



# Teaching Literacy and Numeracy in Year 1

A presentation to Parents  
September 2022



## Aims of this session

- To give an understanding of how we teach Literacy and Maths in school, including some of the resources we use
- Ideas of how to support at home, making it fun!
- To answer general questions



# Our Vision and Values

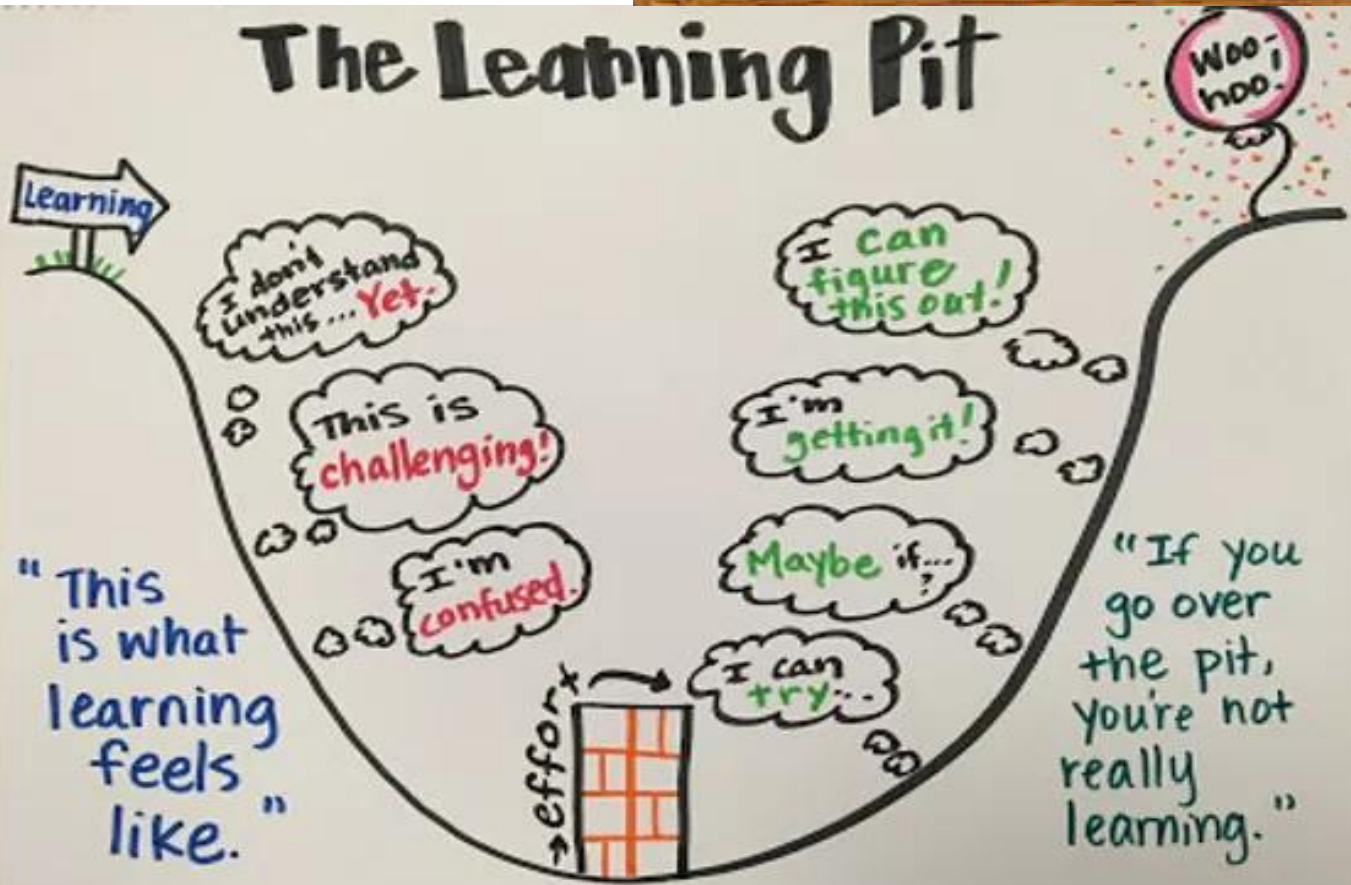
- We want every child to  
***'let their light shine'*** Matthew 5:16  
and to be the best they can be.
- We have high expectations
- We celebrate all aspects of children's learning and achievement
- We challenge and support every child, whatever their ability.





MISTAKES

ARE OPPORTUNITIES  
TO LEARN.



# Super Learners



**Busy Beaver**



**Playful Puppy**



**Resilient Rhino**



**Thoughtful Tortoise**



**Amicable Ants**



**Creative Chameleon**



**Fabulous Flamingo**



**Happy Hedgehog**

**I am resourceful**

I can use things in my classroom dictionaries and number lines to help me learn.

I can use resources from the wider world - other people, books, the internet and past experiences to help me learn.

I can use what I know to make links in my learning.

**I am inquisitive**

I like to find things out by asking questions, researching and investigating.

I am curious and explore my ideas in imaginative ways.

I am excited about new opportunities and experiences.

I am proud of how I do things (not just the end result).

**I am resilient**

I face challenges with a 'have-a-go' attitude.

I can persevere and keep trying even when something is really challenging.

I know that making a mistake is all part of learning.

I have a clear idea of what I want to achieve and how I am going to achieve it.

I am confident to ask for help.

I concentrate and take care in what I am doing.

I work through problems.

**I am a reflective thinker**

I think carefully about what I want to achieve and how I am going to achieve it.

I can talk about what I am doing.

I like to have my own ideas and find different ways to solve problems.

I plan carefully, make predictions and test my thinking and ideas.

I can talk about my learning including my strengths and challenges.

I can make connections in my learning.

**I am a collaborator**

I can take turns.

I can listen carefully to others.

I can share my ideas with others.

I respect and recognise other people's ideas as valuable.

I can work as part of a team to achieve something.

I can be confident in my own ideas when part of a group.

**I am creative**

I can express myself in imaginative ways for example, through movement, dance, painting, imaginative play and language.

I can adapt, modify and improve my ideas to enhance them.

I can use what I already know to construct original solutions to problems.

I carefully consider the uses and purposes of the things that I create.

**I believe in me.**

I am unique, I am special, I am me!

I have a growth mindset.

I have a positive learning attitude.

I can grow my brain.

I can achieve anything with effort.

I am not there YET!

I can always improve.

I'll do my best and nothing less!

I follow my dreams!

**I take care of me.**

I am aware of my feelings and how to express them.

I am aware that my feelings can be affected by things and events around me.

I am aware that how I feel can affect my behaviour.

I am aware of strategies I can use to help me if I feel unhappy.

I am aware of who I can talk to if I need help with how I feel.

I am aware that everyone has times when they find their feelings difficult to manage.

I can demonstrate care and respect for others as they should for me.

I am aware of what I need to do to stay healthy.





# Year 1 School Day





# Maths Mastery

At Polehampton we see teaching for mastery in maths as allowing the pupils to gain a deep understanding of maths. We believe that every pupil is a mathematician. We are committed to providing all pupils with engaging and challenging lessons which inspire and motivate them.

We choose to teach Maths by breaking down the objectives into the smallest steps, so that every pupil is secure in every new concept before moving on. There is an emphasis on number work throughout. Topics are revisited throughout the year in slightly different ways so that pupils really embed their learning.

Opportunities are provided throughout the year for pupils to use reasoning skills to make connections between prior knowledge and newly presented material. These connections will help foster a deeper understanding of mathematical concepts.

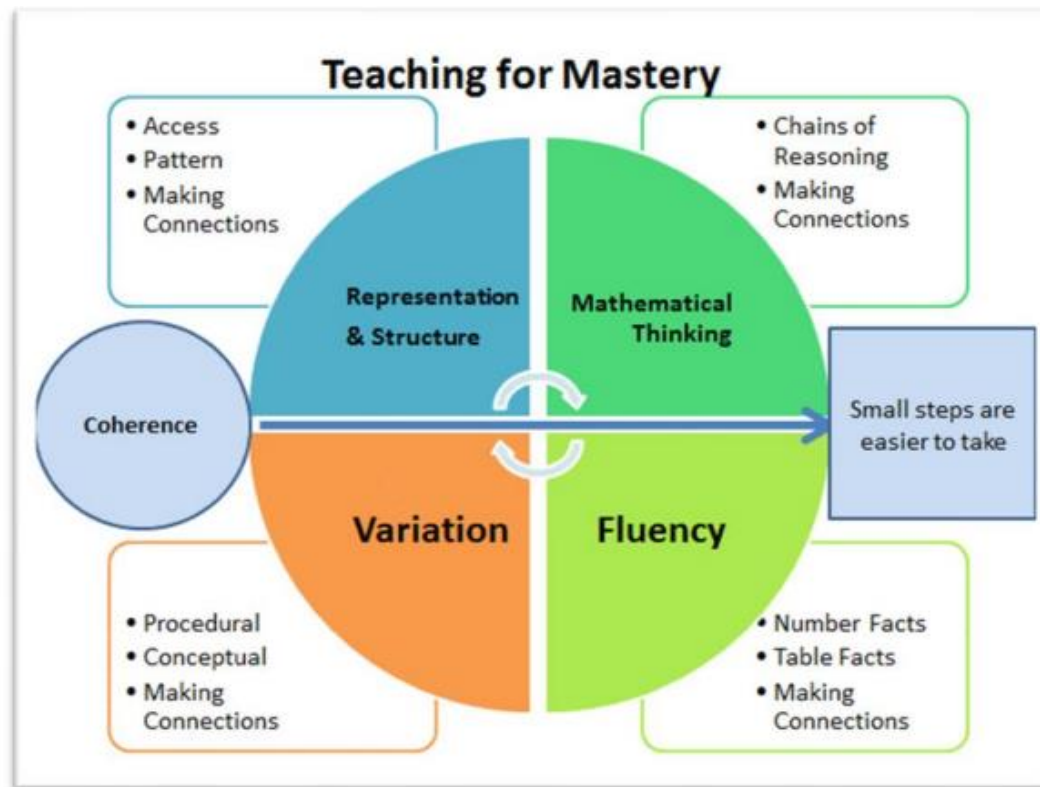
***“In mathematics, you know you’ve mastered something when you can apply it to a totally new problem in an unfamiliar situation.”***



# Calculation Policy



- <https://www.polehampton.org.uk/page/?title=Policies+%26amp%3B+Documents&pid=9>





# Foundation Stage End of Year Expectations

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- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

# Autumn Term Year 1



- 
- Count forwards and backwards to 20.
  - Identify and write numbers to 20, especially teen numbers
  - Write numbers to 10 in words
  - Count in 2s to 20, 5s to 100 and 10s to 100
  - Identify bonds to 5 and 10
  - Identify and use mathematical symbols and write number sentences
  - Have an understanding of basic addition and subtraction.
  - Know their doubles to 10.
  - 1 more 1 less
  - 10 more 10 less
  - Identifying 2d shapes and making repeating patterns

# Expectations in maths in year 1

## Assessment: Meeting Year 1 Expectations

### Year 1 Expectations: Number

- Count reliably to 100
- Count on and back in 1s, 2s, 5s, and 10s from any given number to 100
- Write all numbers in words to 20
- Say the number that is one more or one less than a number to 100
- Recall all pairs of additions and subtractions number bonds to 20
- Add and subtract 1-digit and 2-digit numbers to 20, including zero
- Know the signs (+); (-) and (=)
- Solve a missing number problem, such as:  $5 = 8 - \square$
- Solve a one-step problem involving an addition and subtraction, using concrete objects, pictorial representations and arrays
- Solve a one-step problem involving a multiplication and division, using concrete objects, pictorial representations and arrays

### Year 1 Expectations: Measurement and Geometry

- Recognise all coins: £1; 50p; 20p; 10p; and 1p
- Recognise and name the 2D shapes: circle; triangle; square and oblong
- Recognise and name the 3D shapes: cube; sphere; cuboid
- Name the days of the week and months of the year
- Tell the time to 'o'clock' and half past the hour
- Recognise half and a quarter as being one of two or four equals parts of numbers or shapes



Pupils are not going to be working through the curriculum more quickly, but going deeper into it.

In Year 1 it is imperative that pupils have full understanding of **number sense, number bonds** and **place value** so pupils revisit these concepts daily.

A secure understanding of these number facts means that the children can confidently attempt more challenging problems.



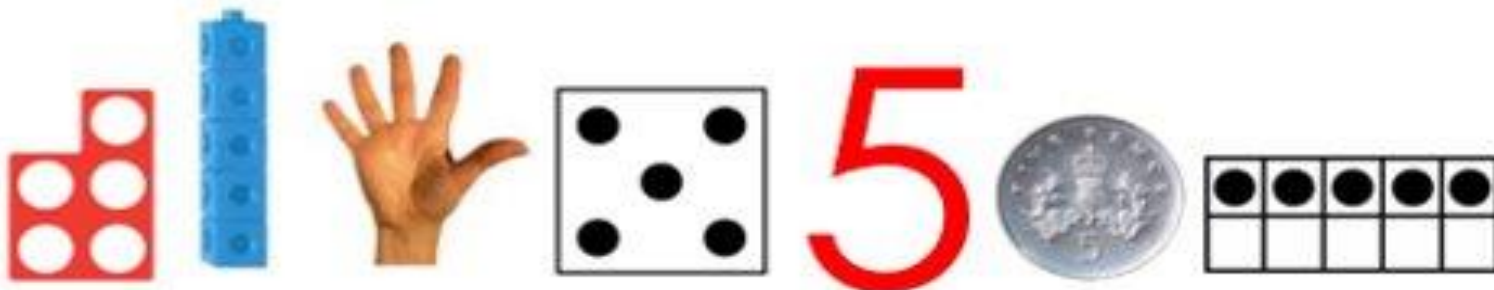
# How do we teach for Mastery in Year 1?

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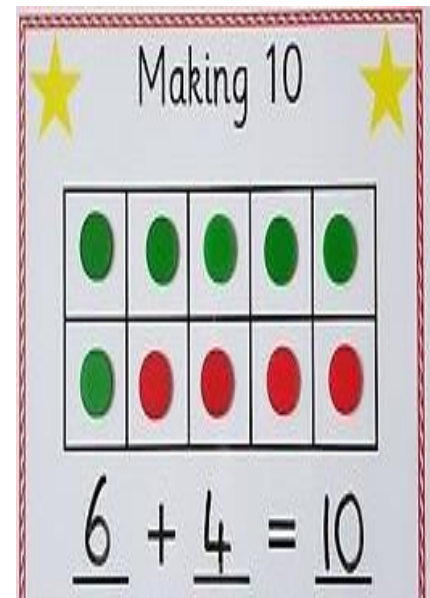
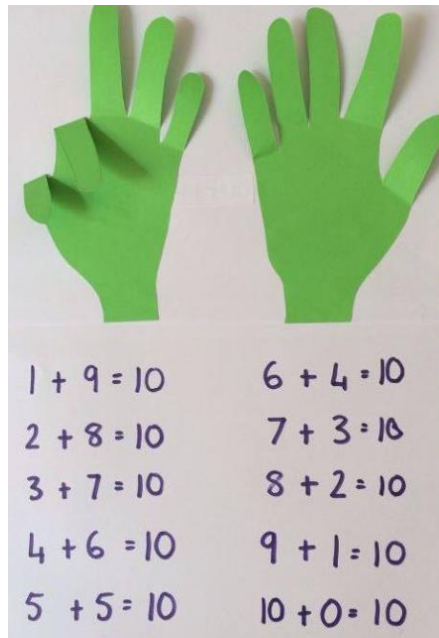
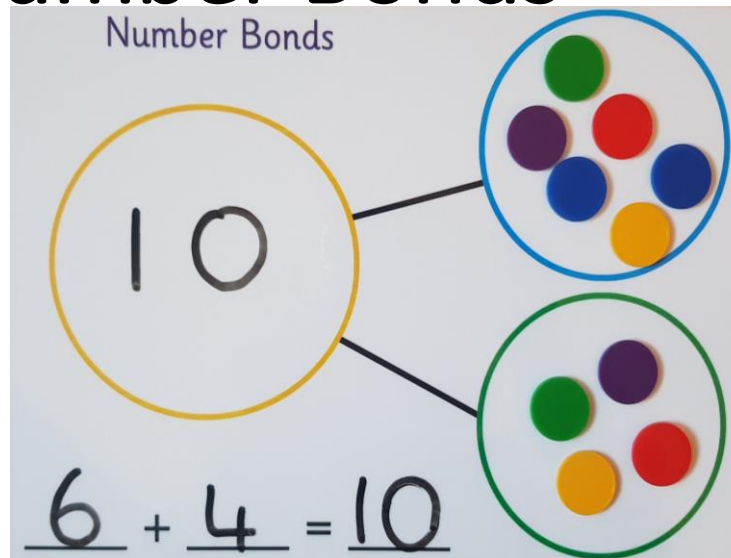
- **Representing Numbers**
- We want to develop children's number sense so that they understand the number rather than just recognising the numeral. Children need to understand that numbers can be represented in many ways, not just as a written numeral. We use many different objects and pictures to show that numbers can be represented in lots of ways.

Some ways to represent five

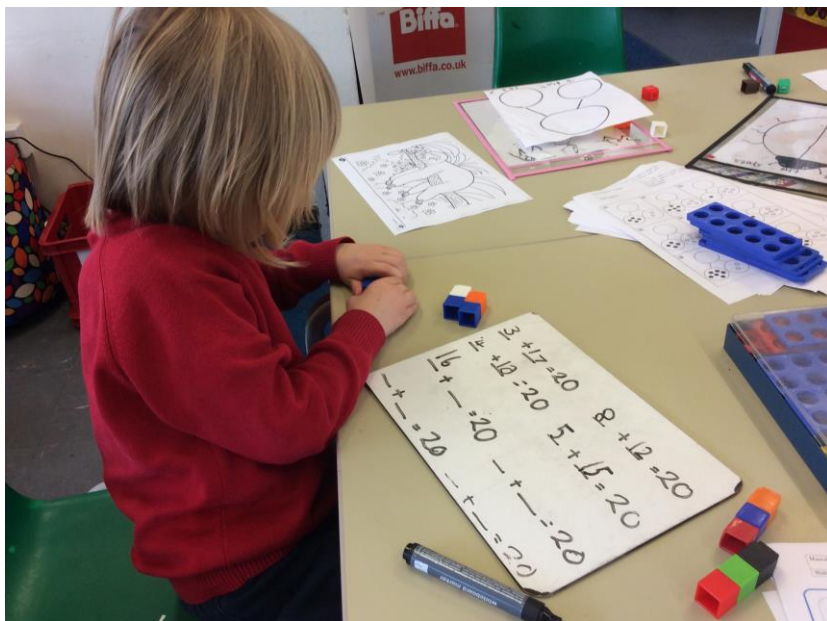
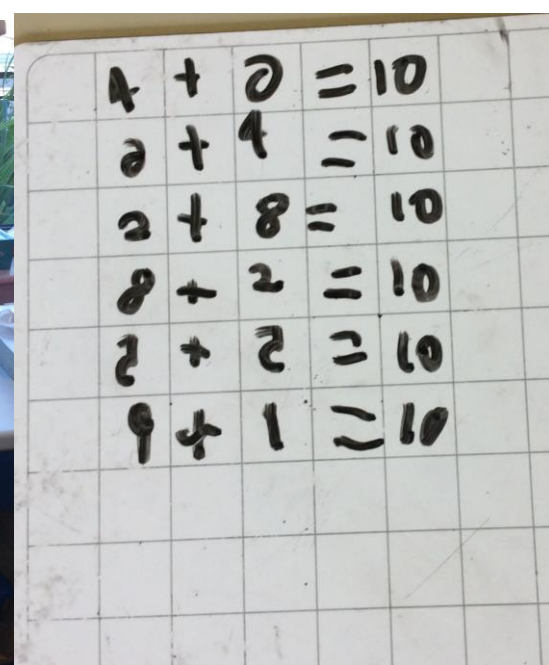
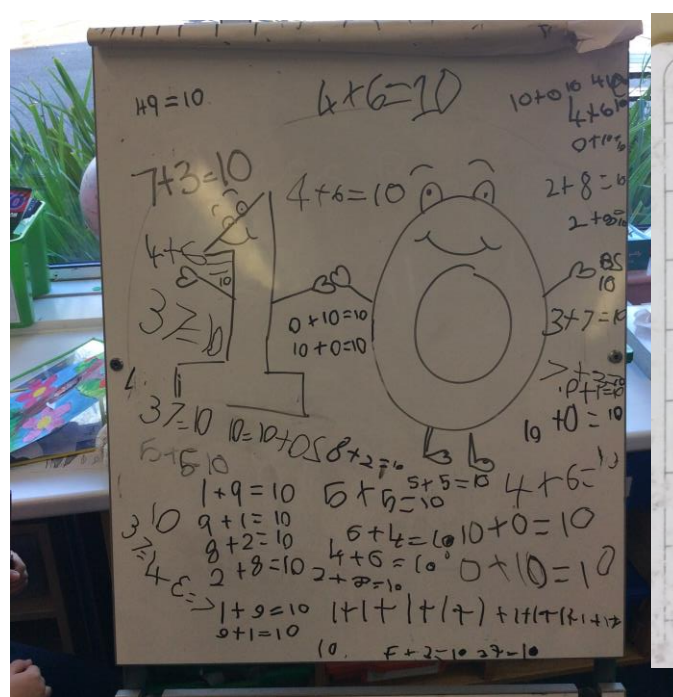
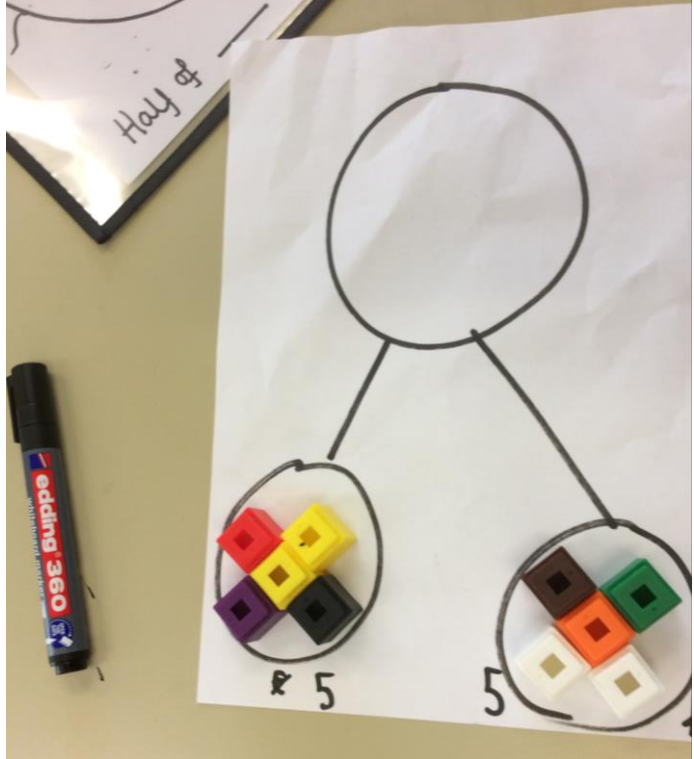


# Number Bonds

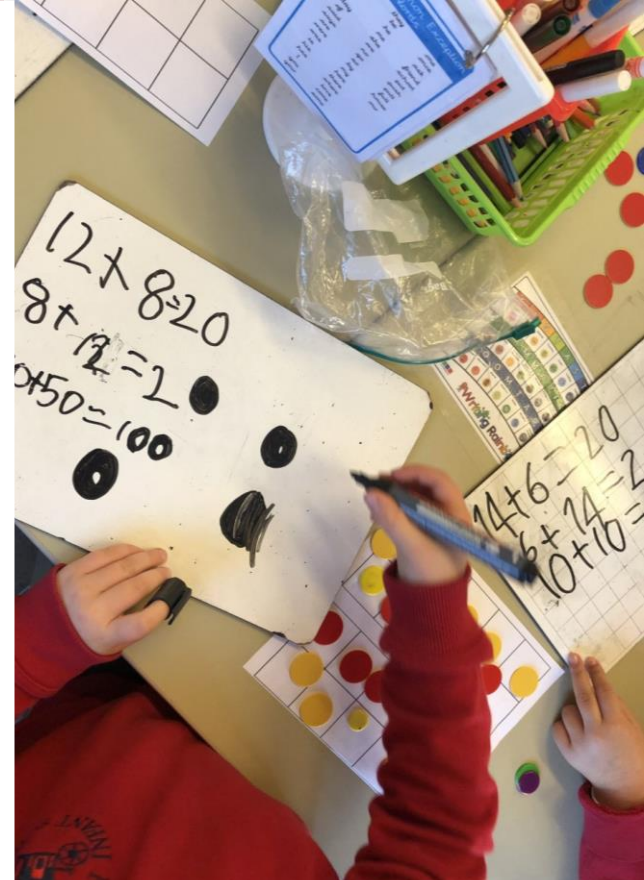
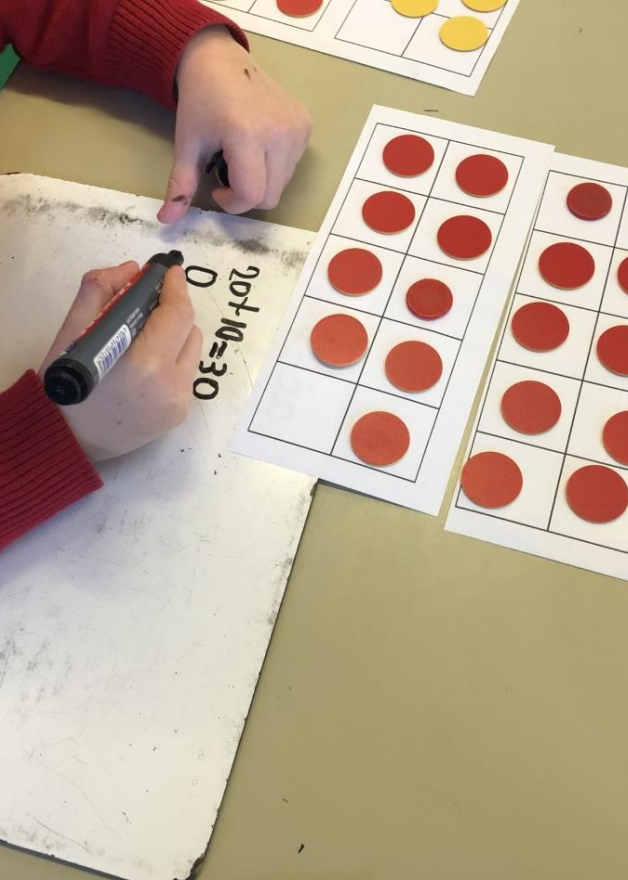
- Learning number bonds is of high importance in understanding maths. Number bonds are pairs of numbers that go together to make another number. Once number bonds are learned they form the basis of many other calculations, for example if we know  $5 + 2 = 7$ , we also know  $50 + 20 = 70$ ,  $500 + 200 = 700$  etc. We can also know the opposite (inverse), for example  $7 - 2 = 5$  and  $7 - 5 = 2$
- We use lots of ways of showing number bonds including using real life objects that we can physically move, physical and pictorial examples such as part whole models or bar models, through to abstract examples using the numeral.











# Children investigating number bonds to 20



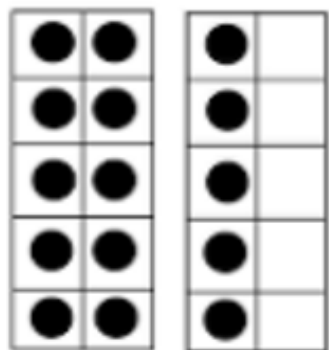
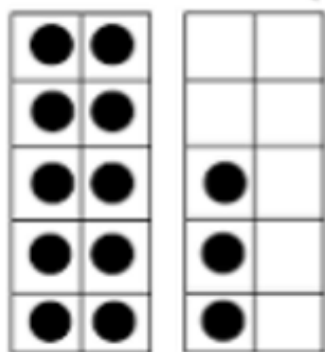




# Place Value

## Partitioning numbers

Tens frames also help children understand seeing how teen numbers consist of a ten and a ones digit.



For example

13 is made of a 10 and 3

15 is made of a 10 and a 5

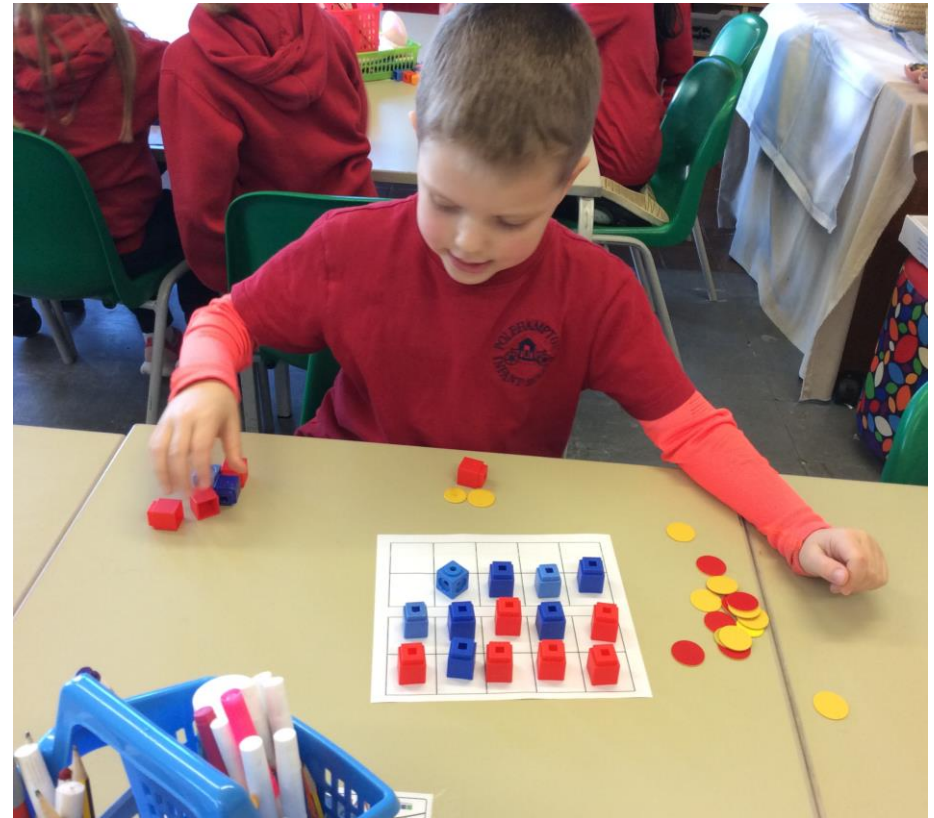
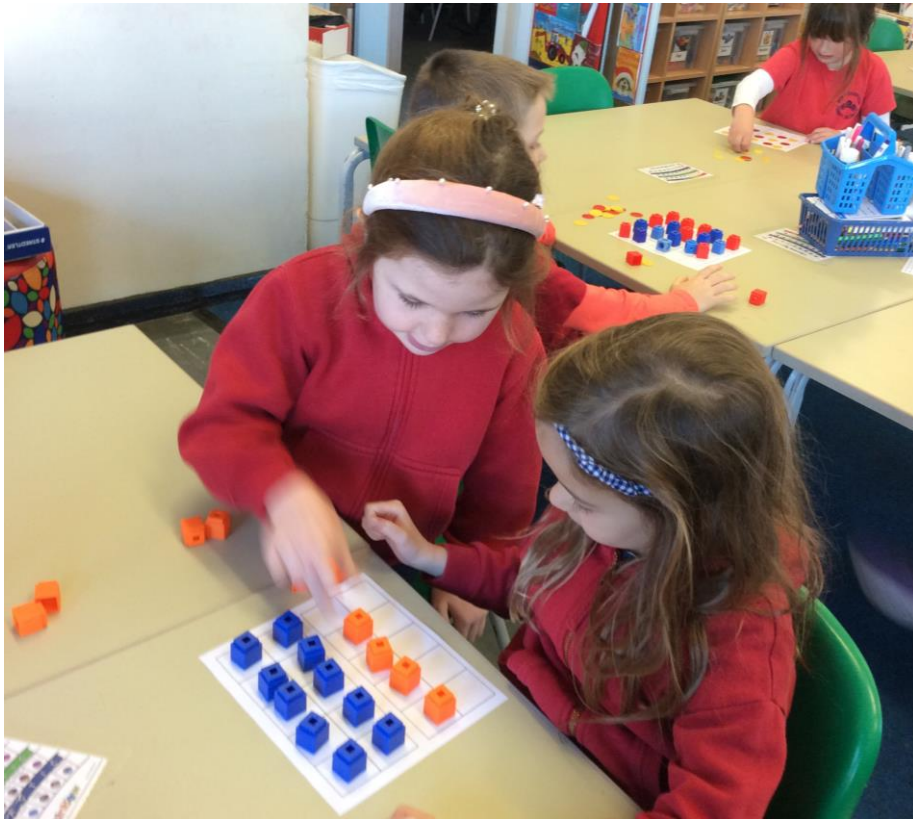
## Spotting connections between numbers

Understanding how a teen number is composed alongside using number facts means children are able to add mentally  
eg I know  $5 + 3 = 8$  so I know  $15 + 3 = 18$

Knowing addition facts means we also know the corresponding subtraction facts.

$$5 + 3 = 8 \text{ and } 3 + 5 = 8 \text{ so } 8 - 3 = 5 \text{ and } 8 - 5 = 3$$

# Children using 10 frames to create teen numbers



# Mathematical Language



## What we will do first!

- ▣ Use the same mastery language across the school
- ▣ Explain it!
- ▣ Convince me!
- ▣ Prove it!
- ▣ Use it!

Plus, is equal to, first, next,  
(one) greater/less, (one)  
more/fewer, same, number,  
order,  
equation, add, addition, sign,  
symbol, plus, is equal to,  
altogether, part, whole, equal,  
unequal, half, share,  
divide, measure, about, nearly,  
roughly, close to, size, length,  
longer, longest, compare





# How can I help at home?

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- Talk to your child about their learning, what they learned in their maths lessons each day and anything they might be finding challenging.
- Discuss maths in the world around them – it's everywhere!
- Encourage them to be problem solvers – asking 'Why?', 'How?' or 'Prove it!' rather than simply giving answers.
- Have a 100 square at home.
- **Speak positively about mathematics !**



# Phonics and Reading



# Advancing in Fluency

## What makes a successful reader?

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### *A successful reader...*

- Loves **listening to stories**
- Plays games to **practise their sounds**
- **Blends sounds** to read words of increasing complexity
- Can **apply phonic skills** to read real and alien words
- Is given help at home to learn **common exception (red)** words
- Is able to use a **range of strategies** (phonics, picture clues, context)
- Understands the text and can **answer questions** about it
- **Reads with expression** and intonation
- Takes **account of punctuation** as they read
- Is **given praise** for their progress
- **Reads their book at home** every day
- **Visits the library** every week



*Wants to read because it is rewarding and enjoyable.*



# How we Teach Reading at Polehampton



- Daily targeted phonics lessons
- RWI (Read Write Inc) phonics
  - Used to teach reading in small groups
  - See Sounds with Sylvie on school website
  - **Green** words are decodeable: **man, dog, fish, sleep, string, holiday,**
  - **Red** words- can't be sounded out: **said, the, you, who, me, here** and need to be learned (also called common exception words)
- Big Cat Books Reading scheme
  - Children can change reading books every morning on arrival at school
  - Parents are expected to hear their child read at home every day
  - Reading diaries need to be completed by parents every day
  - Children read individually to their teacher or TA once a week
  - Reading books and diaries should be brought in every day

**Parents have a daily responsibility to help their child learn to read**



# Complex Speed Sounds

## Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

## Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-e	y	ī-e	ō-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							



## Speed Sounds Set 2

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

## Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy			
ā-e  make a cake	ī-e  nice smile	ō-e  phone home	ū-e  huge brute	aw  yawn at dawn
are  care 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



# Phonics

## Section 2

brend



throst



stret



spraw



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## Section 2

label

vanish

blossom

thankful

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high

night

light

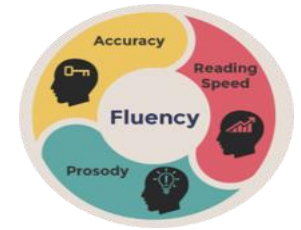
fright

bright

might



# How to Help at Home



**READ STORIES** (over and over) so your child loves stories & is familiar with fluent reading.

**POINT OUT** & read together shop signs, road names, comics, menus & cereal box wording.

**HELP** your child to learn their set 2 & 3 sounds and to read and write their common exception words

**PUT UP** an alphabet poster in your child's room, use it daily!

**HEAR** your child read their school book **every single day** at least once & make a note in your child's reading diary.

**ENCOURAGE** your child to use picture clues to help them read. Mix it up by reading alternate pages with your child, & reading together sometimes.

**RE-READ** sentences for fluency & understanding.

**MODEL** reading with expression

**PRAISE** effort and achievement

**MAKE POSTERS** Have red words and your family's names displayed, read them regularly to improve your child's sight vocabulary.

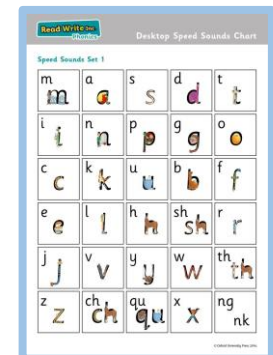
**VISIT YOUR LIBRARY EACH WEEK**– for a pile of new books to pore over and treasure; get involved with activities during the holidays; make it a special time together

**MAKE TIME** to read all together at weekends

**MAKE SURE** your child is in bed with plenty of time for stories, and some reading alone time before lights out.

**WRITE** short letters to your child and read together!

**LIMIT** screen time



# Meeting Year 1 Reading Expected Standards

## Year 1 Expectations: Word Reading

- Match all 40+ graphemes to their phonemes (Phase 3)
- Blend sounds in unfamiliar words
- Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset
- Read compound words, for example, football, playground, farmyard, bedroom
- Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)
- Read phonically decodable texts with confidence
- Read words containing 's, es, ing, ed, er, est' endings
- Read words which have the prefix -un added
- Add the endings -ing, -ed and -er to verbs where no change is needed to the root word
- Read words of more than one syllable that contain taught GPCs (grapheme, phoneme correspondence)

## Year 1 Expectations: Reading Comprehension

- Say what they like or dislike about a text
- Link what they read or hear read to their own experiences
- Retell key stories orally using narrative language
- Understand and talk about the main characteristics within a known key story
- Learn some poems and rhymes by heart
- Use prior knowledge, context and vocabulary provided to understand texts
- Check that the text makes sense to them as they read and correct miscues
- Begin to draw inferences from the text and/or the illustrations
- Make predictions based on the events in the text
- Explain what they understand about a text







Book and text orientation



Awareness of how words are put together to form sentences and punctuation

Fluency



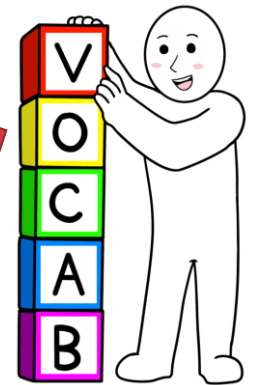
## A SUCCESSFUL READER

- Good levels of comprehension
- Employ a range of skills
- **Fluency – rate + accuracy + prosody**
- Had experience of a range of text types
- Gain enjoyment from reading



Phonics and decoding

Range of comprehension strategies



Explicit teaching of vocabulary



## ACCURACY

(Read the words correctly.)

Good readers pay attention to the words they read and read them exactly how the author has written them.



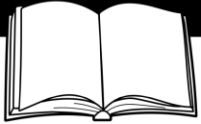
## RATE

(Read with a natural talking speed.)

Good readers read at a natural talking rate. They pay attention to how fast they read. Sometimes they slow down to help them understand.



## FLUENCY



Fluent readers read with good...

## PROSODY

Good readers sound confident and vary their voice.

INTONATION



PHRASING



VOLUME & EMPHASIS



SMOOTHNESS



## INTONATION

Good readers change pitch and add emphasis to reflect punctuation and important words or chunks of meaning in the sentences.



## SMOOTHNESS



Good readers blend the sounds in words and link words together smoothly, not choppy like a robot.

## VOLUME & EMPHASIS



Good readers read more loudly or more softly to reflect the meaning of the words and phrases in the text. This adds interest for the reader.

## PHRASING



Good readers realise which words need to be read together. They use punctuation to help them pause or stop to help break texts up into meaningful chunks.



# Meeting Year 1 Expectations in Writing



Age related expectations for Year 1 and these are the key ones we are looking for:

## Year 1 Expectations: Transcription

- 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
- Form capital letters and the digits 0-9
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these
- Identify known phonemes in unfamiliar words
- Use syllables to divide words when spelling
- Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling
- Use the spelling rule for adding s or es for verbs in 3<sup>rd</sup> person singular
- Name the letters of the alphabet in order
- Use letter names to show alternative spellings of the same phoneme

## Year 1 Expectations: Composition

- Compose a sentence orally before writing it
- Sequence sentences to form short narratives
- Sequence sentences in chronological order to recount an event or an experience
- Re-read what they have written to check that it makes sense
- Leave spaces between words
- Begin to 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'
- Use 'and' to join sentences together
- Know how the prefix 'un' can be added to words to change meaning
- Use the suffixes: s, es, ed, er and ing within their writing





Letters to practise each week for Home Learning. Lots of repetition – until they can do it. Be vigilant with pencil grip and posture.

## Expectations

Year 1 and these

When reading, look at capital letters, spaces, question marks and exclamation marks. Also, look at where 'and' has been used to join sentences.

### Transcript

- 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**
- Form capital letters and the digits 0-9
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these

Write at home: letters to family and friends, lists, stories, thank you notes – focus on putting thoughts and ideas down, not obsess about spelling (unless CEW).





Let them see you write /use written communication.

### Year 1 Expectations for Composition

- Compose
- Sequence sentences
- Sequence sentences in chronological order to recount an event or an experience
- Re-read what they have written to check that it makes sense
- **Leave spaces between words**
- **Begin to 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'
- **Use 'and' to join sentences together**
- Know how the prefix 'un' can be added to words to change meaning
- Use the suffixes: s, es, ed, er and ing within their writing

# Working at Expected Standard in Writing in Year 1

- Bring these aspects to life.
- Beginning to use capital letters
- Full stops & finger spaces.
- CEW spelt correctly.
- Beginning to use pre-cursive writing, leading up to cursive writing – speedier & more efficient.

Tuesday 21 <sup>st</sup> September	I can write a story and use repetitive phrases.
Friday 24 <sup>th</sup> September	
Independent	with support
	I can use finger spaces between my words.
	I can write my letters neatly on the line.
	I can use a capital letter at the start of a sentence and for a name.
	I can use a full stop at the end of a sentence.

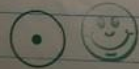


Upon  
 On 10<sup>th</sup> 11<sup>th</sup> 12<sup>th</sup> on a  
 time there was  
 a ~~very~~ ~~very~~ ~~very~~ ~~very~~ ~~very~~  
 Early on the  
 morning he  
 worked and went  
 outside. There he  
 found some wheat  
 who will help



# Working at Expected Standard in Writing in Year 1

Plants the  
Wheat? ~~Not~~ I said  
duck. ~~Not~~ I said the  
hedgehog. ~~Not~~ I said  
fox.



/A super start to your story

Well done, a great ending to your story.

Who will help me eat the bread?

~~Not~~ ~~Not~~ ~~Not~~ I ~~will~~  
said the  
duck. I will  
said hedgehog  
I ~~will~~ said  
fox.

Oh or you'll  
not I will eat  
it myself and  
so he did!























- Target of using full stops more consistently and accurately.



More Target Stamps are found in the front of our Writing Books. It's a child-friendly way to set our targets.



Target Stamps Key

- |  |   |
|--|---|
|  Pencil grip                    |  Letter formation           |
|  Finger spaces                  |  Letters on the line        |
|  Join handwriting               |  Use 'Fred Fingers'         |
|  Check your capitals            |  Full stops                 |
|  Check spelling                 |  Spell red words            |
|  Use adjectives/power/wow words |   |
|  Punctuation                    |  Add more detail            |
|  Use conjunctions               |  Use time adverbials        |
|  Use past tense                |  Use prefixes or suffixes |
|  Write in paragraphs          |  Write to the finish      |
|  Read and check               |  Mistake                  |
|  Innovate or use own ideas    |   |







# Exceeding Expectations in Year 1 Writing



Key targets for GD:

## Year 1 Exceeding Expectations: Writing

- Write short stories about something personal to them
- Sequence a short story or series of events related to learning in science, history and geography
- Writing makes sense to the reader without additional explanation
- Confident in changing the way sentences start
- Make sentences longer and use words other than 'and' and 'then' to join ideas together
- Use new vocabulary for the first time in story or explanations and is excited about experimenting with new vocabulary
- Know which letters sit below the line and which are tall letters
- Consistent in use of lower case and capital letters
- Sound out spelling when not sure and come up with phonetically plausible attempts at spelling unfamiliar words
- Spell almost all words in the Year 1 and 2 list accurately.





# Exceeding Expectations in Year 1 Writing



## Key targets for GD:

Reading together and looking at how it has been written, comment on interesting vocabulary, varied sentences and their reactions to what they've read.

- Sequence a short story or poem
- Writing makes sense to the reader without additional explanation
- Confident in changing the way sentences start
- Make sentences longer and use words other than 'and' and 'then' to join ideas together
- Use new vocabulary for the first time in story or explanations and is excited about experimenting with new vocabulary
- Know which letters sit below the line and which are tall letters
- Consistent in use of lower case and capital letters
- Sound out spelling when not sure and come up with phonetically plausible attempts at spelling unfamiliar words
- Spell almost all words in the Year 1 and 2 list accurately.

# Working at Greater Depth within the Expected Standard in Writing in Year 1

- Capital letters – mostly consistent
- Adjectives and vocabulary (yellow, shiny duck; spotty cow; mucky pig; fluffy rabbit))
- Length – stamina

Tuesday 2<sup>nd</sup> September  
- Friday 24<sup>th</sup> September

Independent

I can write a story and use repetitive phrases.

with support

M

I can use finger spaces between my words.

dog

I can write my letters neatly on the line.

Aa

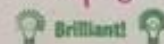
I can use a capital letter at the start of a sentence and for a name.

.

I can use a full stop at the end of a sentence.



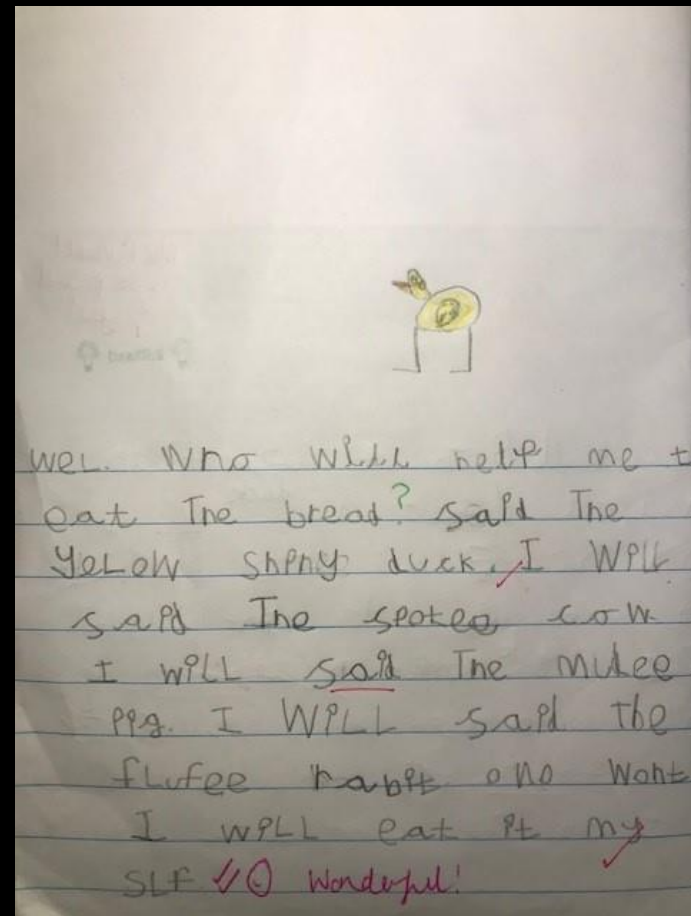
Mrs Bushell  
is so proud  
of you!



Once a long time there  
was a wello <sup>duck</sup> who lived  
on a farm. Early one morning  
he woke up and went outside  
to find some wheat.  
who will help me to plant the  
wheat? asked the wello duck.  
No I said the cow. No I said the  
pig. No I said the bullock or veal.

## Working at Greater Depth within the Expected Standard in Writing in Year 1

- Finger spaces - consistent and uniform
- Most letters sit accurately on the line





We want to see the children apply their CEW and spell them correctly as it lifts their work to produce a better quality of writing. It also boosts pleasure as they do not have to concentrate so hard on spelling these words that come up all the time.



## Year 1 and 2 Common Exception Words

### Year 1

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

### Year 2

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

# Online safety

1. Supervision – shared room, parental controls on.
2. Age appropriateness of games and apps
3. Time on devices

Useful info for parents on the  
CEOP website:

<https://www.thinkuknow.co.uk/parents/>





# Home Learning

Keep up with us each week:

- Reading daily (plus reading reflections)
- Handwriting
- Spellings
- CEWs
- Weekend home learning (pink book)





- Any Questions?
- Thank you so much for attending, we hope it has been useful.