

How to help at home: Year 1

Maths

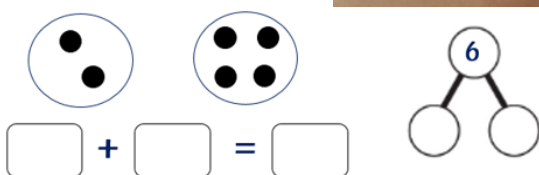
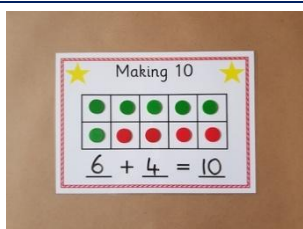
Counting, counting and counting! Wherever you can! This will really help secure your child's number fluency of the number system and support them with their understanding of place value.

Counting games & tips:

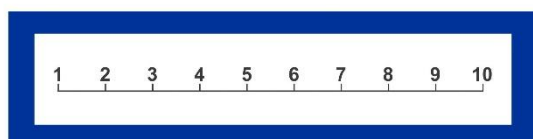
- Climbing the stairs – count in 1s & 2s
- Pick a number between 1-10 and count up and back from and to 10
- Rocket take off – count down from 10 to see who can get in to the car/get dressed/get their shoes on the quickest.
- ***I am thinking of a number game*** 'I am thinking of a number, it is one more than 9 and one less than 11, what is my number?'

Practical Resources:

Use practical resources such as part-whole models, tens frames and counters to support solving addition and subtraction problems.



Move onto using a number line to solve addition and subtraction problems by counting on or back.



Websites:

<https://www.topmarks.co.uk/>

A website full of amazing interactive games.

Hit the Button is a great one for number bonds.

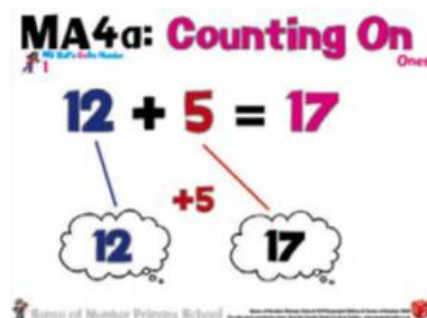
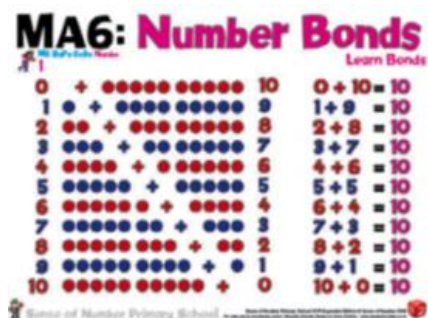


Caterpillar Ordering is great for ordering numbers from smallest to greatest, greatest to smallest and counting in 1s and 2s.



Mental Fluency

Throughout the year, your child will focus on these different mental strategies. To support your child you could give them different calculations and ask them which strategy they would use and why in order to solve the answer.



Phonics

Tricky Words:

Flash card game - write some tricky words on cards, show them, read them, shuffle them and repeat.

Spell tricky words with magnetic letters.



Tricky word guidance from Little Wandle is attached to the bottom of this sheet.

Spelling:

The children come home with a spelling sheet each Friday which has the graphemes learnt during the week, some words we have been reading and writing as well as tricky words.

Say the word to your child, segment the word together, identify the grapheme they are going to use and write the word.

Sound – s-ou-n-d – the grapheme we are going to use is 'ou'.

Year 1 Autumn 1 week 4

Graphemes

ay	ou	oy	ea
----	----	----	----

Spellings

day	cloud	boy	read
play	sound	joy	treat

Tricky words

said	you	like	push

Reading

Listen to your child read and/or read to them for at least 10 minutes every day.

Encourage your child to reread the phonics books that they bring home on a Friday as this will help build their fluency in reading.

When your child is decoding words in a sentence, encourage them to go back and reread the sentence to build fluency and pace in reading.

Writing, grammar and punctuation

Tips & Strategies:

- Children need to be able to form letters accurately, starting and finishing in the correct places.
- Children need to be able to confidently verbalise their ideas for writing before being expected to take pencil to paper.
- Children need to be able to recount events in the past tense.
- Special notepads/diaries/pencils/pencil toppers can be great incentives to promote a positive attitude towards (and love for) writing.
- Children need to be able to write simple sentences with a capital letter at the start, a full stop at the end and clear finger spaces between each word.
- Children should be able to recognise when words are missing from sentences and edit them accordingly.
- Children should be able to use noun phrases to describe e.g. tall tree.

Websites

<https://www.onceuponapicture.co.uk/>

A lovely website full of inspiring images to help inspire minds and respond to thought provoking questions. This website is also wonderful for developing comprehension and can be used to develop oral skills.

<https://www.pobble365.com/>

As above, this website has a photograph for every day of the year and has so many fantastic resources to inspire children's writing and written responses.

[THE LITERACY SHED - Home](#)

An inspiring website full of short videos to inspire and engage. Each video comes with a selection of follow up questions and activities that are perfect for promoting a love of writing.

Information for parents and carers

'Tricky words' are words that cannot easily be decoded ('sounded out' and read). This is because some of the sounds in the words are spelled in an unusual way. It is important for children to be able to read these words as they are among the most common words in English.

The table shows the tricky words that your child will learn in Phase 4 in the Summer term of Reception and explains why each word is tricky. Phase 2 and 3 tricky words that remain tricky at this stage of learning are also shown. Children will practise the tricky words in school until they can read them automatically. They will also practise reading the tricky words in the decodable books that they bring home.

Phase 4 tricky word	Tricky part(s)	Why is it tricky?
said	ai	The 'ai' makes the sound e . <i>This is a rare spelling for this sound.</i>
so	o	The 'o' makes the sound oa . Learning so far: For 'o', your child has learned the sound o as in 'top'.
have	ve	Your child has not yet learned the digraph 've', which makes the sound v .
like	i-e	Your child has not yet learned the split digraph 'i-e', which makes the sound igh .
some come love	o-e	Your child has not yet learned the digraph 'o-e'. Here, it makes the sound u .
do	o	The 'o' makes the sound oo (as in 'food'). <i>This is a rare spelling for this sound.</i>
were	ere	The trigraph 'ere' makes the sound ur . <i>This is a rare spelling for this sound.</i>
here	ere	Your child has not yet learned the trigraph 'ere'. Here, it makes the sound ear .
little	le	Your child has not yet learned the digraph 'le', which makes the sound l .
says	ay	The digraph 'ay' makes the sound e . <i>This is a rare spelling for this sound.</i>
there	ere	Your child has not yet learned the trigraph 'ere'. Here, it makes the sound air .
when	wh	Your child has not yet learned the digraph 'wh'. Here, it makes the sound w .
what	wh a	Your child has not yet learned the digraph 'wh'. Here, it makes the sound w . The grapheme 'a' makes the sound o . Learning so far: For 'a', your child has learned the sound a as in 'cat'.
one	whole word	The grapheme 'o' makes the sounds w-u* . The digraph 'ne' makes the sound n . <i>*This is a rare spelling.</i>
out	ou	Your child has not yet learned the different sounds made by the digraph 'ou'.
today	today	The word 'today' has two tricky parts: the 'o' is an unstressed oo (as in 'food') that makes the schwa sound*; the digraph 'ay' is not yet decodable. <i>*This is a rare spelling for this sound.</i>

Phase 3 tricky word	Tricky part(s)	Why is it tricky?
was	a	The 'a' makes the sound o . Learning so far: For 'a', your child has learned the sound a as in 'cat'.
you	ou	Your child has not yet learned the different sounds made by the digraph 'ou'. Here, it makes the sound oo (as in 'food').
they	ey	Your child has not yet learned the different sounds made by the digraph 'ey'. Here, it makes the sound ai .
my by	y	The 'y' makes the sound igh . Learning so far: For 'y', your child has learned the sound y as in 'yap'.

Phase 3 tricky word	Tricky part(s)	Why is it tricky?
all	a	The 'a' makes the sound or . Learning so far: For 'a', your child has learned the sound a as in 'cat'.
are	whole word	This is a rare spelling of the sound ar .
sure	whole word	The 's' makes the sound sh . The 'ure' makes two sounds (yoo plus the schwa sound). <i>These are rare spellings for these sounds.</i>
pure	ure	The 'ure' makes two sounds (yoo plus the schwa sound). <i>This is a rare spelling for these sounds.</i>

Phase 2 tricky word	Tricky part(s)	Why is it tricky?
I	i	The 'i' makes the sound igh . Learning so far: For 'i', your child has learned the sound i as in 'pin'.
the	e	It is rare for 'e' to make the schwa sound at the end of a word.
put* pull full push	u	The 'u' makes the sound oo (as in 'book'). Learning so far: For 'u', your child has learned the sound u as in 'cup'.
go no	o	The 'o' makes the sound oa . Learning so far: For 'o', your child has learned the sound o as in 'dog'.
to into	o	The 'o' makes the sound oo (as in 'food') or the schwa sound, depending on context. Learning so far: For 'o', your child has learned the sound o as in 'dog'.
she he we me be	e	The 'e' makes the sound ee . Learning so far: For 'e', your child has learned the sound e as in 'egg'.
of	f	The 'f' makes the sound v . <i>This is a rare spelling for this sound.</i>

*Depending on regional pronunciations, not all children will be taught the words 'put', 'pull', 'full' and 'push' as tricky words.

Terminology

Phoneme: The smallest unit of sound that can be identified in words. We also use the term 'sound' but your child may use the word 'phoneme'. There are 44 phonemes or sounds in the English language.

Grapheme: A letter or group of letters used to represent a phoneme in writing. The way graphemes are used to represent phonemes in our written language is known as the alphabetic code.

Decode: To break down ('sound out') a written word into sounds then blend the sounds together to read the word.

Digraph: A grapheme made of two letters that represent one sound. An example is the 'sh' in 'shop'. Your child may use the mantra 'two letters, one sound' when they spot a digraph.

Schwa: This is the name for the most common sound in English. It is the unstressed sound that we find in many words and can be spelled in many ways. It makes an 'uh' sound, which varies according to accent. Examples include: the, better, carrot, balloon.

Trigraph: A grapheme made of three letters to represent one sound. An example is the 'igh' in 'sight'. Your child may use the mantra 'three letters, one sound' when they spot a trigraph.

Grow the code grapheme mat

Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

Grow the code grapheme mat

Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 oo u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

*depending on regional accent