

## Oak Class

[oak@bagshot.surrey.sch.uk](mailto:oak@bagshot.surrey.sch.uk)

Miss Greenslade (Year 1 Lead)

Mrs Milman

Mrs Watts

Mrs Hussain

## Welcome to Year 1

## Beech Class

[beech@bagshot.surrey.sch.uk](mailto:beech@bagshot.surrey.sch.uk)

Miss Cheeseman

Mrs Sawyer

Mrs Gulston

Miss Waghorne

### **What to expect in Year 1**

We start off the term similar to where the children left Reception; play based opportunities for them to learn through and explore. These first few weeks we are focusing mainly on transition and ensuring everyone is safe and secure in our new routines. As we move along the year we will transition to the National Curriculum. The children will still have opportunities to learn through play but it will be more specific to a subject. When the children are ready, our learning becomes more structured and traditional with the children sitting at the table to complete their work.

Currently our focus includes lots of phonics and PSHE. Once we have completed our PSHE whole school learning project we will introduce English and Maths into our routine.

We aim to keep you updated week by week through the *Peek at the Week*.

### **Assessment**

We will continue to assess the children using the Early Years Foundation Stage criteria. When they have reached their Early Learning Goal we will begin to assess them against the National Curriculum objectives.

### **Home learning**

You should now have a home learning book. In the front cover there is a home learning overview for the half term. We will send out an overview every half term. We would like you to send in photos of your home learning to our school class emails (found at the top of this page).

Once we have completed our initial phonics assessments we will be sending spellings home for the children to learn. Initially you will be told the spelling group your child is in and we will attach a spelling template on our peek at the week for you to print out at home. The children will have a spelling test the following Friday, they will bring their spelling books home for the weekend so you can see their results, spelling books must be returned each Monday.

### **PE**

Indoor PE is currently on a Tuesday (Oak) and Wednesday (Beech). Later in the term we will introduce a further PE session, which will be outside.

### **Reading**

School expectation is that children read at home 5 times a week. We will read with the children at least once a week. The class teacher will aim to read every other week with your child.

### **Maths, Phonics and Writing.**

The next pages will focus on specific subjects and explain in a little more detail in how they are taught and how you can help your child.

# How to support your child with their learning in Year 1



## Maths

Children's number skills can be supported in all sorts of fun ways at home. Board games such as snakes and ladders are a great way of making them familiar with the number system and simple addition and subtraction. Playing cards are also great to use. Simple snap games and dominoes can help number recognition.

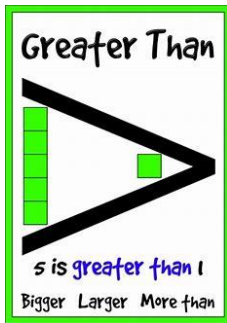
When adding and subtracting encourage your child to use a range of methods. This will stretch their deepening and understanding of the number system.

### Number Bonds

Helping your child to learn their addition and subtraction facts to 10 and regularly going over them will benefit them enormously. They should know them well enough to give 'quickfire' answers when they are jumbled up (e.g. "Eight and what make 10?" "ten take away 4?"). This can be done on car journeys or whenever there is a spare 5 minutes.

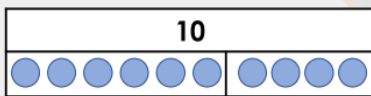
### Number stories

There are 5 hot air balloons in a race.  
3 more balloons join.  
How many balloons are there altogether?



Comparing numbers

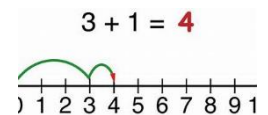
Bar model



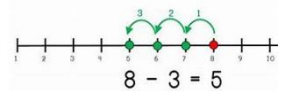
$$\begin{array}{l} \square + \square = 10 \\ \square + \square = 10 \\ 10 = \square + \square \\ 10 = \square + \square \end{array}$$

Fact family of 4

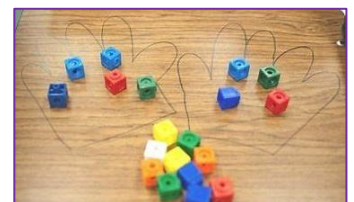
Using a number line to add



Using a number line to subtract



Use real life objects that children can move.



## Reading

When we hear children read in school, alongside their phonic skills we also support their comprehension skills.

Questions to ask your child when you read together:

### Questions to ask before you read

Can you look at the pictures and predict what you think will happen in this book?

What makes you think that?

What characters do you think might be in our story?

Do you think there will be a problem in this story? Why or why not?

### Questions to ask during the reading

What do you think will happen next?

What can you tell me about the story so far?

Can you predict how the story will end?

Why do you think the character did \_\_\_\_\_?

What would you have done if you were the character?

### Questions to ask after reading

Can you remember the title?

In your opinion, was it a good title for this book? Why or why not?

If there was a problem, did it get solved?

What happened because of the problem?

What was your favorite part of the story?

Can you retell the story in order?

What is the most interesting situation in the story?

Is there a character in the story like you? How are you alike?

Why did you like this book?



# Phonics

## Decoding strategies

Use the pictures	Look for smaller words within words  c-a-t	Break words into syllables  e.g. cat-er-pill-ar
Sound out the word	Skip the word and read the rest of the sentence to try and work out what it says	Did the sentence you read make sense?

## High frequency words (HFW)

HFW are words we use all the time in our reading and writing. These include words such as in, at, and, can. Children will have a copy of these in their reading diaries. It is important that these are learned alongside their reading books so they can read, spell and write them.

## Tricky words

Tricky words are words which cannot be *sounded out* correctly. The only way these words can be read and spelt correctly is by learning them and having plenty of practise.

## Sounds

It is really important children are saying the correct sounds. Sometimes they will add a ur onto the sound (dur, pur, mur), this needs to be corrected. Children need to say the initial sound.

If you are unsure of how to pronounce sounds please have a look at:

<https://www.oxfordowl.co.uk/welcome-back/for-home/reading-owl/advice-for-parents/reading-at-home/phonics-made-easy#audio>

## Useful websites

[www.topmarks.co.uk](http://www.topmarks.co.uk)

[www.bbc.co.uk/schools/ks1bitesize/numeracy](http://www.bbc.co.uk/schools/ks1bitesize/numeracy)

[www.bbc.co.uk/cbeebies/shows/numberblocks](http://www.bbc.co.uk/cbeebies/shows/numberblocks)

[www.ictgames.com](http://www.ictgames.com)

[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)

[www.mrthornedoesphonics.co.uk](http://www.mrthornedoesphonics.co.uk)

[www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)

## Writing

Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.

### Bagshot writing

We use cursive font when teaching the children to write, this allows for children to join up their writing in a more natural way. It is really important children always lead in and lead out otherwise it becomes disjointed and not a natural flow. Children are taught to always start at the bottom unless it is a capital letter or a number.

We encourage children to use their phonic knowledge when writing, if they are unsure of how to spell a word. Ask the child to say it several times, breaking down the word to hear for the sounds.

Children are encouraged to start with a capital letter, leave finger spaces and end their sentence with a full stop. We also encourage the children to use the lines in their books.

When writing sentences children learn a process of thinking of a sentence, saying it, writing it and reading it.



Itfeltsoft.



It felt soft.

