

# WELCOME TO YEAR 1

Teacher: Mrs Hart  
Teaching Assistants: Mrs  
Rough and Mrs Hartnet

# A LITTLE ABOUT YEAR 1



- We will learn in many different ways- through games, investigations, independent learning, group tasks, formal learning and most importantly having fun!!
- If you ever have any worries, questions or things I need to know please just come and chat to me - we're all here to support the children.
- School life can get very busy, I will let you know any details or changes as soon as possible!
- Phonics Screening in June.
- Healthy morning snack, school will provide fruit in the afternoon. Please no chocolate or sweets.

# NEED TO KNOW INFO



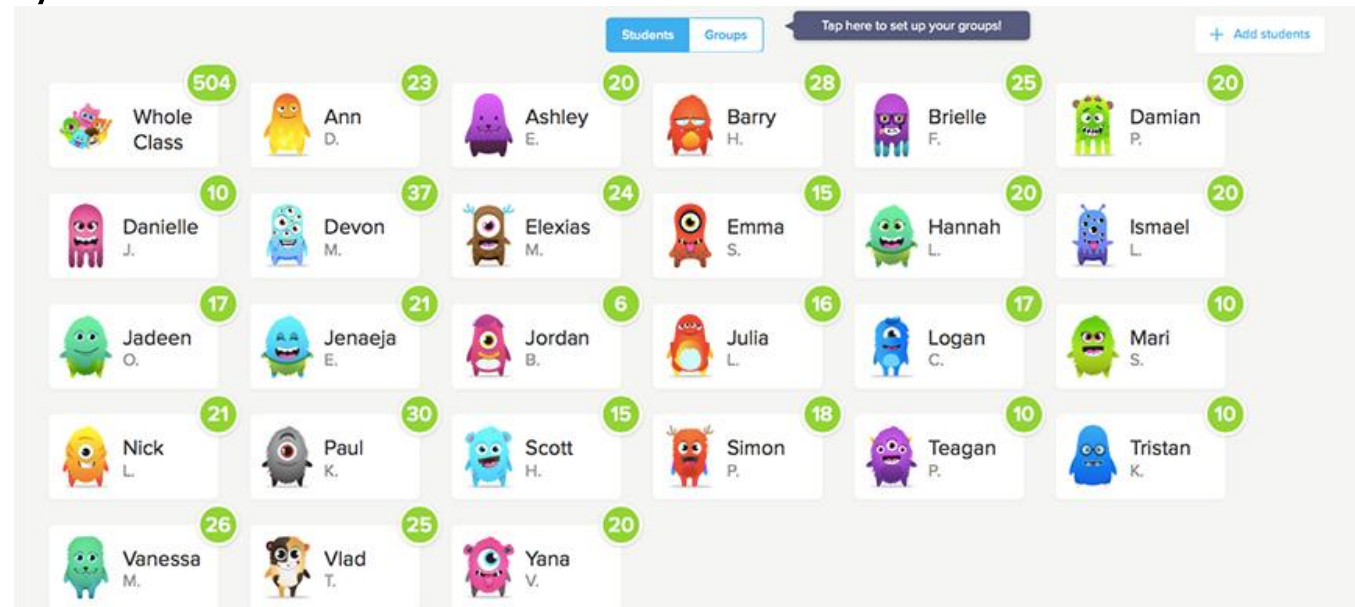
Monday	Homework to be returned.
Tuesday	PE Homework handed out – Maths
Wednesday	PE
Thursday	
Friday	

# UNIFORM

	Winter Uniform	Summer Uniform	PE Kit
<b>Early Years (Nursery and Reception)</b>	<ul style="list-style-type: none"> <li>• White polo shirt</li> <li>• Grey school skirt or pinafore, or grey school shorts or trousers</li> <li>• School Early Years school sweatshirt</li> <li>• Black school shoes</li> </ul>		
<b>KS1 (Years 1 and 2)</b>	<ul style="list-style-type: none"> <li>• White polo shirt or a white shirt</li> <li>• <b>A school tie is optional</b></li> <li>• Grey school skirt or pinafore, or grey school shorts or trousers</li> <li>• School sweatshirt or school hoodie</li> <li>• Black school shoes</li> </ul>	<ul style="list-style-type: none"> <li>• KS1 summer uniform remains the same throughout the school year with the addition of a yellow and white checked summer dress</li> <li>• Black school shoes</li> </ul>	<ul style="list-style-type: none"> <li>• Plain white round necked t-shirt (no branded clothing)</li> <li>• Plain black shorts or black tracksuit bottoms (no branded clothing)</li> <li>• Trainers</li> </ul>

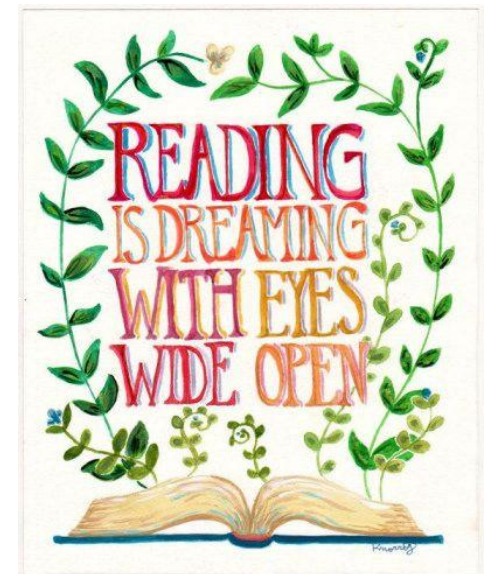
# BEHAVIOUR

- Behaviour for Learning - good listening, joining in with the lesson and having a go!
- Positive praise – dojos (house points)
- Thinking about others in the class



# HOMework & READING

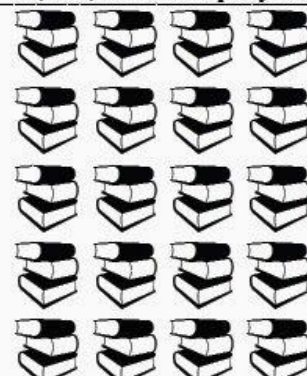


- Children will receive homework on a Tuesday and hand back in on a Monday.
- Pace of reading picks up in Year 1, daily practise at home, reading for 15-20 minutes is vitally important. Please comment in reading records daily.
- Children will be exposed to an increased amount of reading material, particularly in other subjects.





# READING

- Reading 20 minutes a night has a huge impact on the children's progress.
- Being read to is so important, hearing the way an adults reads the words and the intonation they use is important.
- In school we read books to the children, reading daily in phonics and use books as a source of learning.
- In Year 1 the volume the children need to read increases, we need to work together on the journey to help them become more confident readers.

WHY READ 20 MINUTES AT HOME?		
Student A Reads	Student B Reads	Student C Reads
❖ 20 minutes per day.	❖ 5 minutes per day.	❖ 1 minute per day
❖ 3,600 minutes per school year.	❖ 900 minutes per school year.	❖ 180 minutes per school year.
❖ 1,800,000 words per year.	❖ 282,000 words per year.	❖ 8,000 words per year.
		
❖ Scores in the 90 <sup>th</sup> percentile on standardized tests.	❖ Scores in the 50 <sup>th</sup> percentile on standardized tests.	❖ Scores in the 10 <sup>th</sup> percentile on standardized tests.
If they start reading for 20 minutes per night in Kindergarten, by the end of 6 <sup>th</sup> grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3. <small>(Nagy and Herman, 1987.)</small>		
WANT TO BE A BETTER READER? SIMPLY READ.		



## Why Your Child Can't Skip Their 20 Minutes of Reading Tonight

James

reads 20 minutes per night,  
5 times per week



Travis

reads only 4 minutes per night  
...or not at all



In one week:

100

minutes of reading



20

minutes of reading

In one month:

400

minutes of reading



80

minutes of reading

In one school year (9 months):

3600

minutes of reading



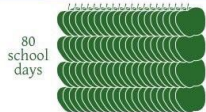
720

minutes of reading

By the end of eighth grade:

28,800

minutes of reading



5760

minutes of reading

Which student would you expect to read better?  
Which student would you expect to know more?  
Which student would you expect to write better?  
Which student would you expect to have a better vocabulary?  
Which student would you expect to be more successful in school and life?  
How do you think each student will feel about himself as a learner?



GREER GENIUS  
BRILLIANT DESIGN & DEVELOPMENT

## Benefits of reading for pleasure:

- There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006).
- Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).
- Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).
- There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007).
- Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009).
- International evidence supports these findings; US research reports that independent reading is the best predictor of reading achievement (Anderson, Wilson and Fielding, 1988).
- Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006).
- Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006).



# Impact of reading

Amount of reading	20 mins	5 mins	1 min
Number of minutes per year	3600	900	180
Number of words per year	1.8 Million	282,000	8000
Hours read by the end of primary school	851	212	42
Performance on tests	90%	50%	10%

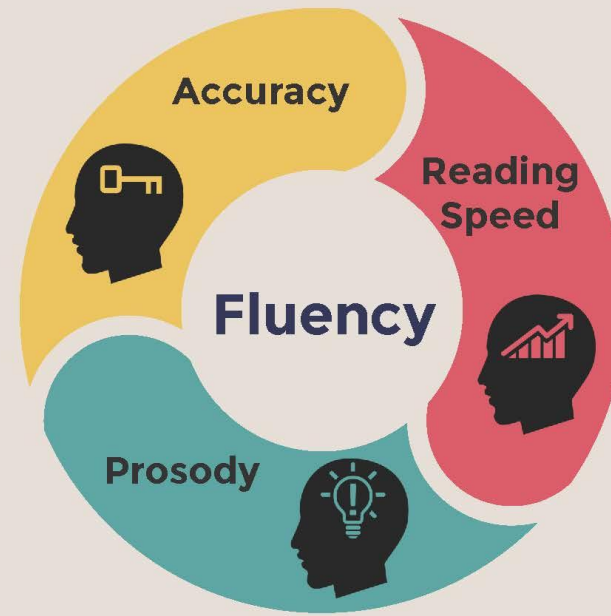
# WHAT IS FLUENCY AND WHY IS IT IMPORTANT?

Fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension.

Basically, if the brain's processing power isn't being used up by working out how to read a word, it can concentrate on understanding and enjoying the text.

## What is Fluency?

Oral reading fluency includes 3 parts.



### Accuracy

Reading with few errors.

### Reading Speed

The rate at which a student reads.

### Prosody

The skill of reading aloud with proper intonation, phrasing, and expression.

## Why should we focus on Fluency?

Fluency is not an end in itself but a critical gateway to comprehension. Fluent reading frees cognitive resources to process the meaning of what is being read.

# THREE WAYS YOU CAN HELP BUILD FLUENCY AT HOME...

- **Read and follow** – the adult reads the text and the child follows along with their finger. This helps the child with word recognition and models to them how they should read with fluency.
- **My turn, your turn** – take turns reading a page or a paragraph. Here you are modelling how to read with fluency, flow and expression.
- **Echo Reading** – as you read, the child copies. It is important here to pace yourself and read at a rate that your child can keep up with.
- Let's have a go!

# WHAT IS COMPREHENSION?

This refers to the understanding of a text.

There are cases of where children are able to read thanks to secure phonics knowledge and the ability to decode but do not understand what they have read.

## COMPREHENSION SKILLS

### DEFINITION

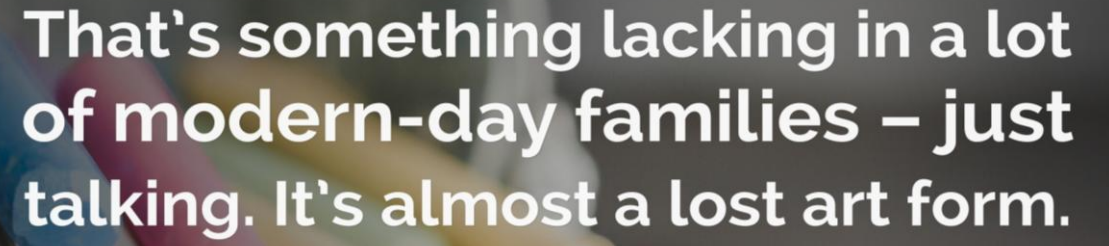
Comprehension skills are cognitive capabilities that allow individuals to process and understand written or spoken information. They encompass a range of abilities, from identifying main ideas and supporting details to making inferences and drawing conclusions. Mastery of these skills is essential for effective reading, listening, and overall communication.

### EXAMPLES

- Summarizing
- Paraphrasing
- Drawing Conclusions
- Sequencing Events
- Ranking Information
- Recognizing Author Purpose
- Interpreting Figurative Language
- Identifying Cause and Effect



# WHAT YOU CAN DO TO HELP DEVELOP COMPREHENSION...



That's something lacking in a lot of modern-day families – just talking. It's almost a lost art form.

Ryan Kwanten

- Comprehension of the world will develop comprehension in reading...
- Ways you can develop comprehension –
  - Talking a lot at home... about everything
  - Develop cultural capital by going out (this does not have to cost money)
  - Reading together and discussing books together
    - Why do you like this book?
    - What do you think will happen next?
    - What do you think about this character?

# QUESTIONS YOU CAN ASK AT HOME...

## Vocabulary

Find and explain the meaning of words in context

### Example questions

- What do the words ..... and ..... suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....

## Infer

Make and justify inferences using evidence from the text.

### Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of ..... show that they are .....
- How can you tell that.....
- What impression of ..... do you get from these paragraphs?
- What voice might these characters use?
- What was .... thinking when.....
- Who is telling the story?

## Predict

Predict what might happen from the details given and implied.

### Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

## Explain

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

### Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of ..... effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does ..... have on the audience?
- How does the author engage the reader here?
- Which words and phrases did ..... effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?



## Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

### Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did....?
- What happened to...?
- What does.... do?
- How ..... is .....
- What can you learn from ..... from this section?
- Give one example of.....
- The story is told from whose perspective?

## Summarise

Summarise the main ideas from more than one paragraph

### Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after .....
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

# WHAT DO THEY NEED TO KNOW?

## **English:**

- apply phonic knowledge and skills as the route to decode words
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- write sentences by:
  - saying out loud what they are going to write about
  - composing a sentence orally before writing it
  - sequencing sentences to form short narratives
  - re-reading what they have written to check that it makes sense
  - discuss what they have written with the teacher or other pupils
  - read aloud their writing clearly enough to be heard by their peers and the teacher.

# WHAT DO THEY NEED TO KNOW?

## **Maths: Number**

- count to and across 100, forwards and backwards
- count, read and write numbers to 100 in numerals;
- count in multiples of twos, fives and tens
- given a number, identify one more and one 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.



# MATHS- ADDITION AND SUBTRACTION

- 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 zero
- solve one-step problems that involve addition and subtraction, using concrete objects
- and pictorial representations, and missing number problems

# MULTIPLICATION AND DIVISION

- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

# FRACTIONS

- recognise, find and name a half as one of two equal parts of an object, shape or quantity
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

# MEASUREMENT

- lengths and heights
- mass/weight
- capacity and volume
- time, days of the week, months of the year.
- money

# GEOMETRY

- 2-D shapes/3-D shapes
- describe position, direction and movement

# MATHS

## **Fluency**

This means your child can quickly and accurately remember number facts (like times tables) and do calculations easily. It helps them feel more confident with maths.

## **Reasoning**

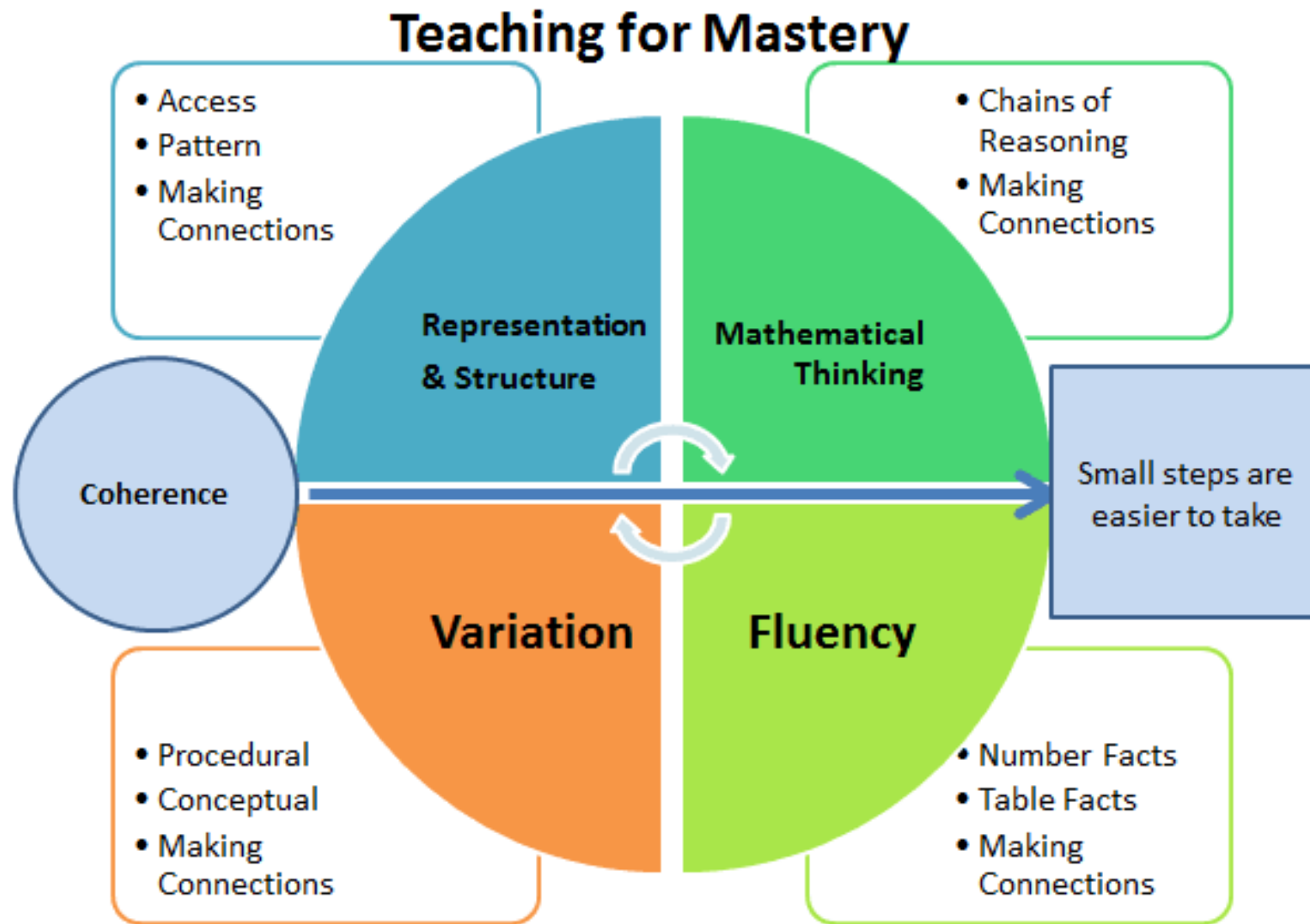
This is about your child being able to explain their thinking, talk about how they got an answer, and understand why a method works.

## **Problem Solving**

This helps your child use their maths to solve everyday problems, spot patterns, and try different ways to find an answer.

These three parts help your child become more confident and successful in maths.





# MATHS

- Manipulatives help children learn actively by using their hands and minds together, making maths more engaging and enjoyable.
- They allow children to explore and experiment, which builds a stronger, deeper understanding of mathematical ideas.
- By making abstract concepts concrete, manipulatives help children see connections and understand the “why” behind maths, not just the “how.”
- Using manipulatives encourages children to think critically and solve problems in different ways, developing their reasoning skills.
- This hands-on approach supports children in going beyond memorization to truly grasp concepts, laying a solid foundation for more advanced maths later on.



# HOW CAN I HELP?

- Reading daily
- Write in their reading record
- Support with handwriting
- Motor Skill activities
- Support with homework.
- Numberbots – An app to support the children's subtraction.

a b c d e f g h i

j k l m n o p q r

s t u v w x y z

A B C D E F G H I

J K L M N O P Q R

S T U V W X Y Z

# CLASS FUND



- If you are able to, we would love a donation to our class fund. The money will be used on something for the class. This is paid via ParentPay.
  - £26 per full term
- Such as our reading area, books
- Playtime equipment etc
- Toys for the children to play with
- Resources for the sensory areas, indoor play
- Treats for celebrations days e.g. mothers day, VE day
- Ingredients for food technology
- Treats for the children!
- Food for party days





# DATES TO REMEMBER

- 19<sup>th</sup> September FOAS Own Clothes Day – Bottle Donation
- 26<sup>th</sup> September – Macmillan Coffee Morning
- 20<sup>st</sup> September – FOAS Family Fun Day 12pm – 3pm
- 1<sup>st</sup> October – Whole School Mass
- 9<sup>th</sup> October – Individual & Sibling Photographs
- 21<sup>st</sup> October – Parent's Evening – 3:45pm – 6:00pm
- 22<sup>nd</sup> October – Parent's Evening- 3:45pm – 6:00pm
- Every Thursday Morning at 8:30 am you are invited to a prayer service.  
Different classes will run these each half term. We are starting with Year 6.

# COME AND ASK US



If you have any queries. Please come and ask us! We'll be at the door.

If we can't help you right away- we will arrange a time where we can.

