



Year 1

Welcome Information Pack

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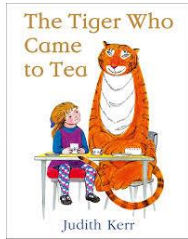
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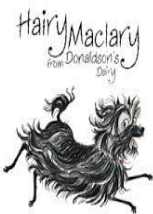
Year 1 High Quality Book List

The Tiger who came to tea by Judith Kerr



There can be few books as well loved as Judith Kerr's mischievous classic of a hungry tiger that turns up for a tasty morsel or two around the kitchen table. But tigers are awfully big and have appetites to match; will Sophie and her mother have enough in the cupboards to keep the tiger from gobbling them up for dessert? One that demands to be read again and again and again.

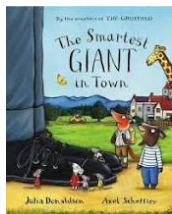
Hairy Maclary by Lynley Dodd



Hairy Maclary goes off for a walk in town, followed by a few friends - and comes up against a nasty surprise in the shape of Scarface Claw!

Discover the lovable rogue, Hairy Maclary, and his four-footed friends in this hilarious classic tale. With unforgettable illustrations and a brilliant rhyming text, it's a true delight to read aloud again and again. This new cased board book edition is the perfect size for little hands

The smartest giant in town by Julia Donaldson



George didn't like being the scruffiest giant in town, so when he sees a new shop selling giant-size clothes he decides it's time to update his image. With smart trousers, a smart shirt, stripy tie and shiny shoes, George is a new giant. But on his way home, he meets various animals who desperately need his help. . . and his clothes!

In sturdy board book format, all children will love the funny and warm-hearted tale, the Smartest Giant in Town by Julia Donaldson and Axel Scheffler.

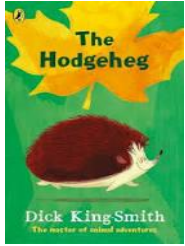
The True story of the three little pigs by Jon Scieszka



You may think you know the story of the Three Little Pigs and the Big Bad Wolf - but only one person knows the real story. And that person is A. Wolf. His tale starts with a birthday cake for his dear old granny, a bad head cold and a bad reputation. The rest (as they say) is history.

A hilariously inventive retelling of the popular story which Publishers Weekly called the 'Funniest book of the year'.

The Hodgeheg by Dick King-Smith



Max is a hedgehog who lives with his family in a nice little home, but it's on the wrong side of the road from the Park where there's a beautiful lily pond and plenty of juicy slugs, worms and snails!

The busy road is dangerous but Max is determined to make his way across. If humans can do it, why can't hedgehogs?

His first attempt ends in a nasty bump on the head and, when Max tries to speak, he realises his words are all mixed up. He is no longer a hedgehog but a hodge-heg!

Still determined to fulfil his mission, Max discovers the best way to cross the road - with the help of the lollipop lady and some careful detective work . . .

Reading Fluency

A guide for Parents

Reading fluency refers to the reader's ability to read effortlessly with accurate word recognition, at an appropriate speed and with meaningful expression which enables them to construct the meaning of the text.

Reading fluency is necessary for understanding the meaning of the text. When pupils read too slowly or haltingly the text is broken up into meaningless groups of words; pupils' efforts become focused just on what they are reading rather than putting that effort into extracting its meaning. A lack of reading fluency results in a weakness for reading comprehension.

Although speed and accuracy, at the appropriate level, are important skills needed for reading fluency, they should go hand in hand with developing proper phrasing, intonation and expression. This enables the reader to construct the meaning as they read the text.

There are things that you can do at home to help your child to increase their reading fluency:

- Echo Reading
- Paired Reading

Echo Reading

What text to use for Echo reading

The text should be pitched just above the child's current reading level. If too easy, the strategy will not have an impact; if too difficult then the pupil may become frustrated and disengaged. Occasionally use a book that is familiar to the child.

Books can be fiction or non-fiction. If using non-fiction use books the pupil has a background knowledge about, which could support them when reading.

Select a text that allows for effective modelling of reading fluency, expression and intonation. Poetry is often an effective text for this. It is important to select a text, which the child will enjoy and be engaged.

How does it work?

Read a section of text and then invite pupils to reread the same section aloud, imitating the same phrasing and tone as demonstrated by the adult. It is important that the text is in front of the child.

Ensure that you actively point to each word as you read and insist the child does the same.

Do not correct the child, simply reread the line and have the child echo-read it again if necessary.

Be explicit in the way you model reading the text to the child and explain how exactly you want them to repeat it back to you. There should be an emphasis on timing, emphasis, phrasing, and intonation that speakers use to convey meaning and to make their speaking interesting. This can be a challenge for less fluent readers, as it is not always obvious in the written text.

Closely listen to the child as they repeat the text. Ask the child questions to assess their understanding of the text.

Paired Reading

Why implement Paired reading?

In order to increase reading fluency, readers need experience reading to **and** listening to other readers. Through paired reading, children are given an excellent example of how to pronounce more challenging and complex words by the partner working with them.

Reading with someone else encourages children to try reading material that may be above their usual reading level. It also builds their oral skills so that they are more comfortable with their reading.

Praise is given by the adult to the child on what they are doing well. This increases the enthusiasm of the child, as they are told when they are doing well, instead of where they need to improve.

Children are encouraged to read with expression and improve their pace - this in turn improves their fluency.

How does it work?

Names for partners (KS1 and Year 3 only): Lovely Listener (adult), Ready Reader (child)

Paired reading can be used with any text (fiction or non-fiction). The text may be slightly more challenging for the reader with less fluency, however the paired reading strategy supports them to have the confidence to tackle this. The Ready Reader should be encouraged to use their fingers to follow along with the text as it is being read.

The 'Ready Reader' reads to the Lovely Listener – about 30 secs -1 min. The 'Lovely Listener' listens carefully and gives positive feedback to the 'Ready Reader' focusing on fluency, expression and intonation. They then given them 1 thing to improve. The 'Ready Reader' listens carefully to the feedback and then re-reads the same passage trying to make the improvement that the 'Lovely Listener' has suggested. The 'Lovely Listener' then gives positive feedback.

Ask each other questions about the reading.

What was your favourite part?

What do you think is going to happen next? Why do you think that?

Who is your favourite character? Why do you like them? What is the best thing about that character?

Can you tell me what has just happened? Can you summarise what has happened?

Who wrote this book? Do you know any other books written by this author? Are they a good writer? What makes them a good writer?

How did you feel when happened? Why did you feel like that?

How do you think that character feels? How do you know?

Where does it say? Can you find me the part where it says.....?

Other ways to help your child with Reading?

In Year 1 we want to develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, and discussing, a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, children begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction. Listening to, and discussing, information books and other nonfiction establishes the foundations for their learning in other subjects.

When you are reading with your child

- Model good reading by being fluent and expressive.
- Read a variety of texts: recipe books, traditional tales, poems, stories and non-fiction.
- Show your child how to find information in a book.
- Talk about what can be inferred from the pictures before you read the words. What can you see? What are the characters' expressions showing?

What to ask your child when reading

- Can you put your finger on the word 'the'.
- Come on say it with me ...
- I bet you can't remember the next bit.
- Wow! Look at that castle. Do you remember when we went to...
- Does... make sense? It didn't sound right. Let's try it again.
- What happened in the story again? Silly me, I have forgotten. What happened next?
- So why do you think this story is called ...?
- So if..., what might happen next?
- What do you think will happen next?
- Look at that picture – how do you think... is feeling? What makes you say that? Look at the words the author has used to describe...; what sort of place do you think it will be?
- Is this a story or a non-fiction text.
- Did you enjoy that story? What was your favourite bit?

Ideas to develop Phonic knowledge

- Pretend you are unable to read some words that are in your child's phonic knowledge and ask them to read them to you.

- Play with magnetic letters on the fridge. Can you spell pan?
- Ask your child to write the weekly shopping list.
- Put flour, rice, sugar or salt on a baking tray and spelling the words together.
- Play 'I spy' games. Can you find something beginning with ...?

Websites

Maths	www.multiplication.com www.happychild.org.uk/wks/math/key1/multiply/index.htm www.topmarks.co.uk
Reading	Phonics websites https://www.oxfordowl.co.uk/login?active-tab=parents https://www.phonicsplay.co.uk/index.htm Other websites for Reading: https://www.booktrust.org.uk/ http://booksforkeeps.co.uk/ https://www.bbc.co.uk/programmes/p06kbsbz
Grammar	www.funenglishgames.com/grammargames.html https://www.phonicsplay.co.uk/freelIndex.htm www.slimekids.com/games/grammar-games/
Social Media/Internet	On line safety: www.saferinternet.org.uk/advice-centre/parents-and-carers
Other useful information	What to expect in Year 1 https://www.oxfordowl.co.uk/for-home/at-school/school-year-guides/what-to-expect-in-year-one

Maths

Autumn 1	<ul style="list-style-type: none">• Number Place Value – within 10• Number Addition and Subtraction – within 10
Autumn 2	<ul style="list-style-type: none">• Geometry: Shape
Spring 1	<ul style="list-style-type: none">• Number Place Value within 20• Number: Addition and Subtraction within 20• Number: Place Value within 50
Spring 2	<ul style="list-style-type: none">• Measurement: Length and Height• Measurement: Mass and Volume
Summer 1	<ul style="list-style-type: none">• Number: Multiplication and Division• Number: Fractions• Geometry: Position and Direction
Summer 2	<ul style="list-style-type: none">• Number: Place Value within 100• Measurement: Money• Measurement: Time

Some ideas

Daily Practise:

1. Help your child to identify numbers in everyday life. Can they read door numbers, the number of different channels on the TV, page numbers in books etc.
2. Counting in 10s to and from 100 from 0 or any given number regularly will increase fluency and will support addition and subtraction.
3. Count in multiple of 1, 2, 5 and 10. Miss a number(s) out and clap. Your child has to guess the missing number(s).
4. Regular practise of forming each digit correctly will really embed this skill.
5. Cut out different numbers from newspapers or magazines and then ask your child to put them in order.
6. Make mistakes when chanting, counting or ordering numbers. Can your child spot what you have done wrong?
9. Have a 'fact of the day', e.g. $16 = 8 + 8$. Pin this fact up around the house. Practise reading it in a quiet, loud or squeaky voice. Ask your child over the day if they can recall the fact.

Dicey Game

For this game, you will need a dice and about twenty, 10p coins

1. Take time to roll the dice and take that number of 10p coins
2. Guess how much money this is. Count aloud in 10s to check e.g. ten, twenty, thirty.
3. If you do this correctly you keep one of the 10ps.
4. Repeat until someone collects £1 worth of 10ps

Sorting Things Out

If you have a box of beads, sort them by size or colour. Challenge your child to sort them in multiple ways.

Measurement

Cooking is a great way for your child to practise weighing and measuring in grams and kilograms.

Out and About

On the way to school see how many cones, cuboids, spheres and cylinders you can spot. Which shape did you see the most of?

Going round the houses

When walking down the street with your child, look at house numbers. These will probably follow a pattern of either odd or even numbers. Can your child predict what number will be on the next house? Talk about the pattern.

Grab Bag Subtraction

- Choose a number of things to work with, and put that many objects into a bag. You can use crayons, coins, beans, buttons etc.
- Grab a handful of items from out of the bag and count them. Use subtraction to work out how many items are now left in the bag.
- Encourage counting on or back.
- Let your partner have a turn.
- Whoever leaves the least amount in the bag is the winner.

Cupboard Maths

- Choose two tins or packets from your food cupboard.
- Ask your child to hold one in each hand and tell you which is heavier, and which is lighter. (Check by reading the weight on each tin or packet).
- If they are right, they keep the lighter one. Then choose another item from the cupboard, trying to find one that is lighter still.
- Carry on until your child has found the lightest item in the cupboard. It might be suitable to eat as a prize!

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 1 Punctuation and Grammar Knowledge Organiser

Standard English

Standard English is the formal version of English.

Non-standard English **Standard English**

Pass me **them books**. Pass me **those books**.

He done it. **He did it**. **He has done it**.

Clauses

A **clause** is a group of words that include a **verb**. Sentences can be made of one or more **clauses**.

Tenses

Past

Present

Future

Past tense (simple): used for an action completed in the **past**. Usually uses **verbs** with the 'ed' suffix.

Present tense (simple): Used for something that is happening **now**.

Past tense: I **kicked** a ball. She **grabbed** my arm. They **ate** all of the pizza.

Present tense: I **live** in India. He **plays** tennis. They **have** three cats.

NOUN

A **noun** is the name of a person, place or thing. Proper **nouns** always begin with capital letter.

**Jack, Claire, Janet, Ruby
Bracknell, Birch Hill Primary
School
the table, an apple, the
mermaid**

Adjective

An **adjective** is a word that describes a thing (the **noun** or **pronoun**).

The **ginger cat** ran down the road.

I have a **large, green book**.

She can't reach the **metal pen** on

Sentence

Simple Sentence: a sentence consisting of only one clause, with a single subject and object.

The man cannot eat the apple.

Compound Sentence: has at least two main clauses that have related ideas, joined by a coordinating conjunction (FANBOYS) or by a semicolon.

The man cannot eat the apple but he can eat the orange.

Conjunctions

Conjunctions are words that link ideas or clauses together.

There are two types of conjunctions

Co-ordinating Conjunctions:

This links two words or phrases together as an equal pair e.g. and, but, or, so

Verb

Verbs are action words or a state of being. **Verbs** change the tense of a sentence.

Action – to pounce, to skip, to jump, to shout, to scream

Being – were, am, are, was

Capital Letters and Full Stops

Sentences start with capital letters and end with a full stop.

The classroom was full of colourful displays.

Use a capital letter for names and for personal pronouns

Question Marks

A punctuation mark that indicates a question.

What is the matter with you?

Exclamation Marks

A punctuation mark that indicates an exclamation.

What a lovely day!