

Parental Guide to Year 1 Learning



We hope you and your child find this simplified summary guide useful. We have taken some examples of learning that we would typically expect a child in **Year 1** to demonstrate if they are achieving at an age appropriate level by the end of the year.

This guide is not a complete summary or test of all learning in any area and it should be expected that every child is an individual and learns at varying rates at different times with individual challenges and strengths in all areas of learning. This guide should help you as parents understand what a child in **Year 1** will typically read, write and calculate independently. If your child seems confident in these areas, or you would like to know how to support your child, please do speak to your child's teacher.

Parental Guide to Year 1 Learning

Reading

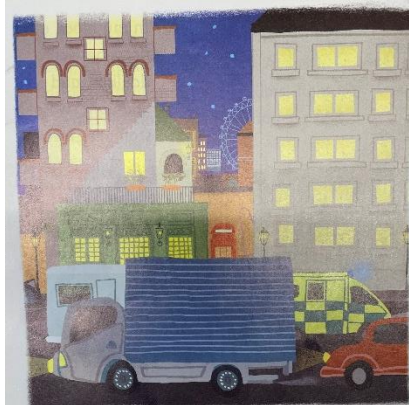
Set 1 A & B	Set 1 C	Ditty	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey	U.S
Reception Progress				Y1 Progress				Y2 Progress			
On Track Progress through the RWI colours: **guide only											

A rough guide to what group your child should be on in Read Write Inc corresponding to their year group.

Here are just a few of the sounds and words Year 1 children are typically able to read by the end of the year:

oo	<u>P</u> oo at the <u>z</u> oo	oo	<u>L</u> ook at a <u>b</u> ook
or	Sh <u>u</u> t the <u>d</u> oor	ar	<u>S</u> tar <u>t</u> the <u>c</u> ar
ir	<u>W</u> h <u>ir</u> l and <u>t</u> w <u>ir</u> l	air	That's not <u>f</u> air
ou	Sh <u>o</u> u <u>t</u> it <u>o</u> u <u>t</u>	oy	<u>T</u> oy from a <u>b</u> oy

Here are a few sentences that Year 1 children should be able to read by the end of the year independently:



It might be the vans and trucks that whizz past, bringing stuff to the big shops in the middle of the night.

Beep! Beep!

The little eggs belong to a robin. The big spotty egg is in the wrong nest.

When the chick hatches from the spotty egg, it gets rid of the robin's little eggs.



By the end of the year, a Year 1 child should be answering this sort of question about what they have read:

1) How many countries make up the UK?
4

2) How high is Ben Nevis?
1345 m

3) When was the Angel of the North made?
1998

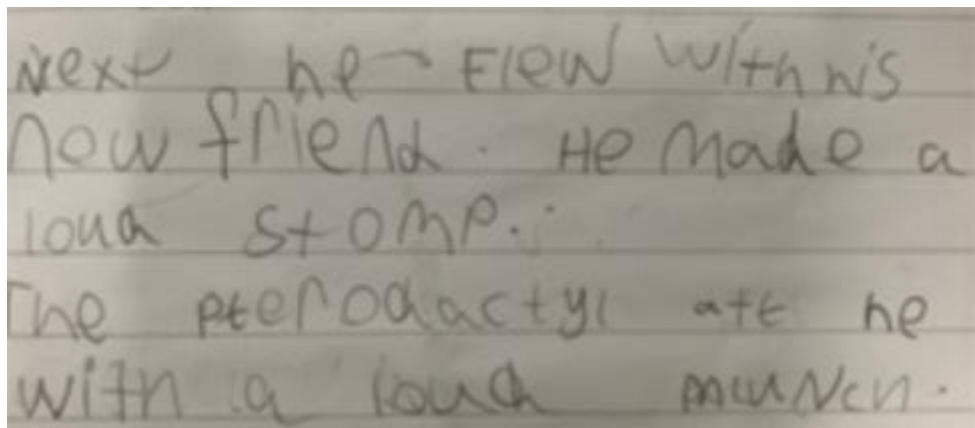
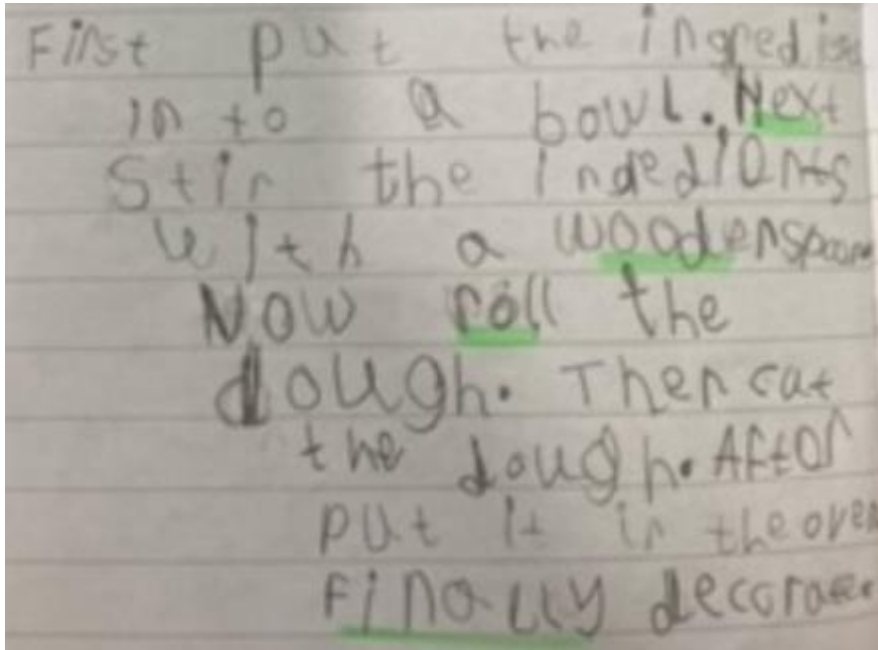
① When the weather is nice, Meg likes delivering letters...
on her bike. in her van.
with friends. on foot.

② What does Meg wear that helps people to see her in the dark?
red socks shiny buttons
bright tape flashing lights

Parental Guide to Year 1 Learning

Writing

Below are some examples of age expected **Year 1** writing from our children. You can see how their handwriting, spelling and sentence structure is developing:



Below are just some of the words that **Year 1** children would usually be able to spell correctly and independently if learning at an age expected level:

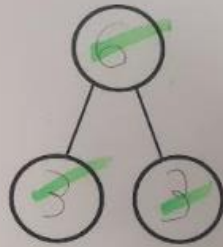
think	found	after	why
looked	flowers	boxes	jumping

Parental Guide to Year 1 Learning

Mathematics

Year 1 children study a wide range of topics in Maths but the examples show just some of the understanding we would like to see a **Year 1** child able to demonstrate by the end of the year:

11b. Complete the part-whole model to match the picture.



9 0 0 0 0 $9 - 2 = 3$	$7 - 3 = 4$
⊕ ⊕ ⊕ ⊕ ⊕ ⊕ ⊕ ⊕ ⊕ $9 - 2 = 7$	⊕ ⊕ ⊕ ⊕ ⊕ ⊕ ⊕ ⊕ ⊕ ⊕ ⊕ $10 - 3 = 7$

1 Complete the sentences to match the pictures.



First there were children on the bus.

Then children got off the bus.

Now there are children on the bus.

Parental Guide to Year 1 Learning

Lifeskills

Children spend every day learning across a broad range of curriculum subjects, more information of which you can find on our websites, in our weekly briefings or by asking to speak to a member of staff.

The Lightyear Federation, believe there are also key **Life Skills** that play an equally important role in child development and we have prioritised these for the children of **Greatstone Primary School** and **Repton Manor Primary School** as part of their school experience.

Some of the areas below are taught explicitly, but also many are taught by yourselves as families or through day-to-day school life. It may be that children learn these skills through school experiences, friendships, life events or from their communities. We recognise the importance of these areas on a child's overall development and we know that they can often be as crucial as learning to read, write and use numbers.

The areas we consider in our Life Skills Curriculum are:

- Emotional and Social (Mental Wealth, Social Skills & Relationships)
- Personal Care
- Understanding the World
- Personal Safety

Parental Guide to Year 1 Learning

Personal Safety

- If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust.
- I can explain rules to keep us safe when we are using technology both in and beyond the home.
- I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school).
- I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened.

Social and Emotional Skills

- I can identify feelings: happiness, excitement, anger, fear, sadness.
- I know what makes a good friend and how to be one.
- I can accept the needs of others, I can take turns and share resources, sometimes with support from others.
- I can speak confidently in front of my class/school (say a rehearsed line in an assembly).
- I say please and thank you at appropriate times.

Personal Care

- I can use cutlery independently.
- I will have a drink when directed.
- I know when I need to take off/put on my jumper or coat to regulate my temperature.
- I know when to wash my hands.
- I can change for PE independently.
- I can recognise when is a good time to use the toilet and wash my hands.

Understanding the World

- I know ways in which I can help to keep our planet a safe place to be. (recycle)
 - I know the four seasons and can name characteristics of this time of year.
 - I can name places that are near and places that are far away. (geography)
- I know my birth month.