

Oldbrook

First School & Nursery

Together we make the difference

Year 1 Parent Workshop

Overview of Session 1 – Reading

- Reading expectation in Year 1
- How we teach reading in Year 1
- Ways you can support your children at home with reading
- Opportunity to ask question



What are your memories of learning how to read and write?

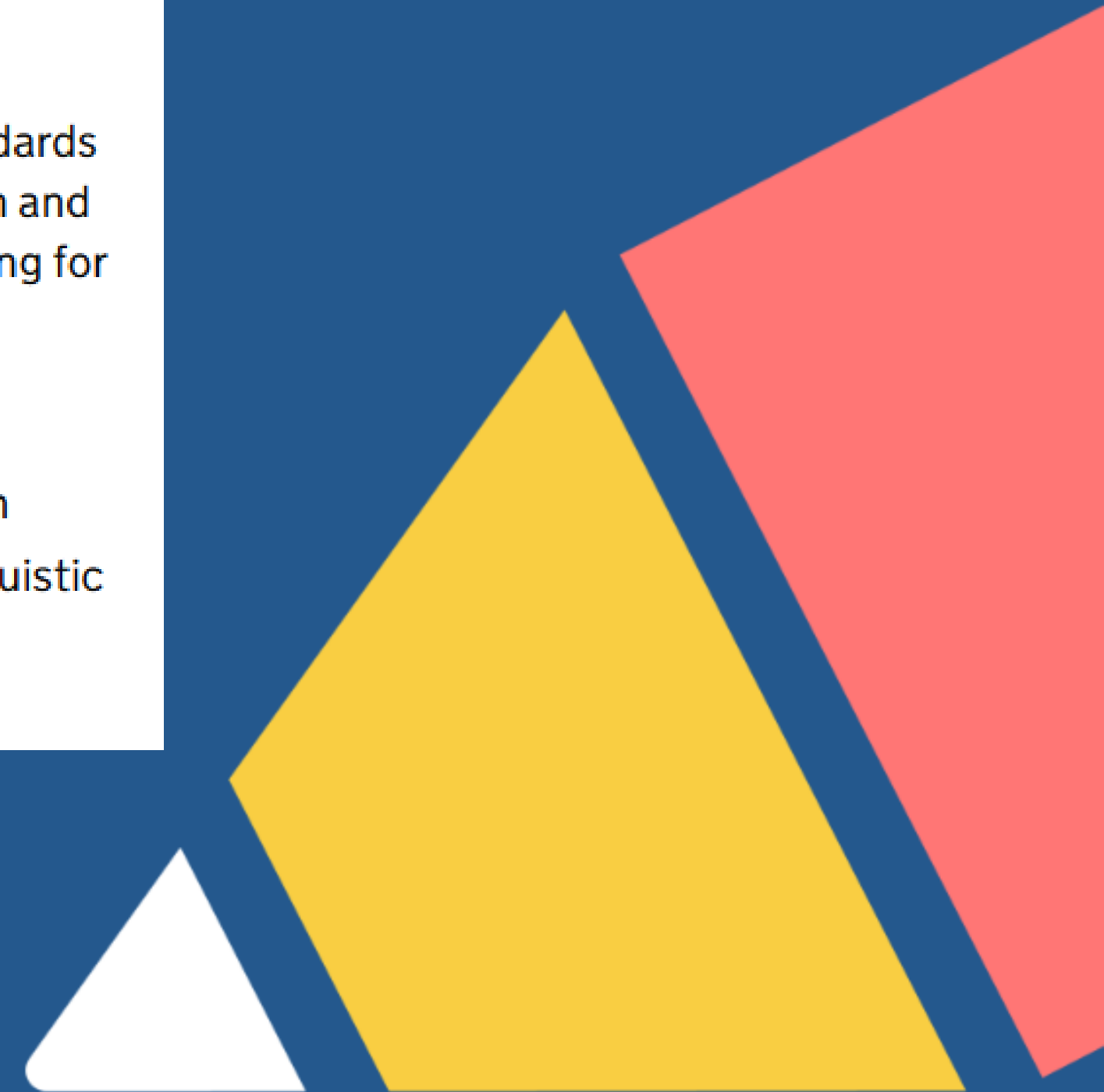


National Curriculum – Year 1

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage



National Curriculum – Year 1

Reading - word reading

Pupils should be taught 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
- 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 books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- reread these books to build up their fluency and confidence in word reading



National Curriculum – Year 1

Reading - word reading

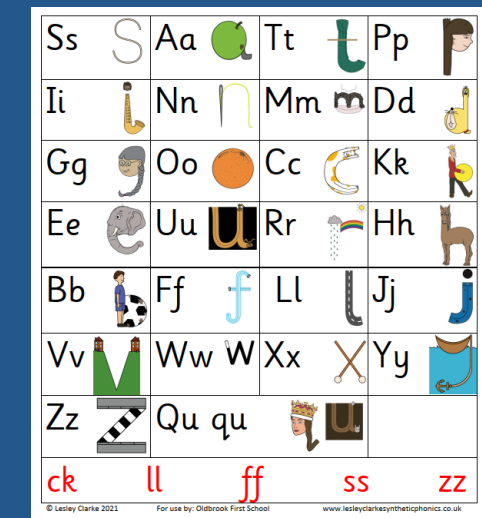
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National Curriculum – Year 1

Phonics



At Oldbrook we use a 'synthetic' phonic scheme from Lesley Clarke .

Synthetic phonics breaks words up into the smallest units of sound (phonemes)

We develop both skills and knowledge in phonics:

Phonics knowledge helps children learn what letters look like and how to read and write them

Phonics skills helps children learn to blend and segment words

www.lesleyclarkesyntheticphonics.co.uk

National Curriculum – Year 1

On the website there are lots of useful resources

<https://www.lesleyclarkesyntheticphonics.co.uk/index.php/parents/125-articulation-of-phonemes> (this gives examples of how to say each sound correctly)

<https://www.lesleyclarkesyntheticphonics.co.uk/index.php/parents/292-activities-to-use-with-your-child> here are activities you can use with your child at home










www.lesleyclarkesyntheticphonics.co.uk



National Curriculum – Year 1

How we teach phonics at school ...

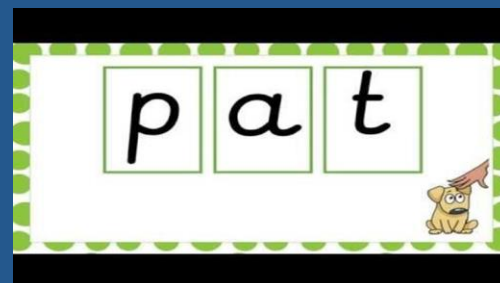
The phonic scheme is split up into phases 1,2,3,4,5 and 6.
We use mnemonics to learn the sounds.

Ss		Aa		Tt		Pp	
Ii		Nn		Mm		Dd	
Gg		Oo		Cc		Kk	
Ee		Uu		Rr		Hh	
Bb		Ff		Ll		Jj	
Vv		Ww		Xx		Yy	
Zz		Qu qu					
ck		ll		ff		ss	zz

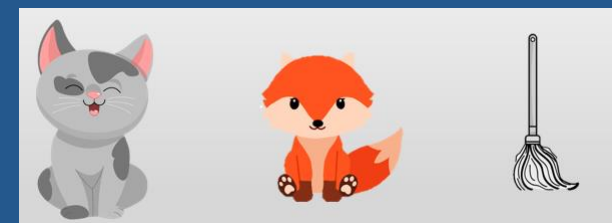
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We then explore how to blend and segment

Blending



Segmenting



sh		ch		th		ng	
ai		ee		igh		oa	
oo		ar		or		ur	
ow		oi		ear		air	
er							

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National Curriculum – Year 1

Reading Comprehension

- Listen to and discuss a range of stories, poems and non-fiction
- Link their reading to their own experiences
- Become familiar with key stories, fairy tales – retell and identify characteristics
- Learn and recite poems and rhymes by heart
- Understand what they are reading
- Check that their reading makes sense
- Make inferences on what has been said and done in the story



National Curriculum – Year 1

Rehearsing and repetition

- Reading the same book
- Reading with confidence – known stories/books
- Retelling well known stories
- Learning rhymes and poems by heart
- Reading every day at home
- Reading key words
- Developing sight vocabulary



National Curriculum – Year 1

Supporting Your Child at Home

- Read every day with your child
- Discuss events in stories – what might happen next?
- Practise key words – sheets from parent evening
- Phonics – reinforce tricky phonemes
- Muddled sentences – make a sentence that makes sense
- Write words for them to read
- Go to the library
- Encourage them to read – signs/different types of material
- Value reading – reinforce how important it is to read – we need it for everything we do – reading our phones etc



Overview of Session 2 – Writing

- How we teach writing in Year 1
- Writing expectation in Year 1
- Ways you can support your children at home with writing
- Opportunity to ask question



Teaching writing at Oldbrook

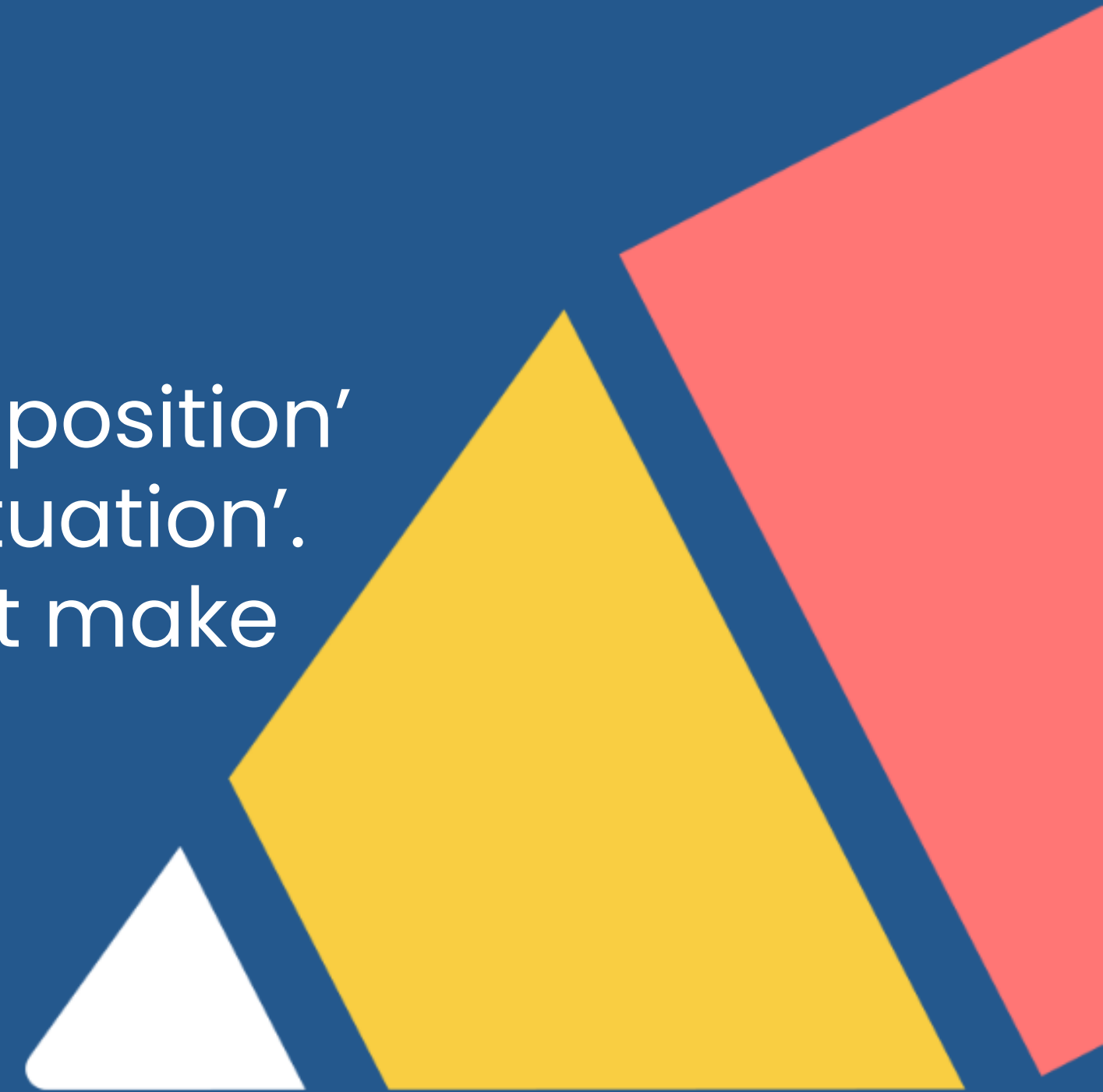
- Daily phonics
- Daily writing
- Exposure to a rich language environment
- Hearing and reading stories
- Everyday experiences
- Fun and Creative Ideas



National Curriculum Year 1

Writing Expectation in Year 1

- Build on EYFS curriculum
- Split into 'Spelling', 'Handwriting', 'Composition' and 'Vocabulary, Grammar and Punctuation'.
- Learn new graphemes (the letters that make sounds)



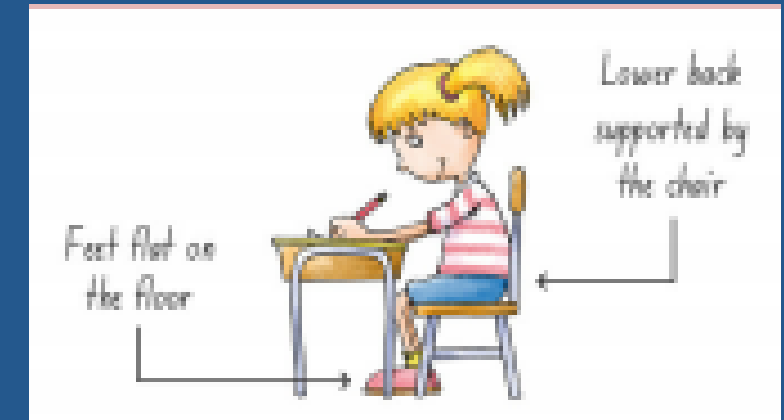
Spelling

- Words containing each of the 40+ phonemes already taught (handout)
- Common exception words (Year 1 handout)
- The days of the week
- Name the letters of the alphabet in order
- Add prefixes and suffixes
- Write simple sentences using key words and common exception words.



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. (cursive writing handout)
- From capital letters
- Form digits 0–9
- Understand which letters belong to which handwriting families. (letter family handout)



Composition

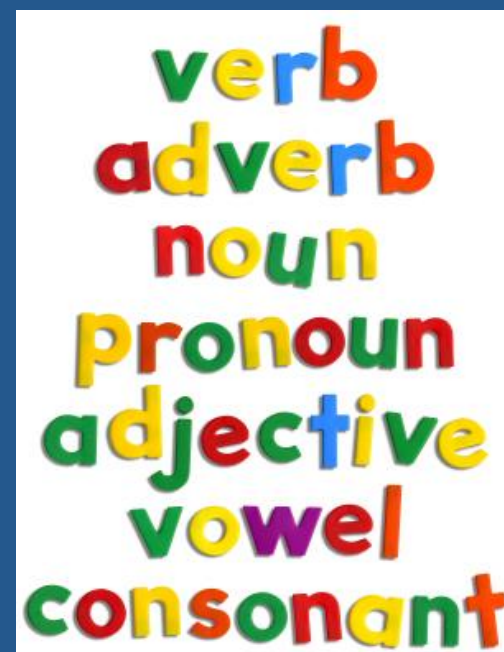
Write sentences by:

- Saying out aloud 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
- Read aloud their writing clearly enough to be heard by others.



Vocabulary, Grammar and Punctuation

- Leave spaces between words
- Joining words and clauses using 'and'
- Beginning to punctuate sentences using a capital letter, full stop, question mark or exclamation mark.
- Using a capital letter for names of people, places, the days of the week, and the pronoun 'I'
- Learning the grammar for Year 1 (handout)



Vocabulary, Grammar and Punctuation

One day Humpty Dumpty went for a walk. He found a big wall. Humpty Dumpty sat on the wall and had a great fall.

Age related expectations

- Sequencing sentences to form short narratives
- Using capital letters for names and at the start of sentences
- Leaving clear finger spaces
- Using 'and' as a joining word
- Putting a full stop at the end of a sentence



Vocabulary, Grammar and Punctuation

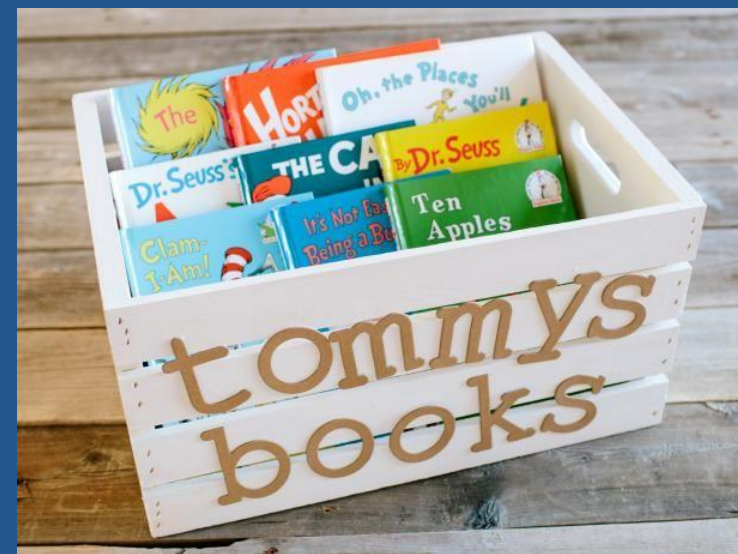
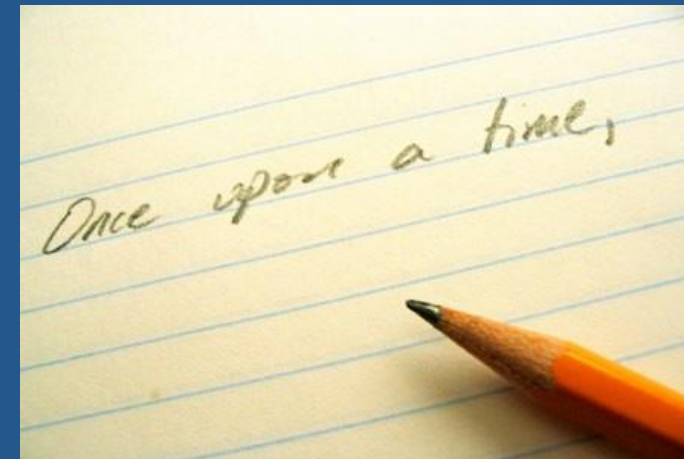
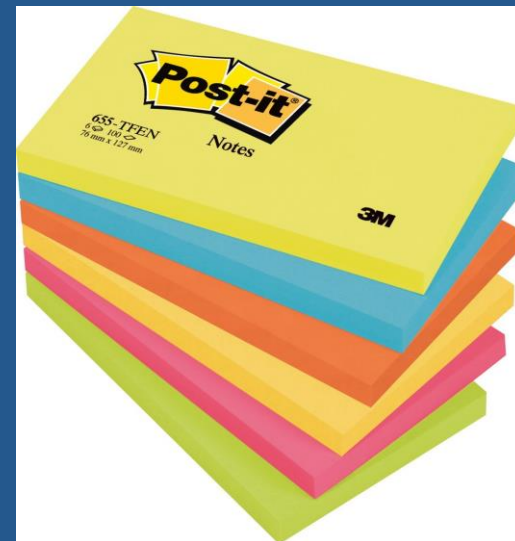
Year 1: Detail of content to be introduced (statutory requirement)

Word	Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], 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. <i>helping, helped, helper</i>) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i> , or <i>undoing: untie the boat</i>]
Sentence	How words can combine to make sentences Joining words and joining clauses using <i>and</i>
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



Supporting Your Child At Home

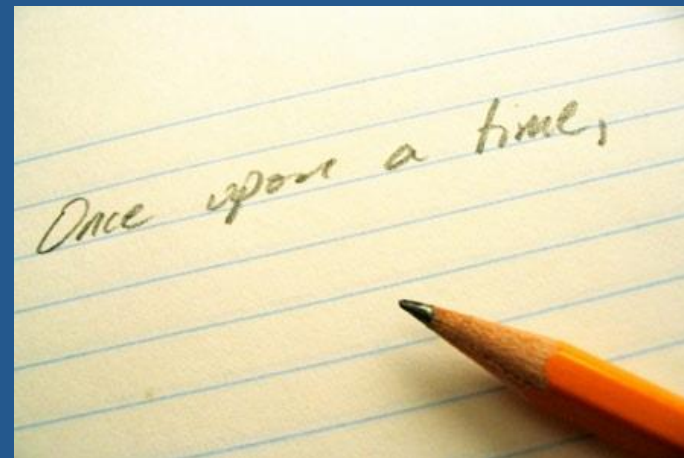
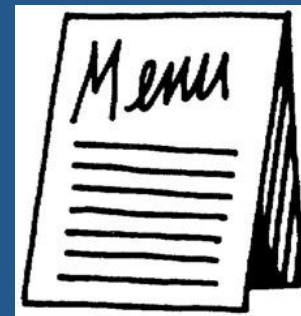
Try to provide your child with ...



Supporting Your Child At Home

Opportunities to support the development of writing

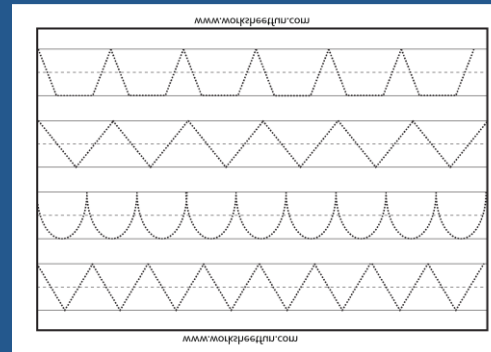
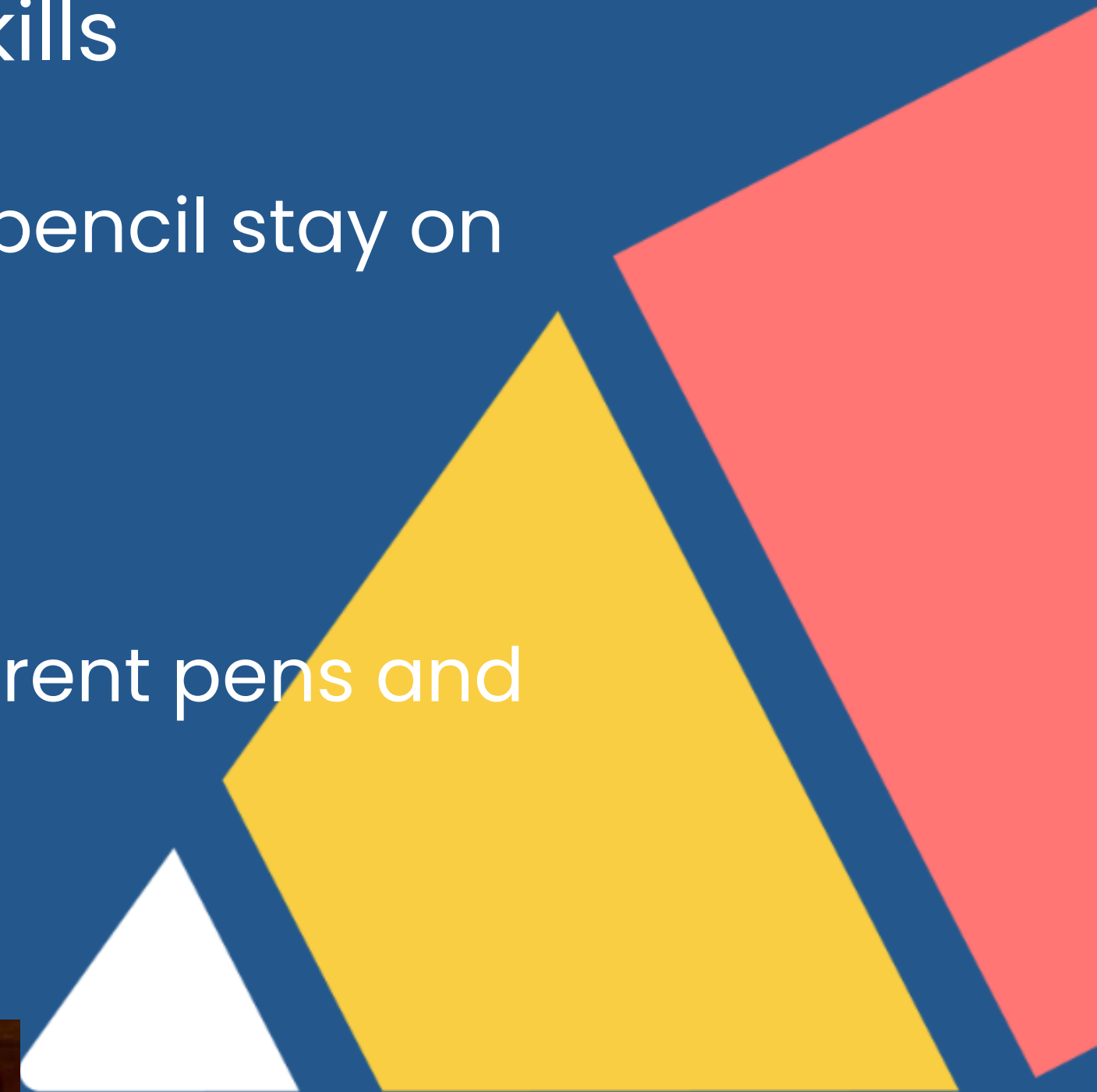
- Menus
- Lists
- Post it notes
- Cards
- Letters
- Story maps
- Stories
- Poems
- Leaflets
- Making books and comics



Supporting Your Child At Home

Developing their fine and gross motor skills

- Take a line for a walk – how long can their pencil stay on the paper
- Bead and pasta threading on string
- Tracing over lines, shapes
- Copying letters
- Colouring patterns and pictures using different pens and pencils
- Modelling with clay and plasticine
- Building blocks and construction



Supporting Your Child At Home

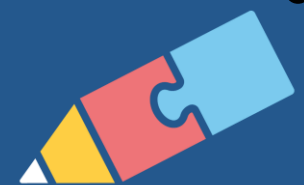
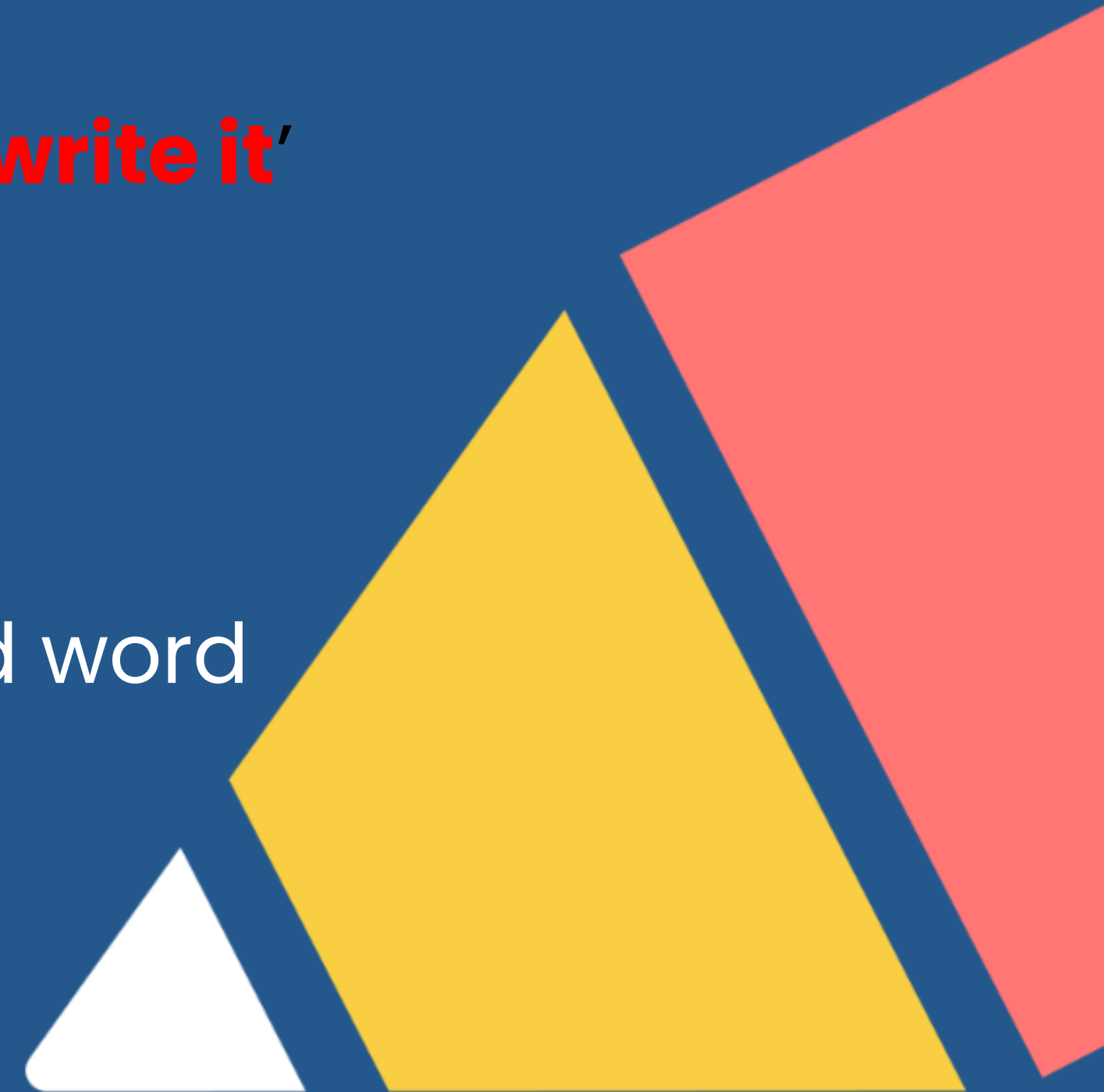
Talk for Writing



'If you can't say it, you can't write it'

Encourage your child to:

- Say the sentence
- Write the sentence (using phonic and word knowledge)
- Use a capital letter and full stop
- Re-read to check it makes sense.
- Check it



Supporting Your Child At Home

Brainstorm Alternative Words

Said – shouted, argued, whispered, called, yelled

How many words can you think of for brainstorm alternatives for the word 'walk'?



Overview of Session 3 – Maths

Aim of this session

- To explain the way we teach number and calculations
- To share resources and activities we use in school
- To provide you with ideas you can use at home



National Curriculum – Year 1

Number – number and place value

Statutory requirements

Pupils should be taught 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
- 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.



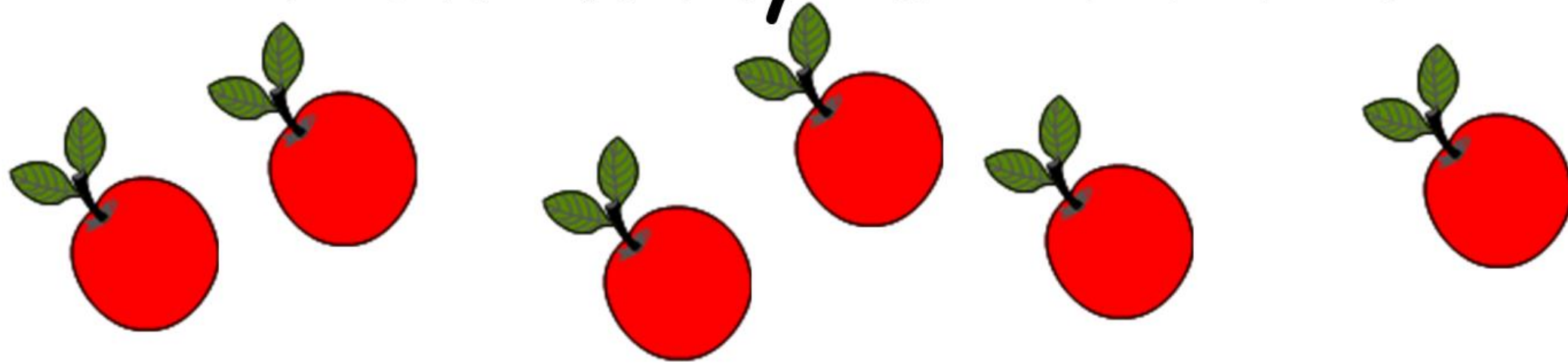
Introduction to Number

- Introduction to Numbers
- Sing number songs and use numbers in everyday life
- Recognising numbers
- Counting objects
- Finding the correct amount
- Ordering numbers
- Exploring numbers and patterns within numbers

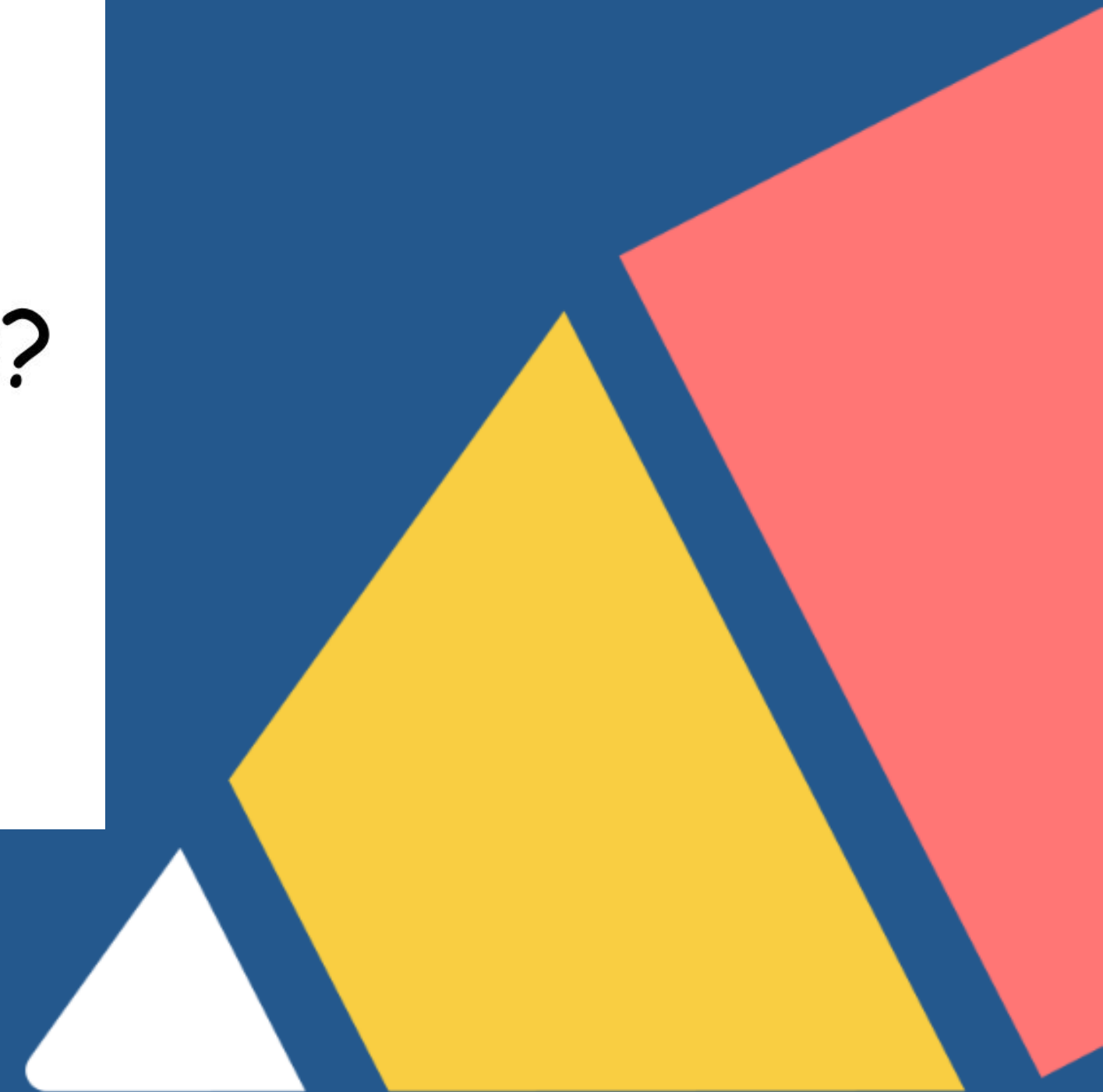
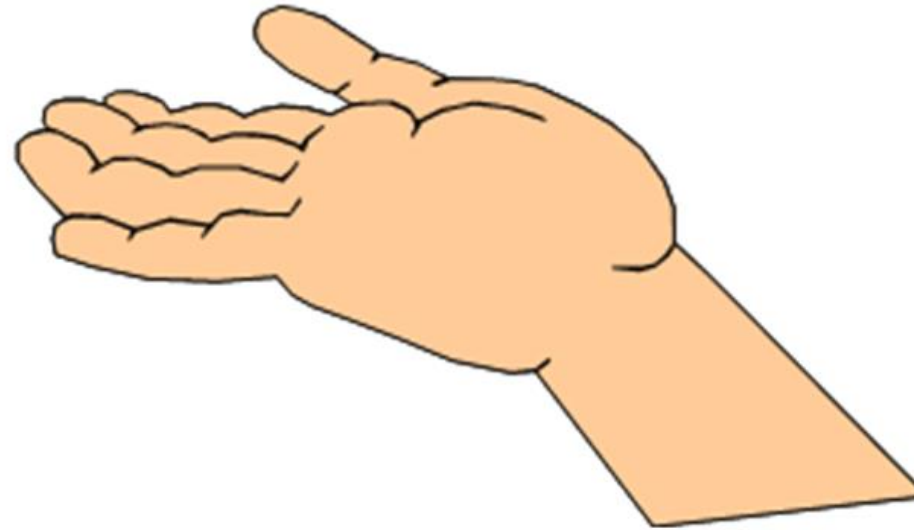


*

How many are there?



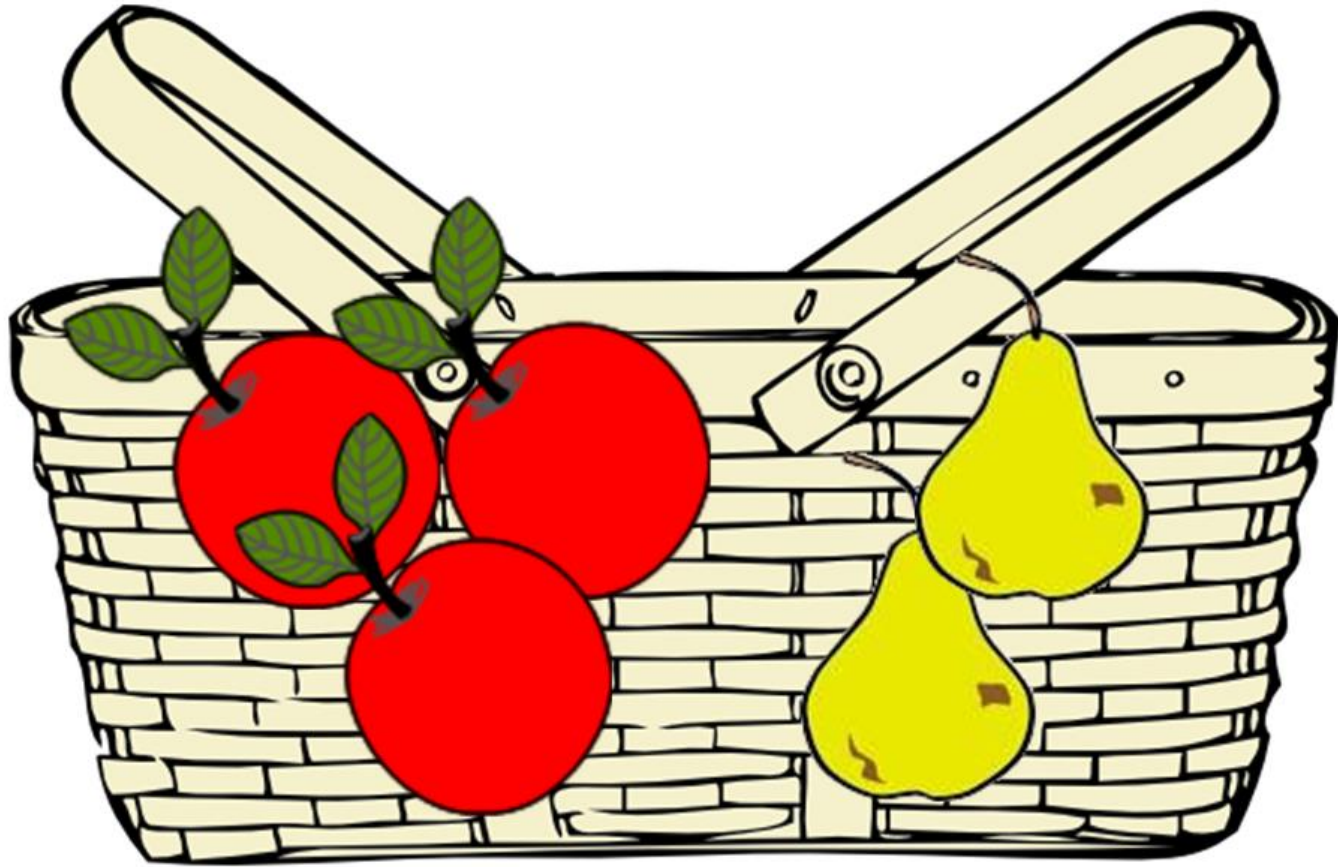
Can you find me 4 Strawberries?



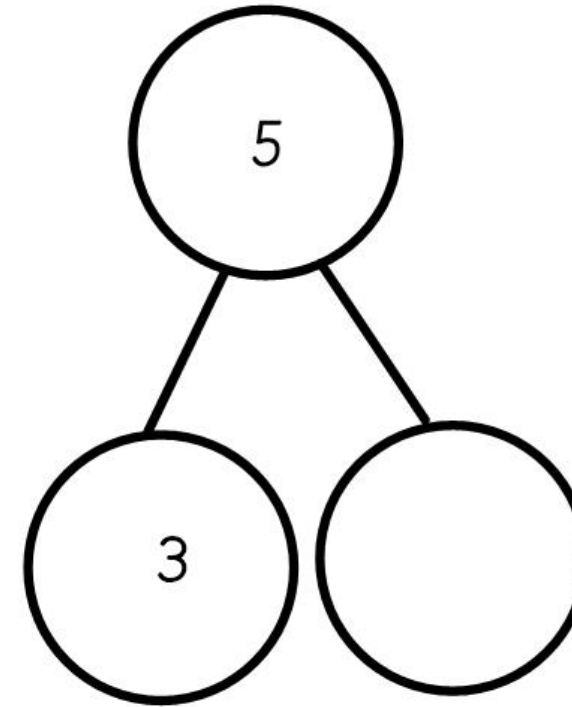


Problem Solving

If there are 3 apples and 2 pears in the basket, how many pieces of fruit are there?

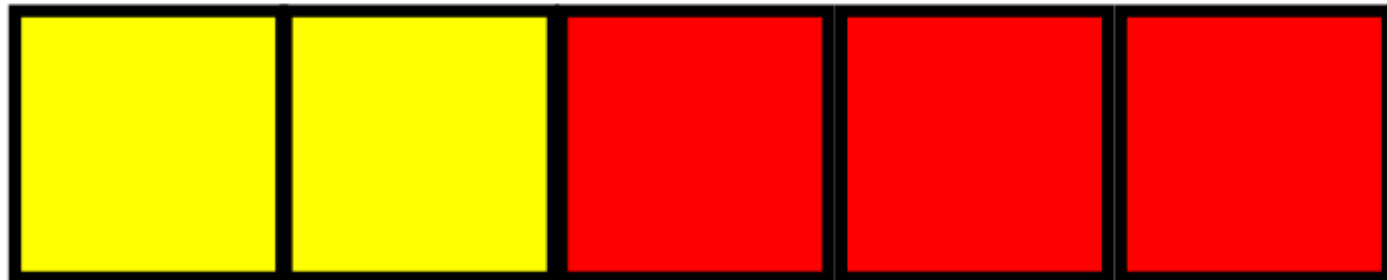


There are 5 pieces of fruit (apples and pears). 3 are apples how many must be pears?



Exploring 5

How many different ways can you make 5?



Number Games and Songs

Number Bond Song

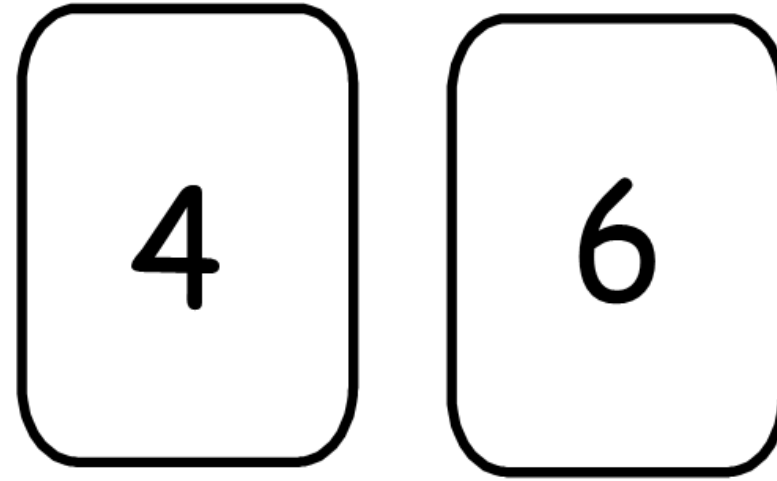
9 and 1 are number bonds

8 and 2 are friends

7 and 3

6 and 4

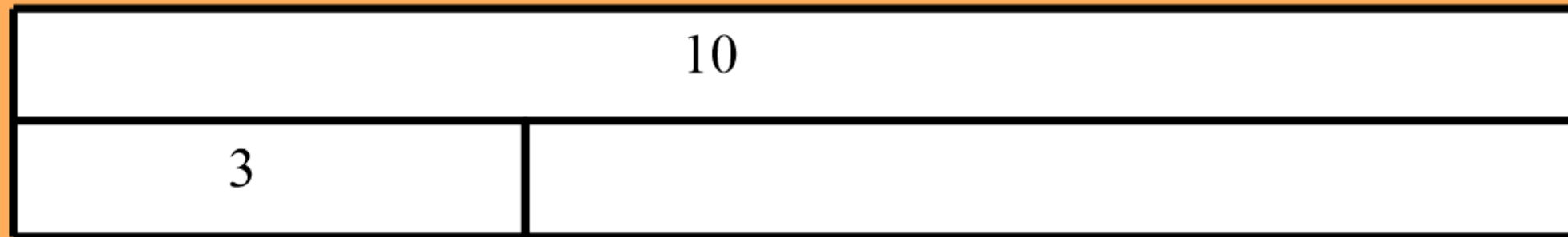
5 and 5 are twins



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We can use the same concept with larger numbers and number bonds.

If we have 3 how many more do we need to make 10?



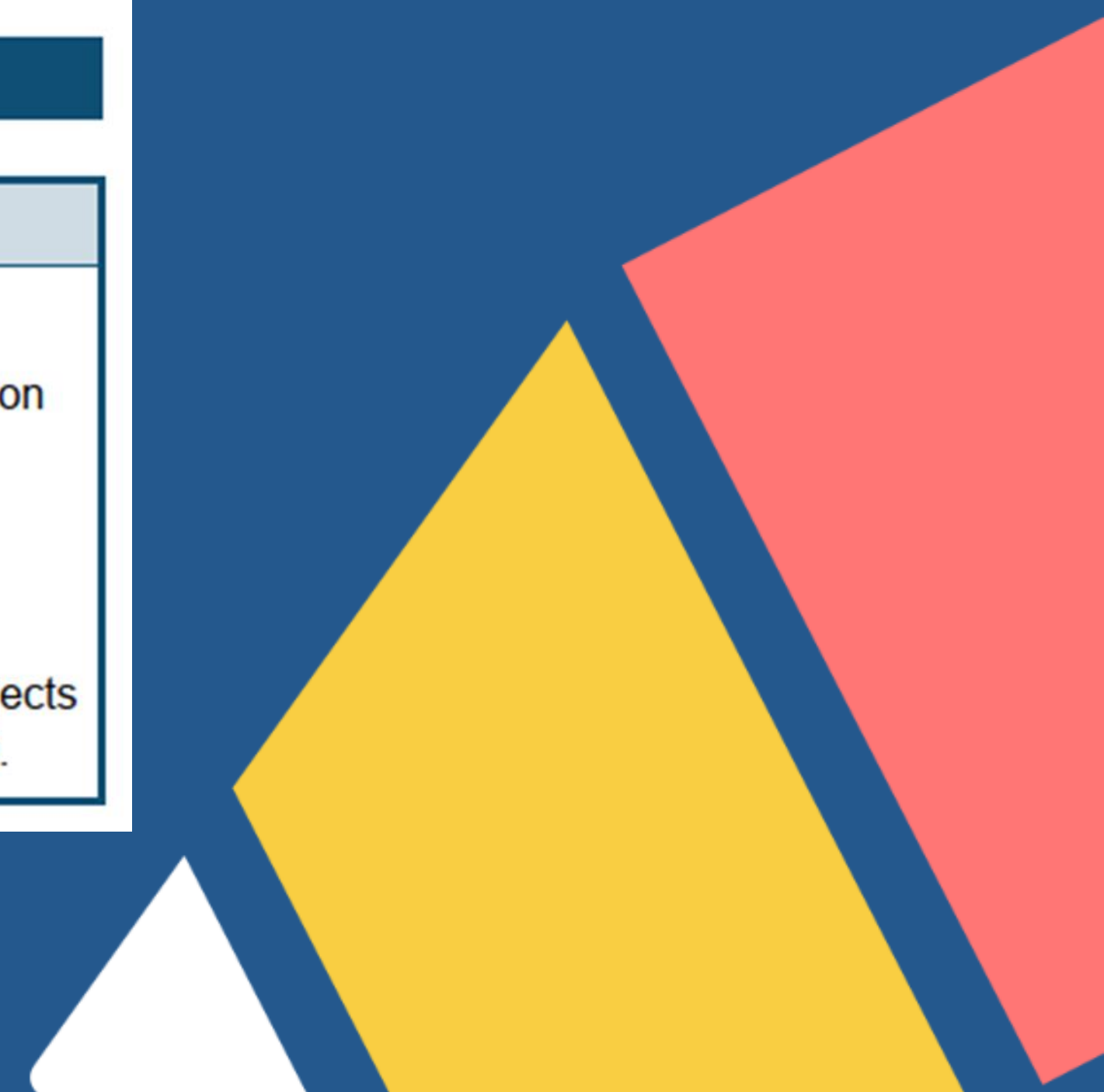
National Curriculum – Year 1

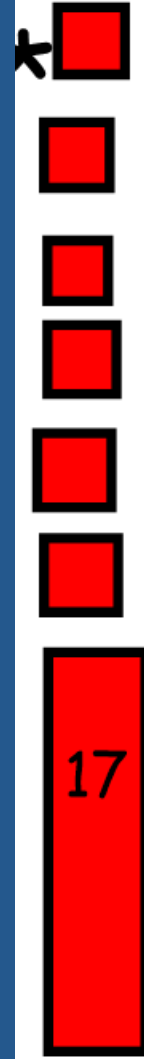
Number – addition and subtraction

Statutory requirements

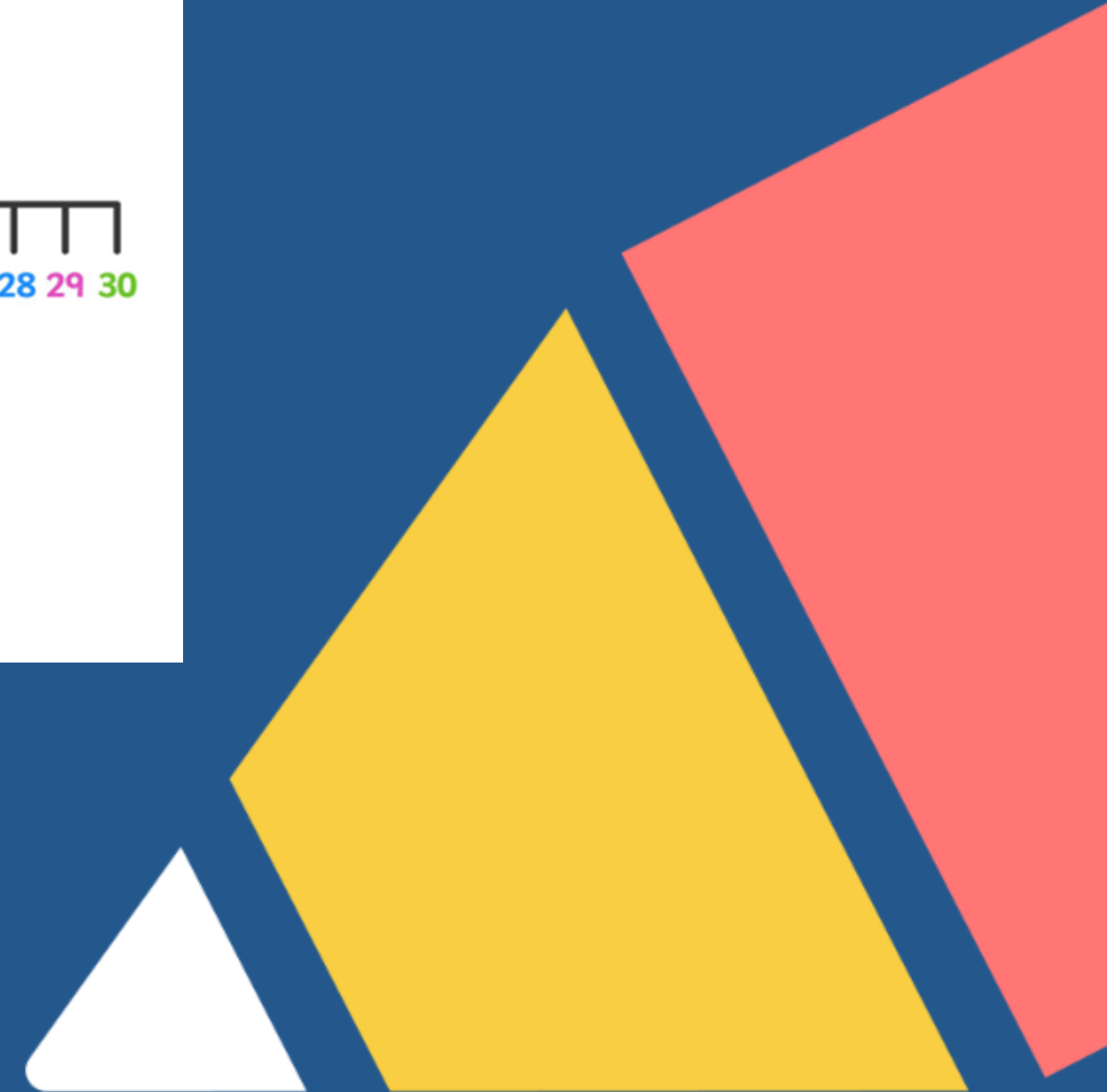
Pupils should be taught to:

- 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 $7 = \square - 9$.





There are 17 bricks in a tower and the builder puts 6 more on top, how many are there altogether?



Investigating number bonds and patterns.

Number bonds of all numbers to 20.

$$18+0=18$$

$$17+1=18$$

$$16+2=18$$

$$15+3=18$$

investigate number patterns

$$5+0=5$$

$$4+1=5$$

$$3+1+1=5$$

$$2+1+1+1=5$$

$$1+1+1+1+1=5$$



Missing numbers and understanding a "number sentence".

$$2 + 3 = \square$$

$$2 + \square = 5$$

$$5 = 2 + \square$$

$$\square = 2 + 3$$

What does = mean ?



Partitioning

https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item460321/grade1/module807300/index.html



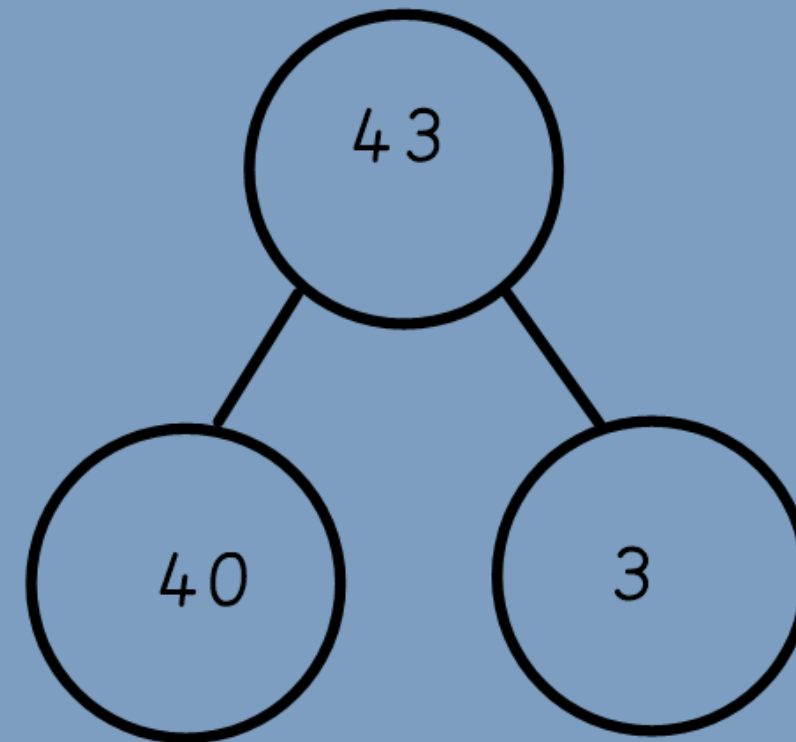
How many 10s and how many 1s?

43

$$40 + 3 = 43$$

$$43 - ? = 40$$

$$? + 3 = 43$$



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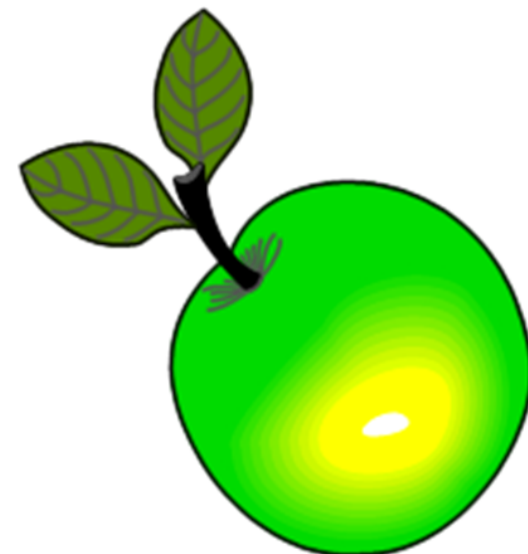
Numbers to 100

Can we use what we already know?



	tens	ones
	3	2
+	5	1

The class had 30 apples.
They ate 24 at break time.
How many do they have left?



National Curriculum – Year 1

Number – multiplication and division

Statutory requirements

Pupils should be taught to:

- 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.

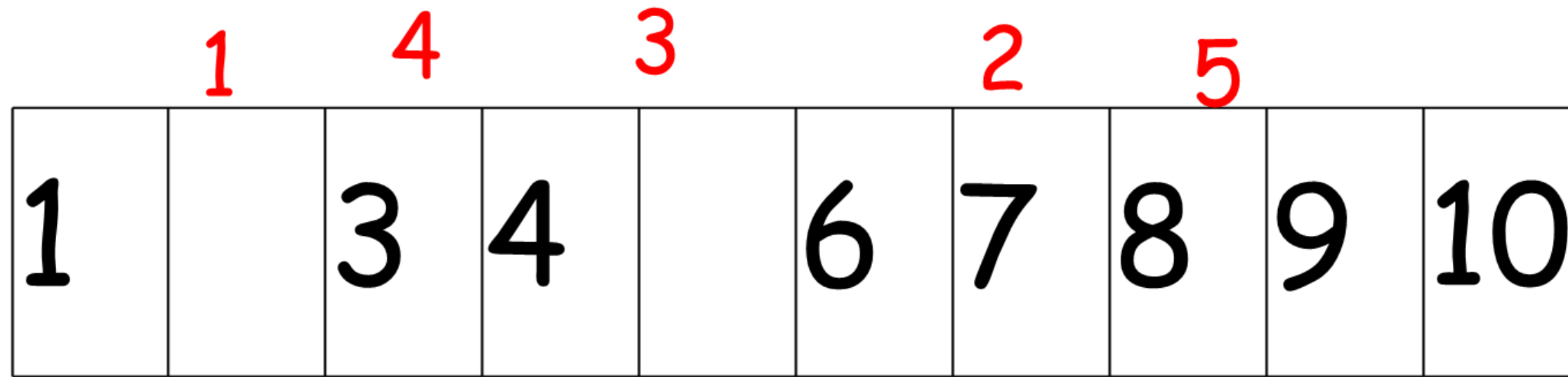
Number – fractions

Statutory requirements

Pupils should be taught 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.

Ordering numbers



least

smallest

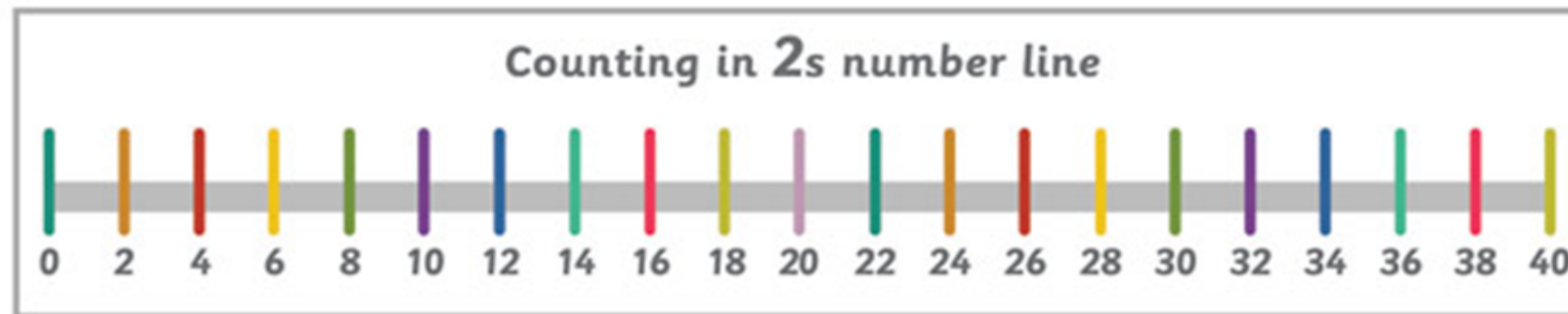
5

3

10

most

biggest



Investigating 100 square

Patterns?

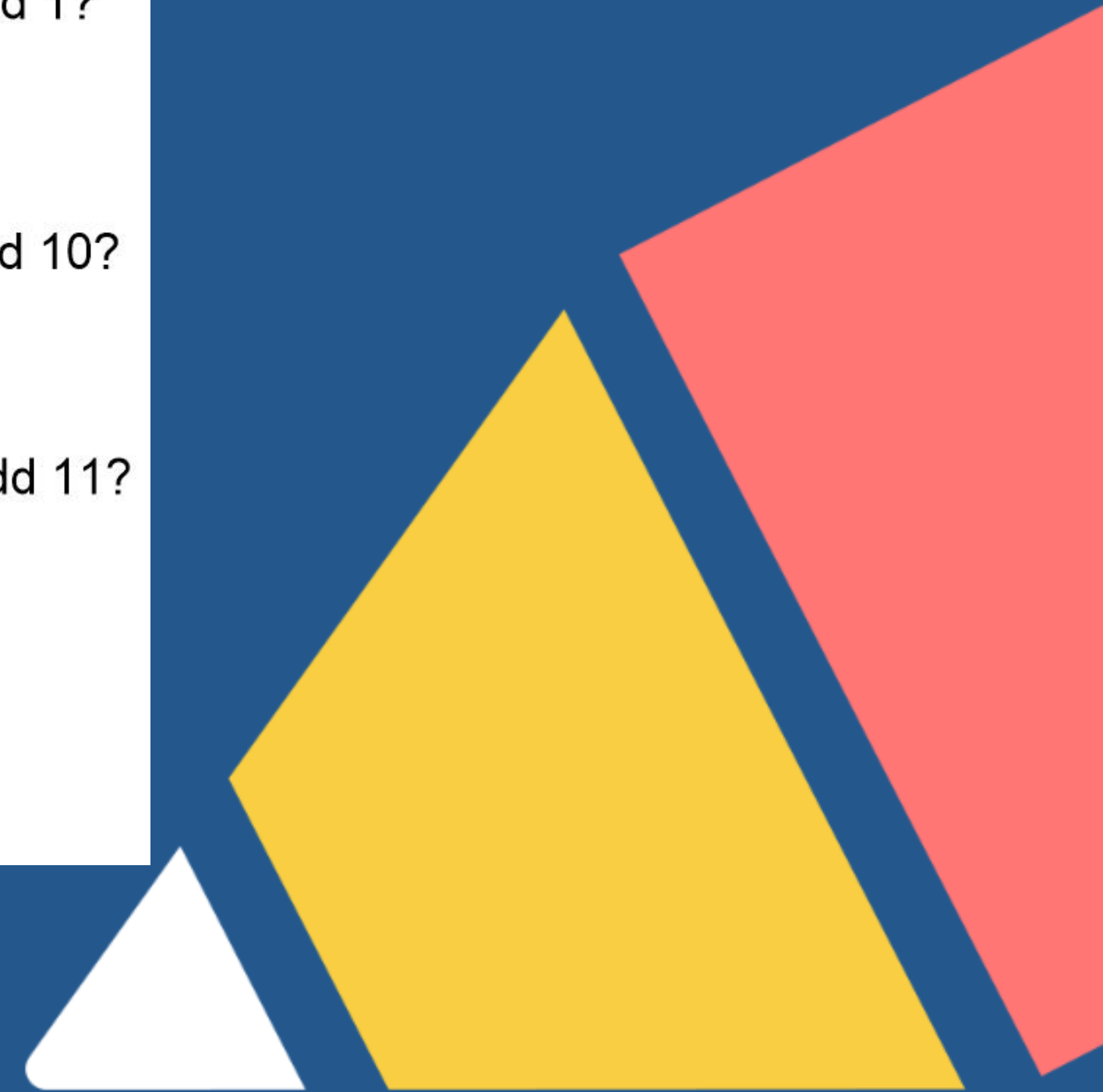
Missing numbers?

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

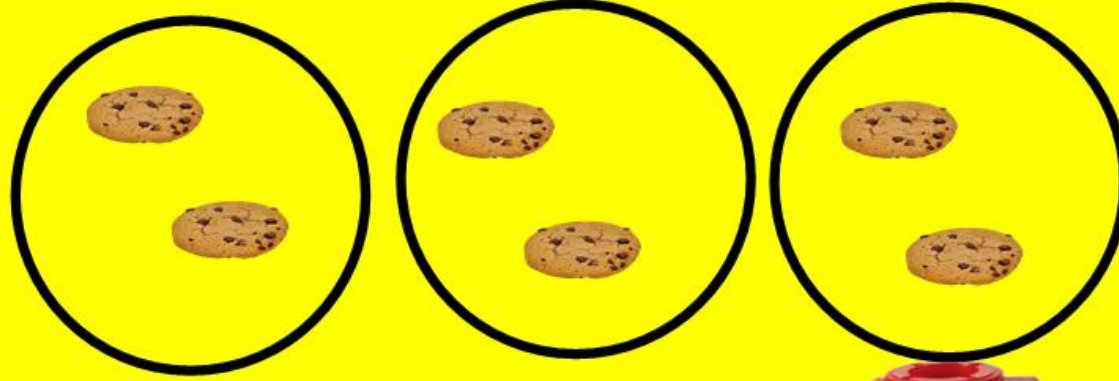
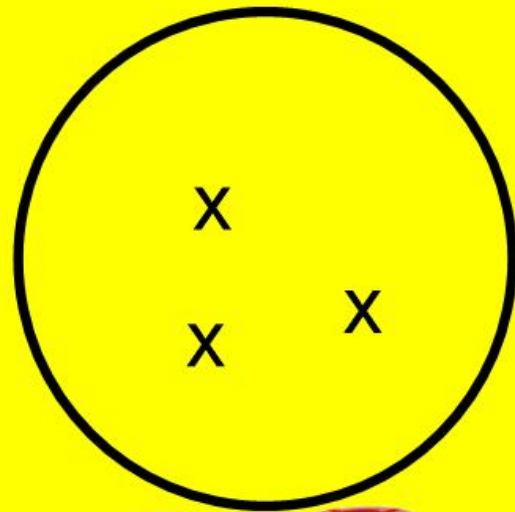
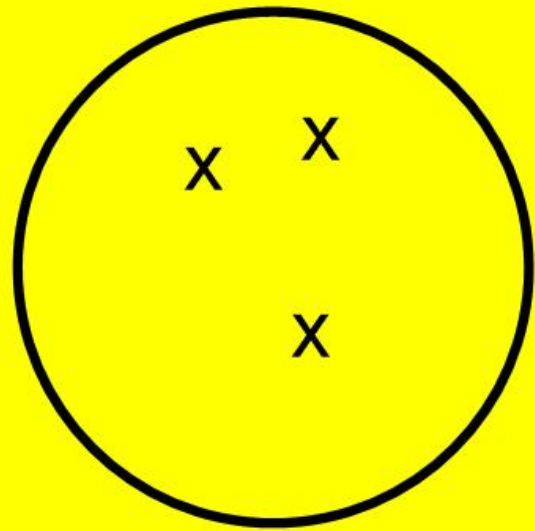
How to add 1?

How to add 10?

How to add 11?



Practical multiplication and arrays



doubles and halves

$$3 + 3 = 6$$

$$6 - 3 = 3$$

$$2 \times 3 = 6$$

$$6 \div 2 = 3$$

Each packet has 10 biscuits.
How many biscuits will we
have if we buy 3 packets?



National Curriculum – Year 1

Measurement
Statutory requirements
Pupils should be taught to:
<ul style="list-style-type: none">▪ compare, describe and solve practical problems for:<ul style="list-style-type: none">▪ 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:<ul style="list-style-type: none">▪ 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.

National Curriculum – Year 1

Geometry – properties of shapes

Statutory requirements

Pupils should be taught to:

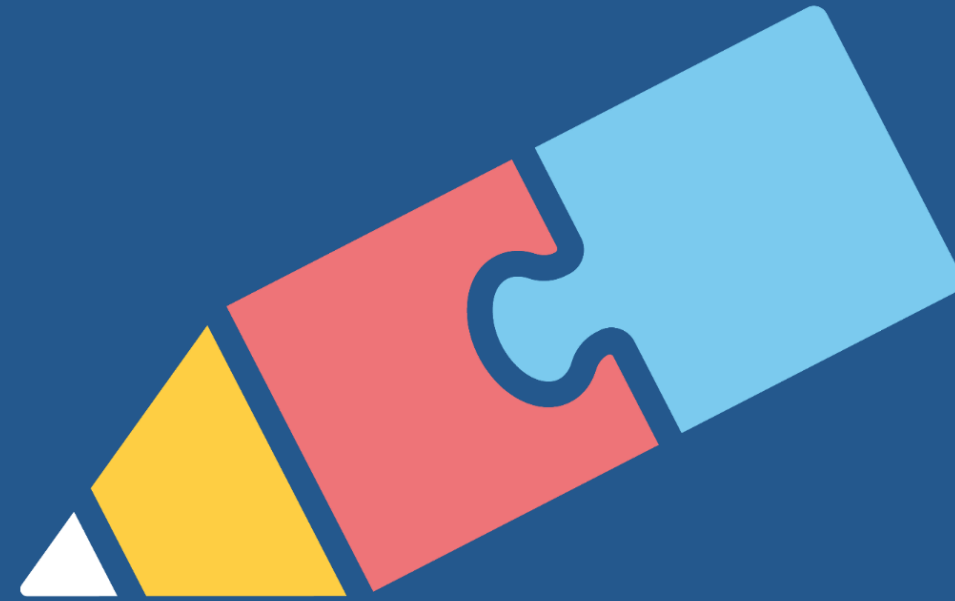
- recognise and name common 2-D and 3-D shapes, including:
 - 2-D shapes [for example, rectangles (including squares), circles and triangles]
 - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

Geometry – position and direction

Statutory requirements

Pupils should be taught to:

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



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Together we make the difference

Questions