

Dear Parents/ Carers,

In preparation for the new academic year in September, this letter provides an overview of the skills taught throughout the year. I have also enclosed a visual timetable to inform you of the lessons taught each day.

As the timetable shows, there will be a daily Numeracy and Literacy lesson. Children will continue with a daily Phonics session, focussing on recognition and pronunciation of individual phonemes and their written graphemes, in preparation for the Phonics Screening Check at the end of Year 1.

Each Friday, children will be given a topic title in their Learning Log as a homework project, to be completed and submitted by the following Thursday. There will also be a list of spellings to practise each week and as in Shooting Stars, your child will be issued with a Reading Diary and a reading book, which will be changed on Monday and Thursday of each week.

The statutory requirements for the New National Curriculum Year 1 Programme of Study are outlined below:

**Literacy:**

**Reading – Word reading**

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- 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
- re-read these books to build up their fluency and confidence in word reading.

**Reading – Comprehension**

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently

- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading
  - discussing the significance of the title and events
  - making inferences on the basis of what is being said and done
  - predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

#### **Writing – transcription**

- spell:
  - words containing each of the 40+ phonemes already taught
  - common exception words
  - the days of the week
- name the letters of the alphabet:
  - naming the letters of the alphabet in order
  - using letter names to distinguish between alternative spellings of the same sound

### **Writing – transcription (continued)**

- add prefixes and suffixes:
  - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
  - using the prefix un–
  - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance.
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

### **Handwriting**

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.

### **Writing – composition**

- 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.

### **Writing – vocabulary, grammar and punctuation**

- develop their understanding of the concepts by:
  - leaving spaces between words
  - joining words and joining clauses using and

### **Writing – vocabulary, grammar and punctuation**

- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing.

### **Mathematics:**

#### **Number – Number and place value**

- 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 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.

#### **Number - Subtraction and addition**

- 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 such as  $7 = \square - 9$ .

#### **Number – 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.

### **Number – 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**

- 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]
- 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 – properties of shapes**

- 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].

### **Geometry – position and direction**

- describe position, direction and movement, including whole, half, quarter and three-quarter turns.

## **Science**

### **Working scientifically**

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

### **Plants**

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees.

### **Animals, including humans**

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

### **Everyday materials**

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties.

### **Seasonal changes**

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.