

Welcome to Key Stage 1

TRANSITION INTO YEAR 1



Staff

- ▶ 'BFG's' Miss Laben (Year One leader)
- ▶ 'Fantastic Foxes' Miss Ashton (class teacher)
- ▶ 'Enormous Crocodiles' Mrs Linley (class teacher)
- ▶ Mrs Pickersgill, Mrs Bradley and Mrs Booth, Miss Roberts and Mrs Smith (currently on maternity)

Teaching and Learning in KS1

- ▶ Provision
- ▶ Outdoor learning
- ▶ Forest school and P.E
- ▶ Timetabling

End of year expectations- Reading

- ▶ Word reading
- ▶ A child who will be at the Expected standard by the end of year one will be
- ▶ Read most **CEW** words
- ▶ Be able to read at an appropriate pace and with expression
- ▶ Make predictions about a text and be able to retell a text with accuracy.
- ▶ Identify the difference between Fiction and Non Fictions
- ▶ Transcription



Reading Comprehension

VIPERS

- ▶ Each half term we will study a Non – Fiction text and a form of poetry. We have chosen high quality texts that we will study of the course of each half term that will develop both the children's comprehension and Oracy skills.



Vocabulary Victor



Inference Iggy



Predicting Pip



Rex Retriever



Sequencing Suki

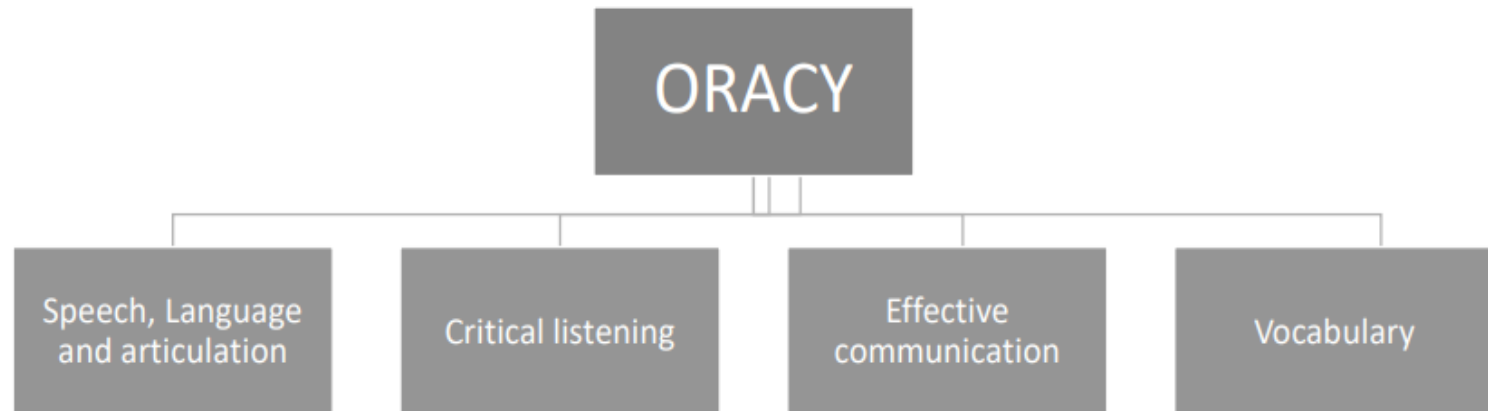
Oracy in year 1

Year 1 objectives

<p>presentations, performances, role play, improvisations and debates</p> <ul style="list-style-type: none">• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	<p>clearly in presentations, performances and role play</p> <ul style="list-style-type: none">• Maintain attention and participate in conversation and small groups providing there are minimal external distractions. Attention and participation in larger groups is sustained for most of the activity	<p>different viewpoints</p> <ul style="list-style-type: none">• Take turns to talk, listen and respond in two way conversations and groups
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Oracy in year 1

How do we deliver?



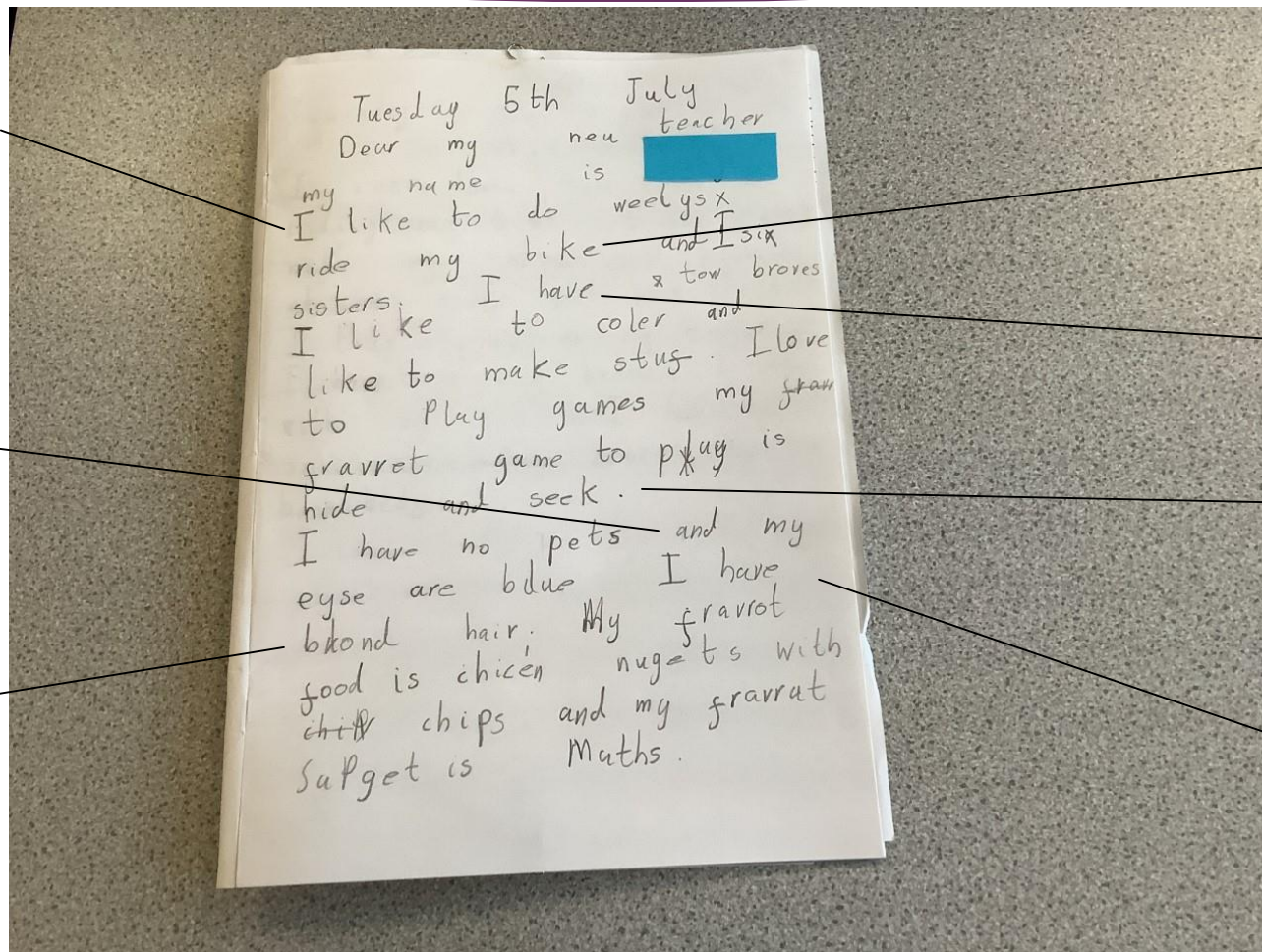
Composition- Structure and Purpose

- ▶ Compose sentences orally before writing. Talk about where the sentence begins and ends.
- ▶ Attempt to write appropriately to the task.
- ▶ Sequence simple sentences to form short narratives based on real or fictional experiences.
- ▶ Compose orally and write simple poems.
- ▶ Re-read writing to check that it makes sense.

Composition - SPaG

- ▶ Write sentences which can be clearly understood.
- ▶ Often use 'and' and 'because' to join words.
- ▶ Use a capital letter and full stop to show the sentence boundaries. Sometimes using question marks and exclamation marks in the right place.
- ▶ Use a capital letter for the names of people and places, and days of the week.
- ▶ Sometimes use adjectives for description.

Example of expected piece of writing at the end of Year 1



Capital letters

Nouns

Common
exception
words

Full stops

Letter
formation
and size

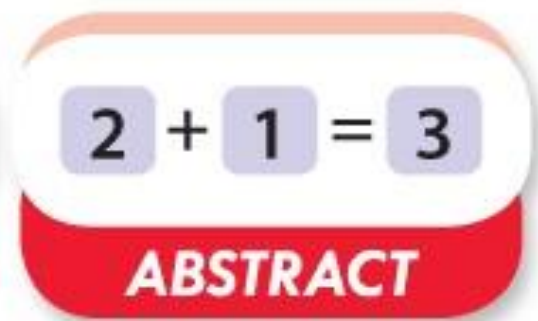
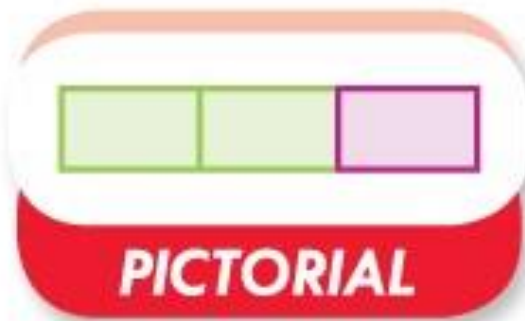
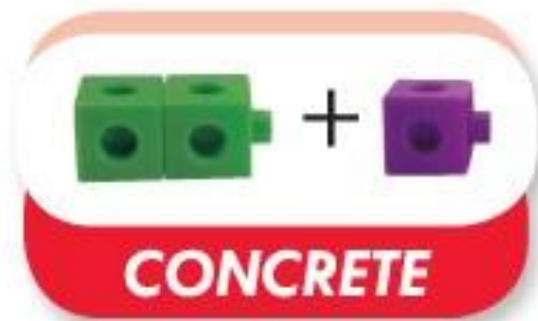
Conjunction
words

Adjectives

End of year expectations- Numeracy

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term		Number Place value (within 10) VIEW			Number Addition & subtraction (within 10) VIEW			Geometry Shape VIEW		Number Place value (within 20) VIEW		
Spring term	Consolidation	Number Addition & subtraction (within 20) VIEW			Number Place value (within 50) VIEW		Measurement Length & height VIEW		Measurement Weight & volume VIEW		Consolidation	
Summer term	Consolidation	Number Multiplication & division VIEW			Number Fractions VIEW		Geometry Position & direction VIEW	Number Place value (within 100) VIEW		Measurement Money VIEW	Measurement Time VIEW	

CPA Approach



End of Year 1 expectations

- ▶ • Count to and across 100, forwards & backwards from any number.
- ▶ • Read and write numbers to 20 in numerals & words (15/fifteen)
- ▶ • Read and write numbers to 100 in numerals. • Say 1 more/1 less to 100.
- ▶ • Count in multiples of 2, 5 & 10.
- ▶ • Add & subtract: 1 digit & 2 digit numbers to 20, including zero
($7+7$, $11-5$, $15+0$)
- ▶ • Solve one-step multiplication and division using objects, pictorial representation and arrays.
- ▶ • Recognise half and quarter of object, shape or quantity. • Sequence events in chronological order.
- ▶ • Use language of day, week, month and year.
- ▶ • Tell time to hour & half past.

Useful websites and apps to support maths

Top Marks - <https://www.topmarks.co.uk/maths-games>

White Rose Maths - <https://whiteroseeducation.com/>

App – 1 minute maths (White Rose)

Times Table Rock Stars - <https://play.ttrockstars.com/>
(also available as an app)

Daily Phonics



Grapheme

Digraphs

Split- digraph

Phoneme

Blending

Segmenting

Phonics and the phonic screen

- ▶ Why do we do this?
- ▶ When does it take place?
- ▶ Content
- ▶ Who does this?
- ▶ Pass mark



An example;

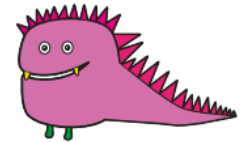
twin

drave



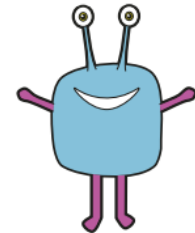
crack

teap



tuft

phibe



Useful links;

- A You Tube clip to gain more information about how the test is administered

https://www.google.com/search?q=you+tube+phonic+screen&rlz=1C1GCEA_enGB843GB843&oq=you+tube+phonic+screen&aqs=chrome..69i57j0i22i30j0i390l3j69i64.8987j0j4&sourceid=chrome&ie=UTF-8

- An example paper from 2019

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/809986/2019_phonics_pupils_materials_standard.pdf

- ▶ Any questions please don't hesitate to get in touch with your class teacher via Seesaw or school email.

