

National Curriculum

The national curriculum is organised into blocks of years called 'key stages'.

There are four key stages as well as an early years foundation stage (EYFS).

Early Years Foundation Stage: Ages 3-5
(Nursery and Reception)

Key Stage 1 : Ages 5-7 (Years 1 and 2)

Key Stage 2 : Ages 7-11 (Years 3 - 6)

Moving from the Early Years Curriculum to the Year 1 Curriculum.

The autumn term of Year 1 is a transitional period.

We understand that some children will settle quickly whereas others will need a little more support.

Differences:

Subject names/discrete sessions

Increased independence (work and skills)

Working in larger groups and as a whole class with increasing independence



Year 1

Core Subjects:

Phonics

English (SPaG and Handwriting)

Maths

Science



Foundation Subjects:

P.E. Art Geography History

R.E. D.T. Music Computing R.S.H.E.

The topic overviews give more detail on what is covered each term.

Phonics

Little Wandle Letters and Sounds Revised

Little Wandle Letters and Sounds Revised is a complete systematic synthetic phonics programme and it is the programme that we use at St Joseph's.

This means the children are taught to read through sounding out and blending and that new sounds are introduced gradually in a clear order.

We prioritise the teaching of phonics. This is taught daily in Year R and Year 1. It is vitally important that children review and revisit Grapheme Phoneme Correspondences (GPCs) and words, daily, weekly and across terms and years, in order to move this knowledge into the children's long term memory. Our consistent approach to phonics ensures that children are given the best possible foundation for reading, writing and language skills.

- Our expectations of progression are aspirational yet achievable.
- On-going assessment of children's progress takes place in each lesson (in addition to 6 weekly reviews) and the children who are not keeping up with their peers are given additional practice immediately through keep-up sessions.



Terminology



Phoneme: The sound of a letter or letters.

Grapheme: The written sound.

Oral blending: Hearing the sounds and merging them together to make a spoken word.

Blending: Recognising the letter sounds in a written word, for example c-u-p, and merging them to pronounce the word 'cup'. This is decoding when reading.



Segmenting: Identifying the individual sounds in a spoken word (e.g. 'him' = h - i - m).

Digraph: Two letters that make one sound.
A consonant digraph contains two consonants.

sh ck th ll

A vowel digraph contains at least one vowel.

ai ee ar oy



Split digraph- A digraph in which the two letters making the sound are not adjacent.

a-e (make)

e-e (these)

i-e (like)

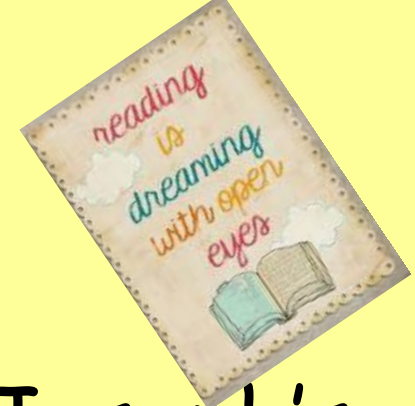
o-e (home)

u-e (huge)

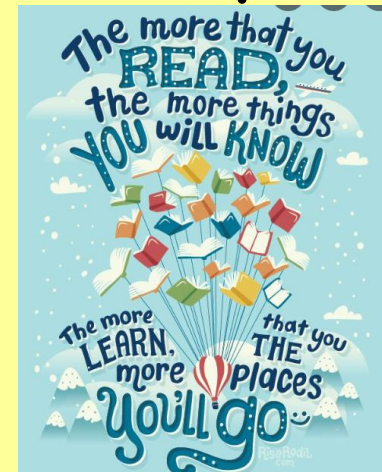
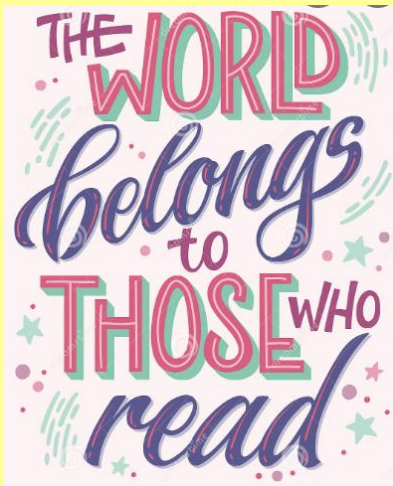
Trigraph: Three letters that make one sound- igh, ear, air.



Reading



Reading is a priority at St Joseph's. Children **must** learn to read to ensure that they can access the curriculum fully. Once they have learned to read, they can read to learn and develop a love for reading.



Reading Sessions



In Reception and Year One your child will have 2-3 reading sessions a week. To avoid confusing the children, each reading practice session focuses on a different reading skill.

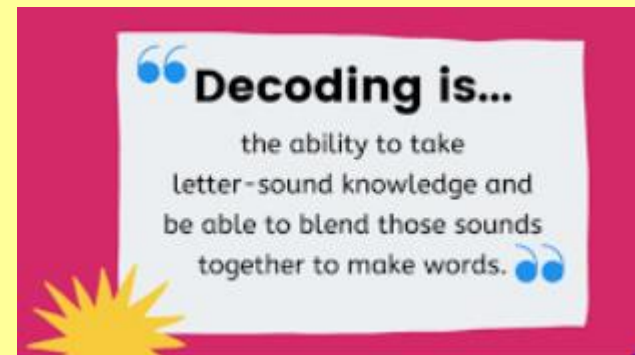
1. Decoding the text
2. Prosody
3. Comprehension

The same book is used for all of the reading sessions and your child will take this book home every evening for the whole week. These books are fully decodable and are matched to the children's secure phonic knowledge.



Decoding

- Using flash cards the children revise the graphemes and tricky words. These graphemes are also used in the book.
- The adult will also introduce and explain new vocabulary that they may find in the book.



Prosody

- This means reading with fluency and expression.
- They will revisit the graphemes and tricky words from the last session.
- The adult will then model how to use expression when reading.
- The children will then have their turn.



Comprehension

- They will revisit the graphemes and tricky words from the last session.
- Followed by a short activity to practice fluency.
- The adult will then model and help the children to practise the 'Answer it - Prove it - Explain it' method.
- The adult will use a range of who/where/when/how questions for example " How does Bob feel when he sees the mess?"
- The child will need to reply, "I think Bob felt cross when he saw the mess because he shouted."
- With Year One, the adults will also focus on the children's knowledge of the vocabulary. For example, what does this word/sentence tell you about the setting/character?



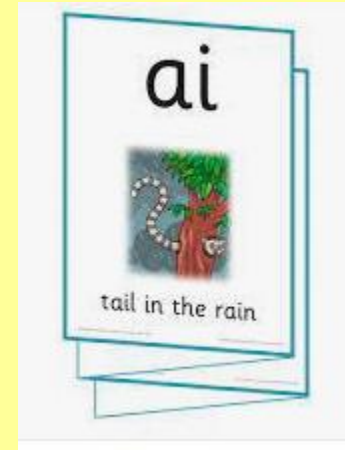


Reading at home



- As well as fully decodable books, children take home a book for sharing, marked with an L (for class library book) in their reading record books.
- In order to encourage your child to become a lifelong reader, it is important that they learn to read for pleasure. The sharing book is a book they have chosen for you to enjoy together. This means the book will not be fully decodable and will be a book that can either be read to or with them.
- Please remember that you shouldn't expect your child to read this alone. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!

Phonics in Year 1



- At the start of Year 1, the children have the opportunity to recap and consolidate what they have learnt from phase 3 and 4.
- The children then move on to Phase 5.
- The phonic lessons follow the same format as in Reception and half termly assessments will continue.

The purpose of Phase Five

- To read more common exception words:

their people oh your Mr Mrs Ms ask could would
should our house mouse water want any many again
who whole where two school call different thought
through friend work once laugh because eye
because eye

- To spell:

said, so, have, like, some, come, were, there,
little, one, do, when, what, out, oh, their, people,
Mr, Mrs, called, asked

The purpose of Phase Five

To learn that there is more than one way to spell a sound (phoneme). Sometimes there will be a range of graphemes.

E.g. **ou** makes the same sound as **ow** etc

ie, **i_e**, **i**, **y** can all make the same sound, along with **igh**

To learn that there are different pronunciations of already known graphemes (sometimes more than one).


























E.g. **cow**, **snow**

pie, **thief**













chin, **Christ**, **chef**

By the end of Year 1 the children should be able to recognise all of these graphemes when reading and begin to use them appropriately when spelling words. This is called, 'Growing the Code'.

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

Grow the code grapheme mat Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 oo u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

*depending on regional accent

YEAR 1 PHONICS TEST

FOCUSES ON YOUR CHILD IDENTIFYING REAL AND RUBBISH / ALIEN WORDS BY SOUNDING OUT AND BLENDING.

grit

start

best

hooks

blan



steck








hild



quemp



In a nutshell...

- Reading records and reading books need to be in school every day. 
- Your child will get a new book every Monday and will keep the same book all week (this book is used during the reading sessions). 
- Please hear your child read every day and sign the reading record. 
- They will also be bringing home a book to share to encourage a love of reading. 
- Please send any extra books back that you find. 

Handwriting in Year 1

Statutory requirements

Handwriting

Pupils should be taught to:

- 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
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Notes and guidance (non-statutory)

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.

Left-handed pupils should receive specific teaching to meet their needs.

SPaG in Year 1

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

Word	<p>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</p> <p>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>)</p> <p>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>]</p>
Sentence	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p>
Text	<p>Sequencing sentences to form short narratives</p>
Punctuation	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>
Terminology for pupils	<p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>