

Year 1 Parents' Meeting



Reading



Reading

- Identify which words appear again and again.
- Recognise and join in with predictable phrases.
- Relate reading to own experiences.
- Re-read if reading does not make sense.
- Re-tell with considerable accuracy.
- Discuss significance of title and events.
- Make predictions on basis of what has been read.
- Make inferences on basis of what is being said and done.
- Read aloud with pace and expression, i.e. pause at full stop; raise voice for question.
- Recognise:
 - capital letters
 - full stops
 - question marks
 - exclamation marks
- Know why the writer has used the above punctuation in a text.
- Know difference between fiction and non-fiction texts.

Comprehension

Expectations

- Children should be reading at least 3 times a week.
- School books are to imbed phonics.
- Books that interest your child are encouraged as well.
- Write any reading you do in the yellow book.

Reading



What does the expected level of reading look like in year one?



Down at the Farm

- 12 A hen and her chicks peck at the seeds in the barn.
- 23 Six goats and ten sheep run up and down the yard.
- 33 You might hear a moo if you go near the pen.
- 39 It is Bess the cow!
- 49 Will you see the big pig in the mud bath?







Greater Depth
Comprehension
and fluency

New Phonics Approach



Level 3

j 	v 	w 	x 	y 	z 	qu 
ch 	sh 	th 	th 	ng 	ai 	ee 
igh 	oa 	oo 	oo 	ar 	or 	ur 
ow 	oi 	ear 	air 	ure 	er 	

Level 5

ay  pray	oy  boy	ie  tie	ea  leaf	a_e  cake	i_e  slide	o_e  bone	u_e  cube
u_e  flute	e_e  trapeze	ou  mouth	a  acorn	e  equal	i  lion	o  hotel	u  unicorn
ch  chef	ch  Christmas	ir  girl	ue  statue	ue  glue	y  sunny	aw  saw	au  autumn
ow  window	oe  toe	wh  wheel	c  city	g  gem	ph  dolphin	ea  bread	ie  shield
tch  witch	are  bare	ear  pear	ore  core	ew  screw	ew  stew		



Reading



Common Exception Words

Level 4 Tricky Words

said

so

have

like

come

some

were

there

little

one

do

when

out

what

Level 5 Common Exception Words

could

should

would

want

oh

their

Mr

Mrs

love

your

people

looked

called

asked

water

where

who

why

thought

through

work

house

many

laughed

because

different

any

eye

friend

also

once

please

live

coming

Monday

Tuesday

Wednesday

brother

more

before

January

February

April

July

scissors

castle

beautiful

treasure

door

floor

bought

favourite

autumn

gone

know

colour

other

does

talk

two

Writing



Writing

Independently, I can...

- Leave spaces between words.
- Join words and clauses using **and**.
- Begin to punctuate using a capital letter, full stop, question mark and exclamation mark.
- I can use a capital letter for names of peoples, places, days of the week and **I**
- I can use my learned phonics in my spellings
- I can spell common exception words and days of the week
- I can add prefixes and suffixes e.g. **-un -ed -ing -s -es**
- I can begin to form lower case letters correctly, starting and finishing in the right place
- I can form capital letters
- I can form digits from 0-9
- I can write a short narrative by sequencing sentences
- I can re read what I have written to check it makes sense
- I can discuss what I have written with my teacher/peers

What does the expected level of writing look like in year one?

Writing



First Class one - Went on a big
White Coach I sat next to my friend
Emma. We had fun. Then we put
our... bags in the acad. After that we
went to the toilets. Next we went
to a play park and in the play
park there where a big slide. Th we
met the farmer the farmer showed us
sum animals There was sheep and a
fol and a pig and a piglet I fed
the goats. Next I ate my lunch my
fal frut bit of my lunch was my rocky
biscuit.

Writing



What does working at greater depth of writing look like in year one?

Once upon a time, there was a rainbow rabbit she had colourful fur and a golden bow on her head one day she was singing a beautiful song that was heard by a silver dragon. If she didn't sing for him he would lock her up in his castle. When the dragon found her singing for a big brown bear he said 'Roar! I'll lock you up forever!' Whilst the evil, angry dragon snored in his sleep, the big brown bear stole the dragon's keys. He opened the cage and set her free! ✓

Maths



Mathematics

- Count to and across 100, forwards & backwards from any number.
- Read and write numbers to 20 in numerals & words.
- Read and write numbers to 100 in numerals.
- Say 1 more/1 less to 100.
- Count in multiples of 2, 5 & 10.
- Use bonds and subtraction facts to 20.
- Add & subtract:
 - 1 digit & 2 digit numbers to 20, including zero.
- Solve one-step multiplication and division using objects, pictorial representation and arrays.
- Recognise half and quarter of object, shape or quantity.
- Sequence events in chronological order.
- Use language of day, week, month and year.
- Tell time to hour & half past.

Maths



What does working at greater depth of Maths look like in year one?

Deepen it

Tick (✓) the statements that are true.

$30 + 20 > 40 + 10$ _____

$25 + 5 = 30$ _____

$75 > 30 < 40$ _____

$10 + 10 + 10 > 30$ _____

Eighty > forty > twenty _____

Deepen it



I have ordered these numbers **smallest** to **greatest**.

86	87	89	90	89
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Is Jess correct?
Explain how you know.

Maths



KS1 Mental Maths

- To prepare children for Ks2 Times Tables Tests in Year 4
- First test – Tuesday 24th September
- Must get all the questions correct to move onto the next test
- A sticker will be in their reading record with their score each week
- Parents will be informed when their child needs to learn the new test

Name: _____

Today I scored / in test number _____.

Next week I will complete test _____.



Maths



KS1 Mental Maths



Test 1 1 more and 1 less

You have 3 minutes to complete the questions. When you get them all right **twice** then you can move onto the next test.

1 more than 1 is		1 more than 3 is	
1 more than 4 is		1 more than 7 is	
1 more than 3 is		1 more than 8 is	
1 more than 2 is		1 more than 5 is	
1 more than 6 is		1 more than 9 is	



Test 16 Quick Addition

You have 3 minutes to complete the questions. When you get them all right **twice** then you can move onto the next test.

$9 + 9 =$	$8 + 8 =$	$2 + 8 =$
$3 + 7 =$	$6 + 2 =$	$6 + 6 =$
$5 + 2 =$	$7 + 7 =$	$7 + 2 =$
$6 + 3 =$	$4 + 3 =$	$1 + 9 =$
$9 + 2 =$	$5 + 5 =$	$4 + 2 =$
$4 + 6 =$		$5 + 3 =$

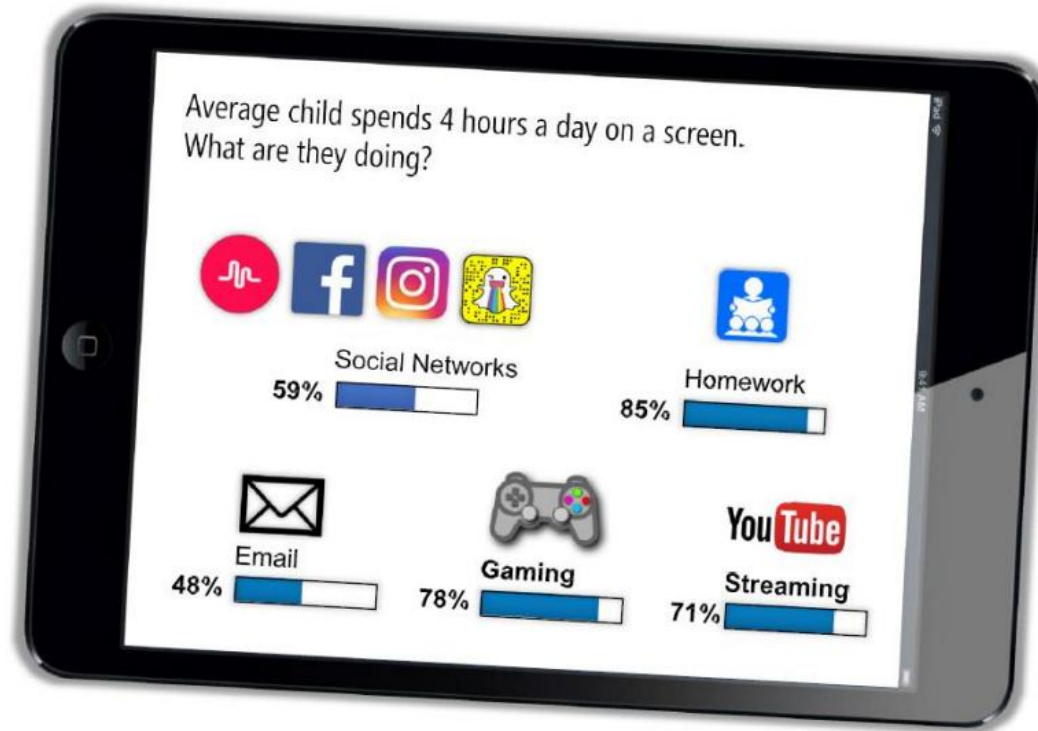


Online Safety

Online Safety



How children are using the internet

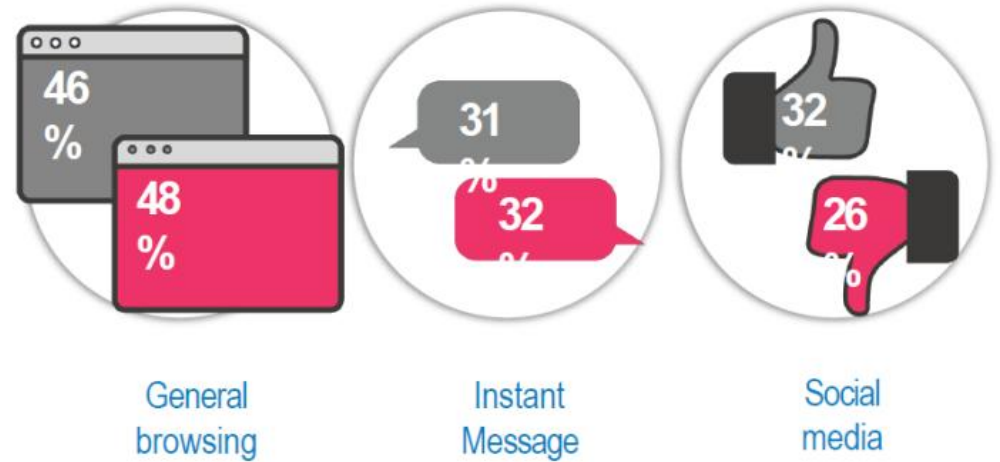
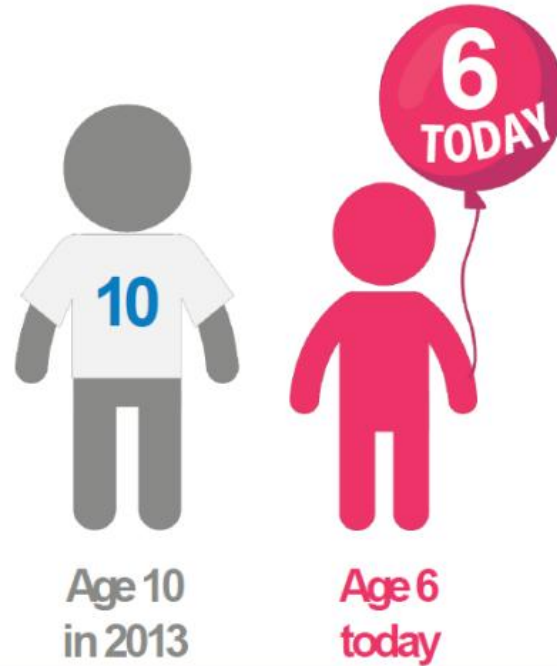


Online Safety



Internet use by young children is increasing

6 is the new 10



Online Safety



There are lots of positives...



Online games can enhance teamwork and creativity



Add to the child's store of knowledge



Households with computers perform better academically



Improve both visual intelligence and hand-eye coordination

Research shows the outcomes for children are better if they benefit from connected technology

internet matters.org

But technology can affect children's development...

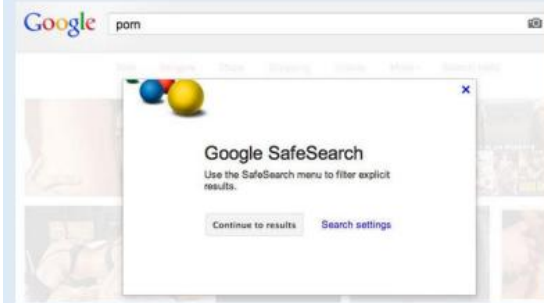
- **Sleep cycles** are affected by blue light from screens
- Screen-based entertainment increases central nervous system arousal
- Millennials are **more forgetful** than OAP's
- One study found that the **more distracted** you are the less able you are to experience empathy



Online Safety



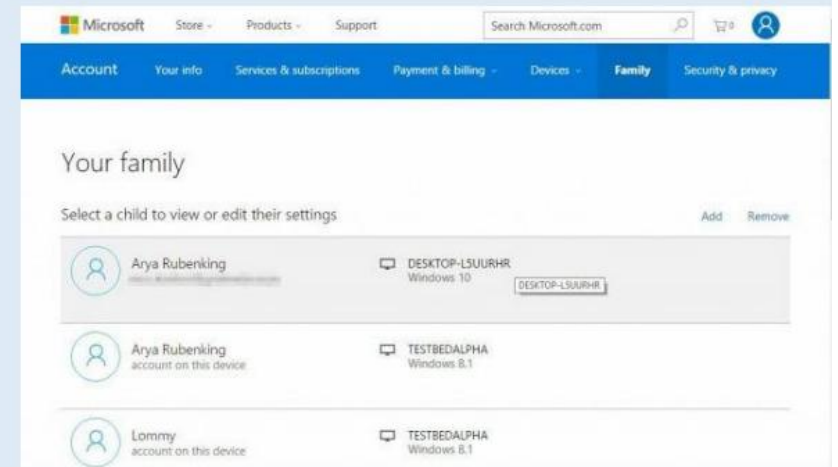
Being in control



How we help our kids stay safe online using



HomeschoolGameschool.com



Online Safety



The do's



Block



Report



Keep the evidence



Know when to take it further

The don'ts



Retaliate



Stop them going online



Deal with it alone



Stop when the bullying stops

Online Safety



Tips and Advice

- Be engaged! – e.g. discuss their favourite emojis or YouTuber
- Be aware! – play their favourite games, visit their favourite websites and explore the online features of their devices
- Be there! – if something goes wrong
- Be thoughtful! – help them to understand the difference between fact and fiction online

Online Safety



Useful websites

<https://www.saferinternet.org.uk/safer-internet-day/2018>

<https://www.betterinternetforkids.eu>

www.Internetmatters.org

<https://www.budgetdirect.com.au/blog/digital-safety-staying-safe-online.html>

<http://www.net-aware.org.uk/>

<https://www.ceop.police.uk/safety-centre/>