



# Year 1 Expectations



Dear parents and carers,

When you ask your child what they've done at school today, the answer is often, 'I played.' But their school day in Year 1 can be very different – and a bit of a culture shock.

In Reception, children get used to learning through a play-based, free-flowing experiences. They might be guided by the staff, but a lot of the time, they get to choose what they play with, when and with whom. They gravitate towards the things they enjoy doing, and how they spend their time is largely in their own hands. This is heavily supported, guided and challenged by well trained staff to develop their learning.

In contrast, the Year 1 learning experience tends to be more formal. The national curriculum sets out clear learning goals across every subject, and there are targets including beginning to learn certain times tables (by counting in 2s and 10s) and being able to spell a list of words accurately.

We have gathered information for parents and carers of our year 1 expectations for children in our school. The staff have identified these expectations as being the requirements your child must meet to ensure continued progress throughout the following year.

Any extra support you can provide in helping your children to achieve these is greatly valued. If you have any queries or want support in knowing how best to help your child, please talk to your child's teacher.

## Example of what our timetable might look like

	8.40-9.00	9.05-9.30	9.30 – 9.45	9.45-10.30	10.30-10.45	10.45-11.40	11.40 – 12.45	12.50 – 1.00	1.00-1.30	1.30 – 2.50	2.50-3.00	3.00 – 3.20
<b>Monday</b>	Morning Challenge Register	Phonics	Reading	English	B	Maths	L	Handwriting i	Guided Reading Butterflies	History/ Geography The Great Fire of London	Mastery Maths	Protected Story Time - Spine Books / Home
<b>Tuesday</b>	Morning Challenge Register	Phonics	Reading	English	R	Maths	U	Handwriting l		DT	PSHE Mastery Maths	
<b>Wednesday</b>	Morning Challenge Register	Phonics	Reading	English	E	Maths	N	Handwriting t	Book Club	Science	Mastery Maths	
<b>Thursday</b>	Morning Challenge Register	Phonics	Reading	English OR PE 9.30 – 10.30	A	English OR PE 10.30 – 11.30	C	Handwriting u	Guided Reading Pippa's Pies - Lost Dog	Maths	Music Mastery Maths	
<b>Friday</b>	Morning Challenge Register	Phonics	Reading	English	K	Maths	H	Handwriting w	Assembly	Computing	RE Mastery Maths	

In year 1 children are encouraged to build their independence and do more by themselves including:



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- Coming into school independently
- Hang their own bags and coats up and collect them at the end of the day
- Put away and collect their book bags
- Hand letters to their teachers
- Take off and put on trainers independently for active learning
- Get changed independently for Forest Schools (wellies and waterproofs)
- Access the toilet and complete self-care acts independent

## Phonics and Reading

Our children will be taught the skills for reading through the Bug Club Programme, which is part of a whole school approach to reading. The Bug Club Programme is a tried and tested, highly successful phonics programme for children aged 4 to 7. These lessons will take place daily. It follows an interactive approach including several short, sharp tasks so that children are involved and engaged throughout the whole session. There is also a lot of online resourcing to support children in home learning. It is designed to create fluent, independent readers, confident speakers, independent spellers, and willing writers.

During a typical session, children will learn a new sound and practise reading words containing that sound. They will then focus on formation of letters and writing words using the new sound with an emphasis on spelling. As children progress through Bug Club sessions, they are exposed and taught many new phonics sounds and may there are also activities to support children with their learning of these.

**Parents' Guide** - <https://www.youtube.com/watch?v=MP38k4Vwqu4>

## Phonics sounds that will be covered this year

Phase 4 – Reception	Phase 5 – Year 1	Phase 6 - Year 2
Learning to read adjacent consonants Cvcc/ccvc ccvcc/cccvcc/cccvcc Guided and unguided blending for reading Reading real and pseudo words/sentences using phonemes and graphemes already taught in previous phases	wh, ph ay, a_e, eigh, ey, ei ea, e_e, ie, ey, y le, i_e, y, i ow, o_e, o, oe ew, ue, u_e, u, oul swk, au, al ir, er, ear ou, oy ere, eer, ear, are, Phoneme /c/ written as c, k, ck, ch,	Suffix endings: -ing, -ed, silent 'e' Suffix endings: -'s', -es Prefixes: re-, un- Syllables Language high frequency words : vowel, syllable, prefix, suffix, consonant
Phase 3 – Reception		Useful Resources
j, v, w, x y, z, qu ch, sh, th, ng ai, ee, igh, oa, oo (long), oo (short) ar, or, ur, ow, oi ear, air, ure, ur	Phoneme /s/ written as (c) e, i, y, sc, st, se Phoneme /z/ written as se Phoneme /j/ written as (g) e, i, y, dge le, mb, kn, gn, wr tch, sh alternatives, ea, wa	Magnetic whiteboards and letters (lower case and upper case for alphabet) Alphabet song Writing equipment - pens, pencils, paper, sand trays Sky writing Pictures or cards of different things with the phonemes learned within them Word cards



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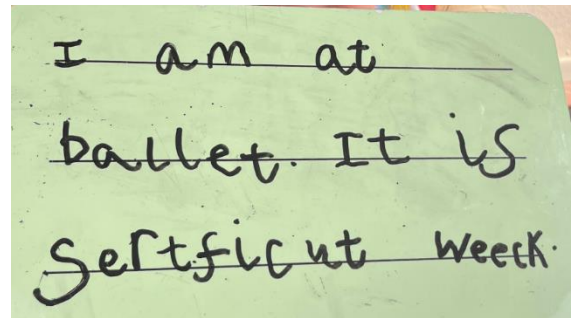
## How often should children read?

### Reading and reading records

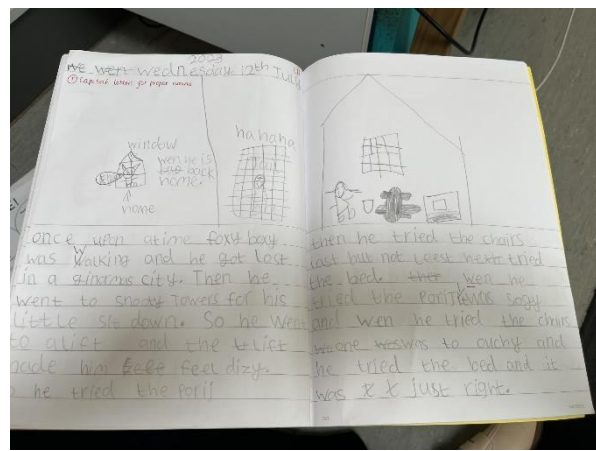
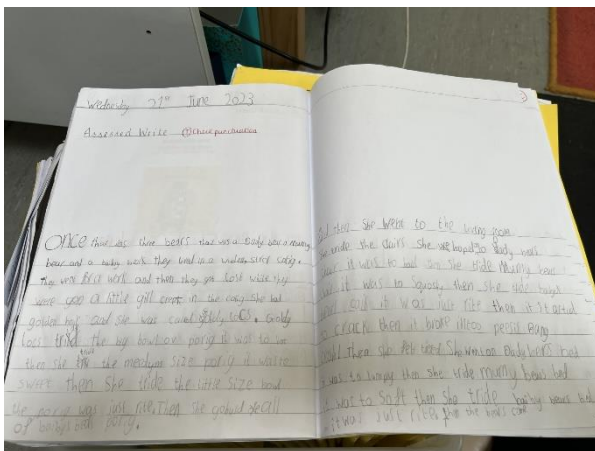
Your child will be sent home with a yellow reading record. This is to document each time that you read at home. We ask that the children are reading a minimum of 3x per week at home on **Active Learn**, your class teacher will allocate books corresponding with the phonics sound that your child has learned that week. We ask that each time your child reads it is documented in their Reading Record, this will be checked by the class teacher every week. This is a great way to communicate your child's reading progress.

### Writing

An example of a good standard of work we are seeing now (September).



## Writing that we would expect to see at the end of Year 1



Full stops  
Prefixes and suffixes  
Precursive writing  
Capital letters  
Correct letter heights  
Conjunctions

Finger spaces  
Exclamation marks !  
Question marks ?  
Mostly correct spellings



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## Maths – White Rose Maths

White Rose Maths is a whole-class programme designed to spark curiosity and excitement and help you nurture confidence in Maths.

- Lessons are busy and interactive with children working independently, in pairs, in groups and as a class.
- Children no longer have to simply find the answer to a problem, they are now being asked to explain how they found it.

Maths is an adventure for children to immerse themselves in, get creative with, make mistakes, and conquer! Here are some resources that we use to support our children.



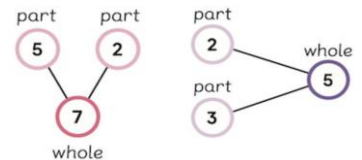
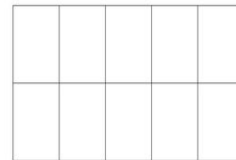
**Numicon**

**Counters**



**Cubes**

**Tens Frame**



**Maths Link Learning** will be sent home **every Friday** and should be completed by the **following Thursday** and handed in to the class teacher. This will come as a double-sided work sheet for your child to complete on Google Classroom. The tasks will correspond with the Maths learning your child has engaged with that week in school.

### Other Notices

- To log on to Google Classroom, a useful website to access and upload home learning, please use the following website:

**Website:**

<https://classroom.google.com/h>

You will find your child's login information in the front of the reading record.

### Water and snacks

- Water is accessible in classrooms, by the sink only, during main activities of lessons. Water bottles are not allowed on tables. Water is also accessible at break times and lunchtimes outside for children to access freely. Children are expected to fill up their own water bottles at the drinking water sinks in classroom and around the school grounds.
- Free fruit is available for all children on the government fruit scheme, accessible at break times.

### Government Data and Testing

A government phonics screening check is issued by class teachers in the final term of Year 1. This data is sent to The Department for Education.



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## Uniform in Year 1

[School Uniform - Lime Tree Primary Academy \(bright-futures.co.uk\)](https://bright-futures.co.uk)

### In summary how you can help at home:

- Discuss likes and dislikes of the school menu and review the choices available
- Practice doing up and undoing buttons
- Be responsible for all personal items including jumpers, coats and book bags
- Get ears pierced in the summer holidays for 3 weeks healing period **(No earrings or jewellery allowed in school)**
- Reading regularly (children and adults sharing books)
- Practicing basic English and Mathematics skills at home
- Name all items of uniform and PE kit and wellies
- Practice reading and writing high frequency words at home
- Support children to tie shoelaces and put shoes on the correct feet

### Other Useful Websites

- Active Learn
- BBC Bitesize KS1
- Oak Academy
- [fiveminutemum.com](https://www.fiveminutemum.com)
- [phonicsplay.co.uk](https://www.phonicsplay.co.uk)
- [bedtimemath.org](https://www.bedtimemath.org)
- [teachyourmonstertoread.com](https://www.teachyourmonstertoread.com)
- [educationquizzes.com/ks1](https://www.educationquizzes.com/ks1)
- [kids.classroomsecrets.co.uk/category/year-1/year-1-phonics/](https://www.kids.classroomsecrets.co.uk/category/year-1/year-1-phonics/) – phase 4 and phase 5 phonic activities

**Please do not hesitate to contact one of the team should you have any questions.**

**Thank you for your continued support.**