

*M*

# Welcome to Year 1



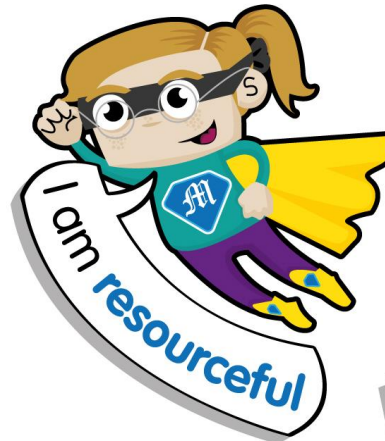
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# Expectations

- 96% + attendance
- Punctuality 8.45
- Correct uniform
- Labelled PE kit in school
- Library book changed weekly (if possible)
- Home reading books changed weekly (as a minimum)
- Good behavior so everyone feels safe
- Positive attitude to learning

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# 6 R's



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# How we teach and learn

- Exciting topics, based upon the interests of the children
- Purposeful learning with a hook and an aim
- Daily English, Mathematics, SPAG
- Weekly Assemblies, Spanish, PE, Music, Computing, PSHE
- Half termly Science, Geography, History, Art, DT, RE
- Range of styles including whole class, group work, paired work and working independently
- Children will be working with the support of Teacher, Teaching Assistant or unsupported

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# End of Year Expectations

- Children are targeted to achieve the end of year expectation or to have achieved these at a greater depth.
- RAG rating in data
- Data reports Reading, Writing and Mathematics
- Phonics screening in June

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# Phonics Screening

- Range of real and fake or 'alien' words to read
- Pass rate around 33 out 40

Practice sheet: Real words	Practice sheet: Pseudo words
in	ot 
at	vap 
beg	osk 
sum	ect 

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# Reading Expectations

## Word reading

- Apply phonics to decode.
- know the sound for all 40+ graphemes
- Read accurately by blending
- Read common exception words
- Read words containing suffixes –s, -es. –ing, -ed, -er, -est.
- Read words with more than one syllable
- Read words with contractions e.g. I'll, we'll, I'd
- Read aloud accurately books that are consistent with their phonic knowledge
- Reread books to build up fluency and confidence in word reading.

## Comprehension

- Listen to and discuss a range of poems, stories and non-fiction at a level beyond which they can read independently
- Be encouraged to make links between what they have read and own experiences
- Become familiar with key stories, fairy tales and traditional tales
- Joining in with predictable phrases
- Learning to appreciate rhymes and poems and to recite some by heart
- Discussing word meanings
- Drawing on what they already know or on background information
- Checking that the text makes sense to them as they read and correct inaccuracies
- Discuss the significance of the title and events
- Making inferences
- Prediction what might happen on the basis of what has been read so far
- Participate in discussing about what has been read to them, taking turns and listening to what others say
- Explain clearly their understanding or what is read to them

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# Writing Expectations

- Sit correctly at table, holding a pencil comfortably and correctly
- Begin to form lower case letters in the correct direction, starting and finishing on the line
- Form capital letters
- Form digits 0-9
- Understand which letters belong to which ‘families’
- Know how words combine to make sentences
- Joining words and sentences using *and*
- Sequencing sentences to form short narratives
- Separation of words with spaces
- Use capital letter, full stops, question marks and exclamation marks to demarcate sentences
- Use capital letters for names and the personal pronoun I
- To plan writing by saying out loud what they are going to write
- Compose a sentence orally before writing
- Reread what they have written to check that it makes sense
- Discuss what they have written to check it makes sense
- Read aloud their writing clearly enough to be heard by their peers and teacher
- Spell words containing each of the 40+ taught phonemes
- Spell common exception words
- Spell the days of the week
- Name the letters of the alphabet
- Add prefix un-
- Add suffix –s, -es, -ing, -ed, -er and –est
- Write from memory simple sentences dictated by the teacher

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# Mathematics Expectations

- Count to and across 100, forwards and backwards
- Count in multiples including 2s, 5s and 10s
- Given a number, identify one more and one less
- Identify and represent numbers using concrete objects and pictorial representations including number lines
- Read and write numbers in numerals to 100
- Read and write numbers in numerals and words to 20
- Read, write and interpret mathematical statements involving +, - and =
- Represent and use number bonds and related subtraction facts within 20
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems
- Add and subtract 1 digit and 2 digit numbers to 20 including 0.
- Solve one step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher
- Recognise, find and name half and a quarter of objects, shape or quantity
- Compare, describe, measure, record and solve practical problems for lengths, mass, capacity and time.
- Recognise and know the value of different coins and notes.
- Sequence events in chronological order using language.
- Recognise and use language relating to dates.
- Tell the time to the hour and half past the hour and draw the hands on a clockface.
- Recognise and name common 2D and 3D shapes.
- Describe position, directions and movement including half, quarter and three quarter turns.

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# How you can support us!

- Reading – expectation is 5 times a week
- Completing Prep homework (there will be opportunities to complete this in school)
- Suggested Key Maths Skill activities in the Reading Planner
- Star of the Week diary
- Attending or volunteering for FOM events

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# Communication

- On the door
- Reading planner
- Email
- Topic sheet half termly
- Letters on the website
- Mayfield Messenger

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# Dates for your diary

- Family learning week beginning 4<sup>th</sup> November
- Children in Need 15<sup>th</sup> November
- INSET day 22<sup>nd</sup> November
- Christmas jumper day 13<sup>th</sup> December
- Christmas shopping days 16<sup>th</sup> and 17<sup>th</sup> December
- MOLIMA fortnight 13<sup>th</sup> January – 24<sup>th</sup> January
- Dockyard trip 17<sup>th</sup> January
- INSET day 20<sup>th</sup> January
- Family learning week beginning 3<sup>rd</sup> February
- World Book Day 5<sup>th</sup> March
- Parents' evening 10<sup>th</sup> March and 12<sup>th</sup> March
- Sports Relief 13<sup>th</sup> March

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# Any further information...

Please fill out the survey to help us make good use of your time!

What would you like to know?

How can we further support you?

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