addition & Subtraction

- 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 0
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = ? - 9$ .

### Multiplication & Division

- 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.

### Fractions

- recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity
- recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.

### Measurement

- compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/hal] mass / weight, capacity and volume, and time
- measure and begin to record the following: lengths and heights, mass/weight, capacity and volume, and time (hours, minutes, seconds)

- recognise and know the value of different denominations of coins and notes
- sequence events in chronological order using language
- 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.

#### Properties of Shapes

- recognise and name common 2-D and 3-D shapes.

#### Position and Direction

- describe position, directions and movements, including whole, half, quarter and three-quarter turns.

#### **Our Wider Curriculum Focus**

We will be covering many exciting and interesting topics this year through our studies. An overview of all topics covered across the curriculum will be provided to you in addition to this booklet. Please encourage and support your child in taking an active interest in the topics to be covered across the year.

#### **'Wow' Experiences and 'Pots of Gold'**

As key component in our Rainbow Curriculum is 'nurturing curiosity' and an appreciation for our culture and heritage. With this in mind we start all of our topics with a wow experience and in addition to this, Parish has its own 'Pots of Gold' experiences for each year group. This is our commitment to ensuring our children are given the opportunity to experience first-hand the wonder of God's beautiful world and to appreciate the incredible accomplishments of human society.

<b>Some of our Wows</b>	Tiger tea party Fire engine visit* Arriva visit*
<b>Our 'Pot of Gold'</b>	Knowsley Safari Park visit*

#### **Other exciting things about being in Year 1.**

- Our class assembly\*
- Phonics Screening
- Health and wellbeing week
- Focus days
- Doll baptism\*
- Lots of our work and pictures shared on twitter @MrsMoore\_Parish



# Class Handbook 2020-2021



Year 1  
Mrs Moore