



Welcome to Fallow Class

Year 1

Mrs Litten and Miss Fergusson

Transition into Year 1

We understand that the transition into Year 1 is challenging for many children and we hope to make it as smooth as possible.

The learning becomes more teacher-led, but we learn through hands-on experiences everyday. We also allow plenty of time to explore the dressing-up, book corner, construction and small world.

Our door is always open if you have any worries or questions.

An overview of our day



1. Fine- Motor activities- We need to strengthen our hands for writing. Please encourage your child to do activities at home that will strengthen their hands. For example- playdough, lego or threading.

2. Phonics

Children will be assessed every 6 weeks and placed in the correct phonics group for their ability. Children from Year 1 go to different teachers for phonics. We follow the 'Read Write Inc' phonics programme.

These teachers and TAs will do the following:

- Teach your child the next sounds they need to know through a daily 'Speed Sound Lesson'.
- Teach your child to apply these sounds to read books. They will listen to your child read everyday and change their reading books every 3-5 days depending on which phonics stage your child is in.
- Teach your child the basics of sentence construction – capital letters, full stops, finger spaces, sounding out words.

Year 1 Reading Objectives

Working towards the expected standard	I can read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes.	I can read accurately most words of two or more syllables.
	I can read accurately some words of two or more syllables that contain the same GPCs.	I can read most words containing common suffixes.
	I can read many common exception words.	I can read most common exception words.
	I can read aloud many words quickly and accurately without overt sounding and blending.	I can read words accurately and fluently without overt sounding and blending i.e. at over 90 words per minute.
	I can sound out many unfamiliar words accurately.	I can sound out most unfamiliar words accurately, without undue hesitation.
	I can answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to me.	I can check that what I read makes sense.
Working at Greater Depth	I can make inferences on the basis of what is being said and done.	I can answer questions and make some inferences on the basis of what is being said and done.
	I can predict what might happen on the basis of what has been read so far.	I can explain what has happened so far in what I have read.
	I can make links between the book I am reading and other books I have read.	

Working at the expected standard

Reading for Pleasure

We spend a lot of time sharing books with our friends.



The children can change their reading for pleasure book whenever they want to and are reminded daily. The reading for pleasure book they bring home is for you to read to your child for them to enjoy.

3. Breaktime

- Please ensure that your child has a named coat for playtimes.
- We have a school rule of 'Healthy Snacks Only' at playtime.
- Please encourage your child to speak to us about issues that upset them at playtime and lunchtime. These issues are better sorted out at the time.
- PLEASE LABEL ALL BELONGINGS

4. Maths

We begin our maths lessons with a counting song and counting aloud. It would be great if you could sing counting songs at home too.



We then cover compositions of numbers and the number system through 'Mastering Number'. Here we learn practically how to subitise, double and add to make 5 and 10.

Year 1 Ready-to-Progress Criteria

1NPV-1 I can count within 100, forwards and backwards, starting with any number.



1NPV-2 I can reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$.



1NF-1 I can develop fluency in addition and subtraction facts within 10.



1NF-2 I can count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.



1AS-1 I can compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.



1AS-2 I can read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.



1G-1 I can recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.

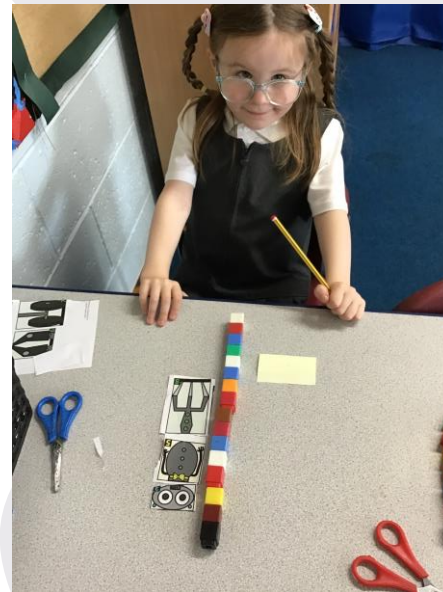


1G-2 I can compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.



Notes

We then cover the Year 1 maths objectives for the next part of the lesson. We use 'White Rose' as a resource to support this.



5. Handwriting

We practise letter formation every day. If you would like to help your child with letter formation at home, please take a leaflet to make sure you are teaching the correct way.

In Year 1, we all use a tripod grip.



Children who read

Are more likely
to overcome
disadvantage
caused by
inequalities



Are more likely to
be happier, healthier
and experience
better mental
wellbeing and
self-esteem



Are more likely to
do better at school
and make more
progress across
the curriculum



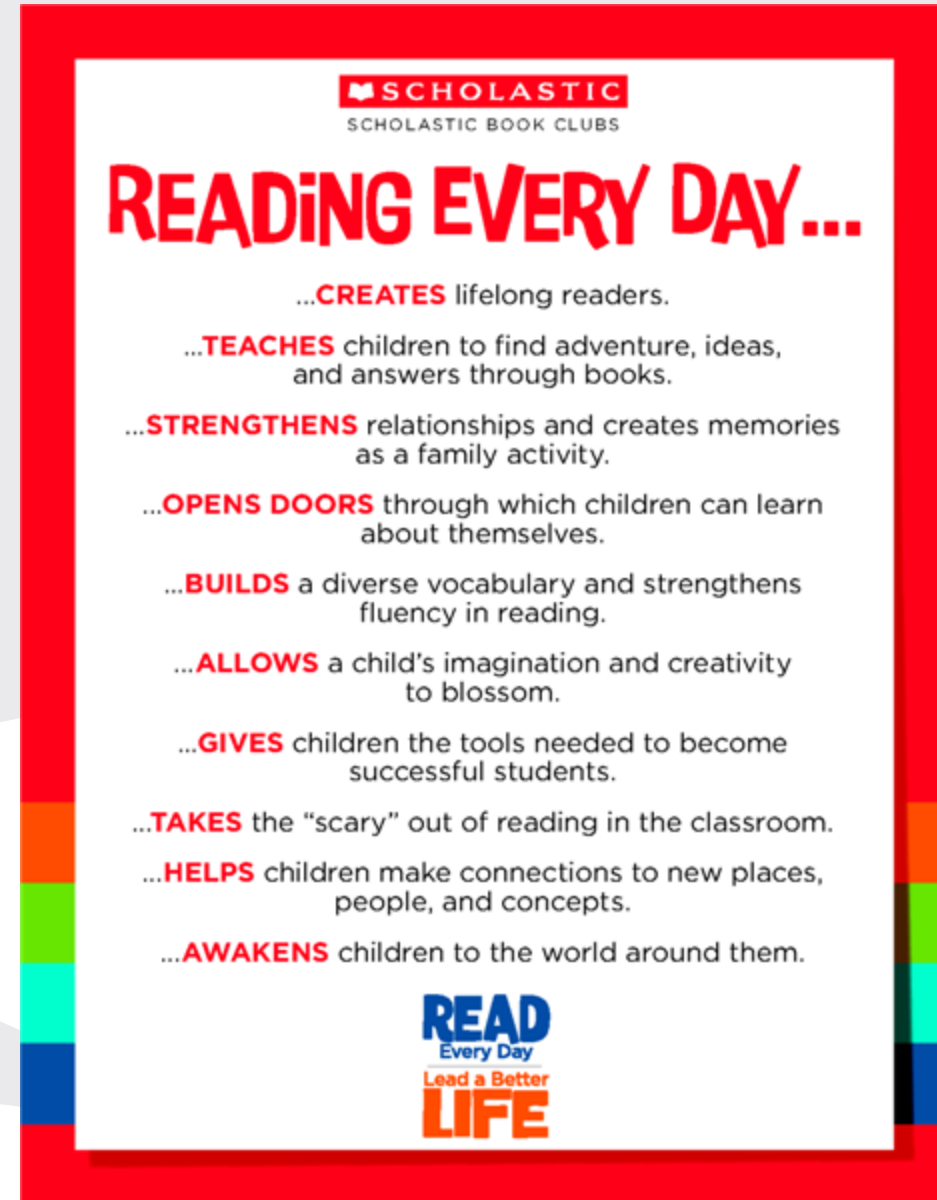
Are more likely to
develop empathy
and creativity



How to help at home

Please read with your child as often as possible. If you are able to read with them daily this will mean that they make the best possible progress.

Children will be given a dojo point for each time their parent has listened to them read and written in the reading diary.



SCHOLASTIC
SCHOLASTIC BOOK CLUBS

READING EVERY DAY...

- ...**CREATES** lifelong readers.
- ...**TEACHES** children to find adventure, ideas, and answers through books.
- ...**STRENGTHENS** relationships and creates memories as a family activity.
- ...**OPENS DOORS** through which children can learn about themselves.
- ...**BUILDS** a diverse vocabulary and strengthens fluency in reading.
- ...**ALLOWS** a child's imagination and creativity to blossom.
- ...**GIVES** children the tools needed to become successful students.
- ...**TAKES** the "scary" out of reading in the classroom.
- ...**HELPS** children make connections to new places, people, and concepts.
- ...**AWAKENS** children to the world around them.

READ
Every Day
Lead a Better
LIFE