

Sutton Benger C.E. Primary

Reading, Writing & Maths – A Guide for Parents

Year 1

Reading

At the beginning of Year 1, all children are assessed on their phonic knowledge and are assigned a group according to their phonics phase. Most Year 1 children will begin Phase 5 of the scheme, 'Phonics Play' to help them become more confident and fluent readers. If working on Phase 5, your child will learn different ways of spelling phonemes (sounds). A grapheme is a letter or group of letters representing a sound. Children will continue to use their phonic knowledge to decode and then blend together any words they are unfamiliar with. They will learn how to respond with the correct sound to graphemes for all 40+ phonemes.

Phase 5						
New grapheme						
ay (day)	ou (out)	ie (tie)	ea (east)	oy (boy)	ir (girl)	ue (blue)
wh (when)	ph (photo)	ew (new)	oe (toe)	au (Paul)	aw (saw)	
Split digraphs (where the grapheme of the sound is split by another letter)						
a-e (make)	e-e (these)	i-e (like)	o-e (home)	u-e (rule)		
New Pronunciations for known letters						
i (fin, find)	o (hot,cold)	c (cat, cent)	g (go, giant)	u (but, put)	ow (cow, blow)	
ou (out, shoulderl, could, you)			er (farmer, her)		y (yes, by, very)	
ie (tie, field)	ea (eat, bread)		a (hat, what)		ch (chin, school, chef)	

Children in Year 1 will be taught to:

- Use their phonics (sounds of the letters) to blend sounds in words which are not familiar to them. Children will also practise reading a list of 'common exception words' for Year 1, such as *oh, their, people, Mr, Mrs, looked, called, asked* and *could*
- Learn how to read and spell words with different endings, known as suffixes, such as: *-s, -es, -ing, -ed, -est* and *-er*
- Learn to read words containing contractions (shortened forms) such as: *I'm, I'll* and *she'd*, understanding which letters the apostrophe stands in for e.g. *I am – I'm, I will – I'll* and *she would – she'd*
- Re-read books to build up their fluency and confidence in word reading

Reading Comprehension

Children will be taught to:

- Check that the text makes sense to them as they read and correct themselves as they go along
- Learn to discuss word meanings and how to link new meanings to those they already know.
- Discuss a book with others, as well as make predictions about whether the book is fiction, non-fiction (factual) or poetry, what the book might be about, characters' actions or speech, and the ending.



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(2 Timothy 2:22)*



- Work on using inference skills to aid their understanding of what they are reading. Inference involves using the clues in the story or picture to make a good guess. It involves figuring something out which is not fully explained and draws on a child's existing knowledge of the world
- Begin to link what they have read or heard read to their own experiences
- Become very familiar with fairy stories (Cinderella) and traditional tales (The Three Little Pigs), retelling them in their own words and understanding their special features such as characters (good and bad) and story structure (opening, problem, resolution and happy ending)
- Be encouraged to recognise and join in with predictable phrases when listening to stories
- Be encouraged to use vocabulary and structure from various texts they have read in their own writing such as '*Once upon a time*'..., '*In a land far away*'..., ...'*and they lived happily ever after*'
- Learn rhymes and poems off by heart and be encouraged to say whether they like the text, giving reasons why

Writing

In **spelling**, children will be taught to:

- Spell words using the 40+ phonemes already learnt (phonemes are small units of sound such as *ee, ay, er*)
- Segment words into phonemes and spell these with increasing accuracy or in a phonetically plausible way
- Spell at least 50% of the common exception word list for Years 1 and 2
- Spell their first name and surname
- Spell most of the days of the week
- Add suffixes to make longer words. These suffixes include *-ing, -ed, -er, -est* where no change is needed in the root word, eg *eating, sleeping, longer, tallest, called*
- Add *-s* or *-es* to make plurals

In **handwriting**, children will be taught to:

- Sit correctly at the table and have a correct pencil grip
- Form most lower case letters in the right direction; starting and finishing in the right place
- Form the majority of capital letters correctly and use them at the start of sentences
- Write digits 0-9 correctly

In **writing**, children will be taught to:

- Compose a sentence orally before writing it down
- Write a series of sentences that are linked together. Children should be continually developing their writing stamina and focus
- Consistently leave clear spacing between words in all writing contexts. Writing should be able to be read by an adult who is unfamiliar to the child.
- Use '*and*' to join sentences together.
- Punctuate most sentences using capital letters and full stops. They can talk about where question marks and exclamation marks might be used and begin to use these in some sentences.



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Maths

Number - Number and Place Value (Tens and Ones)

Children will be taught to:

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s
- Identify 1 more and 1 less
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- Read and write numbers from 1 to 20 in numerals and words

Number - Addition and Subtraction

Children will be taught to:

- 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 0
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$

Number - Multiplication and Division

Children will be taught to:

- Use arrays to learn about what multiplication actually is. The array to the right can help us to solve two multiplication calculations: $3 \times 2 = 6$ (3 lots of 2) or $2 \times 3 = 6$ (2 lots of 3).
- Double small numbers and quantities and look out for number patterns in the 2, 5 and 10 times tables, e.g. all multiples of 2 end in an even number, multiples of 5 end in only 5 or 0.
- Practise sharing and grouping small quantities. For example, if trying to solve $15 \div 3$, we could share 15 counters into 3 separate piles and see how many are in each. Alternatively, we could group the 15 counters into piles of 3 and see how many are in each, either method will give the same answer.
- Solve simple multiplication and division word problems using objects, pictures and arrays to help them.

Number - Fractions

Children will be taught to:

- Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity
- Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity

Measurement

Children will be taught to compare, describe and solve practical problems for:

- Lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- Mass/weight [for example, heavy/light, heavier than, lighter than]
- Capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
- Time [for example, quicker, slower, earlier, later]



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Children will be taught to measure and begin to record the following:

- lengths and heights
- mass/weight
- capacity and volume
- time (hours, minutes, seconds)
- recognise and know the value of different denominations of coins and notes
- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- recognise and use language relating to dates, including days of the week, weeks, months and years
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

Geometry – Shape, Position and Direction

Children will be taught to:

- Describe position, direction and movement, including whole, half, quarter and three-quarter turns
- Recognise and name common 2-D and 3-D shapes, including:
 - 2-D shapes [for example, rectangles (including squares), circles and triangles]
 - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]



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