

How can I help my child?

The most important thing is to take an interest in what your child is learning. The half termly curriculum newsletters will let you know the topics that each class are covering. Helping children with reading, spelling and maths from a young age is vital.

Reading - We cannot overstate the importance of reading at all ages. If your child is a reluctant reader, try to encourage a love of books by reading to him/her yourself and taking him/her to the library. Children in Key Stage One have a reading scheme book. It is important that ALL children read every night. Please sign the reading diary to let us know that they have read.

Spelling – Children have a list of spelling to learn. These are changed fortnightly but it is really important that they practice a little every night. They will be tested on these spellings.

Maths – Children will always benefit from playing number games and counting. Try doing adds and take aways when there is a spare moment. Children also need to start learning the number bonds to 10 and then to 20. They need to have these at their fingertips. This does **not** need to be written down. You could even spot shapes on the way to school.

You can always take learning further by playing maths games at home and going to the library for new books. It is really good for children of this age to have a story read to them too.



A Parent's Guide to Year 1

Your child will be assessed against the objectives of the National Curriculum for the year group they are in.

We will be reporting to you at parents' evening and in end of year reports that they are / have:

- 'Working towards the expectations for their year group'
- 'Mostly achieved the expectations for their year group' or
- 'Achieved the expectations for their year group'.

The DfE expects that most children will end the year having achieved the expectation for their year group. These expectations have increased with the introduction of the new curriculum and due to the number of objectives the children need to be assessed against, they will be meeting this expectation only at the very end of the year. As children work towards these year group objectives over the course of the whole year, most children will be 'Working towards the expectations for their year group' during at least the autumn term, if not for much of the spring term too. The table overleaf will give you some idea of some of the objectives for your child's year group.

Reading	Writing	Maths
<p>Apply phonic knowledge and skills as the route to decode words.</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 –s, –es, –ing, –ed, –er and –est endings.</p> <p>Read words with contractions [eg. I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming very familiar with fairy stories and traditional tales, retelling them and considering their particular characteristics; appreciating rhymes and poems, and to recite some by heart; discussing word meanings, linking new meanings to those already known.</p> <p>Understand the books they can already read accurately and fluently and those they listen to by: checking the text makes sense to them as they read and correcting inaccurate reading; making inferences on the basis of what is being said and done; predicting what might happen; explaining clearly their understanding of what is read to them.</p>	<p>Spell words containing each of the 40+ phonemes already taught; common exception words and the days of the week.</p> <p>Naming the letters of the alphabet in order</p> <p>Using –ing, –ed, –er and –est where no change is needed in the spelling of root words [eg. helping, helped, helper]</p> <p>Handwriting: Sit correctly at a table, holding 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 Form digits 0-9</p> <p>Pupils should be taught to: write sentences by: composing a sentence orally before writing it; sequencing sentences to form short narratives; re-reading what they have written to check that it makes sense; leaving spaces between words; beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark; using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p>	<p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</p> <p>Given a number, identify one more and one less.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</p> <p>Add and subtract one-digit and two-digit numbers to 20, including zero.</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p>Compare, describe and solve practical problems for lengths and heights [eg. longer/shorter, tall/short, double/half]; mass/weight [eg. heavier than, lighter than]; capacity and volume [eg. full/empty, more than, less than]; time [eg. quicker, slower, earlier, later]</p> <p>Recognise and know the value of different denominations of coins and notes.</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>Recognise and name common 2-D and 3-D shapes</p> <p>Describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p>