

Codicote C of E Primary School



Curriculum Guide For Year 1

This guide has been produced by the Codicote School Staff to provide an overview of the Maths and English curriculum for your child's year group, and to provide guidance in how to support your child's learning in spelling, handwriting and reading at home.

English in Year 1

During the early years of compulsory schooling, much of the focus is to develop confident readers, mainly using the phonics approach. Many schools will follow a programme of phonics teaching, so it is well worth finding out from your child's school if they have any parent support materials.

Phonics is the relationship between printed letters and the sounds they make. Children will first learn the most common letter sounds, and then look at more difficult patterns such as recognising that 'ow' sounds different in 'cow' than in 'low', or that both 'ai' and 'ay' make the same sound in different words.

Speaking and Listening

The Spoken Language objectives are set out for the whole of primary school, and teachers will cover many of them every year as children's spoken language skills develop. In Year 1, some focuses may include:

- Listen and respond to adults and other children
- Ask questions to extend their understanding
- Learn new vocabulary related to topics or daily life

Reading Skills

- Learn the 40+ main speech sounds in English and the letters that represent them
- Blend sounds together to form words
- Read aloud when reading books that contain familiar letter sound patterns
- Listen to, and talk about a range of stories, poems and non-fiction texts
- Learn about popular fairy tales and folk stories, and retell the stories
- Join in with repeated phrases in familiar books
- Make predictions about what might happen next in a book
- Explain clearly what has happened in a book they've read or listened to

Writing Skills

- Hold a pen or pencil in the correct and comfortable way
- Name the letters of the alphabet in order
- Write lower-case letters starting and ending in the right place
- Write capital letters, and the digits 0 to 9
- Spell simple words containing the main sounds they've learned in reading
- Spell the days of the week
- Learn to write words with common endings, such as -ed, -ing, -er and -est
- Plan out sentences aloud before writing them
- Write simple sentences, and those using joining words such as 'and'
- Begin to use full stops and capital letters for sentences

- Combine some sentences to make short descriptions or stories

Parent Tip

We offer books to read at home; these will range from a mix of books which your child can read to you, and those which are more complex that they can listen to you read to them - both are important skills. Children can also join the local library service and choose books of their own.

Mathematics in Year 1

As children begin their compulsory schooling in Year 1, schools will naturally work to build on the learning that takes place in the Reception year. Here are some of the main things your child is likely to be taught during their time in Year 1.

Number and Place Value

Place value is central to mathematics. Recognising that the digit '5' in the number 54 has a different value from the number 5 or the '5' in 504 is an important step in mathematical understanding.

- Count, both forwards and backwards, from any number, including past 100
- Read and write numbers up to 100 as digits
- Count in 2s, 5s and 10s
- Find 'one more' or 'one less' than a number
- Use mathematical language such as 'more', 'less', 'most', 'least' and 'equal'

Calculations

- Use the +, -- and = symbols to write and understand simple number calculations
- Add and subtract one- and two-digit numbers, up to 20
- Solve missing number problems, such as $10 - ? = 6$
- Begin to use simple multiplication by organising and counting objects

Fractions

- Understand $\frac{1}{4}$ and $\frac{1}{2}$ to explain parts of an object or number of objects

Measurements

- Use practical apparatus to explore different lengths, weights and volumes
- Use language such as 'heavier', 'shorter' and 'empty' to compare things they have measured
- Recognise the different coins and notes of British currency
- Use language of time, such as 'yesterday', 'before', days of the week and months of the year
- Tell the time to the hour and half-hour, including drawing clock faces

Shape

- Recognise and name some common 2-d shapes, such as squares, rectangles and triangles
- Recognise and name some common 3-d shapes, such as cubes, cuboids and spheres
- Describe movements, including quarter turns

Parent Tip

There are plenty of opportunities for maths practice at home, from counting objects to simple games, such as dominoes and Snakes & Ladders. You can also begin to explore using money and clocks both in play at home and when out and about.

General Guidance - Reading

Listening to your child read throughout their time at Primary School will have a significant impact on their reading development.

Hearing your child read:

Choose a quiet time

Set aside a quiet time with no distractions. Ten to fifteen minutes is usually long enough.

Make reading enjoyable

Make reading an enjoyable experience. Sit with your child. Try not to pressurise if he or she is reluctant. If your child loses interest then do something else.

Maintain the flow

If your child mispronounces a word do not interrupt immediately; instead allow opportunity for self-correction. It is better to tell a child some unknown words to maintain the flow rather than insisting on trying to build them all up from the sounds of the letters. If your child does try to 'sound out' words, use of letter sounds rather than 'alphabet names'.

Be positive

If your child says something nearly right to start with that is fine. Don't say 'No. That's wrong,' but 'Let's read it together' and point to the words as you say them. Boost your child's confidence with constant praise for even the smallest achievement.

Success is the key

Parents anxious for a child to progress can mistakenly give a child a book that is too difficult. This can have the opposite effect to the one they are wanting. Remember 'Nothing succeeds like success'. Until your child has built up his or her confidence, it is better to keep to easier books. Struggling with a book with many unknown words is pointless. Flow is lost, text cannot be understood and children can easily become reluctant readers.

Regular practice

Try to read with your child on most school days. 'Little and often' is best.

Communicate

Your child will have a reading diary from school. Try to communicate regularly with positive comments and any concerns. Your child will then know that you are interested in their progress and that you value reading.

Talk about the books

There is more to being a good reader than just being able to read the words accurately; just as important, is being able to understand what has been read. Always talk to your child about the book; about the pictures, the characters, how they think the story will end, their favourite part. You will then be able to see how well they have understood and you will help them to develop good comprehension skills.

Variety is important

Remember children need to experience a variety of reading materials eg. picture books, hard backs, comics, magazines, poems, children's newspapers and information books.

Reading to your child

Reading to your child is an important part of developing their literacy skills, whatever stage they are at as a reader. Listening to stories provides opportunities for them to develop an understanding of characters, themes, and the structure of a story, and shows them how to use expression, and note punctuation when they are reading aloud. Also, it is a great motivator to learn to read themselves, so that they can experience the delights of a good book whenever they want to.

Benefits:

- It promotes longer attention span
- It builds listening skills and imagination
- Children discover an expanding chain of knowledge
- It broadens and extends vocabulary
- Books teach your child thinking skills early. When you read to your child, they learn to understand cause and effect, and learn to exercise logic, as well as think in abstract terms
- Books teach your child about relationships, situations, personalities, and what is good and what is bad in the world. They learn the consequences of actions, and the basics of what is right and wrong. Books provide material for imagination and free play.
- When your child reaches a new stage in their growth, or experiences a new and unfamiliar situation, reading to your child about a story relevant to their new experience can relieve their anxiety and help them cope.
- Your child learns early that reading is fun and not a chore. Reading to your child influences them to be a lifetime reader

Parent tips:

- Form a habit of reading to them at the same time each day, or at least several times a week. Choose a time when you and your child are both relaxed and not rushed.
- Choose books that your child will be most interested in, and appropriate for their age. A young child likes colourful drawings and pictures of people.
- Sometimes, your child likes a particular book and wants to hear it repeatedly. Do not discourage this, since they find reading this book pleasurable - and pleasure is what they should get from reading!
- Teach your child to treasure books and treat them with respect - keeping them clean and in good condition.
- Take books to read to your child on long trips and places where you have to wait like the doctor's office.

Spelling

We value the contribution that many of you make in helping your children to become confident accurate spellers. We encourage the children to learn the words by this method:

- LOOK** carefully at the word. What is the letter string? What has been added onto the front and the end? What is the shape of the word?
- SAY** it aloud.
- COVER** the word up.
- WRITE** the word down.
- CHECK** to see if you are right. If you are, try to write it again. If you are wrong, look, cover, write and check again until you get it correct.

It is better to spend a few minutes daily learning the words if possible, rather than a marathon session once a week! When practising the words with your child, give them in different orders, and discuss the meanings of words, putting them in a context so that the children can see how they are used. Writing the word down helps the children to develop a 'motor memory' of the word - how it 'feels' when they write it correctly.

If your child finds their spellings particularly easy or hard, please feel free to bring this to the teacher's attention.

Handwriting

Our aim in teaching handwriting is for the children to be able to write neatly and legibly at speed. As they move through the school, we expect them to write in 'joined up' (cursive) handwriting.

When your child starts to hold a pencil, please encourage them to use a suitable grip, such as the one shown below. This will help to ensure that appropriate pressure is used, and that your child develops a comfortable grip that gives them good control over the pencil or pen.



Please encourage your child to slant the paper slightly when writing. For right handed children, the page should be slanted with the right hand corner at the top, and for left handed children, it should be slanted with the left hand corner at the top. This is so that the child does not smudge their work, and can see what has been written.

We use a scheme throughout the school to teach handwriting. The letter style and formation is shown here:

Letter Formation

Aa Bb Cc Dd Ee

Ff Gg Hh Ii Jj

Kk Ll Mm Nn Oo

Pp Qq Rr Ss Tt

Uu Vv Ww Xx Yy

Zz

Letters without leads:

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

Joining Letters

Mrs Pollard Mr Browne

Mrs Foster Mrs Ogle

Mrs Wood Mrs Pyle

Miss Churchill Mrs Frost

Miss Grainger Mrs Eaton

Mr Pyle Mrs Broad

Miss Clark Mrs Gloyn

Mrs Mason Miss Doran

Mr Massey Mrs Mesher

Mrs Abrahams Mrs Harry