



Rainow Primary School

- Caring - Learning - Achieving -

A Guide to the Year 1 Curriculum in English and Maths



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INTRODUCTION

This booklet provides information for parents and carers on the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child should meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or would like some support in knowing how best to help your child then please talk to your child's teacher.



READING

First and foremost, reading should be pleasurable. Please encourage your child to read regularly with an adult at home; at least ten minutes every day. If your child is struggling to read a word, please be patient and allow them to have a go and encourage them to use the strategies they have learnt in school to decode (segmenting and blending). Children are more likely to remember the words they have struggled with previously if they have worked through it themselves rather than simply being told.

It is also important to make sure that children understand what they are reading. As children become more competent readers, they should be able to answer increasingly complex questions which involve more thinking. Please allow time to discuss the text and ask your child questions to encourage them to think more deeply about what they are reading.

Below are a list of questions that you may ask your child whilst reading at home:

- Look at the front cover. What do you think this story might be about?
- What do you think will happen next?
- How do you think that character feels? How do you know?
- What does the word mean?
- Can you explain why...?
- Can you find one word in the book that describes a character in your book very well?
- Where and when did the story take place?
- Talk about the different parts of the book (eg. Front cover, back cover, title, author, illustrator, blurb, ISBN number, bar code, publisher marks)
- If it is an information book; Can you tell me which page I will find more information about nocturnal animals? (This is to ensure your child understands and knows how to use a contents and index page to find specific information.

Rainow Reading Criteria for Y1

Reading words:

- I can read words by breaking them down into sounds
- I can quickly read letters and groups of letters
- I know there are different ways to make the same sound
- I can read new words by blending phonemes together (ones I have been taught)
- I can read Year 1 tricky words
- I can read words with more than one syllable
- I can read words containing missing letters (I'm, we'll, I'll...)

Understanding Texts:

- I can correctly sequence a text
- I can clearly explain what the books I have read are about
- I can make predictions about what will happen next using the text to help me
- I can explain why a character does or says something and can use examples from what I have read to support my answer
- I know what certain new words mean using clues from the text to help me

Talking About Reading:

- I can talk 'around' a text, linking it to my own experiences
- I can talk about books by the same author and say what I like about them
- I can talk about special stories, nursery rhymes and poems that we have read as a class and can perform some of them aloud by heart



READING

Reading Stages

Book Band	Year Group
Lilac Wordless Pictures Books	Age 4-5 Foundation
Pink (1)	Age 4-5 Foundation
Red (2)	Age 4-5 Foundation
Yellow (3)	Age 5-6 Foundation/Year 1
Blue (4)	Age 5-6 Year 1
Green (5)	Age 5-6 Year 1
Orange (6)	Age 5-6 Year 1
Turquoise (7)	Age 5-6 Year 1
Purple (8)	Age 6-7 Year 2
Gold (9)	Age 6-7 Year 2
White (10)	Age 6-7 Year 2
Lime (11)	Age 6-8 Year 2/3
Citron	Year 3
Ebony	Year 4
Sapphire	Year 5
Burgundy	Year 6
	Year 6+

This chart can only give a rough idea of the right level for your child. There will be a wide range of reading abilities in any school year.

Children should demonstrate a good understanding of the texts that they read through answering a variety of comprehension questions.

If the book is too easy, children can become bored. If it's too difficult, they can become frustrated, and may have to concentrate so hard on reading the words that they lose the enjoyment of understanding the story.



WRITING

During Year One, children will write a range of fiction and non-fiction pieces whilst increasing the quantity produced throughout the year. Children are encouraged to write independently and 'have a go'. The children's pace and stamina will increase during Year One, however, it is important that children don't forget the need for capital letters, full stops, finger spaces, accurate spellings and neat handwriting.

If your child struggles with their handwriting, please encourage the development of your child's fine motor skills by playing games, colouring, drawing, playing with beads etc. Children should also practise writing on the lines carefully and begin to think about which letters are ascending and descending for both lower case and upper case letters.

Rainow Writing Criteria for Y1

Planning my writing:

- I can say aloud what I am going to write
- I can put grammatically correct sentences together orally, to write stories and recounts

Structuring my writing:

- I can sequence sentences to form narratives, in fiction and non-fiction texts

Writing sentences & joining clauses

- I am beginning to understand what the terms verb, nouns and adjective mean.
- I can use 'and' to join two ideas in a sentence

Engaging and giving detail

- I can use a range of adjectives to make my writing interesting
- I can use topic words and words I have heard in books, to make my writing interesting

Punctuating Sentences

- I can use a capital letter for I, the days of the week, names and at the beginning of a sentence
- I use full stops at the end of most of my sentences and sometimes question marks or exclamation marks
- I can leave spaces between words

Improving and editing

- I can read my writing back to my teacher
- I can talk about my writing to my teacher or other pupils and suggest what I could do better

Spelling

- I can spell all of these words: **the I to no go a be he me she we my was are said they come you look like**
- I can spell most of these words: **his has some says do today were so by here there where love one once ask friend school push pull full house our**
- I can spell CVC words correctly, including those ending in **ck** and those containing **qu ch sh th**
- I can use my phonic knowledge to make a phonetically feasible spelling choice when spelling words with digraphs, trigraphs and consonant blends, including 2 syllable words

Handwriting

- I can hold my pencil correctly
- I can form **lower case letters**, capital letters and **digits 0-9**

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



PHONICS

In Year One, phonics has a huge impact on your child's reading and writing and there is an emphasis on this throughout the year. All of the children will be required to take part in the statutory 'Phonics Screening Check' during the Summer term.

During the test the children will need to read 40 words. There are 20 real words and 20 'alien' words (these are made up words). Children must sound out the words and blend them back together accurately. Some children may sound out the word correctly and forget to blend and some children sound out an 'alien' word and when they blend it back together they alter the word to something real; if anyone does this during the test, no mark will be given.

Alien words are included in the test to assess the children's ability to sound out and blend together words they do not know. If there are more than one possible sound for a grapheme/digraph e.g. 'oo' can be sounded out as 'u' as in book or 'oo' as in moon. Your child can be marked correct using either pronunciation when it is an alien word. If it is a real word, your child will need to use the correct pronunciation.

More information will be provided nearer the time of the test to support both you and your child in preparation for the screening check. It is nothing for your child to worry about, but it is important that children learn their sounds and are capable of sounding out and blending accurately as this will support them in both their reading and writing.

Last years phonics test:




























Section 1				Section 2			
Word	Correct	Incorrect	Comment	Word	Correct	Incorrect	Comment
dat				tay			
cag				sloam			
rin				zued			
ept				meve			
jash				clend			
quib				braits			
coid				scrug			
quass				spue			
glog				high			
blard				feast			
disp				goal			
murbs				shape			
chum				trunk			
kick				groups			
reef				straw			
short				scribe			
blot				model			
greet				person			
dust				chapter			
parks				reptiles			



PHONICS

























Here are a list of digraphs and trigraphs your child will need to know by the end of the year and all of these will be including in the Year One Phonics Screening Check. During phase 5, children will also learn the alternative pronunciation for each sound e.g. g can make j, c/s, ch/c/sh and many more.

Phase 3























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 					

My Phase 3 Sound Mat

Phase 4

st 	nd 	mp 	nt 	nk 	ft 	sk 	lt 
lp 	lf 	lk 	pt 	xt 	tr 	dr 	gr 
cr 	br 	fr 	bl 	fl 	gl 	pl 	cl 

Phase 5

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

*even



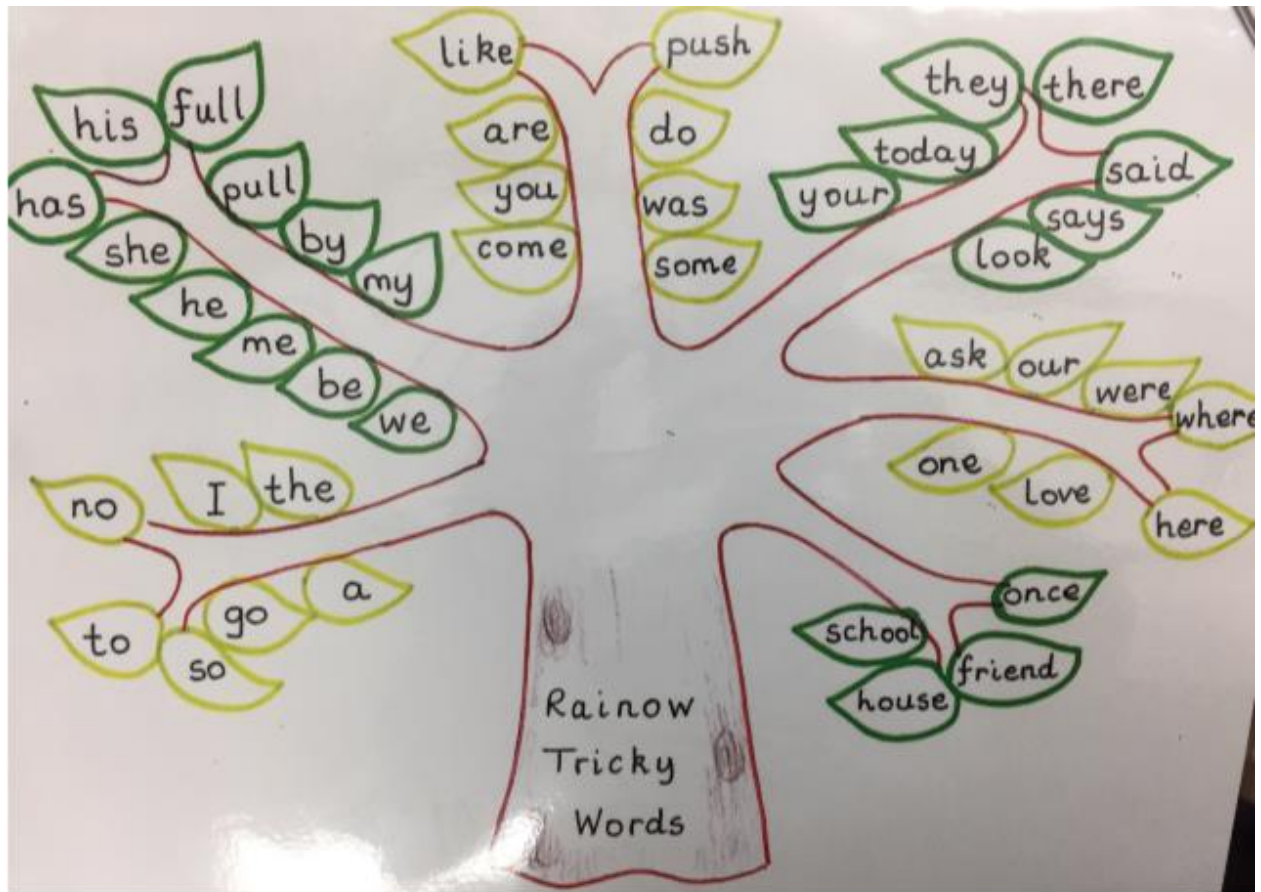
Spelling

In Year One there are a lot of new words children need to be able to read and write accurately. Some of these words are words spelt phonetically, which requires the children to think carefully about their phonetic spelling choices. It is helpful for children to learn their spelling rules to support them in choosing the best way to spell an unfamiliar word, for example:

- 'y' making 'ee' is found at the end of a word e.g. happy
- 'ee' and 'ea' are usually in the middle of a word e.g. keep and bead
- 'e_e' has an e in the middle of the word and an e at the end of a word e.g. concrete
- 'e' on its own is usually used in a word with more than one syllable long, but exceptions include: me, be, he, we and she.

Some words are 'Tricky Words', these words are non-decodable and these can be found on the 'Rainow Tricky Trees'. These are the words that children must be able to both read and write by learning them and not by using their phonic knowledge.

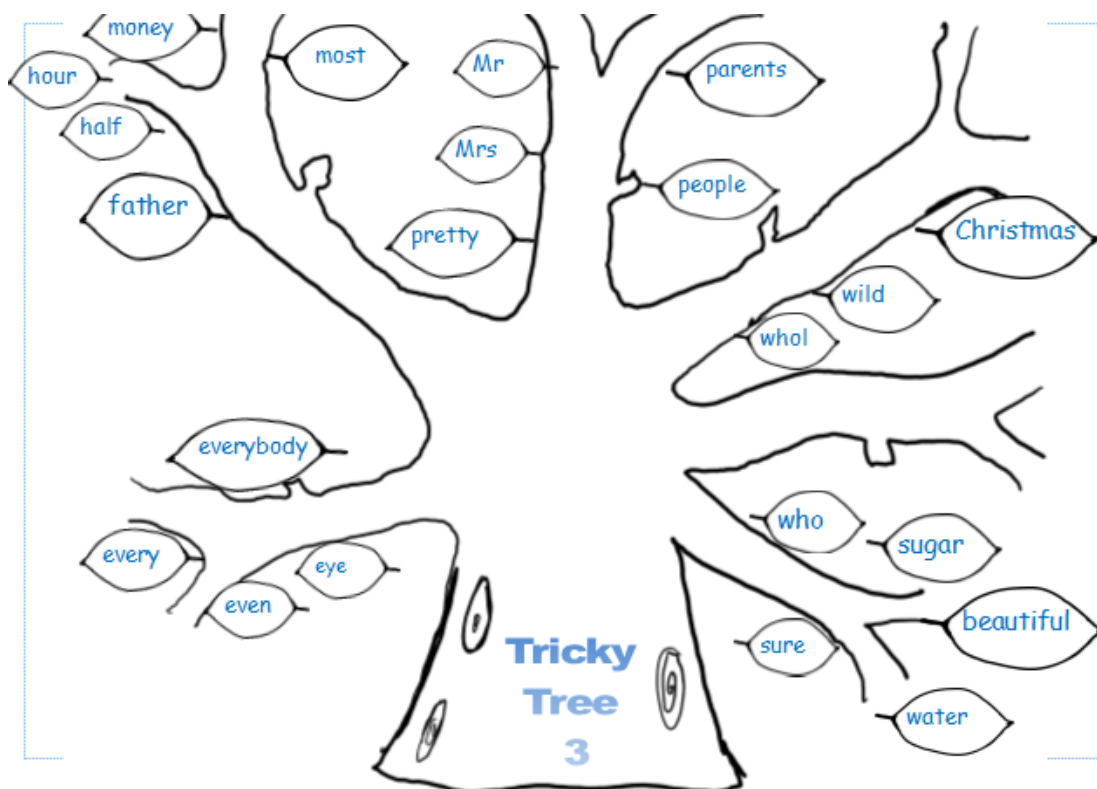
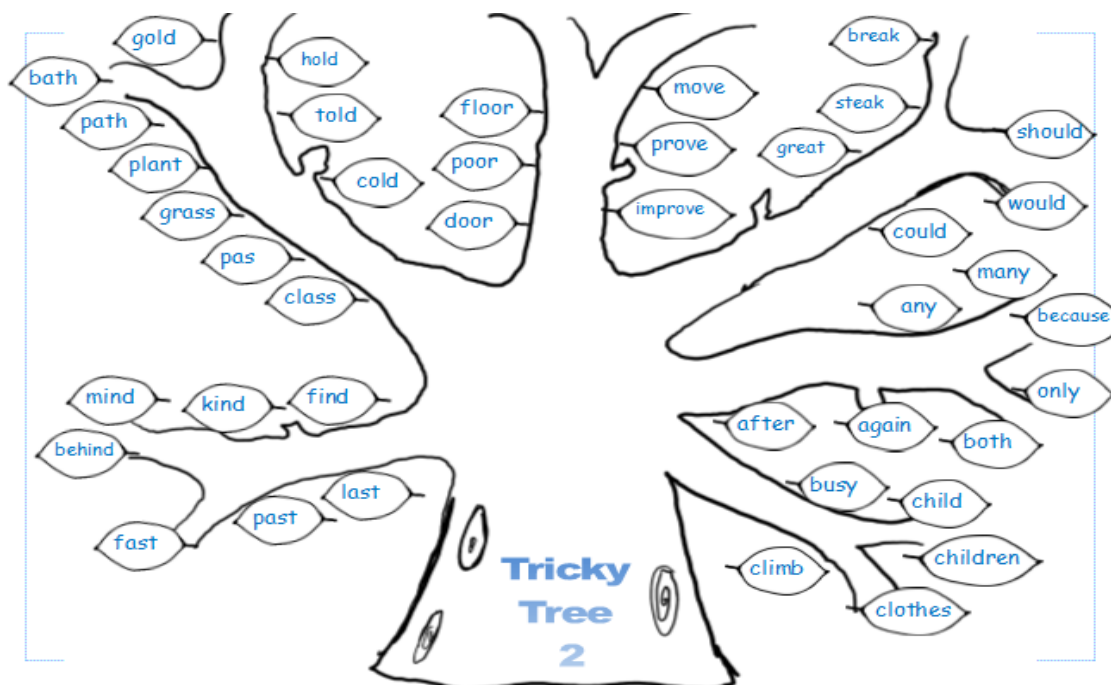
Rainow Tricky Tree 1





Spelling

If your child knows how to spell and read the words on Tricky Tree 1, they should begin to learn the words on Tricky Tree 2 and 3. If you do not have a copy of these at home and would like them, just let me know and I can send a hard copy home with your child.





SPELLING

During Year One, children will be taught the following:

- To spell all of these words: **the I to no go a be he me she we my was are said they come you look like**
- To spell most of these words: **his has some says do today were so by here there where love one once ask friend school push pull full house our**
- To spell CVC words correctly, including those ending in **ck** and those containing **qu ch sh th**
- To use their phonic knowledge to make a phonetically feasible spelling choice when spelling words with digraphs, trigraphs and consonant blends, including 2 syllable words

Statutory Word List for Year One:

the	your	come	are	go	push
a	they	some	were	so	pull
do	be	one	was	by	full
to	he	once	is	my	house
today	me	ask	his	here	our
of	she	friend	has	there	
said	we	school	I	where	
says	no	put	you	love	

Making spelling fun...

- *Cut out the letters and see how quickly your child can rearrange them in the correct order*
- *Say speech rhymes and tongue twisters together*
- *Play detective games with words – ask your child to be a detective and find: words that rhyme, begin/end with the same sound or letter, little words in big words (e.g. ‘am’ in ‘pyjamas’), words that sound the same but are spelt differently (e.g. ate, eight)*
- *Play word games that focus on sounds of words (Scrabble, Boggle, Word Snap, I Spy)*
- *Draw a picture, then write words to label items in the picture*
- *Use alphabet stamps and coloured ink pads or felt pens/crayons to make spelling artwork*
- *Write a short story that uses all of the spelling words*
- *Find the meaning of words in a dictionary and write them in a sentence*
- *Write words in a bucket of sand or make them from playdough*
- *Make secret agent words by numbering the alphabet from 1-26 and then converting spelling words into a number code*
- *Make a crossword puzzle or word search from the words in the spelling list*
- *Try to find spelling words used in a newspaper or magazine article*
- *Make flashcards to help practise spelling words*



MATHEMATICS

When introducing new concepts, concrete materials (hands-on resources) and pictorial representations (models and images) will be used to aid understanding before expecting children to work in an abstract way.

--- CONCRETE --- PICTORIAL --- ABSTRACT ---

Tips for helping with maths development:

+ Ask your child what they are doing in maths at school and try to use it in everyday life (e.g. fractions – what fraction of people in our family are children? What fraction of pizza is left/did you eat?) This gives them practice and shows them that maths relates to the ‘real’ world.

+ Give them opportunities to do maths – maths is everywhere!

Some great contexts for maths are:

- Money – counting and calculating – pocket money, banking, shopping*
- Time – tell the time to the hour, half hour and quarter as an extension*
- Measuring – length, area, volume, cooking ingredients*
- Travelling – reading numbers on signs, calculating distances & speeds, giving directions, timetables*
- Games – Monopoly, Bingo, board games such as Snakes and Ladders*



MATHEMATICS

In Year 1 your children should learn the following:

Number and place value

- count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens

Multiplication and 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 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

Measurement

- recognise and know the value of different denominations of coins and notes
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

GEOMETRIC REASONING

Fractions

- 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

Geometry: properties of shapes

- recognise and name common 2-D and 3-D shapes, including:
 - 2-D shapes [for example, rectangles (including squares), circles and triangles]
 - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]

Geometry: position and direction

- describe position, direction and movement, including whole, half, quarter and three-quarter turns

Number and 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 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

Measurement

measure and begin to record the following:

- lengths and heights
- mass/weight
- capacity and volume
- time (hours, minutes, seconds)
- recognise and know the value of different denominations of coins and notes

Number and place value

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- given a number, identify one more and one less

Addition and 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 zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$



MATHEMATICS – ADDITION AND SUBTRACTION

Addition:

$+$ = signs and missing numbers

Children need to understand the concept of equality before using the ' $=$ ' sign. Calculations should be written either side of the equality sign so that the sign is not just interpreted as 'the answer'.

$$2 = 1 + 1$$

$$2 + 3 = 4 + 1$$

Missing numbers need to be placed in all possible places.

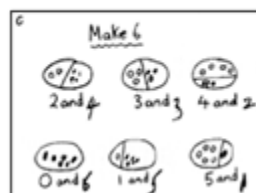
$$3 + 4 = \square$$

$$\square = 3 + 4$$

$$3 + \square = 7$$

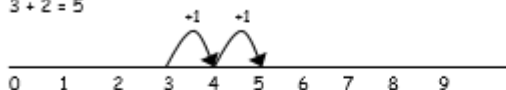
$$7 = \square + 4$$

Children are encouraged to develop a mental picture of the number system in their heads to use for calculation. They develop ways of recording calculations using pictures, etc.



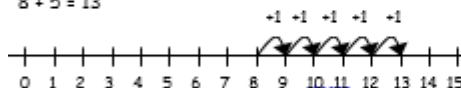
They use numberlines and practical resources to support calculation and teachers demonstrate the use of the numberline.

$$3 + 2 = 5$$



Children then begin to use numbered lines to support their own calculations using a numbered line to count on in ones.

$$8 + 5 = 13$$



Bead strings or bead bars can be used to illustrate addition including bridging through ten by counting on 2 then counting on 3.



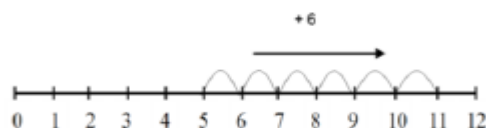
Subtraction:

Missing number problems e.g. $7 = \square - 9$; $20 - \square = 9$;

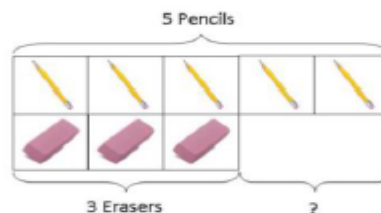
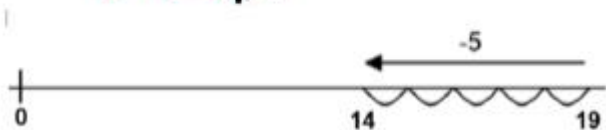
$$15 - 9 = \square; \square - \square = 11; 16 - 0 = \square$$

Use concrete objects and pictorial representations. If appropriate, progress from using number lines with every number shown to number lines with significant numbers shown.

Understand subtraction as finding the difference:



Understand subtraction as take-away:



The above model would be introduced with concrete objects which children can move (including cards with pictures) before progressing to pictorial representation. The use of other images is also valuable for modelling subtraction e.g. Numicon, bundles of straws, Dienes apparatus, multi-link cubes, bead strings

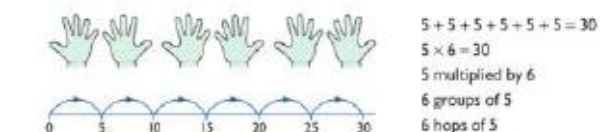
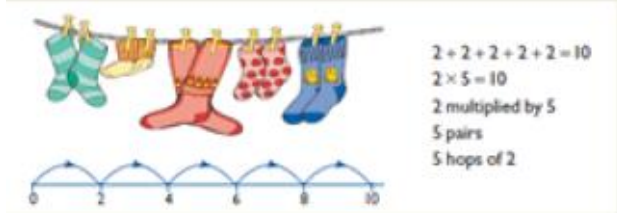


MATHEMATICS – MULTIPLICATION AND DIVISION

Multiplication:

Understand multiplication is related to doubling and combining groups of the same size (repeated addition)

Washing line, and other practical resources for counting. Concrete objects. Numicon; bundles of straws, bead strings

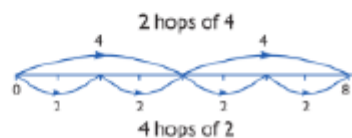


Problem solving with concrete objects (including money and measures)

Use cuisenaire and bar method to develop the vocabulary relating to 'times' –

Pick up five, 4 times

Use arrays to understand multiplication can be done in any order (commutative)



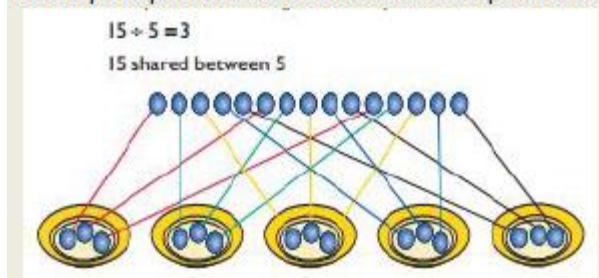
Division:

Children must have secure counting skills - being able to confidently count in 2s 5s and 10s.

Children should be given opportunities to reason about what they notice in number patterns.

Sharing

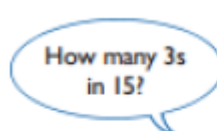
Develops importance of one-to-one correspondence.



Children should be taught to share using concrete apparatus.

Grouping

Children should apply their counting skills to develop some understanding of grouping.



$$15 \div 3 = 5$$

Use of arrays as a pictorial representation for division.

$15 \div 3 = 5$ There are 5 groups of 3.

$15 \div 5 = 3$ There are 3 groups of 5.



Children should be able to find $\frac{1}{2}$ and $\frac{1}{4}$ and simple fractions of objects, numbers and quantities.