



# Willow Bank Infant School

Phonics, English and Maths  
Information Evening  
Tuesday 16<sup>th</sup> November 2021  
7pm

# Year 1 Maths

By end of Year 1 these are the age-related expectations:

Mathematics – key stages 1 and 2

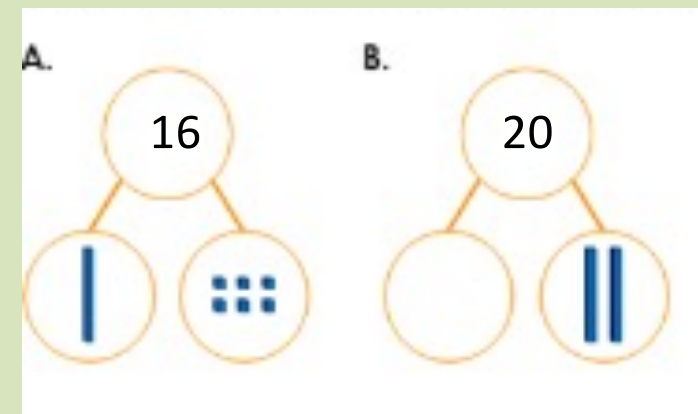
## Year 1 programme of study

### Number – number and place value

#### Statutory requirements

Pupils should be taught to:

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- read and write numbers from 1 to 20 in numerals and words.



## Number – addition and subtraction

### Statutory requirements

Pupils should be taught to:

- read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = \square - 9$ .



$$3 + 4 =$$



$$6 + 2 =$$



$$5 + 4 =$$



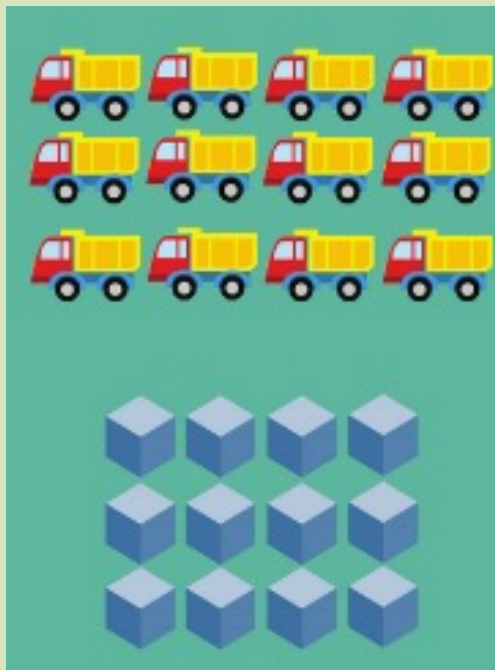
$$9 + 1 =$$

## Number – multiplication and division

### Statutory requirements

Pupils should be taught to:

- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.



3 lots of 4

## Measurement

### Statutory requirements

Pupils should be taught to:

- compare, describe and solve practical problems for:
  - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
  - mass/weight [for example, heavy/light, heavier than, lighter than]
  - capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
  - time [for example, quicker, slower, earlier, later]
- measure and begin to record the following:
  - lengths and heights
  - mass/weight
  - capacity and volume
  - time (hours, minutes, seconds)
- recognise and know the value of different denominations of coins and notes
- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- recognise and use language relating to dates, including days of the week, weeks, months and years
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

### examples

The pencil is 15 blocks long.



The pencil is 6 paper clips long.

The bar is 6 handspans long.



The bar is 4 'feet' long.





## Geometry – properties of shapes

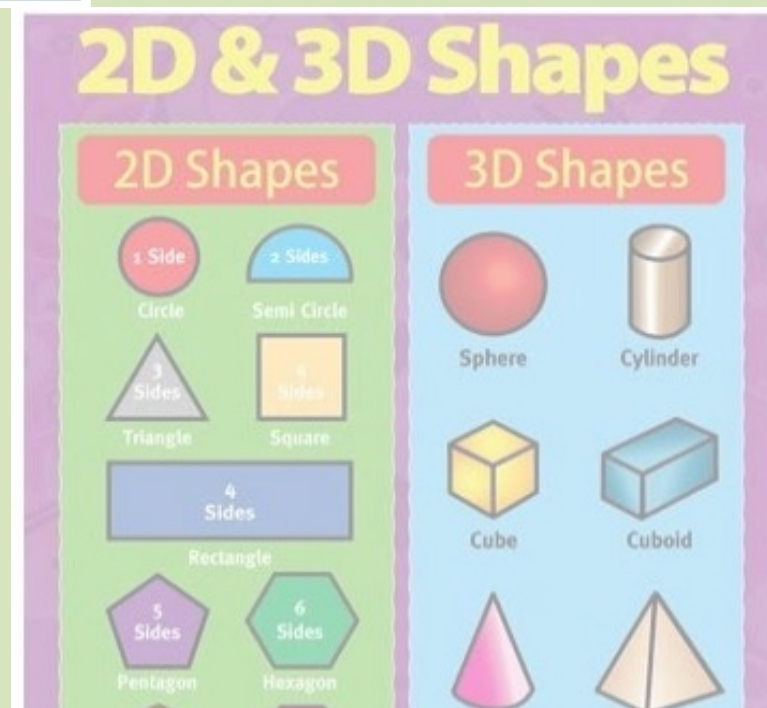
### Statutory requirements

Pupils should be taught to:

- recognise and name common 2-D and 3-D shapes, including:
  - 2-D shapes [for example, rectangles (including squares), circles and triangles]
  - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

### Notes and guidance (non-statutory)

Pupils handle common 2-D and 3-D shapes, naming these and related everyday objects fluently. They recognise these shapes in different orientations and sizes, and know that rectangles, triangles, cuboids and pyramids are not always similar to each other.



# Year 1 Maths

Starting in January

**SODA** (Start of the Day Activity): As the children gain more confidence, they complete maths questions before starting the register.

(Flash back 4- a question from last year, last month, last week and this week)

1) What is one less than 10?

2) What is  take away 

3) If  $7 - 3 = 4$ , then  $7 - 4 =$

4) What is  $8 - 2 =$

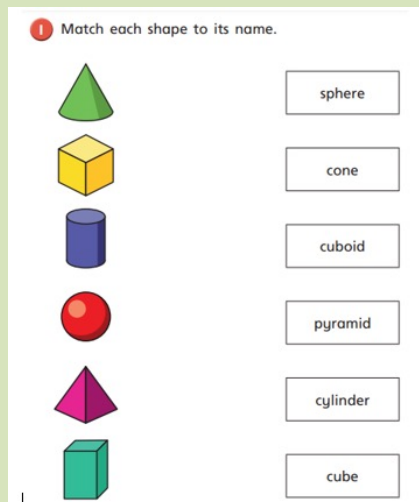


# Year 1 Maths

Build on previous learning.

- The aim is for all children to be able to form their numbers correctly and record their answers independently.
- They need to develop fluency before moving on to mastery which involves problem solving and reasoning.

## Fluency



## Mastery (Reasoning)

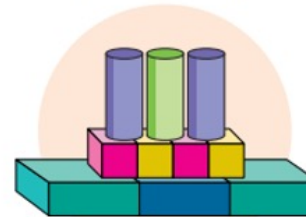
Be an architect and design your own tower with 3 layers. Describe your tower to your partner for them to build.

For example, you could say:

On the bottom layer, there are 3 cuboids.

On the next layer up, there are 4 cubes.

On the third layer, there are 3 cylinders.



- They start using maths apparatus/equipment before developing their skills in written methods.

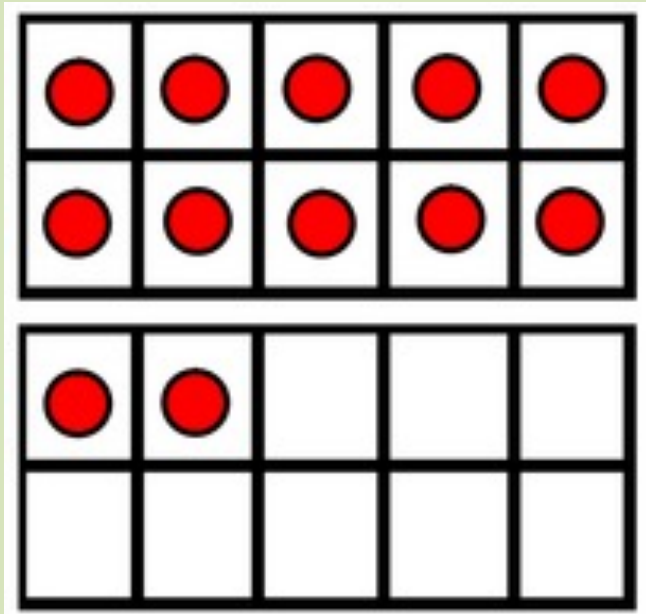


What a typical lesson looks like:

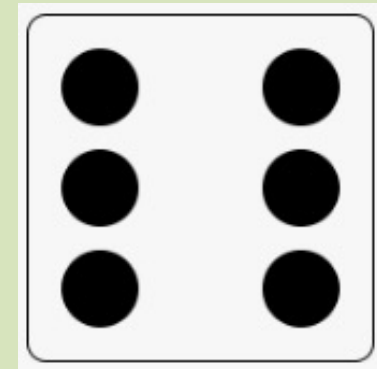
- Warm-up mental arithmetic e.g. counting in 10s, 5s, 2s, and number bonds to 10
- Whole class input to introduce or consolidate learning
- Independent work or small group work to develop fluency (adult supported where necessary)
- Once fluent, children directed towards problem solving and reasoning (challenges)
- Round- up of learning by discussing efficient strategies and identify next steps

# Subitising (Developing fluency)

Don't count see the amount!



Subitising is **when you are able to look at a group of objects and realise how many there are without counting.**



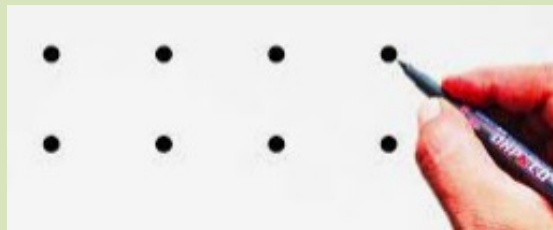
*The development of mathematical strategies .*



Concrete

Pictorial

Abstract



8

An example- Finding the difference

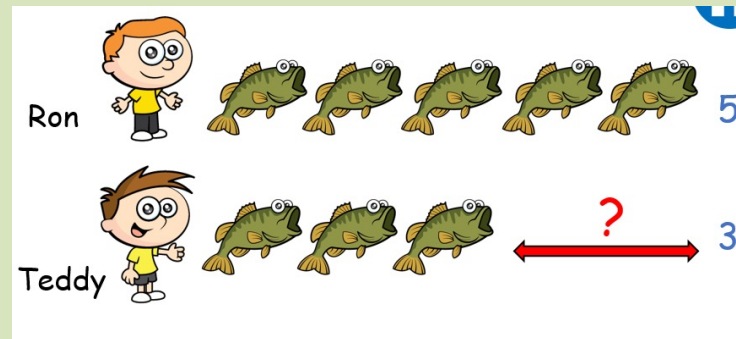
*The development of mathematical strategies.*



Concrete



Pictorial



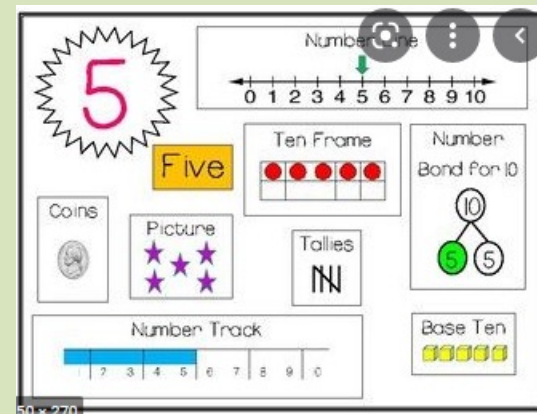
Abstract

$$5-3=2$$

# At Willow Bank we follow the mastery approach

- Throughout a Maths Input the children are challenged through a mastery approach so that all of the children have the opportunity to hear the language of reasoning.
- Examples of mastery questions- “How do you know?” “show me in a different way?” “What is the odd one out and why?”
- Completing 10 or more calculations is being fluent, it doesn't mean they have mastered the concept.
- Mastery means being able to solve problems and reason about their learning.

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# Practical ideas for helping at home

- Count forwards and backwards to 20
- Play number board games (Snakes and ladders)
- Throw a dice (subitise, find doubles, addition)
- Recognise door numbers
- Count conkers and leaves outside
- How many eggs in the egg box ( $3+3$ , double 3,  $4+2$ )
- Number problems (There were 5 children, 3 were wearing hats. How many were not wearing hats?)
- Bake cakes (Read the measurements on scales and jugs)
- Number songs (1,2,3,4,5 once I caught a fish alive)
- Estimating (How many steps to the door)

Any questions?

# Phonics

- Phonics helps children to develop reading and spelling skills at an early stage
- e.g. 'cat' can be sounded out for reading and spelling
- We use Read Write Inc. as our teaching resource.



# Phonics

Language we use:

- Phoneme is what we hear – smallest unit of sound

sh o p

- Digraph – 2 letters that make 1 sound - special friends

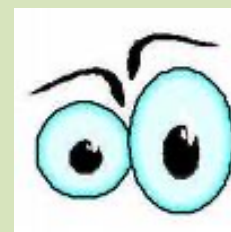
ai (rain)      ee (sheet)      ow (cow)

- Trigraph – 3 letters that make 1 sound - special friends

igh (high)      ear (hear)      air (fair)

- Grapheme – Is what you see.

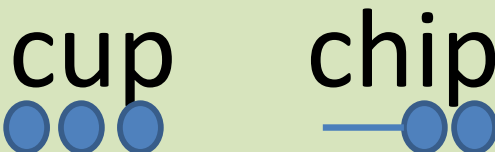
The letters that represent each sound.



- **Blending – a key skill for reading**

- Recognising the letter sounds in a written word, for example: c-u-p → cup
- and then merging or ‘blending’ them in the order in which they are written to pronounce the word ‘cup’.

- **Segmenting – a key skill for writing**

- ‘Chopping up’ or ‘sound out’ the word to spell it out.
- The opposite of blending 
- Identifying the individual sounds in a spoken word
- (e.g. h-i-m , s-t-or-k) and writing down letters for each sound (phoneme) to form the word.



# Enunciation ml

- Teaching phonics requires a technical skill in enunciation
- Phonemes should be articulated clearly and precisely.

‘sssssss’ not suh  
t not tuh

# Phoneme fingers (Fred Fingers) to help with oral blending

a-t



We use our Fred  
fingers to count  
out how many  
sounds we can  
hear in a word.

m-i-l-k



sh-i-p



s-t-r-i-p-e



t-r-a-i-n

SET 1	
Sound	Rhyme
m	Down Maise then over the two mountains, Maise, mountain, mountain.
a	Round the apple, down the leaf.
s	Slide around the snake.
d	Round the dinosaur's back, up his neck and down to his feet.
t	Down the tower, across the tower.
i	Down the insects body, dot for the head.
n	Down Nobby and over the net.
p	Down the pirate, up and over the pirates face.
g	Round the girls face, down her hair and give her a curl.
o	All around the orange.
c	Curl around the caterpillar.
k	Down the kangaroo's body, tail and leg.
u	Down and under the umbrella, up to the top and down to the puddle.
b	Down the faces, over the toe and touch the heel.
f	Down the stem and draw the leaves.
e	Slice into the egg, go over the top, then under the egg.
l	Down the long leg.
h	Down the horse's head to the hooves and over his back.
sh	Slither down the snake, then down the horse's head to the hooves and over his back.
r	Down the robot's back, then up and curl.
j	Down his body, curl and dot.
v	Down a wing, up a wing.
y	Down a horn, up a horn and under the yak's head.
w	Down, up, down, up the worm.
th	Down the tower, across the tower, then down the horse's head to the hooves and over his back.
z	Zig-zag-zig, down the zip.
ch	Curl around the caterpillar, then down the horse's head to the hooves and over his back.
qu	Round the queen's head, up to her crown, down her hair and curl.
x	Cross down the arm and leg and cross the other way.
ng	A thing on a string.
k	I think I think.

# Read Write Inc. Phonics

SET 2		SET 3	
Sound	Rhyme	Sound	Rhyme
ay	May I Play?	ea	Cup of tea
ee	What can you see?	oi	Spoil the boy
igh	Fly high	a-e	Make a cake
ow	Blow the snow	i-e	Nice smile
oo	Poo at the zoo	o-e	Phone home
oo	Look at a book	u-e	Huge brute
ar	Start the car	aw	Yawn at dawn
or	Shut the door	are	Care and share
air	That's not fair	ur	Nurse with a purse
ir	Whirl and twirl	er	A better letter
ou	Shout it out	ow	Brown cow
oy	Toy for a boy	ai	Snail in the rain
		oa	Goat in a boat
		ew	Chew and stew
		ire	Fire fire
		ear	Hear with your ear
		ure	Sure it's pure

## Complex Speed Sounds

### Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

### Vowel sounds

a	e	i	o	u	ay	ai	ee	igh	ow
	ea				ā-e		y	ī-e	ō-e
							ea	ie	oa
							e	i	o
								y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

# Red Words

The children also practise reading (and spelling) what we call 'red words', such as 'the,' 'my,' 'you' 'they'. These are irregular words that don't follow the phonetic rules and are harder to sound out. "It is hard to Fred a red"

## Red Words Set 1

I	the	my	you	said
your	are	be	of	no

## Red Words Set 2

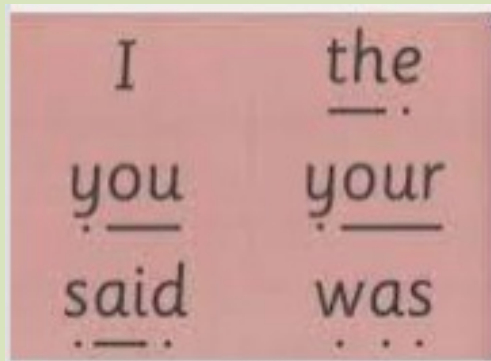
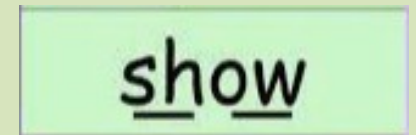
what	all	was	we	so
to	me	call	her	there
want	go	old	some	he



# A Speed sounds Lesson

A typical lesson looks like this:

- **SAY THE SOUND** Tell the story and Fred-talk the rhyme on the card
- **REVIEW** Practise spotting the sound within other familiar sounds
- **READ WORDS** Blend (Fred-talk) and read green words which contain new sound
- **REVIEW** Read green words containing familiar sounds
- **NONSENSE WORDS** Blend (Fred-talk) alien words which contain new sound
- **SPELLINGS** Segment words (using Fred-fingers) to spell green words containing new sound

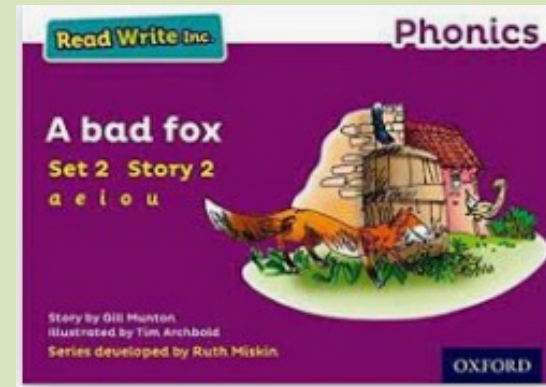


# A Storybook Lesson

A typical lesson looks like this:

- Daily speed sound lesson (10mins)
- Whole class:  
Speed sounds from the book  
Story green words from the book  
Speedy green words from the book  
Read red words from the book
- Partner practise
- Story introduction
- First read – children
- Read aloud – teacher
- Hold a sentence

## Fiction



## Non fiction



# Reading

By end of Year 1 these are the age-related expectations:

## Reading – word reading

### Statutory requirements

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

## Reading – comprehension

### Statutory requirements

Pupils should be taught 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
  - being encouraged to link what they read or hear read to their own experiences
  - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
  - recognising and joining in with predictable phrases
  - learning to appreciate rhymes and poems, and to recite some by heart
  - discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading
  - discussing the significance of the title and events
  - making inferences on the basis of what is being said and done
  - predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

Don't worry if your child's book isn't changed every week.

They may need to re-read the book to improve their understanding.

This will include being able to answer questions that show they have a developed understanding of the words, story and characters.

The reading scheme is designed to be read in depth and to be repeated for fluency.

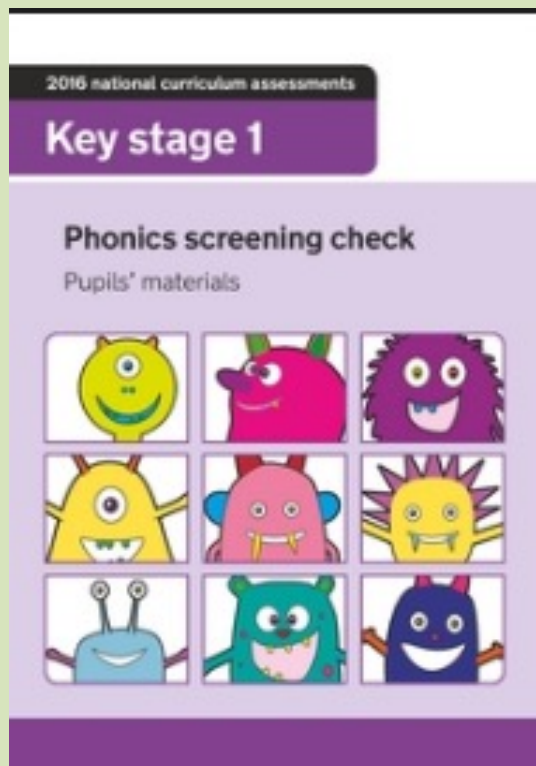






## Phonics Screening Test

The Phonics Screening Check is a **test for children in Year 1**. Children take it in June in a one-to-one setting with a teacher.

Whilst children learn phonics to help them with both word reading and spelling, the Phonics Screening Check only tests their skills at word reading. This is sometimes called decoding.

- 40 words – some real some nonsense (alien) words



in	ot	
at	vap	
beg	osk	
sum	ect	



Any questions?

The MORE  
that you read,  
the MORE things  
you will know.  
The MORE that you  
Learn,  
the MORE places you'll go.



You can find magic  
wherever you look. Sit  
back and relax, all you  
need is a book.

- Dr. Seuss



# The Power of Reading

- Reading regularly is key to helping the children develop an interest in the world around them and increasing their vocabulary.
- Encouraging your child to read aloud a little everyday will make all the difference. If they aren't in the mood for reading one day, then a chat about their book is just as useful.
- Please make sure you sign the reading diary when you read with your child.

# 1:1 Reading and reading at home

- At Willow Bank the reading books are book banded, in a colour order.
- In year 1 your child will follow the Read Write Inc reading scheme and will be assessed every half-term. This assessment will inform their phonics group and their book band colour. Every week your child will go home with a RWI book to practise reading and 1 or 2 books to share. (These may be at a slightly different level)

**Ditty Stage - reading a few words together**

Green Stage

Purple Stage

Pink Stage

Orange Stage

Yellow Stage

Blue Stage

Grey Stage

Any questions?

# Writing

By end of Year 1 these are the age-related expectations:

Writing – transcription
Statutory requirements
<b>Spelling (see <a href="#">English Appendix 1</a>)</b> Pupils should be taught to: <ul style="list-style-type: none"><li>spell:<ul style="list-style-type: none"><li>words containing each of the 40+ phonemes already taught</li><li>common exception words</li><li>the days of the week</li></ul></li></ul>
12
English – key stages 1 and 2
Statutory requirements
<ul style="list-style-type: none"><li>name the letters of the alphabet:<ul style="list-style-type: none"><li>naming the letters of the alphabet in order</li><li>using letter names to distinguish between alternative spellings of the same sound</li></ul></li><li>add prefixes and suffixes:<ul style="list-style-type: none"><li>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li><li>using the prefix un–</li><li>using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li></ul></li><li>apply simple spelling rules and guidance, as listed in <a href="#">English Appendix 1</a></li><li>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li></ul>

Aa	Bb	Cc	Dd	Ee	Ff
Gg	Hh	Ii	Jj	Kk	Ll
Mm	Nn	Oo	Pp	Qq	Rr
Ss	Tt	Uu	Vv	Ww	Xx
Yy	Zz				



## 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.





## Writing – composition

### Statutory requirements

Pupils should be taught to:

- write sentences by:
  - saying out loud what they are going to write about
  - composing a sentence orally before writing it
  - sequencing sentences to form short narratives
  - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

## Writing – vocabulary, grammar and punctuation

### Statutory requirements

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
  - leaving spaces between words
  - joining words and joining clauses using and
  - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
  - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
  - learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing.



# Talk for Writing



## What is Talk for Writing?

Talk for Writing is an engaging teaching framework developed by Pie Corbett, supported by Julia Strong. It is powerful because it is based on the principles of how children learn. It enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version.



- The Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes.
- A key feature is that children internalise the language structures needed to write through 'talking the text.'
- The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.



**1. Baseline  
assessment and  
planning - 'cold' task**

**2. The imitation  
phase**

**3. The innovation  
phase**

**4. Independent  
application and  
invention - 'hot' task**

**5. Final assessment -  
building on  
progression**

The key phases of the Talk for Writing process, as outlined above, enable children to imitate orally the language they need for a particular topic, before reading and analysing it, and then writing their own version.

# An English Lesson



A typical TfW English lesson for looks like this:

- Jumpstart activity
- Read the speed-words
- Listen to the story
- Practise the actions to the story's script
- Develop a writer's toolkit
- Re-tell the story

# Jumpstart! Tuesday 1

Choose the correct red word to complete the sentence.

We \_ \_ \_ in Year 1.

are aer ear



They will \_ \_ to the park.

gow go goo



- Jumpstart activity
- Read the speed-words

## Speed Words

first



past



next



made



finally



toys





## Trip to Reading Museum

First we went on the coach.

Next we walked into the museum.

After that we looked at old Victorian toys.

Later we ate our lunch.

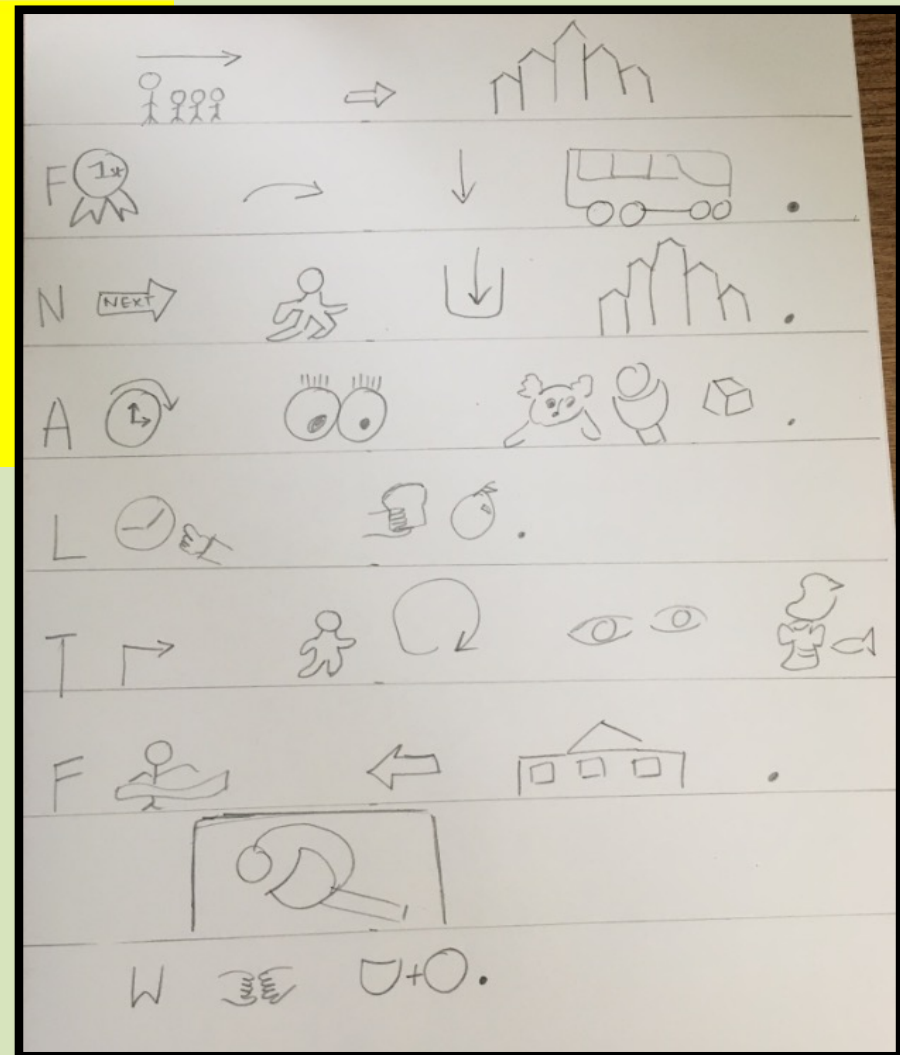
Then we walked around and saw objects from the past.

Finally we came back to school.



We made a cup and ball.

- Listen to the story
- Practise the actions to the story's script



# What is a title?

Title - the recount is all about Mr Pig. The title tells us what the recount will be about.

## Mr. Pig

One day, Mr. Pig went for a walk around the farm to find something to eat because he was very hungry.

First, Mr. Pig crashed into the pig pen gate.

Next, Mr. Pig fell into the duck pond.

## WAGBA - Writing titles

1. Animals
2. Food From the Shop
3. Our Trip to the Zoo

Yesterday I went to the zoo. I went with my mum and dad.

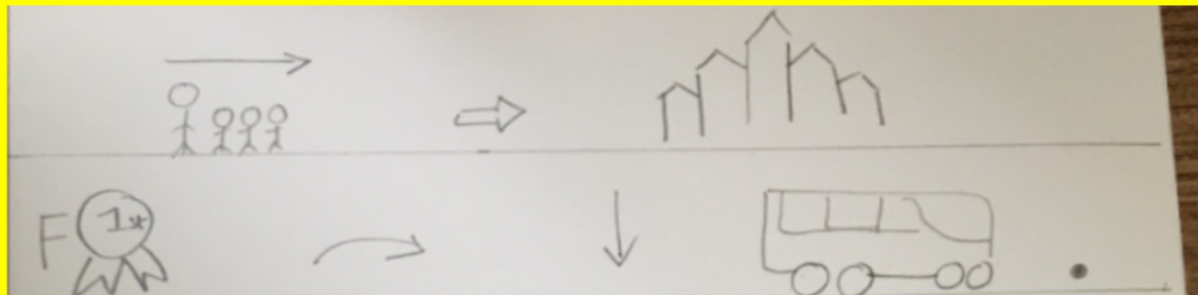
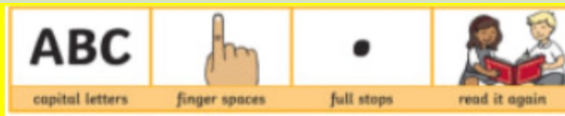
When we got there, we went to the shop to buy some food for the animals.

After getting the food we went to the giraffe house. I fed the giraffes some leaves.

Which is the correct title?  
Read the recount to decide.

- Develop a writer's toolkit

- Develop a writer's toolkit
- Re-tell the story



Not all our writing units follow the TfW structure but many features are applied when writing non-fiction texts or when writing poetry.

# Working towards the expected standard

- Using words or fragments rather than full sentences
- Some use of capital letters but not consistent
- Repeated phrases
- Some use of new vocabulary
- Some use of phonics

Once upon a time there was a elephant in a cave. The elephant left for a while. Went for a while until he felt a hole and a lion went to help him get the elephant.

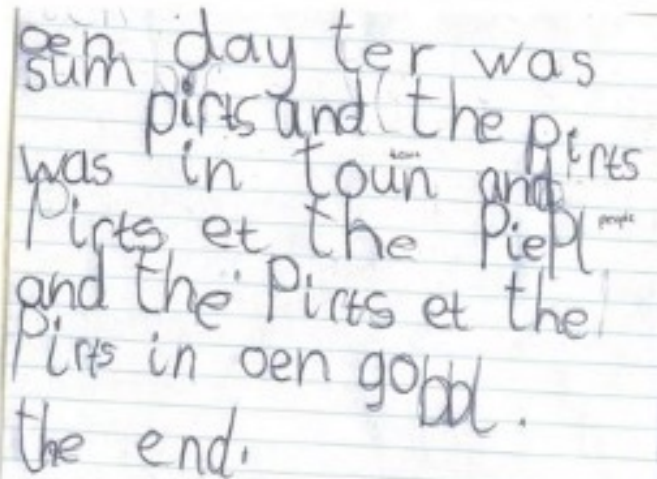
Still did get out so the tiger child but the tiger did get the elephant did get so the lion found the elephant got out of the hole. They live happily.

# Working at the expected standard

## Examples of Expected progress in writing

### Reception

- Children are writing sentences in a meaningful context. Sometimes they use punctuation. They and others can read it back; some words are spelled correctly and some phonetically.

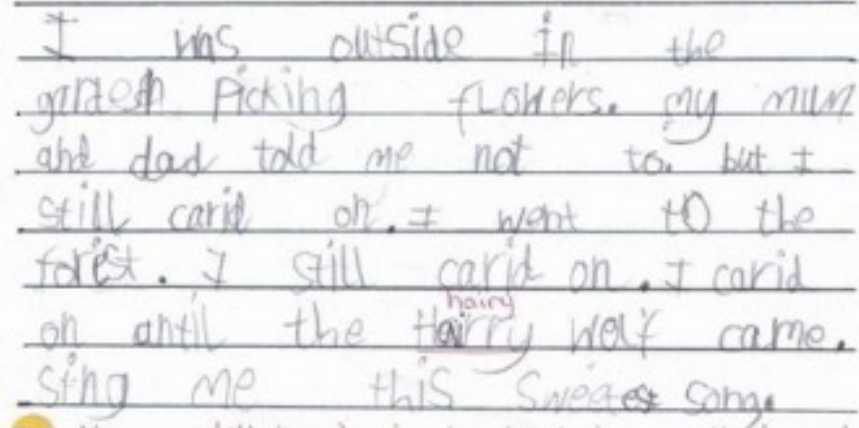


oen day ter was  
sum pirs and the p  
was in town and pirs  
Pirts et the Piepl  
and the Pirts et the  
Pirts in oen go  
the end.

6

### Year 1

- Children have good handwriting skills. Their sentences are well structured and always make sense. They remember to use spaces between words, capital letters, full stops, etc. They use adjectives, adverbs, longer sentences.



I was outside in the  
garden picking flowers. my mum  
and dad told me not to. but I  
still carid on. I went to the  
forest. I still carid on. I carid  
on until the hairy welf came.  
sing me this sweates song.



# Working at greater depth within the expected standard

Creating short narratives and non-fiction texts that are consistent in their features and purpose.

To use a number of features of different text types and make appropriate topic/ subject matter vocabulary choices.

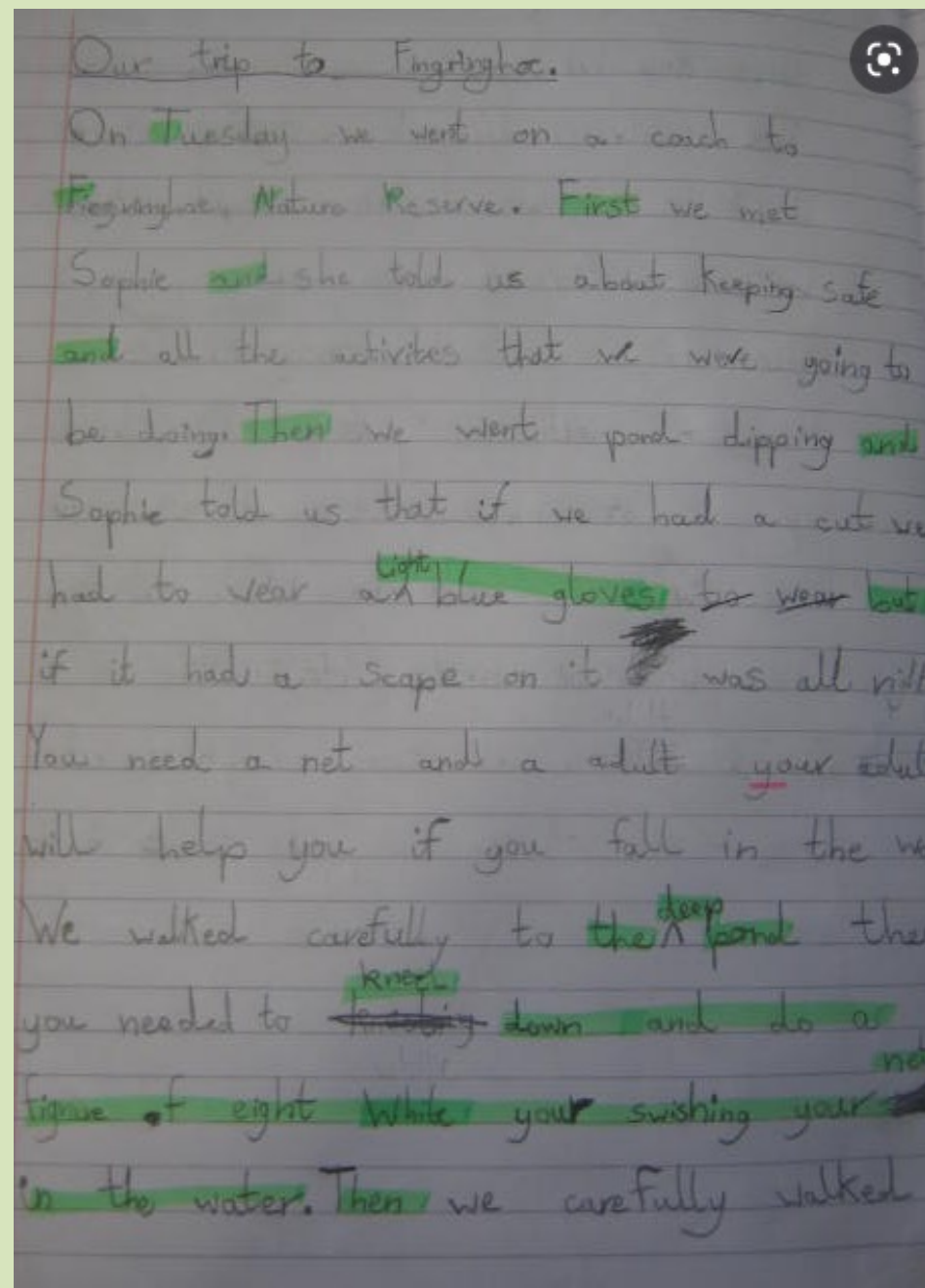
To reread their writing to check that it makes sense and independently make changes.

To use adjectives to describe (sometimes ambitious beyond the year group).

To use simple and compound sentence structures.

Are able to regularly use capital letters for names, places, the days of the week and the personal pronoun 'I'. finger spaces. full stops to end sentences. question marks. exclamation marks.

To spell simple compound words. To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.



Any questions?