



# Parents' Meeting Year 1



Aim:

To share with you how we teach phonics  
and reading

To provide ideas of how you can help  
your child with reading at home.



# Reading consists of...

Enjoyment

Word reading -  
Phonics

Comprehension



# Phonics

Phonics is the method which we use to teach children to read and spell.

A phoneme is the smallest sound that you hear in a word.

A grapheme is the written representation of the sound.



# Phonics in Year One Consists of:

- Recognising which letters represent each sound;
- Blending sounds into words for reading;
- Segmenting words into sounds for spelling;
- Handwriting - using the correct formation and pencil grip.



# Phonics lessons – Year 1

- We build on the phonics that the children have learnt in their Reception Year.
- In the first few weeks of Year One we revise all of these sounds to ensure that they have a secure grounding for making progress with more complex phonics.



# Phonics lessons – Year 1

- In Year 1 children have a 30 minute phonics lesson each day
- Each lesson introduces a new sound and children complete activities to consolidate the new sound for both reading and spelling.
- As well as the timetabled phonics lessons, children have several opportunities throughout the day to practice their phonics in order to consolidate their learning.
- Children revisit all previously taught phonemes every day.



# Phonics lessons – Year 1

- Children who require extra support grasping their phonic knowledge, have **daily one-to-one** intervention in order to help them master the sounds.
- Children who grasp the sounds quickly are enriched through accessing a wider and more complex vocabulary.



# How to say the sounds

- Saying the sounds correctly with your child is extremely important.
- We say the shortest form of the sounds.

|      |    |     |    |      |      |
|------|----|-----|----|------|------|
| s ss | a  | t   | p  | i    | n    |
| m    | d  | g   | o  | c ck | e    |
| u    | r  | h   | b  | f ff | l ll |
| j    | v  | w   | x  | y    | z zz |
| qu   | ng | ch  | sh | th   | th   |
| ai   | oa | igh | ee | or   | ar   |
| oo   | oo | oi  | ur | ow   | air  |
| ear  |    | ure |    | er   |      |

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Sound! Start  
Phonics  
for Letters and Sounds

NOT PHOTOCOPIABLE

Here are pronunciations for all graphemes

<https://www.youtube.com/watch?v=UCI2mu7URBc>



# Let's step into your child's shoes!

zoop

tharp

chaig

quair

feeb

dorp

vurp

zaig



# Let's step into your child's shoes!

zoop

tharp

chaig

qair

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dorp

vurp

zaig



# What next...

We continue to learn the **digraphs** – two letters that make one sound:

**ea**

**ou**

**ie**

Children are introduced to split digraphs –

a-e (wake)

e-e (eve)

i-e (like)

o-e (note)

u-e (flute)



# What next...

Children will learn to read alternative spellings –

eg     **oi** (boil) and **oy** (boy)  
       **ee** (feet) and **ea** (neat)

Children will also learn to read alternative pronunciations -

eg     **ea** – head/neat  
       **ie** – field/tie



# Using phonics for reading and spelling

- Blending sounds into words for reading;
- Segmenting words into sounds for spelling



# What next...

Children will begin to read longer, more complex words ...

# salamander

Use a finger to point to each letter as you read the word.



# Tricky Words

- Some words are 'tricky' because the children have not yet been taught the phonemes to be able to read them. For example:

e.g. out, like



# Phonics Screening Check

In June all Year One children undertake a National phonics screening check.

More information regarding this will be available nearer the time.



# Reading

- Children have daily reading lessons – 5 over the whole week.
  - Reading focus with a teacher
  - Reading focus with a TA
  - Re-reading previous books to build fluency
  - Phonics games
  - Reading for enjoyment



# Reading

- Children will have one reading book a week which they will read twice in school.



# Reading

**First read** – focus on word reading – using phonics and blending the words in the text.

Understanding vocabulary may also form a part of this lesson.

After the reading lesson, the teacher or TA will write in your child's reading record. They will inform you of the reading focus in the lesson.



# Reading

- After this lesson your child will take the reading book home to practice.
- They should be able to read the book that they take home, but will need to develop fluency, comprehension and understand any new vocabulary.



# Fluency

- Reading fluently is important so that children can gain understanding of the text.
- If a child is reading fluently, they are not stopping at words to 'sound them out' or blend them.
- By the end of Year One, children should be able to read a text of between 60-70 words in a minute if they are reading fluently.



# Reading

At home ...

- Read the book again together.
- Encourage your child to read with fluency – re-read sentences if needed
- Encourage your child to read with expression – model to your child
- Discuss any new vocabulary that is in the book



# Reading

At home ...

- After you have read, please write in your child's yellow reading record.
- Eg ...
  - We practised reading with fluency;
  - We practised reading with expression
  - We talked about some of the new words ...
  - ...(Name)... *did really well at reading* ...



# Reading

**Second read** – focus on fluency, expression and comprehension.

In this second reading lesson, we expect children to have increased in fluency since the first lesson. **This is why the practice at home is so important!**

During the lesson, we practice reading with fluency and expression so that children have a greater understanding of the text.

Once children have gained fluency and expression, we can focus on comprehension skills.



# Comprehension in Reading lessons.

- At a basic level we encourage children to retell the story and sequence the key events. However, comprehension is much more than this.
- We encourage children to make predictions about the story, think about how characters are feeling and make connections between events.



# Re-reading

- Re-reading texts is important for building children's confidence, fluency, vocabulary and understanding.
- Children re-read previous reading books in one reading lesson each week.
- Re-reading books at home supports this.
- Please send your child's reading book and record into school EVERY day!



# Reading for enjoyment

We aim for our children to enjoy reading and we build this culture in school with lots of opportunities for reading.

- Weekly visits to the school library
- Daily story time with class teacher or Teaching Assistant.
- Book corners in every classroom
- School reading challenge
- Books which are carefully matched so that children achieve success quickly.
- Opportunities for reading in all areas of the curriculum



# Reading for enjoyment at home

- Aim to complete the school reading challenge by the end of the year.
- Make the most of other books from the library or home.
- Bedtime reading with your child.
- Text around us e.g. signs, iPads, food labels...
- School library. - Please keep book in book bag and then children are able to swap every week.
- Birmingham libraries
- Reading doesn't just involve books!



# Reading diaries

- Although your child will take home a reading book, you can record **ANY READING** in the reading diary – it does not need to be a reading book.
- Comments do not always need to be focused on a skill in reading. Enjoyment and opinions are as important.
- Please send these into school with your child's reading book **EVERY DAY!**



# HINTS AND TIPS

In an ideal world ...

- Find a comfortable place.
- Reduce distractions (eg turn off the TV/tablets and try to find a quiet place in the house!)
- Try to read at a time when neither of you are too tired!
- Little and often works best.
- Most importantly ... enjoy!



**Maths at  
Boldmere Infant and Nursery  
School  
Year 1  
Parent Information PowerPoint**

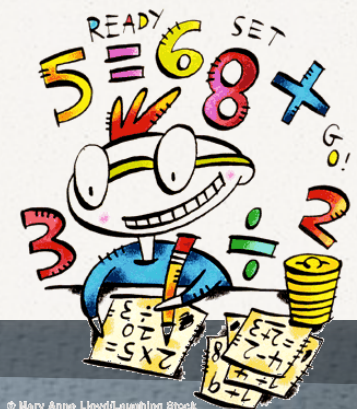


The aim of this presentation is to share with you how we teach maths in Year 1 so that you can support your child with their maths learning at home.



# How do we teach Maths in Year 1?

We teach Maths in a series of 'small steps' which have been carefully, sequentially planned so that children are constantly building on their knowledge and skills.

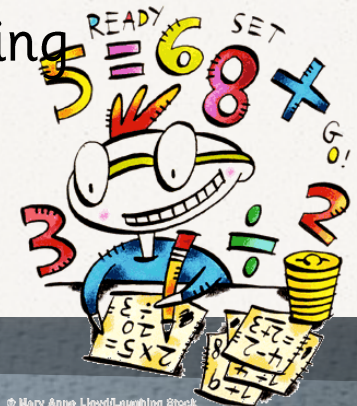


# How do we teach Maths in Year 1?

We expect all of our children to achieve the expected standard in Maths. Therefore, all children are taught to the expected standard and given the opportunity to achieve this.

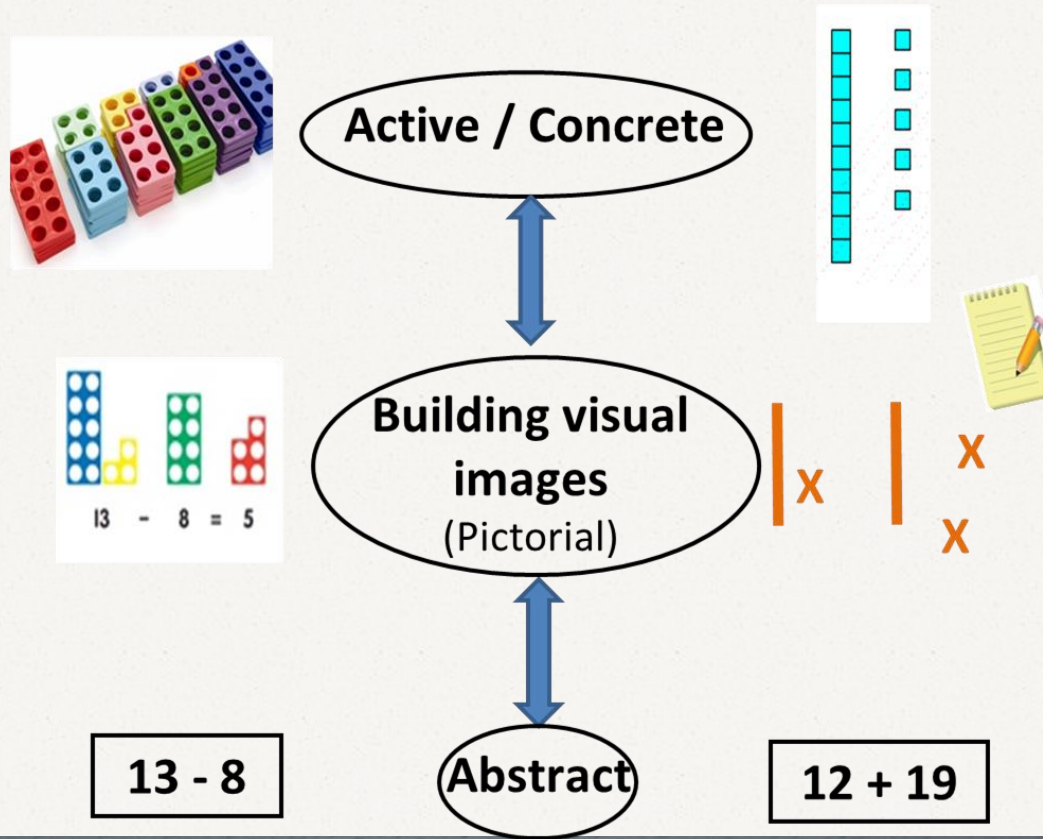
ALL children have access to the same challenges/ activities during lessons, including higher attainer challenges.

This means that children are not ability grouped – this could lead to the achievement of some children being capped. Support is given to children as and when needed during lessons. This may be in the form of adult support or resources provided.



# Structuring Learning

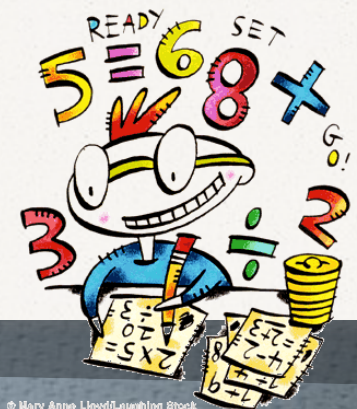
All lessons include a concrete, pictorial and abstract element.  
We expect the children to demonstrate the skills being taught in all 3 ways.



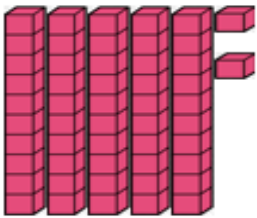
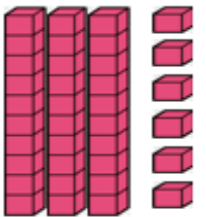
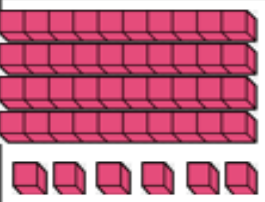
# Year One Maths

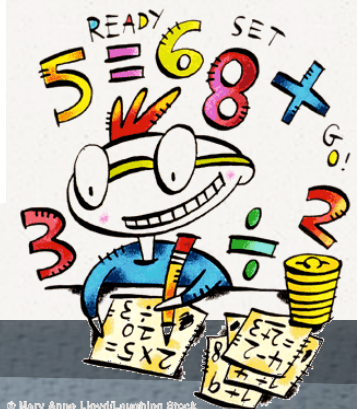
Place value and number work form the basis of our maths in Year One. By the end of the year we expect children's skills and knowledge to include:

- a solid understanding of place value to 99
- know the number bonds to 20
- know the number families within 20



# Place Value to 99

|                                                                                    |    |                  |               |
|------------------------------------------------------------------------------------|----|------------------|---------------|
|   | 52 | 5 tens<br>2 ones | $50 + 2 = 52$ |
|   | 36 | 3 tens<br>6 ones | $30 + 6 = 36$ |
|  | 46 | 4 tens<br>6 ones | $40 + 6 = 46$ |



# Number Bonds to 10 and 20

$$0 + 20 = 20$$

$$1 + 19 = 20$$

$$2 + 18 = 20$$

$$3 + 17 = 20$$

$$4 + 16 = 20$$

... and so on

This is an example of FLUENCY in Maths. We expect children to be able to recall these facts without needing to work them out.



# Number Families within 20

This is when the number facts are extended to all numbers within 20, including addition and subtraction.

For example:

The fact family for the numbers 4, 12 and 16:

$$4 + 12 = 16$$

$$12 + 4 = 16$$

$$16 - 4 = 12$$

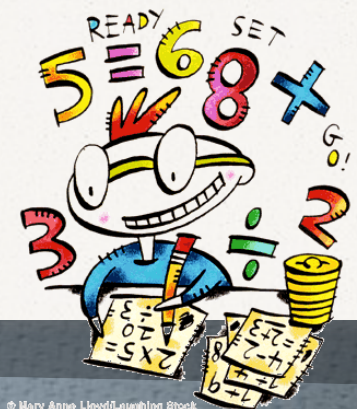
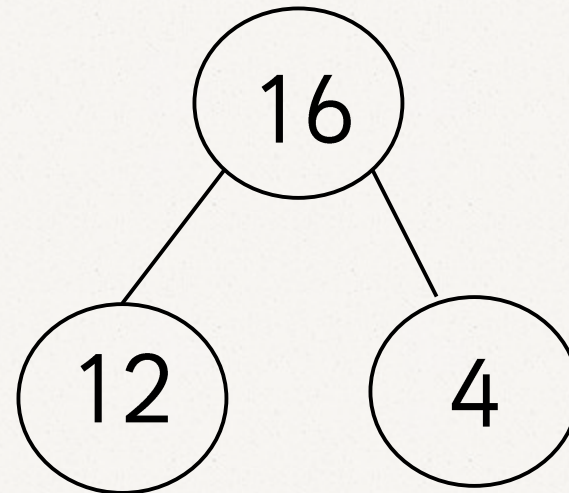
$$16 - 12 = 4$$

$$16 = 12 + 4$$

$$16 = 4 + 12$$

$$12 = 16 - 4$$

$$4 = 16 - 12$$



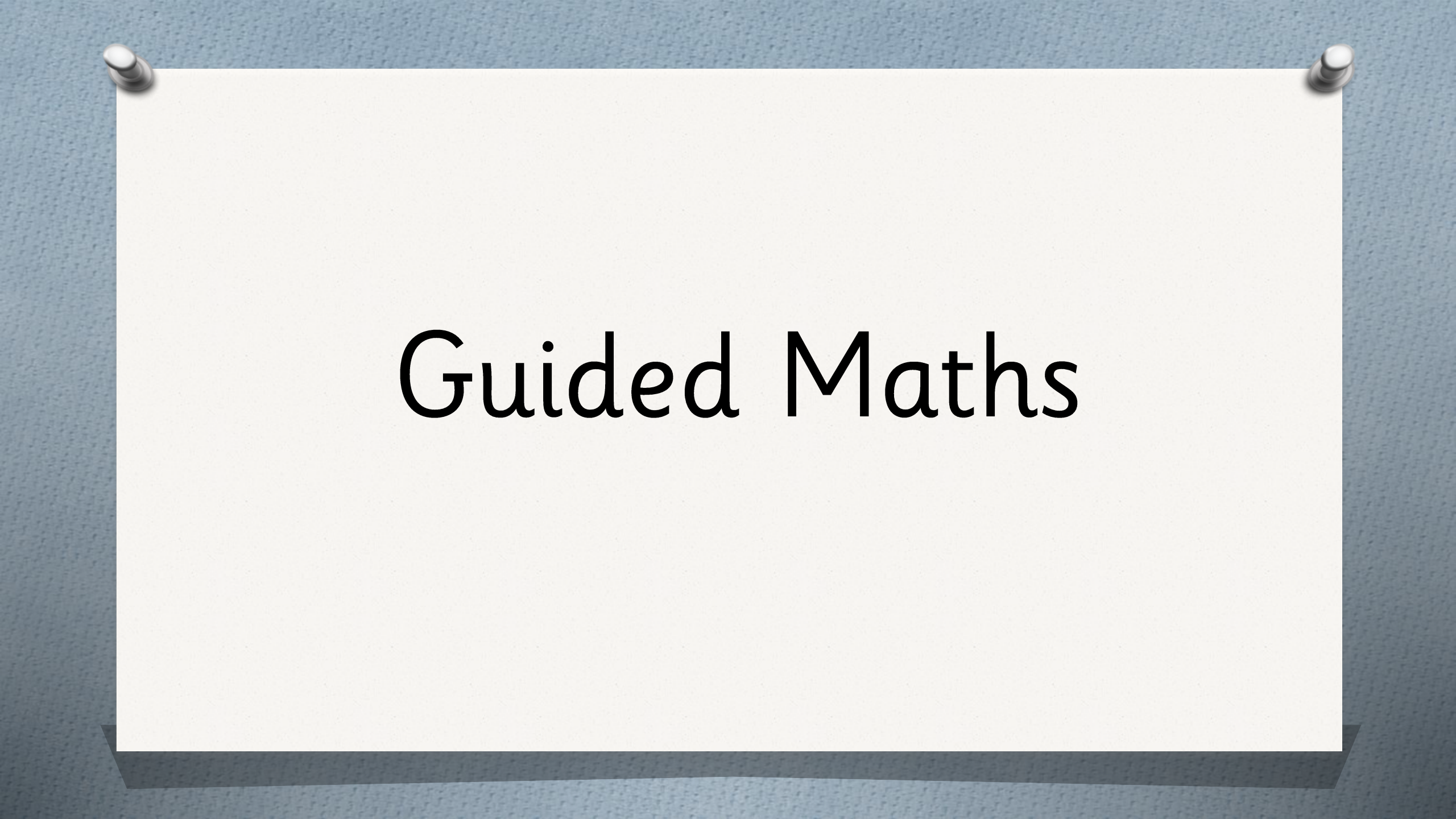
# How do we teach Maths in Year 1?

Our Maths lessons are split across the day –

- Guided Maths
- Independent Maths



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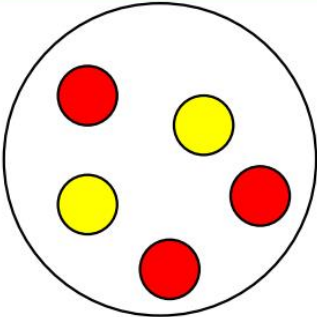
# Guided Maths

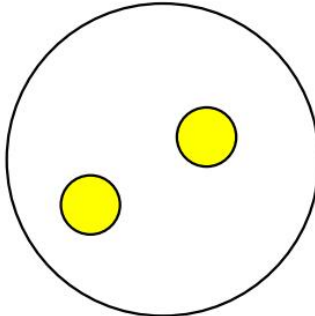
# Anchor Task

True or False?

Introduce parts and wholes

White Rose  
MATHS

If  is the whole,

then  is a part.

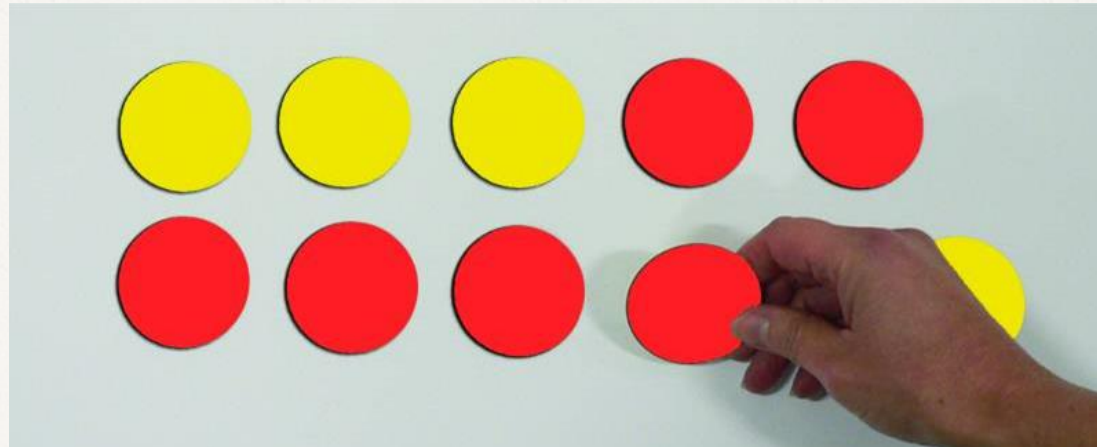


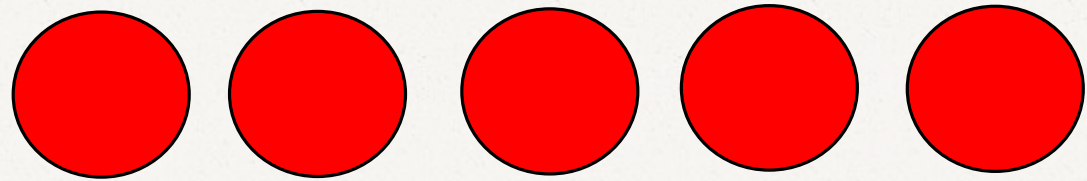
All lessons start with an anchor task and are used to draw out the maths at the beginning of the lesson. The problems presented are in a real life context so that the maths is relatable for the children.

Tom and Lily have 5 sweets between them.  
How many could they have each?

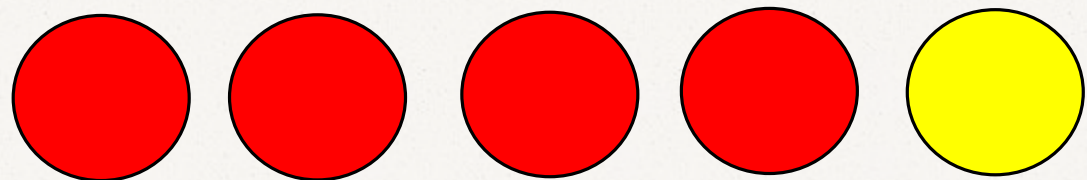


Represent your  
ideas using your  
counters.

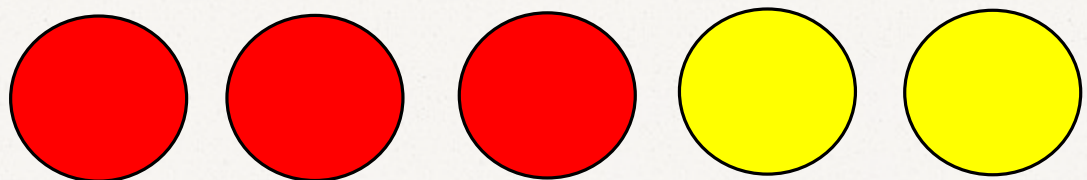




5 , 0



4 , 1

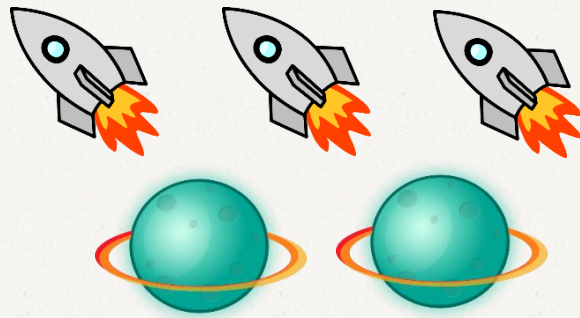


3 , 2

**Concrete  
representation**

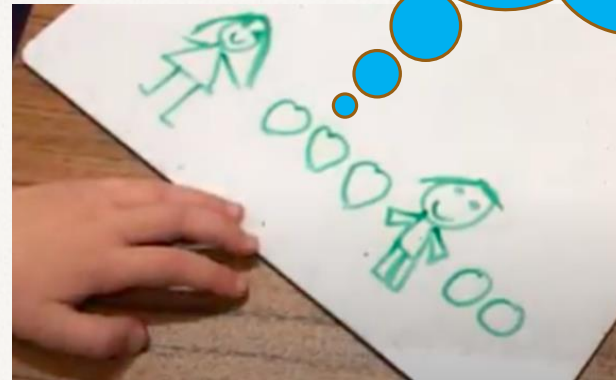
These are some of the ways children may represent the sweets that Tom and Lily have. During this point of the lesson, we will draw the maths out by discussing their different ideas.

# Can you show your ideas by drawing a picture?

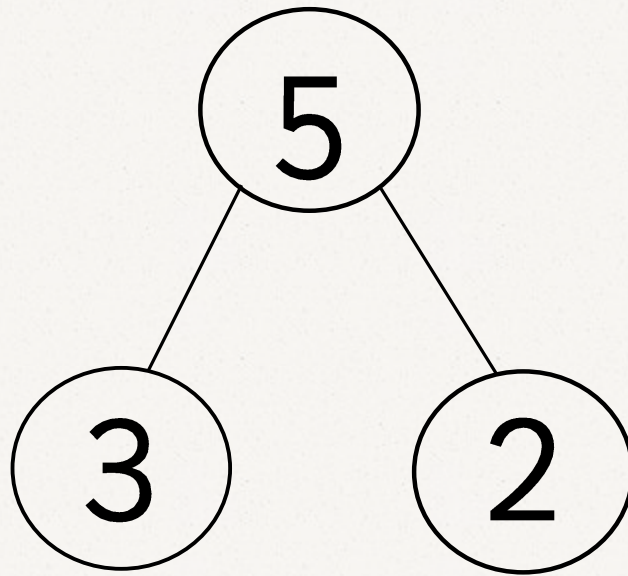


**Pictorial  
representation**

At this point in the lesson, children may represent their ideas using pictures and drawings. Below is an example of what a child may draw.



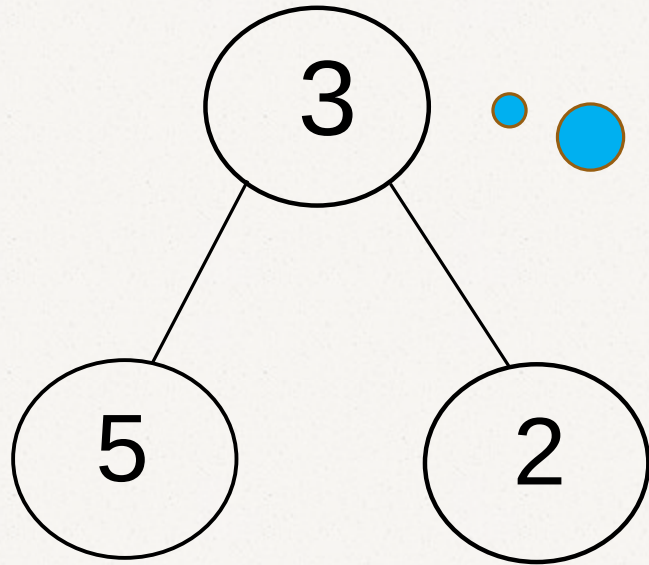
Can you represent this using  
the part-part whole diagram?



**Pictorial  
representation**

Mrs Kenny has drawn this...

Is she correct?



Reasoning

During this point in the lesson, we will draw out the maths again by discussing our learnt knowledge and applying this. We will ask the children to explain, by asking how do you know she is correct/incorrect?

Can you show this  
using a number  
sentence?

$$3 + 2 = 5$$

Abstract

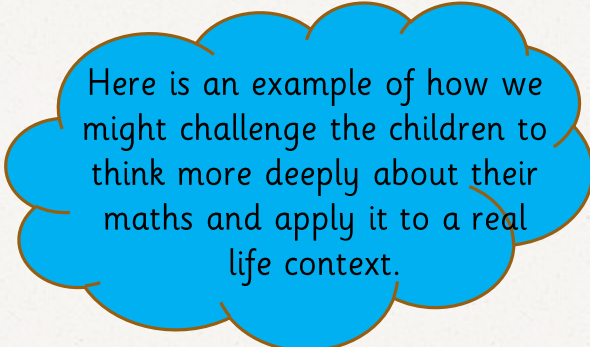


At this point in the lesson,  
children may write a number  
sentence linked to their part-  
part whole diagram.

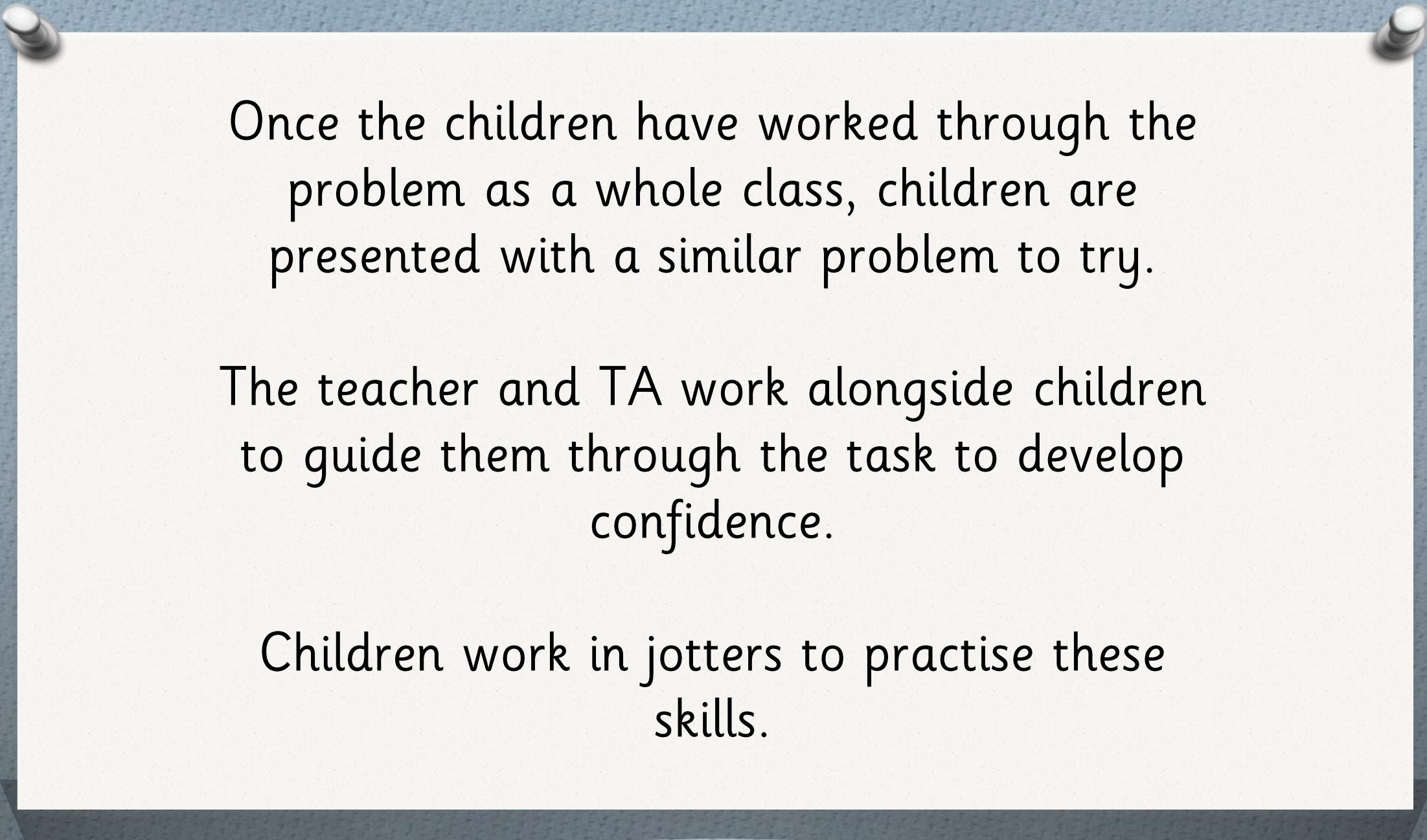
Can you think of a number  
story to represent this  
number sentence?

$$3 + 2 = 5$$

Problem Solving



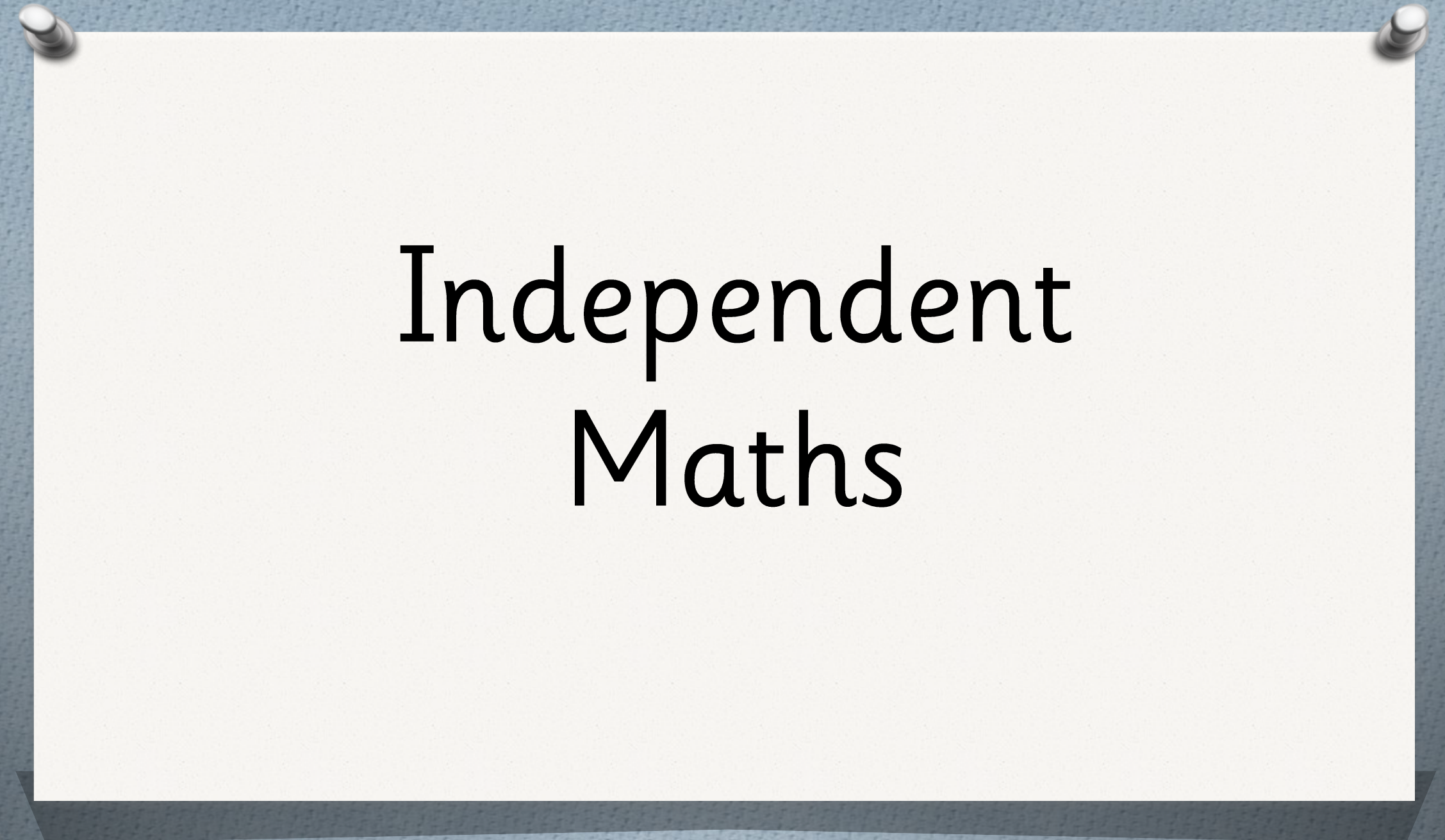
Here is an example of how we  
might challenge the children to  
think more deeply about their  
maths and apply it to a real  
life context.



Once the children have worked through the problem as a whole class, children are presented with a similar problem to try.

The teacher and TA work alongside children to guide them through the task to develop confidence.

Children work in jotters to practise these skills.



# Independent Maths

# Independent Maths

During the independent lesson, children have access to a variety of tasks in which they apply new and previous learning.

Children work in their maths books.

Teachers and TAs support children as required.

# Helping at home

Skills that can be practiced at home:

Counting forward and backwards to 100

Learning the bonds to 10, then 20

Counting in 2s, 5s and 10s

Telling the time at o'clock and  $\frac{1}{2}$  past

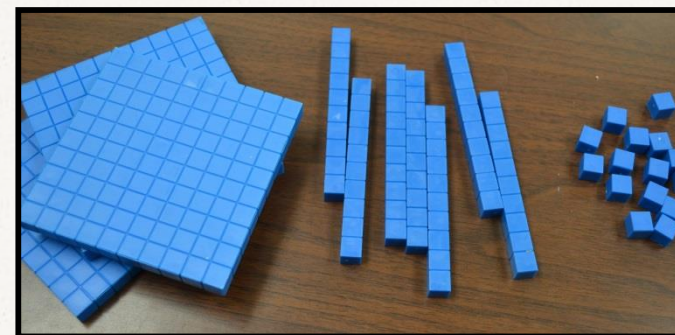
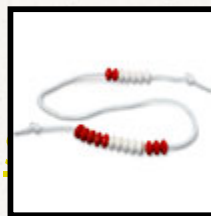
Measuring – eg when cooking

# Resources we use

- Number line
- Number (hundred) square
- Place value cards
- Numicon
- Counters
- Bead Strings
- Base ten
- Online games
- Everyday objects



|    |    |    |    |    |    |    |    |    |     |
|----|----|----|----|----|----|----|----|----|-----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10  |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20  |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30  |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40  |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50  |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60  |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70  |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80  |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90  |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |



## Online games

Children love games to engage their learning.

The logo for BBC Bitesize, featuring the word "Bitesize" in white text on a red rectangular background. The "i" in "Bitesize" has a small bite taken out of it.

<https://www.bbc.co.uk/bitesize/subjects/zjxhfg8>

BBC Bitesize has a range of fun and interactive games that you can play with your child or they can play independently.

## Online games

### Number Bonds Game:

**Topmarks**

Topmarks  
Search

Whiteboard  
Resources

[Home](#) > [Maths Games](#) > Hit the Button

 **Hit the Button**

▶ Play Game

Hit the Button is an interactive maths game with quick fire questions on number bonds, times tables, doubling and halving, multiples, division facts and square numbers. The games, which are against the clock, challenge and develop mental maths skills. An untimed, practise mode is available in our [Hit the Button app](#) along with lots more extra features.

The activities can be matched to appropriate

Menu

$10 \times 12$

36

48

24

12

72

96

60

84

144

108

132

120

Green button

Red button

Times Tables up to 12  
Hit the Answer 12 x Table

Timer: 0:48

Score: 4/4

Topmarks

## Online games

### Addition and Subtraction within 20

**Topmarks**

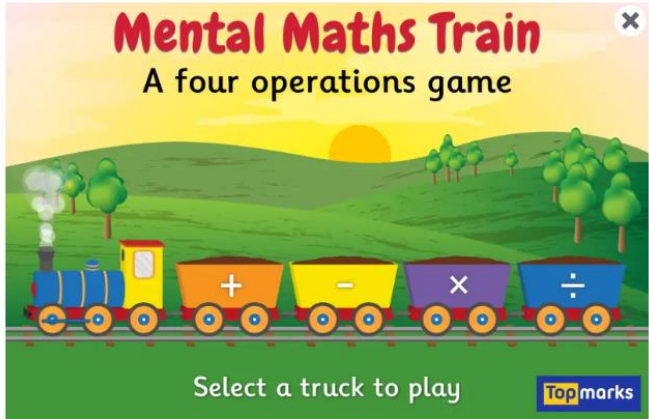
Topmarks SearchWhiteboard Resources

[Home](#) > [Maths Games](#) > Mental Maths Train

 **Mental Maths Train** [▶ Play Game](#)

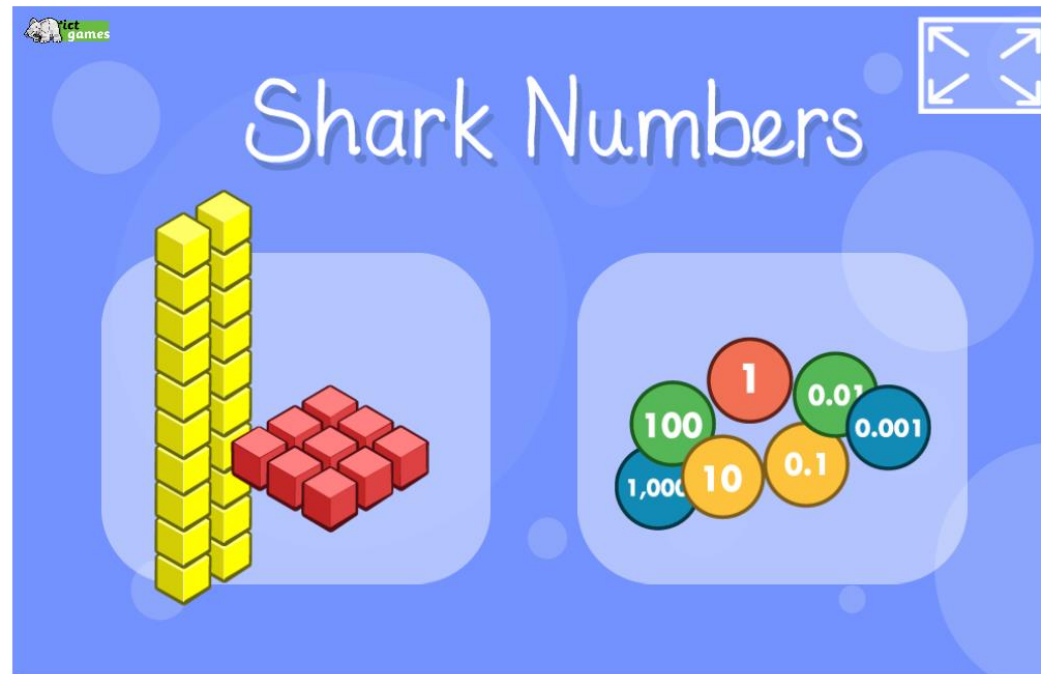
Mental Maths Train is a maths game which focuses on the essential vocabulary of addition, subtraction, multiplication and division. It can help children to understand what type of calculation they have to do when faced with word problems.

It is a multiple choice game that is suitable for children from 5 to 11 years of age. Mental Maths Train is also good for consolidation of times tables knowledge. As with all of our games, Mental Maths Train works well on an interactive whiteboard.



## Online games

Place Value – 10's and 1's



# Board Games

