

2016-2017 Learning guide for KS1



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Year 1

Maths

By the end of Year 1, to meet age expectations, children should be able to:

- Count to and across 100, forwards and backwards
- Count in jumps of 2, 5 and 10 from 0
- Read and write numbers to 100
- Write and read numbers to 20 in words
- Recall number bonds to 10 and 20 (e.g. $6 + 4 = 10$)
- Double numbers up to 10
- Recognise and find $\frac{1}{2}$ and $\frac{1}{4}$ of a shape or number
- Solve addition and subtraction problems through using a number line or an empty number line
- Begin to understand division and multiplication through grouping and sharing

- Recognise and know the value of different coins
- Know and order the days of the week and months of the year
- Tell the time on an analogue clock to o'clock and half past
- Recognise and describe common 2-D and 3-D shapes

Reading

By the end of Year 1, to meet age expectations, children should be able to:

- Read 'common exception words' for Year 1 (list attached)
- Re-tell a story they have just read in their own words
- Answer who, what, where and why questions about the book they have read
- Begin to refer to the text to support their answers to questions
- Recognise and be able to read words containing Phase 3 and Phase 5 phonemes (list attached)

Writing/Spelling

By the end of Year 1, to meet age expectations, children should be able to:

- Spell most 'common exception words' for Year 1 and make phonetically plausible attempts at others (list attached)
- Spell the days of the week and months of the year
- Re-read what they have written to make sure it makes sense
- Leave finger spaces in their independent writing
- Use the pre-fix 'un' in their writing (e.g. unhappy, unwell)
- Use the suffixes -ing, -ed, -er and -est in their writing
- Use 'and' or 'because' to link ideas in a sentence
- Use full stops and capital letters accurately and consistently in their writing
- Begin to show an awareness of questions marks and exclamation marks
- Read what they have written to an adult

Year 2

Maths

By the end of Year 2, to meet age expectations, children should be able to:

- Confidently add and subtract 2 two-digit numbers within 100 using a pictorial or written method
- Subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. 74 – 33)
- Count in tens from any number forward and backward
- Count confidently in jumps of 2,5,10 and 3 from 0
- Identify the place value of each digit in a two-digit number
- Recognise the inverse relationships between addition and subtraction and use this to work out missing number problems
- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables
- Read and write numbers to 100 in numerals and words
- Recall doubles and halves to 20
- Identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ of a number, shape or a quantity

- Use different coins to make the same amount
- Read the time on an analogue clock to the nearest 5 minutes
- Name and describe the properties of common 2-D and 3-D shapes
- Choose and use the appropriate standard units to estimate and measure length (mm/cm/m), mass (g/kg), temperature ($^{\circ}$ C) and capacity (ml/l)

Reading

By the end of Year 2, to meet age expectations, children should be able to:

- Read most 'common exception words' for Year 2 (list attached)
- Read accurately and fluently without overt sounding and blending
- Sound out most unfamiliar words accurately, without undue hesitation

- Answer questions and make some inferences about the book they have read on the basis of what is being said and done
- Read accurately most words of two or more syllables
- Read words containing all common suffixes
- Make predictions about what may happen next linked closely to story characters, plot or language read so far

Writing/Spelling

By the end of Year 2, to meet age expectations, children should be able to:

- Consistently demarcate sentences with capital letters and full stops and with some use of question marks and exclamation marks
- Use present and past tense mostly correctly and consistently
- Use or/and/but/when/if/that/because to link ideas in sentences
- Spell most 'common exception words' for Year 2 and make phonetically plausible attempts at others (list attached)
- Join up their letters using cursive handwriting
- Use an apostrophe when spelling a word in the contracted form (e.g. didn't/hadn't) or in the possessive form (e.g. the girl's book)
- Re-read and edit their writing, checking spelling and grammar and that it makes sense
- Show consistency with the spacing between words and the size of their letters
- Re-read what they have written to an adult with expression to make the meaning clear
- Use sentences with different forms in their writing (commands, questions, exclamations and statements)

Reading books

In September the children will be provided with two reading books linked closely to their developing reading needs and ability.

They will be encouraged to take ownership over the changing of their books where appropriate and are asked to approach their class teacher/TA when they need their books to be changed in the morning.

The children will be read with in school by either the class teacher, TA or parent reader at least twice a week. They will also take part in whole class and group reading sessions.

Children will bring home their books each night along with their reading record. We ask for any reading which is done at home to be recorded in this so we can keep track of how often a child is reading and whether or not they perhaps need to progress onto a higher stage of books.

Any support you are able to provide with reading at home is very much appreciated as it can have a huge impact upon your child's development and the progress they are able to make. Asking who, what, where and why questions about the text during reading is also extremely important in developing your child's ability to have a secure understanding of what they have read.

If you are interested in becoming one of our parent reader volunteers and are able to give up a small amount of your time each week to come and support reading in school then please do not hesitate to speak to a member of the team.



Spelling and Homework

The children will be provided with a list of 5/6 spellings to learn each Monday ready for their spelling quiz which happens on a Friday.

The spellings they are given will link closely to their developing spelling needs.

We ask for your help with encouraging the children to learn and practise their spellings during the week so they are ready for Friday.

During the quiz itself the children will use the words they have learnt to complete sentences with missing words. This is done to encourage application of the learning as we find that a lot of our children are fantastic at learning their spellings but then do not apply what they have learnt in their written work.

In KS1, the children are not set weekly homework but instead are set topic based project homeworks in the second or third week of each half term. For these homeworks we usually allow 3/4 weeks for completion and ask for you to be as creative as you like in how your child presents their learning. When the homeworks are completed they will often be displayed in the classroom and there will be opportunity for the children to share and present their work to the rest of the class.

We have found these homeworks to be extremely effective and have a great impact on the learning which then takes place in the classroom. We do however appreciate the time and support it takes from home to complete such a project.

On occasions children in KS1 may be provided with other small tasks to complete or to work on at home linked to their maths or literacy learning in class. The purpose of this will always be communicated to you by your child's class teacher.



Common exception words Year 1

the	a	do	to	today
of	said	says	are	were
was	is	his	has	I
you	your	they	be	he
me	she	we	no	go
so	by	my	here	there
where	love	come	some	one
once	ask	friend	school	put
push	pull	full	house	our

Common exception words Year 2

door	floor	poor	because	find
kind	mind	behind	child	children
wild	climb	most	only	both
old	cold	gold	hold	told
every	everybody	even	great	break
steak	pretty	beautiful	after	fast
last	past	father	class	grass
pass	plant	path	bath	hour
move	prove	improve	sure	sugar
eye	could	should	would	who
whole	any	many	clothes	people
busy	water	again	half	money
Mr	Mrs	parents	Christmas	

Phonemes

Phase 3

ch	<u>ch</u> ildren <u>ch</u> icken	igh	<u>igh</u> t <u>igh</u>	ow	<u>ow</u> / <u>ow</u> er or <u>ow</u> / <u>ow</u>
th	<u>th</u> is <u>th</u> at	oa	<u>oa</u> t <u>oa</u> t	oi	<u>oi</u> n <u>oi</u> l
sh	<u>sh</u> out <u>sh</u> ish	oo	<u>oo</u> t/ <u>oo</u> t or <u>oo</u> k/ <u>oo</u> k	ear	<u>ear</u> / <u>ear</u> <u>ear</u> / <u>ear</u> <u>ear</u> / <u>ear</u>
ng	<u>ng</u> ing <u>ng</u> ing	ar	<u>ar</u> car <u>ar</u> park	air	<u>air</u> pair <u>air</u> hair
ai	<u>ai</u> rain <u>ai</u> aim	or	<u>or</u> short <u>or</u> pork	ure	<u>ure</u> sure <u>ure</u> pure
ee	<u>ee</u> week <u>ee</u> sheep	ur	<u>ur</u> turn <u>ur</u> spur	er	<u>er</u> person <u>er</u> Germany

Phase 5

ay	<u>ay</u> hay <u>ay</u> pay	ue	<u>ue</u> blue <u>ue</u> cue	au	<u>au</u> pause <u>au</u> author
ou	<u>ou</u> shout <u>ou</u> out	aw	<u>aw</u> law <u>aw</u> claw	ey	<u>ey</u> key <u>ey</u> money
ie	<u>ie</u> pie/ <u>ie</u> lied or <u>ie</u> piece/ <u>ie</u> field	wh	<u>wh</u> which <u>wh</u> where	a_e	<u>a_e</u> make <u>a_e</u> shake
ea	<u>ea</u> beach <u>ea</u> pea	ph	<u>ph</u> photo <u>ph</u> Phil	e_e	<u>e_e</u> these <u>e_e</u> theme
oy	<u>oy</u> boy <u>oy</u> toy	ew	<u>ew</u> nephew <u>ew</u> stew	i_e	<u>i_e</u> fine <u>i_e</u> mine
ir	<u>ir</u> bird <u>ir</u> third	oe	<u>oe</u> goes <u>oe</u> toe	o_e	<u>o_e</u> phone <u>o_e</u> broke
u_e	<u>u_e</u> June <u>u_e</u> computer				