

Maths in year 1

Overview

Number bonds

In Year 1 children are encouraged to learn their number bonds to 10, 20. These are the pair of numbers that make the overall number. We often practise this by doing ping pong shouting 6 and the children shouting 4 back for example. These can be done with 10 objects and splitting in many different ways.

Addition and subtraction

In Year 1 children do a lot of addition and subtraction practically. We often do this with blocks or counters. You could practise adding or taking away counters or raisins to and from a bag. Please make sure to write these down as a calculation so they can understand the symbols of addition and take away.

Counting in 2's, 5's and 10's

Counting in 2's, 5's and 10's (or times tables) are done in Year 1 and are important to support children in their additions when they move forward to Year 2. Children will get a chance to earn awards for their counting throughout the year.

Useful websites

<https://www.bbc.com/bitesize/topics/zqbg87h>

<https://www.topmarks.co.uk/maths-games/7-11-years>

<https://www.topmarks.co.uk/maths-games/hit-the-button>

Phonics in Year 1

Overview



At Greens Norton CE Primary School 'Letters & Sounds' is the chosen accredited programme used to teach phonics. In year 1, children are taught phonics every day in specialised groups, that match their phase of learning.

Children in Year 1 are expected to go through Phase 3,4 and 5 sounds. They will also learn how to segment and blend to read new words.

Phase 4 and 5

Phase 4 and 5 focus on learning to blend sounds to correctly read new words. Phase 4 and 5 both have tricky words to learn that cannot be decoded using the sounds we know. In Phase 5, children learn about split diagraphs - which are sounds that work together to create a sound but aren't directly next to each other in the world, for example spade and cake.

Blending, sound buttons and segmenting

Blending is when children are taught to say the sounds individually, before linking the sounds together to say in one go. When a child is stuck, we ask the children to sound out the individual sounds for example t i n. This helps our children to read.

Sound buttons are also a fantastic way of helping children to read. These are buttons that go under each sound as they are segmented. Children then press each button as they sound out the word before blending the sounds together.

<https://www.youtube.com/watch?v=8pbImXbGOxw>

Segmenting is thinking of a word and splitting it up into the individual sounds. This helps to teach children spelling.

Useful Websites

Below is a list of websites that can support you and your child with letters and sounds...

www.letters-and-sounds.com

<http://mrthorne.com> - great for hearing 'pure' sounds if you're unsure how to pronounce.

www.phonicsplay.co.uk

www.ictgames.com/literacy

www.topmarks.co.uk

Reading in Year 1

Overview of VIPERS reading skills

Vocabulary

Draw upon knowledge of vocabulary in order to understand the text.

Example questions

- What does the word mean in this sentence?
- Find and copy a word which means
- What does this word or phrase tell you about
- Which word in this section do you think is the most important? Why?
- Which of the words best describes the character/setting/mood etc?
- Can you think of any other words the author could have used to describe this?
- Why do you think is repeated in this section?

Infer

Make inferences from the text.

Example questions

- Why was..... feeling.....?
- Why did happen?
- Why did say
- Can you explain why.....?
- What do you think the author intended when they said.....?
- How does make you feel?

Predict

Predict what you think will happen based on the information that you have been given.

Example questions

- Look at the book cover/blurb – what do you think this book will be about?
- What do you think will happen next? What makes you think this?
- How does the choice of character or setting affect what will happen next?
- What is happening? What do you think happened before? What do you think will happen after?
- What do you think the last paragraph suggests will happen next?

Explain

Explain your preferences, thoughts and opinions about the text.

Example questions

- Who is your favourite character? Why?
- Why do you think all the main characters are girls in this book?
- Would you like to live in this setting? Why/why not?
- Is there anything you would change about this story?
- Do you like this text? What do you like about it?

Retrieve

Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.

Example questions

- What kind of text is this?
- Who did.....?
- Where did.....?
- When did.....?
- What happened when.....?
- Why did happen?
- How did?
- How many.....?
- What happened to.....?

Sequence

Sequence the key events in the story.

Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

Please aim to read most nights and record in the log. Children need to be encouraged to read a variety of books and discuss these with the other reader.



Spelling in Year 1

Overview

Spellings are tested on a Monday and given out on Monday evening. These will go into book bags to practise. Results will be recorded in reading records by Tuesday. Here are some awesome ways to engage your children in spellings.

- Teach the rule or pattern.
- Highlight the tricky bit.
- Break it down e.g. syllables.
- Write it in a sentence.
- Write it in different ways...



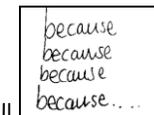
Stick on post it notes.



Be creative! Use lego, or anything else in the house!



Get colourful!



Write it as many times as you can in 1 minute!

Kinetic letters

Kinetic letters is a program for handwriting used at Greens Norton. It focuses on making our bodies stronger to help our handwriting improve. The handwriting technique uses a tree at the end of each line to support the children and two monkeys are used to discuss them making the letter. Brave or Scared monkey helps to support correct placement. This is often reinforced by making this many times in different ways with our body.

Try asking children to tell you which monkey made the letter to support their correct formation. The children learn lots of different positions to help us strengthen our bodies. Try testing us - we have gorilla sit, stand like a penguin, meerkat position, lion and lizard. They can also tell you the difference between a strong or weak position.

Practising these positions at home can support us in strengthening our body to help us to write more in a quicker time.