

Year 1

Information

Booklet



Year 1 staff

Class Teachers

Miss Costas – Nova Class

Miss Cooper – Luna Class

HLTAs

Mrs Redshaw – Nova Class

Mrs Petrou – Luna Class

TA in both classes – Miss Deniz

Punctuality and attendance

We recognise that attending school regularly and on time has a positive impact on learning, progress and therefore the best life chances for our pupils. Excellent attendance and punctuality is the key for our pupils' success. It is therefore vital that both are the highest they possibly can be in order to prepare the children for their future adult life. In line with the Government and Local Authority Guidelines, we expect all our pupils to maintain an attendance level of 97% and above. It is the responsibility of everyone in our school community – parents, staff, pupils and governors to ensure they achieve this. Therefore, we monitor and review the attendance of all our pupils constantly. We encourage excellent attendance and punctuality for all pupils, by offering an environment in which the children feel valued and part of the school community.

Behaviour and reward systems

At Ashmole Primary School we aim to create a welcoming, safe and caring environment, where all relationships are based on kindness. Children have respect for themselves, other people and the school environment. All members of the school model a positive attitude and mutual respect, in order to promote children's positive self-esteem and self-discipline, whilst modelling and maintaining high expectations of good behaviour. We have a variety of systems in place to help support positive behaviour in Year 1.

As well as following our clear behaviour policy, within our classroom we use our interactive Class Dojos. Children are assigned a Dojo (a colourful alien character) and given points for positive behaviour both within the classroom and outside. These points are added up at the end of the week and the boy and girl with the most Dojos receive a prize. We also have a class gem/shell jar, which is added to when the children work well as a whole class. Once we have collected 30 of either item the children will be given a class reward.

The children will continue to receive certificates presented to them in assembly by Mr Tofallis for children who have demonstrated the value of the month and for children who have worked hard in a particular area.

Curriculum Changes

The main difference between Reception and Year 1 is the change of curriculum. For two years or more, your child, has been following the Early Years Foundation Stage Curriculum and being assessed against the 7 Areas of Learning.

In Year 1 your child will progress from these 7 Areas of Learning, to the National Curriculum subjects for Key Stage 1.

The curriculum will alter as follows:

| Early Years Foundation Stage | National Curriculum |
|--|---|
| Personal, Social and Emotional development | Personal, Social and Health Education and Citizenship |
| Communication and Language Literacy | Literacy/English |
| Mathematics | Mathematics |
| Understanding the World | Science, History, Geography, Computing, Design and Technology and Religious Education |
| Physical Development | Physical Education |
| Expressive Arts and Design | Music and Art |

The National Curriculum

The new national curriculum is a mastery curriculum. Mastery is the child's ability to use and apply their learning across the curriculum. For example, in Mathematics children should use their knowledge and understanding to problem solve and investigate. Children must master the objectives taught, before moving on. It is important to note that expectations have increased

Rather than moving 'up' the stages, the focus is on moving 'outwards' developing a wider and deeper understanding. The government does not expect children to be working on the curriculum content of the next year group. Instead, they should be deepening their understanding in their own year group and applying their knowledge.

Continuous and end of year assessment for our year group

We continually assess our children throughout the day, week, term so that we know we are providing them with a curriculum they can access and rightfully deserve.

We use a system in school to record your children's progress throughout the year called Scholarpack. Our Leadership Team monitor this system regularly to ensure all pupils are adequately challenged and supported. In addition to this, Pupil Progress Meetings are held where class teachers and the Leadership team meet to discuss how individuals, specific groups or cohorts have been targeted, supported and challenged in the form of various interventions so that all children in our school have the best possible chance of meeting their end of year expectations as set out by the Government. We report how your child/ren are doing in their ongoing and end of year assessments during our Autumn and Spring Parents' Meetings and of course in their end of year Achievement Report which is sent home in July. Assessment information is also fed back to our Governing Body, our Local Authority and in the case of some year groups, the Government for statistical analysis.

Language for assessment at the end of Year 1

We have carefully chosen language for assessment, which is in line with the language currently used in Reception.

| | |
|------------|--|
| Exceeding | Your child has exceeded and mastered the expectations for their year group. |
| Expected | Your child has achieved the expectations for their year group. |
| Developing | Your child has achieved all of the objectives for the year group below, and some of their current year group objectives. |
| Emerging | Your child is working on the objectives for the year group below. |

Phonics screening check

The national phonics screening check was introduced in 2012 to all Year 1 pupils. It is a short, statutory assessment to ensure that children are making sufficient progress in the phonics skills to read words and are on track to become fluent readers who can enjoy reading for pleasure and for learning. We will hold a meeting later in the year to discuss this with parents in more detail.

Year 1 Curriculum -end of year Age Related Expectations

Writing & Grammar

- Produce own ideas for writing
- Compose a sentence orally before writing
- Sequence a series of sentences to form stories
- Write lists and simple explanations
- Re-read sentences to check they make sense
- Leave spaces between words
- Use 'and' to join words and clauses
- Punctuate sentences using a full stop, capital letter, question mark or exclamation mark
- Use capital letters for names and personal pronoun 'I'
- Correctly form capital and lower case letters starting at the right places
- Add the suffixes –s or –es to nouns e.g. dog to dogs, wish to wishes
- Understand how the prefix un- changes verbs and adjectives e.g. happy to unhappy

Reading

- Listen to and discuss a wide range of poems, stories and non-fiction
- Explain clearly their understanding of what is being read to them
- Relate what they read to their own experiences
- Become very familiar with and retell key stories or traditional tales
- Re-read to correct if reading does not make sense
- Discuss significance of title and events
- Know the difference between fiction and non-fiction
- Make inferences about what is being said and done
- Predict what might happen next in a story
- Apply phonics knowledge and skills when decoding words
- Respond speedily to the correct sound for graphemes (letters or groups of letters)
- Read words with contractions e.g. I'm
- Read words ending in –s –es –ing –ed –est
- Re-read books to build expression and fluency

Maths

- Count to and across 100 from any number, forwards and backwards
- Count in different multiples, including 1s, 2s, 5s and 10s
- Write numbers to 20 in digits and words
- Count, read and write numbers to 100 in digits
- Recognise odd and even numbers
- Read, write and interpret mathematical symbols and statements: +, - and =
- Identify "one more" and "one less"
- Use number bonds and subtraction facts within 20
- Add and subtract 1-digit and 2-digit numbers to 20, including zero
- Add any three 1-digit numbers with a total below 20
- Solve simple word problems that involve addition and subtraction
- Recognise, find and name a half of an object, shape or quantity
- Recognise, find and name a quarter of an object, shape or quantity
- Measure, compare and begin to record length, mass, capacity and time
- Recognise and know the value of all coins and notes
- Use language to sequence events in chronological order
- Recognise and use language relating to dates
- Tell the time to the hour and half-past the hour, including drawing clocks
- Recognise and name common 2-D shapes
- Recognise and name common 3-D shapes
- Recognise and write multiplication and division symbols
- Using real objects solve multiplication or division problems working with numbers to 20

Homework

Homework will be given every week on a Friday and must be returned by the following Wednesday.

This will consist of:

- Reading and sharing of books with your child- At least 10 minutes each day.
- English homework will be sent home on a weekly basis.
- Maths homework will be sent home on a weekly basis with an accompanying video when required to guide parents on the strategies/methods used in class.
- A short phonic/language activity related to Letters and Sounds which will start after half term, as well as a video of the new sounds learnt during the week which will be uploaded onto our school website.

Independent reading book

The children have been given a specific day that will be the day in which they read every week to an adult in the classroom and the day in which their independent reading book will be changed.

We kindly request that your child's individual reading book is in their book bag everyday as we have several volunteers reading with the children throughout the week.

This year in Year 1 our key reading focus is to develop the children's comprehension skills, specifically the skill of inference. Therefore, in order to support this, we have a variety of new books in our independent books boxes from a selection of schemes. We would like to encourage parents to avoid focusing on the level of the books as we will be linking the book schemes through coloured bands rather than numbered levels.

Free choice books

Please ensure that the book your child has chosen from our class library is returned every Friday to ensure it is changed and logged efficiently.

Home school diary

It is vital that your child brings their Reading Record book to school each day, as they will take part in a Guided Reading session each week. Your child will read as part of a group and developing a variety of skills through discussing the text in detail, there will be a stamp in your child's book on the day that they participate in a Guided Reading session.

PE

PE will be taught as a curriculum subject twice a week in Year 1, on a Tuesday and Wednesday. It is important that your children have the correct kit. They will need: shorts, a t-shirt and plimsolls in a named bag during the Spring and Summer terms. During the Autumn and Winter terms they will need; navy tracksuit bottoms, a t-shirt, a navy jumper/ hoodie and plimsolls in a named bag during the Spring and Summer terms. These items must all be labelled with the children's first and surname. Your child's PE kit must remain in school at all times and taken home at the end of each half term to be washed. Children must not wear earrings on PE days. Please ensure that if your child uses their PE kit for any extra- curricular activities it is returned the next day.

Show and Tell

Our day for Show and Tell will be a Monday. Please ensure your child brings in an item small enough to fit in their drawer.