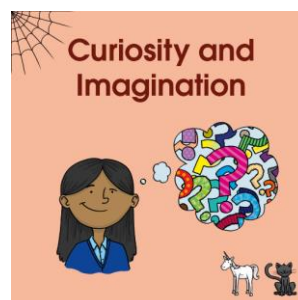


# Supporting your child at home

## Year 1 Beech Learning Zone



November 2019



## Being a Mathematician in Year 1

Below are the maths objectives for Year 1. To have met the Year 1 age related expectations at the end of the year your child/ren should be confident with these objectives.

The following pack will give you some ideas on how you can support your child/ren at home. The key objectives are in bold.

<b>Number and place value:</b>	
	Count to and across 100 from any number starting from 0 or 1
	Count forwards and backwards to and across 100 from any given number.
	<b>Count, read and write numbers to 100 in numerals</b>
	<b>Count in 2s</b>
	<b>Count in 10s</b>
	<b>Count in 5s</b>
<b>Number addition and subtraction:</b>	
	Read and write mathematical symbols: +, - and =
	<b>Identify "one more" and "one less" than a given number</b>
	<b>Know and use number bonds to 20</b>
	<b>Know and use subtraction facts within 20</b>
	Use the language of equal to, more than, less than (fewer) most, least
	Identify and represent numbers using objects and pictorial representations
	Add and subtract 1 digit numbers
	Add and subtract 2-digit numbers to 20, including zero
	Solve 1 step problems (addition and subtraction) using concrete and pictorial resources
	Solve missing number problems such as $7 = \_ - 9$
<b>Number, fractions</b>	
	<b>Recognise, find and name a half</b>
	Recognise, find and name a quarter
<b>Measurement</b>	
	Measure and begin to record length,
	Measure and begin to record mass and capacity
	Recognise and know the value of all coins and notes
	Use language to sequence events in chronological order next first, yesterday , tomorrow
	Recognise and use language relating to dates, days of week, months, years
	<b>tell the time to the hour including drawing hands on clock face</b>
	<b>Tell the time to the half-hour, including drawing hands on clock face</b>
	<b>Compare, describe and solve practical problems for length, mass, capacity ,time</b>
<b>Geometry- properties of shapes</b>	
	<b>Recognise and name common 2-D shapes (incl different orientation)</b>
	<b>Recognise and name common 3-D shapes (incl different orientation)</b>
	Geometry, position and movement:
	Describe position, direction, movement
	Describe turns including, half and quarter turns.

## Learning to read, write and sequence numbers

Encourage your child to practise reading and writing numbers to 100. When forming numbers, remember to start and end at the right place.

Some fun ideas to try at home are:

- Trace it on someone's back, in the air, in some sand or on the carpet.
- Write using painting, drawing, collage, chalk or water.
- Look out for numbers everywhere you go! Have a competition to see who can see the greatest number.
- Order playing cards and other number tiles correctly.
- Use digits to write different two digit numbers. Talk about how many tens and ones are in each number.



## Learning to count in 2s, 5s and 10s

In year 1 children need to be able to count on and back in multiples of 2, 5 and 10.

**2, 4, 6...**

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

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

**5, 10, 15...**

**30, 40, 50...**

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

## Number facts to 20

For children to be confident mathematicians in key stage 1 it is essential that they are fluent and flexible with using number facts for numbers up to 20. These facts (such as  $7 + 8 = 15$  or  $15 - 7 = 8$  or  $15 - [ ] = 7$ ) are fundamental to being able to solve calculations and apply knowledge in more abstract ways. Without these facts many children struggle to develop fluency and rely on counting strategies which effect problem solving and ability to make links.

+	0	1	2	3	4	5	6	7	8	9	10
0	0+0	0+1	0+2	0+3	0+4	0+5	0+6	0+7	0+8	0+9	0+10
1	1+0	1+1	1+2	1+3	1+4	1+5	1+6	1+7	1+8	1+9	1+10
2	2+0	2+1	2+2	2+3	2+4	2+5	2+6	2+7	2+8	2+9	2+10
3	3+0	3+1	3+2	3+3	3+4	3+5	3+6	3+7	3+8	3+9	3+10
4	4+0	4+1	4+2	4+3	4+4	4+5	4+6	4+7	4+8	4+9	4+10
5	5+0	5+1	5+2	5+3	5+4	5+5	5+6	5+7	5+8	5+9	5+10
6	6+0	6+1	6+2	6+3	6+4	6+5	6+6	6+7	6+8	6+9	6+10
7	7+0	7+1	7+2	7+3	7+4	7+5	7+6	7+7	7+8	7+9	7+10
8	8+0	8+1	8+2	8+3	8+4	8+5	8+6	8+7	8+8	8+9	8+10
9	9+0	9+1	9+2	9+3	9+4	9+5	9+6	9+7	9+8	9+9	9+10
10	10+0	10+1	10+2	10+3	10+4	10+5	10+6	10+7	10+8	10+9	10+10

Doubles or Near doubles

Number bonds for 10

Adding 10

Adding 0

Make 10 then add

Add 1, 2 or 3

Q

A

This table shows different strategies children might apply to answering number facts to 20 questions. For example they might know that  $7 + 7 = 14$ , use that knowledge to solve  $7 + 6$  and apply a make 10 strategy for  $7 + 5$  (e.g.  $7 + 3 = 10$  and then add the remaining 2).

### $7 + 5 = 12$

Make 10



This requires children to know  $7 + 3 = 10$ , that 5 is made of  $3 + 2$  and that 12 is  $10 + 2$

Similarly, we want children to be able to make links between associated number facts.

$7 + 5 = 12$

$5 + 7 = 12$

$12 - 7 = 5$

$12 - 5 = 7$

$17 + 5 = 22$

$15 + 7 = 22$

$22 - 17 = 5$

$22 - 5 = 17$  etc

This allows children to be flexible in their calculation and problem solving and places more value on fluency than simply memorisation.

## Being an Author - Writing in Year 1

Below are the writing objectives for Year 1. To have met the Year 1 age related expectations at the end of the year your child/ren should be confident with these objectives.

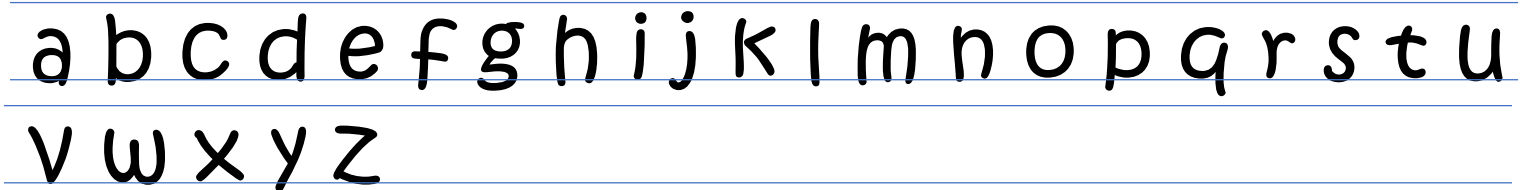
The key objectives are in bold.

<b>Spelling:</b>	
	<b>Spell words using the standard 40+ phonemes taught</b>
Spell common exception words ( see non statutory examples in appendix)	
	Spell the days of the week
	<b>Name the letters of the alphabet in order</b>
Use letter names to distinguish between alternative spellings of the same sound.	
	Use spelling rule s for plural (noun suffix)
	Use spelling rule es for plural (noun suffix)
	Use spelling rule s or es for third person singular verbs
	Use the prefix un
Use the verb suffix ing (where no change is needed to the root word)	
Use the verb suffix ed (where no change is needed to the root word)	
Use the suffix er (where no change is added to the root word)	
Use the suffix est (where no change is added to the root word)	
<b>Handwriting:</b>	
	Sit and hold writing implement correctly
	<b>Begin to form lower-case letters correctly</b>
	Form capital letters
	Form digits 0-9
Understand which letters belong to handwriting families, and practice these	
<b>Composition:</b>	
	<b>Write simple sentences dictated by the teacher, including words taught</b>
	Say out loud what they are going to write about
	Compose a sentence orally before writing
	<b>Sequence sentences to form short narratives</b>
	<b>Re- read what have written to check it makes sense</b>
	Discuss what they have written with teachers and other children.
	Read writing aloud audibly and clearly
<b>Vocabulary, grammar and punctuation:</b>	
	Leave spaces between words
	Join words and clauses using 'and'
	<b>Begin to punctuate sentences using capital letter and full stop.</b>
	<b>Begin to use a question mark and exclamation mark</b>
	Use a capital letter for the pronoun I
	Use a capital letter for the names of people, places or days of the week.

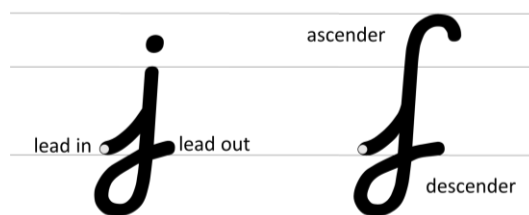
## Learning to form all of your lower case letters correctly and the same size

Below are some materials to prepare your child for cursive handwriting. They will start to use the strokes needed to join letters in words. Lower case letters need to be all the same size and relative to upper case letters.

**Cursive letter formation for lower case.** All letters start from the line (lead in).



Capital letters do not join in cursive writing but all other letters within a word do. Letters join to the next letter from their lead out.



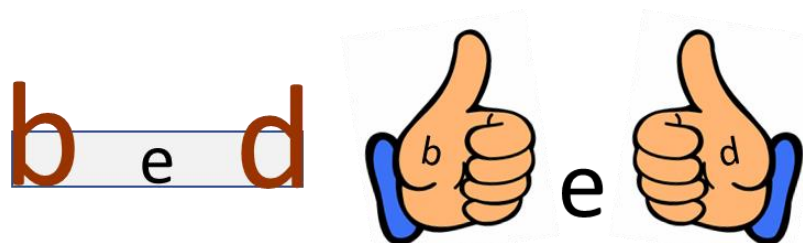
Letters start with the lead in on the line. When joining from r, v, w the joining lead out is not on the line. E.g.



Words should be completely written without the need to lift the pencil and fully before going back to add dots on 'i' or cross-bar on 't'.

Consistency of letter formation and letter size are two skills which are part of the Key Stage 1 (Y1 and Y2) assessment framework. These skills are secured through practise.

It is common for children to confuse b and d in their writing. Children who find this challenging are usually aware of it but supporting children to think about this when writing words with b or d and helping them to spot errors will help them with this area of writing. We often ask children to get their **bed** out to help them.



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



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

## Year 1 – Spelling – High Frequency and Common Exception words.


As well as using phonics for spelling there are some words that need to be memorised. Although, children will need to use some phonic clues in order to decode parts. Below are words which children should aim to be able to spell confidently by the end of year 1. Confident spelling allows children to write fluently rather than having to stop often to think about spelling a word. When children are unsure about a spelling we encourage them to have a go and consider 'does it look right?'

Set 2	Set 3	Set 4	Set 5	Set 6
a	she	come	called	friend
of	we	do	could	full
go	be	have	asked	says
his	he	one	ask	school
I	are	some	looked	once
no	my	were	Mr	our
put	you	there	Mrs	house
the	was	said	oh	love
to	they	so	people	pull
	by	here	their	push
	has	little		today
	is			where
				your
























# Year 1 – Spelling


## Using phonic knowledge where spelling is phonetically plausible

In year 1 children will continue to have daily phonics where they will practise and learn to spell words with phase 5 graphemes and adjacent consonants. By the end of the year there is an expectation that many words will be spelt correctly with 'phonetically plausible' attempts made with others. When children are unsure about a spelling we encourage them to have a go and consider 'does it look right?'



























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### Letters and Sounds – Phase 2

 s	 a	 t	 p	 i	 n	 m	 d
 g	 o	 c	 k	 ck	 e	 u	 r
 h	 b	 f	 ff	 l	 ll	 ss	


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### Letters and Sounds – Phase 3


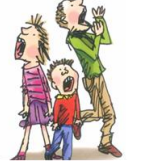


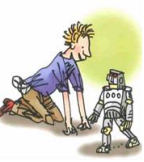


 j	 v	 w	 x	 y	 z	 qu	 ch	 th	 sh
 thing on a string ng	 snail in the rain ai	 what can you see? ee	 fly high igh	 goat in a boat oa	 poo at the zoo oo	 look at a book oo	 start the car ar		
 shut the door or	 nurse with a purse ur	 brown cow ow	 spoil the boy oi	 hear with your ear ear	 that's not fair air	 sure it's pure ure	 a better letter er		







# Year 1 – Spelling







Using phonic knowledge where spelling is phonetically plausible




## Letters and Sounds – Phase 5

						
may I play	shout it out	tie around a pie	cup of tea	toy for a boy	whirl and twirl	blue statue
<b>ay</b>	<b>ou</b>	<b>ie</b>	<b>ea</b>	<b>oy</b>	<b>ir</b>	<b>ue</b>

					
yawn at dawn	whose whistle?	Paul the author	chew the stew	Monkey Donkey	toe to toe
<b>aw</b>	<b>wh</b>	<b>au</b>	<b>ew</b>	<b>ey</b>	<b>oe</b>

					
make a cake	even Steven	nice smile	phone home	huge brute	phew, I found my phone
<b>a_e</b>	<b>e_e</b>	<b>i_e</b>	<b>o_e</b>	<b>u_e</b>	<b>ph</b>

Below is a sound mat with all alternative graphemes (letters to write sounds) for year 1. As the children become secure with the phase 5 graphemes we will encourage them to use this grapheme chart and start to think more carefully about which grapheme 'looks right'. Graphemes in yellow or green are the most common spelling.









## CONSONANTS






<b>b</b> b bb	<b>c</b> c k ck	<b>d</b> d dd -ed	<b>f</b> f ff ph	<b>g</b> g gg	<b>h</b> h
<b>j</b> j g	<b>l</b> l ll	<b>m</b> m mm	<b>n</b> n nn kn gn	<b>p</b> p pp	<b>q</b> qu
<b>r</b> r rr wr	<b>s</b> s ss c	<b>t</b> t tt -ed	<b>v</b> v f	<b>w</b> w wh	<b>x</b> x y
<b>ch</b> ch tch	<b>sh</b> sh	<b>th</b> th	<b>ng</b> ng	<b>ure</b> ure	<b>z</b> z zz

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
### short vowels

 <b>a</b>
 <b>e</b> ea
 <b>i</b> y
 <b>o</b> a ou
 <b>u</b> o
 <b>oo</b> u oul

### long vowels

 <b>ai</b> ay a_e a
 <b>ee</b> ea ey e e_e
 <b>igh</b> ie i_e i
 <b>oa</b> ow o oe o_e
 <b>/yoo/</b> u ue u_e

### 'r' vowels

 <b>ar</b> a
 <b>or</b> aw au
 <b>er</b> ur ir
 <b>air</b> are ear ere
 <b>ear</b> ere eer

## VOWELS



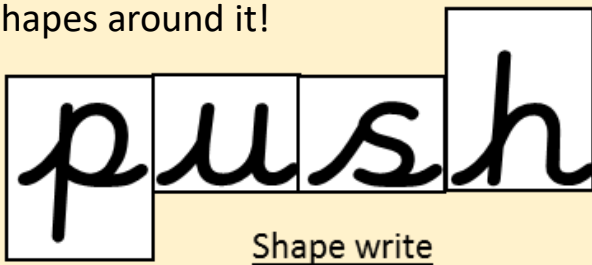
# Spelling strategies

Use different ways to learn how to read and spell new words!

Look at the word, say the word, **cover** the word and then write the word. At the end, check if you spelt it correctly.

Look	Say	Cover	Write	Check
push	"push"		push	

Learn the word by drawing shapes around it!



Draw on the sound buttons so you know the sounds the letters make.



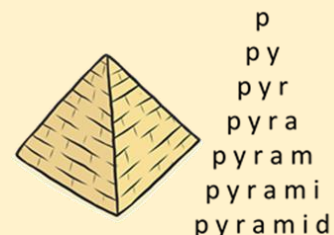
Sound buttons

Write the word in different colours and sizes!



Rainbow writing

Write the word in the shape of a pyramid. Start at the top with the first letter.



Pyramid writing

## Being an Author - Reading in Year 1













Below are the reading objectives for Year 1. To have met the Year 1 age related expectations at the end of the year your child/ren should be confident with these objectives.

The key objectives are in bold.

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	Use spelling rule es for plural (noun suffix)
	Use spelling rule s or es for third person singular verbs
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	<b>Begin to form lower-case letters correctly</b>
	Form capital letters
	Form digits 0-9
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<b>Composition:</b>	
	<b>Write simple sentences dictated by the teacher, including words taught</b>
	Say out loud what they are going to write about
	Compose a sentence orally before writing
	<b>Sequence sentences to form short narratives</b>
	<b>Re- read what have written to check it makes sense</b>
	Discuss what they have written with teachers and other children.
	Read writing aloud audibly and clearly
<b>Vocabulary, grammar and punctuation:</b>	
	Leave spaces between words
	Join words and clauses using 'and'
	<b>Begin to punctuate sentences using capital letter and full stop.</b>
	<b>Begin to use a question mark and exclamation mark</b>
	Use a capital letter for the pronoun I
	Use a capital letter for the names of people, places or days of the week.



Use the reading strategies board to help support your child when reading at home.

	blend	Phonemes	Picture	Clues	Syllables	Punctuation	
Reading		Use the pictures for clues.		Use the punctuation to help it to make sense.		Look to see if the word is similar to one you know.	Sentence
Strategies		Sound out and blend the letters.		Go back and read it again if you don't understand.		Imagine what is happening.	Read on
Re read		Look for smaller words hiding inside bigger words.		Read on to see if you can make sense of the word.		Ask questions that will help you if you don't understand	listen
Similar		Cut up the words into syllables.		Listen to the words as you read them.		Know your mistakes and put them right.	meaning
	Spotting	Go back	familiar	imagine	talk	questions	

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Below are some useful question prompts to use during or after your child has read their book;

### Recall Questions

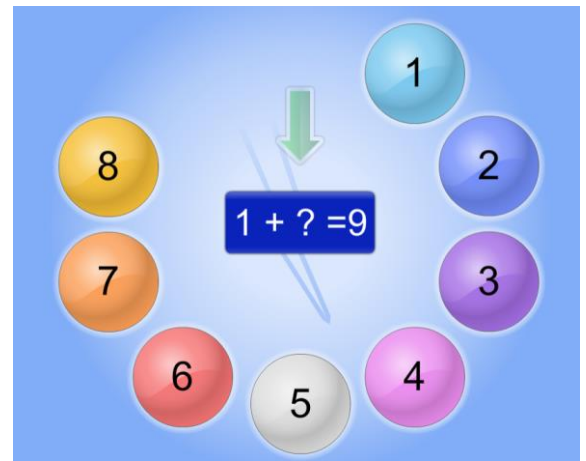
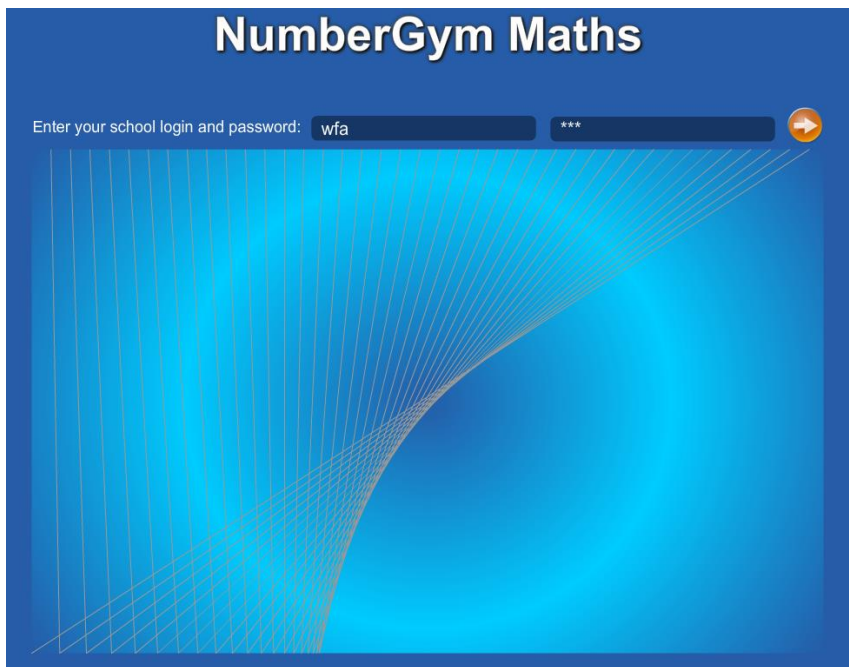
- *Where does the story take place?*
- *When did the story take place?*
- *What did he/she look like?*
- *Who was s/he/it?*
- *Where did s/he/it live?*
- *Who are the key characters in the book?*
- *Where in the book would you find...?*

### Comprehension Questions

- *Describe..., e.g. the giant*
- *What do you think is happening here?*
- *What happened in the story?*
- *What might this mean? e.g. proudly*
- *Which words/phrases tell you that... e.g. the setting is spooky*
- *Which part tells you..., e.g. they were annoyed that Goldilocks was in their house*
- *Why do...? e.g. why do people need to look after their teeth*

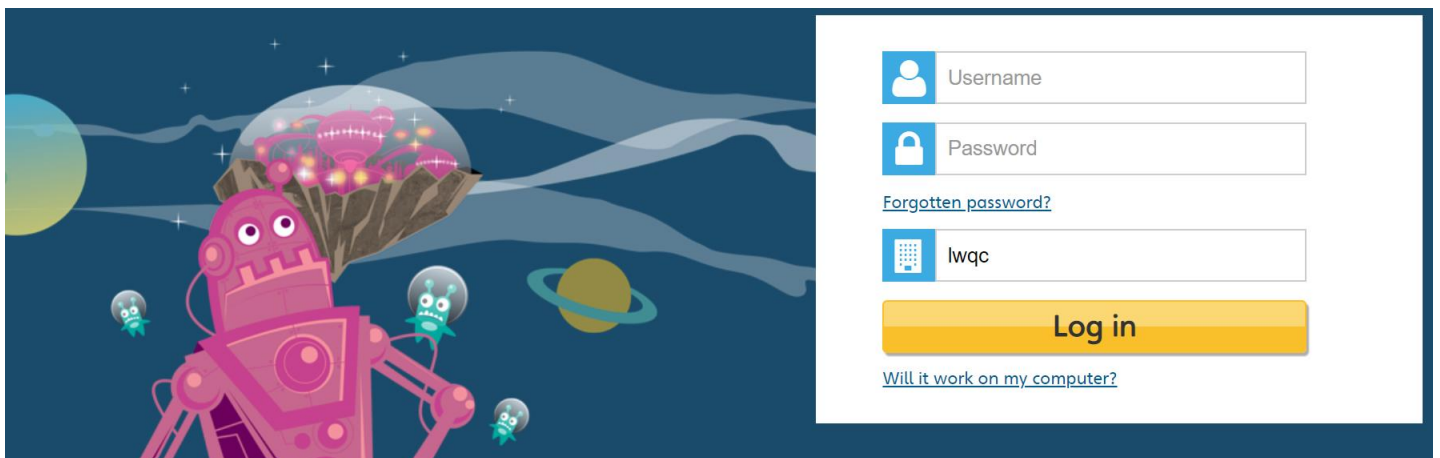
## Online resources for supporting your child

1. NumberGym – especially bond builder



<http://www.numbergym.co.uk/>

2. Bug Club – <https://www.activelearnprimary.co.uk>



**If you have any difficulty logging on to either of these resources please speak to your child's class teacher.**