

EXPECTATIONS FOR YEAR 1

*Attendance
Attention
Achievement*

*Everyone valued
Everyone challenged
Everyone achieving*



Year 1 Teachers:
1N- Mrs Nadeem
1B - Mrs Begum
1J - Mrs Nair
1A - Mrs Adam/Ms Jamaldin

EXPECTATIONS FOR YEAR 1

A role for parents:



- Children are expected to submit their homework on Google Classroom every Wednesday.
- Spelling books must be handed in every Thursday.
- PE kits should be worn on PE and Gym days.
- Children must bring their book bags to school everyday, with their reading books and record.
- All clothes should be labelled with their name and class.

PHONICS SCREENING

You can support your child at home by:

- Recapping phases (sound mats on GC)
- Encourage them to read and write using their phonics as much as possible
- Play games to support their ability to segment and blend.

Good sites to use:



Phonics popper- ICT games



Interactive bingo- ICT games



Letters and sounds



Ladybird Lander- ICT games



READING EXPECTATIONS

Reading - comprehension

- develop pleasure in reading, motivation to read, vocabulary and understanding by: listening and discussing a range of text, linking to their real life experiences, retelling stories, and reciting some texts like poems by heart with pleasure.
- understand both the books they can already read accurately and fluently and those they listen to by: checking the text makes sense to them, making inferences, predicting what will happen next and discussing events.
- participate in discussion about what is read to them, taking turns and listening to what others say and explain clearly their understanding of what is read to them.

Reading - Word reading

Apply phonic knowledge and skills as the route to decode words by responding with the correct sound and grapheme for all 40+ phonemes, including alternative sounds.

- The children should be able to blend and segment and read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).
- read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- reread these books to build up their fluency and confidence in word reading.

READING AT HOME

Q: How many times a week do you read with your child?

Q: How do you find this experience?

Q: Is it easy for you to identify the needs of your child?

It is important that your child reads at home for at least 20 minutes a day - read at the same level and read words that they can not read for them. Whilst they are reading you can ask them questions about the following:

1. *Characters*

2. *Setting*

3. *Events from the story*

Questions to ask:

Where is the story set?

Who are the main characters in the story?

What was your favourite part of the story?

Why do you think the character felt ___?

What do you think will happen next?

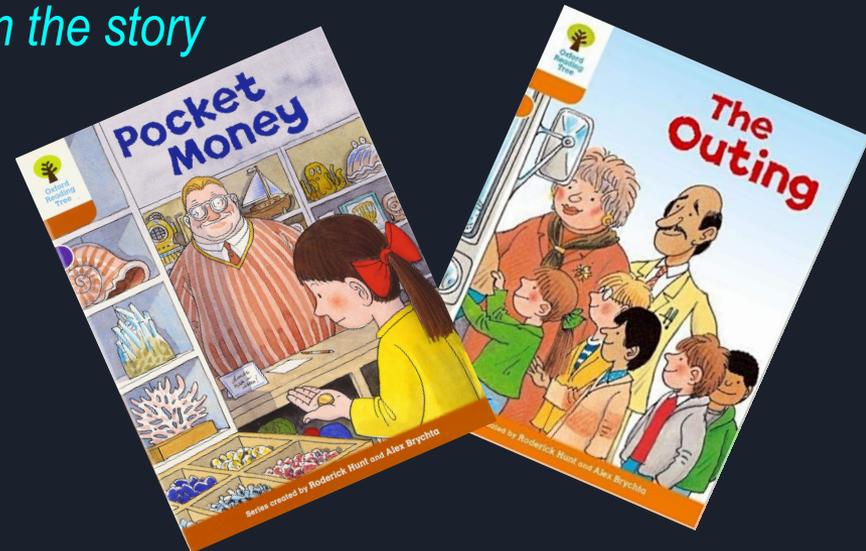
How do you think the story will end?

What are we looking for:

-Intonation

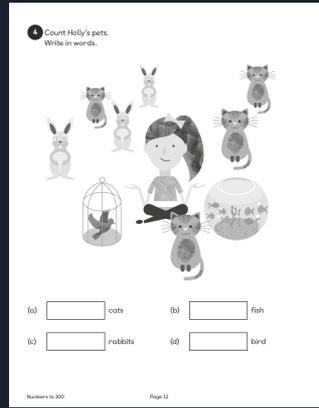
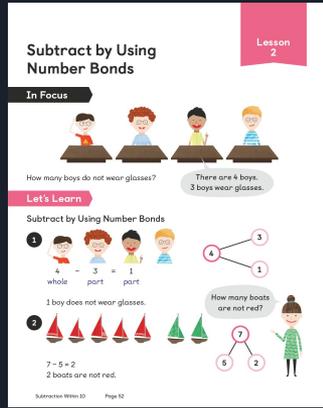
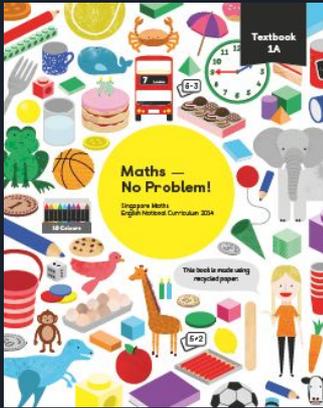
-Comprehension

-Expression



MATHS EXPECTATION

In Maths, we follow the MNP scheme. This includes teaching via the CPA approach -
Concrete > Pictorial > Abstract.



Aims of Maths No Problem:

- To teach mastery.
- For children to familiarise themselves with number problems.
- To teach children to be independent learners.

MATHS EXPECTATION

Maths No Problem



- Relating Maths to everyday life
- Discussions using appropriate mathematical vocabulary and asking key questions
- Child led learning

MATHS EXPECTATION

In Maths, we follow the MNP scheme. This includes teaching via the CPA approach -
Concrete > Pictorial > Abstract.

What we teach and learn about in Year 1:

- Number: number and place value** - counting forwards and backwards, identifying one more/one less, numbers to 100, using language like equal to, more than, less than (fewer), most, least and writing/reading numbers from 0 to 20.
- Number: 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, and solve one-step problems.
- Number 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 their teacher.
- Number fractions** - recognise, find and name a half as one of two equal parts AND quarter as four equal parts of an object, shape or quantity.
- Measurement:** record, compare and describe through practical activity - focusing on lengths and heights, mass/weight, capacity and volume, time (hours, minutes, seconds), money (coins and notes).
- Geometry: Shapes and properties** - recognise and name common 2-D shapes [rectangles, squares, circles and triangles] and 3-D shapes [cuboids, cubes, pyramids and spheres].
- Geometry: Position and direction** - describe position, direction and movement, including whole, half, quarter and three quarter turns.

WRITING EXPECTATION

Writing - Transcript

- spell words containing each of the 40+ phonemes, common exception words, the days of the week
- name the letters of the alphabet in order, using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes like -s, -es, un-, -ing, -ed, -est, and -er to root words (for example, helping, helped, helper, eating, quicker, quickest)
- write from memory simple sentences dictated by the teacher.

Writing - Composition

- write sentences by saying out loud what they are going to write about, composing a sentence orally before writing it,
- sequencing sentences to form short narrative, and re-reading what they have written to check that it makes sense.

Writing - Vocabulary, grammar, and punctuation

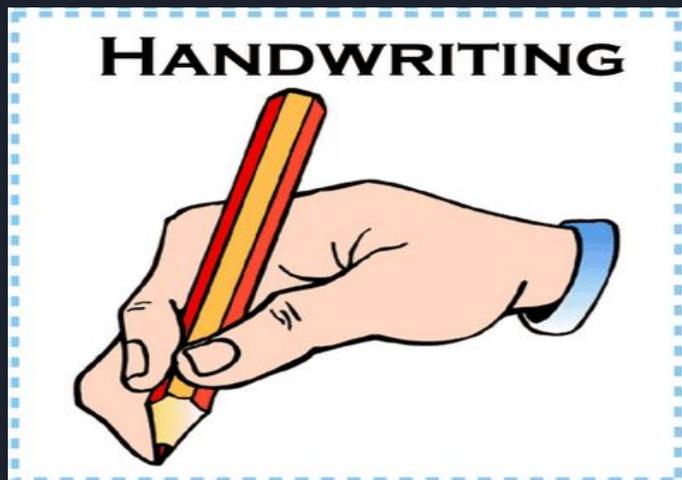
- leaving spaces between words, joining words and joining clauses using 'and', beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark, using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.



HANDWRITING IN YEAR 1

Pupils should leave Year 1 doing the following:

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



Handwriting Rhyme

1 2 3 4 

Are my feet flat on the floor?



5 6 7 8

My chair is in, my back is straight.

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THINGS TO BE AWARE OF

PE clothes should be worn on PE days. Children should not bring in PE bags.

- 1B– Mondays and Wednesdays
- 1J– Mondays and Wednesdays
- 1A– Tuesdays and Wednesdays
- 1N– Tuesdays and Wednesdays



School uniform

- Navy blue jumper, skirt, cardigan or trousers
- Black shoes
- Navy blue scarves
- Tights must be navy blue or white
- No jewellery only studs



Homework

Children's homework and spellings will be posted onto Google Classroom every Friday afternoon.



Clubs

If your child signs up for a club and receives a place, please ensure they understand that they have made a commitment and need to attend all sessions. They must be collected on time.

Collecting your child after school

If you are unable to collect your children after school, it's your responsibility to let the school know who will be coming to collect them. We cannot release your child to an adult if we have not been informed prior to their collection.

