

Barnham Primary School

Learning guide for Year 1



End of year expectations for children in Year 1



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Behaviours for learning

Children in Year 1 need to continue positive attitudes to education and learning in order to succeed on their journey through the school. We expect that their behaviours for learning, developed in Year R, will be built upon as they move through Year 1. Children will learn through a regular morning routine of Maths and English (advanced phonics, reading and writing) sessions. In the afternoons, they will learn through other curriculum areas, such as geography, history, PE or topic-themed learning.

Throughout their time at school, children are expected to develop a number of speaking and listening skills, building on the skills developed in Year R. The National Curriculum for English states that 'spoken language underpins the development of reading and writing' and as such, we expect children by the end of Year 1 to be able to:

- **Speak in full sentences**, using vocabulary they know and have been taught across the year.
- **Listen attentively** and **responding** to questions such as 'who, what, why, where, when.'
- **Make relevant comments** and **ask questions** about a subject being discussed.
- **Hold a conversation** with peers or adults, stopping to listen to someone else's opinion and respecting what they say.
- **Participate** in small group, class and one-to-one discussions.
- **Offer explanations** for why things might happen, giving simple evidence from what they know.
- **Express their ideas and feelings** using the correct past, present or future tenses.

In class each day, for the majority of lessons, children will be expected to do the following:

- Say 'good morning' to familiar adults.
- Sit on the floor or carpet with their legs crossed, with other children.
- Face the person who is talking, maintaining focus for the majority of a 20-minute whole class input.
- Follow the flow of a lesson, including speech, visual prompts and discussions with peers.
- Sitting on a chair when working, with feet on the floor and maintain an upright position.
- Hold a pencil using tripod grip.
- Using correct letter formation to write.
- Hold a pair of scissors and use efficiently to cut out to a line.
- Hold a glue stick and be able to stick one piece of paper to another.
- Use and take care of personal possessions, for example pencil cases, jumpers and coats.

At different points during the day, they will also take part in other activities and the following additional skills are required:

- Standing and walking in a line with other children, including waiting in a line.
- Packing or unpacking a bag with their belongings (water bottle, lunch box and pencil case).
- Using the toilet independently, including wiping themselves and washing hands.
- Using a knife and fork to hold and cut food.
- Say 'please' and 'thank-you' at appropriate times.
- Putting on and removing clothing, like coats, trousers, hats, gloves, t-shirts and jumpers.

Rewarding Great Role Models at BPS - Dojo Rewards

At BPS our goal is for children to become self-motivated in their drive to be successful learners, confident individuals and responsible citizens. Our reward system, that includes the reward of Dojo points, helps us to do this. Dojos are given to the children for hard work, extra effort, overcoming learning challenges, being kind and collaborating with their classmates. In each class and year group there will also be specific categories that children can earn more dojos for. For example, reading regularly, completing any homework, or improving learning outcomes.

There may be times as well that a Dojo may be removed if a reminder is required for a child to help them better understand the expectations and goals we are working towards. This happens very infrequently, but can occur.

As the children earn their Dojo points they work towards the achievement of being celebrated by their class and the school, receiving a badge which helps signify that they have reached a milestone of success. The boundaries for this goal are 100 dojos, 200 dojos, 300 dojos and 400 dojos. In the event of a child reaching 500 dojos, which has only happened a handful of times; that child becomes the head teacher for some time and Mr Everett takes on their class work and activities.

It is vital to reward the children and to help them be motivated to achieve; and through the whole school community celebration when a child reaches a dojo milestone, we are able to help make that experience and very memorable one.

End of Year 1 expectations for learning

From the current National Curriculum for England

Reading – comprehension

By the end of Year 1, to meet an expected level, children should be able to:

- listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
- link what they read or hear to their own experiences.
- be very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics (like 'Once Upon a Time' starters or heroes and villains).
- recognise and join in with predictable phrases from stories.
- appreciate rhymes and poems, and to recite some by heart.
- discuss word meanings, linking new meanings to those already known.

Understand 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.
- check that the text makes sense to them as they read, correcting inaccurate reading.
- discuss the significance of the title and events.
- make inferences on the basis of what is being said and done.
- predict what might happen on the basis of what has been read.
- 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.

Reading – word reading

By the end of Year 1, to meet an expected level, children should be able to:

- 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 (for example OW as in BROWN or OW as in SNOW).
- read accurately by blending sounds in unfamiliar words
- read common exception words (**red words** or non-decodable words).
- read words containing taught sounds and -s, -es, -ing, -ed, -er and -est endings.
- read other words of more than one syllable that contain taught sounds.
- read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the missing letters.
- read books aloud, accurately, that are consistent with their phonic knowledge.
- reread books to build up their fluency and confidence in reading.

Writing – transcription

By the end of Year 1, to meet an expected level, children should be able to:

- spell words containing each of the 40+ phonemes already taught.
- spell common exception words.
- spell the days of the week.
- name the letters of the alphabet in order.
- use letter names to distinguish between alternative spellings of the same sound.
- use the spelling rule for adding –s or –es.
- use 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).
- write from memory simple sentences dictated by the teacher that include words using the phonemes and red words taught so far.

Writing – handwriting

By the end of Year 1, to meet an expected level, children should be able to:

- sit correctly at a table, holding a pencil comfortably with a tripod grip.
- 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’ (ie letters that are formed in similar ways) and to practise these.

Writing – composition

By the end of Year 1, to meet an expected level, children should be able to:

- say out loud what they are going to write about.
- compose a sentence orally before writing it.
- sequence sentences to form short narratives.
- re-read what they have written to check that it makes sense.
- discuss what they have written with the teacher or other pupils.
- read their writing aloud, clearly enough to be heard by their peers and the teacher.

Writing – vocabulary, grammar and punctuation

By the end of Year 1, to meet an expected level, children should be able to:

- leave spaces between words.
- join words and clauses using ‘and’.
- punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
- use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’.
- learn the grammar for Year 1 set out in the National Curriculum English Appendix.
- use the grammatical terminology in the National Curriculum English Appendix to discuss their writing.

Maths – number and place value

By the end of Year 1, to meet an expected level, children should be able to:

- 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.
- identify one more and one less than a given number to 100.
- 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

By the end of Year 1, to meet an expected level, children should be able to:

- read, write and solve 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 objects and pictorial representations, and missing number problems such as $7 = ? - 9$.

Maths – multiplication and division

By the end of Year 1, to meet an expected level, children should be able to:

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

Maths – fractions

By the end of Year 1, to meet an expected level, children should be able to:

- 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.

Maths – measurement

By the end of Year 1, to meet an expected level, children should be able to:

- compare, describe and solve practical problems for lengths and heights (for example, long/short, longer/shorter, tall/short, double/half).
- compare, describe and solve practical problems for mass/weight (for example, heavy/light, heavier than, lighter than).
- compare, describe and solve practical problems for capacity and volume (for example, full/empty, more than, less than, half, half full, quarter).
- compare, describe and solve practical problems for time (for example, quicker, slower, earlier, later).
- measure and begin to record lengths and heights.
- measure and begin to record mass/weight.
- measure and begin to record capacity and volume.
- measure and begin to record 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.

Maths – geometry

By the end of Year 1, to meet an expected level, children should be able to:

- recognise and name common 2-D and 3-D shapes, including:
2-D shapes [rectangles (including squares), circles and triangles]
3-D shapes [cuboids (including cubes), pyramids and spheres].
- describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Reading in school

As of April 2021, the government asks that all schools use an approved phonics scheme from a list of providers to deliver daily phonics and English teaching to younger classes. At Barnham Primary School, we use and adapt the systematic, synthetic phonics scheme 'Read, Write, Inc' developed by Ruth Miskin (see parent youtube channel here https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ)

We continue to teach phonics into Year 1, streaming the children for English sessions depending on their learning needs. Children are taught to read and write daily, to aide with retention and to provide time to practise this learning. They continue to be taught a number of **phonemes** (units of sound represented by a letter or letters), initially as single letters then as **digraphs** (two letters together making a sound, like SH or CH) and **trigraphs** (three letters making a sound, like AIR or IGH). At the start of each session, they practise reading these sounds using **flashcards**, sometimes learning a new sound. Through Year 1 and Year 2, they will learn about **alternate digraphs**, letters that have the same spelling but make a different sound (like OW as in BROWN or OW as in COW), or digraphs that represent the same sound but are spelt differently (like EE in GREEN and EA in TEA). This is done through a focussed text tailored to their developing phonics needs. As the children progress through the scheme, these texts become longer and include more of the taught sounds to read. Each book has a written task, where the children are encouraged to '**hold a sentence**,' saying the sentence aloud before attempting to write the words in that sentence, using finger spaces, capital letter and full stops as appropriate. We also have 2 additional English sessions in the week where children are taught to apply these skills outside of the Read, Write, Inc programme – we call these our 'topic write' sessions as they are usually linked to the topic theme for Key Stage 1.

Because the texts are tailored to different needs, we teach our children in **Read, Write, Inc groups**, with a trained member of staff. These groups might be larger, class-based groups or smaller groups which work with a trained teaching assistant. As such, the children can move between groups and work at different levels. They might move back a group to consolidate, practise and fill gaps using texts they have already encountered. They may skip some texts in order to be further challenged or they may move through their Read, Write, Inc groups at the expected pace.

Reading at home

Throughout Year 1 and Year 2, your child will come home with a reading scheme book to practise reading at home. This book will contain sounds and words they have already been taught, so that they can develop fluency and comprehension skills at home. We recommend children read at home **at least 3 times each week**, to enable them to build confidence, retain information about a story and develop the skills of fluency and sight reading as well. During a reading session at home, please continue to practise:

- Holding a book correctly.
- Talking about the **front cover** and **title** of the book.
- Using what we have read to talk about the **beginning, middle** and **end** of each story.
- Using what we have read to talk about the **characters** in each story.
- Using what we have read to **answer questions**, like what happened to each character? What part of the book did we like? What did we not like?

The reading scheme books allow you to regularly practise all of the skills listed above, but also:

- Identifying sounds (or **phonemes**) within a text
- Blending sounds to read words.
- Reading groups of words as a **sentence**.
- Re-reading sentences to support understanding of what has happened.
- Re-reading the whole book to improve **fluency** (the ability to read accurately, with expression and with an understanding of punctuation).

Regular reading practise at home will help children to develop as readers and remember what has been taught in class. We would encourage you to read frequently with your child at home to enable them to develop their language skills and practise their phonics work in a real-life context. Other ideas include talking about favourite stories and checking understanding of the text by asking who, what, where and why questions. This supports your child's ability to have a secure understanding of what they have read.

In school, children are taught reading and writing skills **daily**, through phonics lessons and lots of other lessons too. We also read on a one-to-one basis with children and aim for an adult (class teacher or TA) to read in school with your child at least once a fortnight. Children will also have access to library books within school. These are chosen by the child and are to share at home, they are not necessarily linked to your child's ability to read but more about their interests and what excites them when self-selecting a book.

Homework

Homework provides an opportunity for children to consolidate learning at home, as well as providing parents with time to discuss what children have learned in school. At Barnham Primary School, we organise our homework into manageable, termly homework booklets to provide a flexible approach for families. These booklets aim to encourage regular practise of **English, Maths** and **Topic** work at home, practising and building on skills and knowledge taught in class.

Each child in Year 1 will be provided with a homework booklet at the start of each term. Homework at Barnham Primary School is **optional**, but strongly recommended. For each week there is a suggested piece of homework which links with what is taking place in class, or a piece that consolidates what the children have already learnt. We try and make our homework fun, relevant and tailored to the curriculum needs of the children.

Homework in Year 1 may include any of the following;

- Counting, number ordering, adding, subtracting, multiplication or division problems.
- Red words to learn to read and write (red words cannot be sounded out and need to be learnt by sight).
- Fact-finding projects (for example, find out about a famous explorer!).

If at any point the homework set in your child's home learning journal is unclear, or you need support in how to encourage your child to work at home, please discuss this with your child's class teacher.

Appendix 1: Phonemes

As a school, we use the government validated phonics scheme **Read, Write, Inc.** The scheme sets out the sounds to learn in the following groups over the course of Year 1:

Set 2 Sounds

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and twirl
			ou  shout it out	oy  toy for a boy

Set 3 Sounds

ea  cup of tea	oi  spoil the boy	ie  terrible cat	au  Paul the astronaut	e-e  go Piss and Shit!
a-e  make a cake	i-e  nice smile	o-e  phone home	u-e  huge brute	aw  yawn at dawn
are  core and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure
wh  whisk, which	ph  take a photo	kn  knock knock, who's there?	ue  come to the rescue!	

Appendix 2: Red words (not decodable)

Red Words Set 1

I	the	my	you	said
your	are	be	of	no

Red Words Set 2

what	all	was	we	so
to	me	call	her	there
want	go	old	some	he

Red Words Set 3

does	tall	come	watch	who
were	brother	any	their	where
two	small	love	many	here
once	buy	worse	thought	talk
caught	bought	walk	could	anyone
would	great	son	water	should

Red Words Set 4

they	half	Monday	eight	eighteen
going	over	fourteen	orange	Wednesday
by	laugh	April	don't	July
do	these	four	because	can't
one	people	February	grey	another
ball	Mr	Mrs	bear	other
through	baby	only	told	why
even	key	mother	eye	friend

Appendix 3: National Curriculum for English appendix

Details of content to be introduced in English

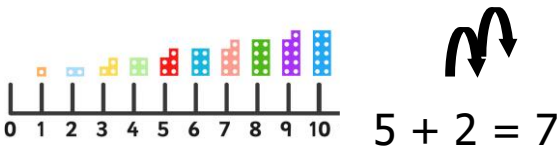
Word	Regular plural noun suffixes –s or –es (for example, dog:dogs wish: wishes), including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat)
Sentence	How words can combine to make sentences. Joining words and joining clauses using and .
Text	Sequencing sentences to form short narratives.
Punctuation	Separation of words with spaces. Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and for the personal pronoun I .
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

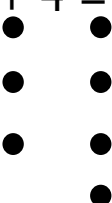
Glossary of terms above:

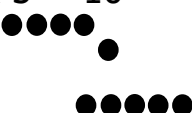
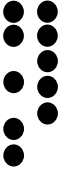
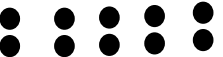
Suffix	A letter or group of letters added to the end of a root word that changes the word's meaning.
Prefix	A letter or group of letters added to the start of a root word that changes the word's meaning.
Root word	A root word is the fundamental unit or a word – a prefix or suffix can be added to change the root word.
Verb	A word used to describe an action, state or occurrence.
Adjectives	A word that describes a noun or pronoun.
Clause	A group of words in a sentence that contains a subject and a verb.

Appendix 4: Year 1 Maths

As a school, we have a comprehensive Mathematics progression curriculum allowing children to build on skills from Year R to Year 6 (Parent guide to the 4 Operations). This sets out what Maths looks like for each year group. Below are the Year 1 steps and what they might look like for your child:

End of year expectations	What does this look like?
<u>Number, place value and counting</u> <u>By the end of Year 1:</u> I can count to and across 100, forwards and backwards, from any given number.	Children can remember and recall in sequence the numbers from 0 to 100 in the correct order when asked to count. When this is secure, they will then count forwards or backwards from any given number, recognising the patterns 98, 99, 100, 101, 102 etc.
I can count, read and write numbers to 100 in numerals.	Children will learn about the place value of numbers and their place in the number system. They will use these in order to ensure numbers are correctly written. For example, forty-six is four tens and six ones, so is written 46 instead of 64.
I can, when given a number, identify one more or one less.	Children will start to learn about the place of numbers in a number line, so that they can quickly recall one more or less than any given number. Beginning with numbers to 20 then extending to 100, using number lines and number squares (or 100 squares) for support.
<u>Addition</u> <u>By the end of Year 1:</u> I can add one-digit and two-digit numbers to 20, including zero	In practical activities, children can combine 2 or more groups of objects before providing a total. Children can understand the + and = signs and what they need to do when they see them. Children begin to use a number line to 20 to add 1 more, 2 more etc by jumping on from a given number. Children can record these as number sentences. 
I can read, write and interpret mathematical statements involving + and = symbols	Children can read the symbol + as 'add, plus or altogether,' knowing what it means in practical terms. Children can read the symbol = and understand that is means both sides of a number sentences must be balanced, seen in different contexts. For example: $5 + 2 = 7$ $8 = 4 + 4$ $1 + 2 = 2 + 1$

I can solve one-step problems that involve addition, using concrete objects and pictorial representations, and missing number problems such as $7 = \square + 9$.	Children can use objects and diagrams to solve simple problems, ie 'I have 3 apples and 4 oranges. How many do I have altogether?' Children can draw a simple representation of dots showing each object then count the total. $3 + 4 = 7$ 
I can represent and use number bonds within 20	Children can investigate number bonds to 10, looking for patterns. Children then learn number bonds to 20 and how knowing bonds to 10 can support this, ie Children will understand that: $4 + 6 = 10$ So I know that $14 + 6 = 20$
<u>Subtraction</u> <u>By the end of Year 1:</u> I can subtract one-digit and two-digit numbers from 20, including zero	In practical activities, children can count and remove one groups of objects from another before counting the new total. Children can understand the - and = signs and what they need to do when they see them. Children begin to use a number line to 20 to find 1 less, 2 less etc. Children can record these as number sentences.  $5 - 2 = 3$
I can solve one-step problems that involve subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.	Children can use objects and diagrams to solve simple problems, ie 'I have 8 apples and I eat 4 of them. How many do I have left?' Children can draw a simple representation of dots showing each object then cross some out to calculate a new total. $8 - 4 = 3$ 

I can read, write and interpret mathematical statements involving - and = symbols	Children can read the symbol + as 'add, plus or altogether,' knowing what it means in practical terms. Children can read the symbol = and understand that it means both sides of a number sentences must be balanced, seen in different contexts. For example: 5 - 2 = 3 8 = 10 - 2 4 - 2 = 5 - 3
I can represent and use number bonds within 20	Children can investigate number bonds to 10, looking for patterns. Children then learn number bonds to 20 and how knowing bonds to 10 can support this, ie Children will understand that: If 5 + 5 = 10 Then I know that 10 - 5 = 5
<u>Multiplication</u> <u>By the end of Year 1:</u> I can solve one-step problems involving multiplication by calculating the answer using objects, pictorial representation and arrays.	Children will revise vocabulary for multiplication, as above, understanding the x and = signs. Children will be able to read and attempt to solve problems involving the x and = symbols. Children will be able to solve 2x and 5x table problems using objects or diagrams, ie $2 \times 5 = 10$  An array is when we present this formally and in rows, as below, to make it easier to see that 2x5 and 5x2 calculate to the same answer: $2 \times 5 = 10$  $5 \times 2 = 10$ 

I can count in multiples of 2, 5 and 10.	Children can count in steps of 2, 5 and 10 as outlined below. This will enable them to link counting in with repeated addition and multiplication so they can identify and begin to see links between the concepts below. For example: <table><tr><td>Counting in steps</td><td>5</td><td>10</td><td>15</td><td>20</td><td>25</td></tr><tr><td>Repeated addition</td><td>5</td><td>5 + 5</td><td>5 + 5 + 5</td><td>5 + 5 + 5 + 5</td><td>5+5+5+5+5</td></tr><tr><td>Times table</td><td>1 x 5</td><td>2 x 5</td><td>3 x 5</td><td>4 x 5</td><td>5 x 5</td></tr></table>	Counting in steps	5	10	15	20	25	Repeated addition	5	5 + 5	5 + 5 + 5	5 + 5 + 5 + 5	5+5+5+5+5	Times table	1 x 5	2 x 5	3 x 5	4 x 5	5 x 5
Counting in steps	5	10	15	20	25														
Repeated addition	5	5 + 5	5 + 5 + 5	5 + 5 + 5 + 5	5+5+5+5+5														
Times table	1 x 5	2 x 5	3 x 5	4 x 5	5 x 5														
<u>Division</u> By the end of Year 1: I can solve one-step problems involving division by calculating the answer using objects, pictorial representation and arrays..	Children will be able to solve ÷ problems by dividing objects equally into hoops etc. Children will revise and understand vocabulary of division, such as divide, share, halve. Children will revise and understand ÷ and = signs. Children will use the use the ÷ and = signs to create and solve number sentences. Children will begin to understand the link between multiplication and division.																		
I can count in multiples of 2, 5 and 10.	See 'multiplication' above.																		