



The New National Curriculum a guide for Year 1 Parents

The new National Curriculum came into schools in September 2014 and from summer 2016 all children in Year 2 and 6 will be required to sit new tests as we work towards a new model of assessment. We hope that the following parent guide will help you understand the expectations for children at the end of each year.

What's changed?

English, Maths and Science remain very important and are considered the core subjects in both primary and secondary education. The National Curriculum sets out in some detail what must be taught in each of these subjects, and they will take up a substantial part of your child's learning week.

Alongside these are the familiar foundation subjects: Art, Computing, Design & Technology, Foreign Languages (age 7+ only), Geography, History, Music, and Physical Education. For these foundation subjects, the details in the curriculum are significantly briefer: schools have much more flexibility regarding what they cover in these subjects.

Much of the publicity about the changes to the curriculum has focussed on '**higher expectations**' in various subjects, and it is certainly the case that in some areas the content of the new primary curriculum is significantly more demanding than in the past. For example, in mathematics there is now much greater focus on the skills of arithmetic and also on working with fractions. In English lessons there will now be more attention paid to the study of grammar and spelling; an area which was far less notable in previous curriculums.

High Achievers

If your child is achieving well, rather than moving on to the following year group's work we will encourage more in-depth and investigative work to allow a greater **mastery** and understanding of concepts and ideas.

Tests your child will take

Small classroom tests, such as spelling tests are part of classroom routines. However, at certain stages of school there are also national tests which must be taken by all children in state schools. 'SATS' or National Curriculum Tests are compulsory for children at the end of Year 2 and Year 6. Children in these year groups will undertake tests in Reading, Mathematics, and Grammar, Punctuation & Spelling.

Where previously these tests – and other teacher assessments – were graded in levels (between 1 and 6) from 2016 the tests will be reported as a scaled score, with a score of 100 representing the expected level for each age group.

In Year 1 children will also take a national phonics test. This will be completed in June on a 1:1 basis with their class teacher. The results will be reported with the children's end of year reports and will demonstrate if they have met the required standard.

Mathematics in Year 1

Number and Place Value

- place value is central to mathematics. Recognising that the digit '5' in the number 54 has a different value from the number 5 or the '5' in 504 is an important step in mathematical understanding.
- count, both forwards and backwards, from any number, including past 100
- read and write numbers up to 100 as digits

Calculations

- Use the +, – and = symbols to write and understand simple number calculations
- Add and subtract one- and two-digit numbers, up to 20
- Solve missing number problems, such as $10 - ? = 6$
- Begin to use simple multiplication by organising and counting objects

Measurements

- Use practical apparatus to explore different lengths, weights and volumes using units cm, m, g, ml
- Use language such as 'heavier', 'shorter' and 'empty' to compare things they have measured
- Recognise the different coins and notes of British currency
- Use language of time, such as 'yesterday', 'before', days of the week and months of

Key Tip

Recognising that the 'digit' 5 in 54 has a different value from 5 in 504 is an essential step in mathematical understanding.

Fractions

- Understand $\frac{1}{4}$ and $\frac{1}{2}$ to explain parts of an object and shape or number of objects
- Think about — what is $\frac{1}{2}$ of 12? What is $\frac{1}{4}$ of 20?
- Colour $\frac{1}{4}$ of a rectangle

Shape

- Recognise and name some common 2-d shapes, such as squares, rectangles and triangles
- Recognise and name some common 3-d shapes, such as cubes, cuboids and spheres
- Describe movements in quarter turns

English in Year 1

Speaking and Listening

The Spoken Language objectives are set out for the whole of primary school, and teachers will cover many of them every year as children's spoken language skills develop. In Year 1, some focuses may include:

- listen and respond to adults and other children
- Speak clearly in front of the class when asking and answering questions to extend their understanding
- learn new vocabulary related to topics or daily life

Reading Skills

- Learn the 40+ main speech sounds in English and the letters that represent them
- Blend sounds together to form words
- Read aloud when reading books that contain familiar letter sound patterns
- Listen to, and talk about a range of stories, poems and non-fiction texts
- Learn about popular fairy tales and folk stories, and retell the stories
- Join in with repeated phrases in familiar books
- Make predictions about what might happen next in a book
- Explain clearly what has happened in a book they've read or listened to

Writing Skills

- Hold a pen or pencil in the correct and comfortable way
- Name the letters of the alphabet in order
- Write lower-case letters starting and ending in the right place
- Write capital letters, and the digits 0 to 9
- Spell simple words containing the main sounds they've learned in reading
- Spell the days of the week
- Learn to write words with common end-ings, such as -ed, -ing, -er and -est
- Plan out sentences aloud before writing them
- Write simple sentences, and those using joining words such as 'and'
- Begin to use full stops and capital letters for sentences
- Combine some sentences to make short descriptions or stories that can be read independently by the teacher

Important Tip—Children at Chidham will always have at least one 'Reading Book' from our coloured book bands, and may also have one from the school library. This way, your child can read to you, and for those which are more complex, they can listen to you read to them – both are important skills. Children can also join the local library service and choose books of their own. It is really important to hear your child read every night, this way they will become secure readers.

Phonics in Year 1

Revision of all the sounds learnt in reception and read and write these digraphs and trigraphs:

ee e.g. see, week, green

e-e e.g. these, theme

ea e.g. sea, each, read

ea e.g. head, instead

oy e.g. boy, toy, enjoy

oi, e.g. coin, spoil

ay e.g. play, day

a-e e.g. made, came, same, take

ai e.g. snail, rain, wait

igh e.g. high, night, light, bright

ie e.g. pie, tie, lie

ie e.g. chief, field, thief

i-e e.g. ride, time, inside

ow e.g. now, how, brown

ow e.g. own, grow, show

o-e e.g. home, those, phone

oo e.g. food, soon, zoo

oo e.g. book, took, good

ue e.g. blue, clue, Tuesday

ew e.g. new, few, flew

u-e e.g. June, use, rude

or e.g. for, morning, short

ore e.g. more, before, score

aw e.g. saw, draw, paw

au e.g. August, author, dinosaur

are e.g. care, share, bare

ear e.g. bear, pear, wear

ar e.g. car, start, party

air e.g. chair, pair, hair

ir e.g. whirl, twirl, girl

ur e.g. burn, hurt, church

er e.g. her, person

er e.g. better, letter, under

ou e.g. out, about, shout

ow e.g. now, how, brown

ow e.g. blow, snow, grow

oa e.g. boat, goat, coat

oe e.g. toe, goes

ire e.g. fire, tire,

ear e.g. bear, pear, wear

ure e.g. sure, pure, picture

Spelling Words in Year 1

Read and begin to spell a range of high frequency words including:

what	came	asked	very	don't	I'm
some	were	saw	called	time	Mrs
one	when	where	Mr	says	your
school	down	once	him	has	from
will	people	put	house	home	have
children	there	made	of	this	off
now	friend	our	the	out	
their	push	love	little	here	

Extend spelling skills to include the following letter patterns:

Words spelt with **ff, ll, ss, zz, ck** e.g. off, well, miss, buzz, back (exceptions – pal, us, bus, yes)

Words spelt with **n** before **k** e.g. bank, think, honk, sunk

Division of words into syllables where the vowel sound is unclear e.g. pocket, rabbit, carrot

The **tch** sound if it comes straight after a single vowel e.g. catch, fetch, kitchen (exceptions – rich, which, much, such)

Adding **e** to **v** at the end of words e.g. have, live, give

Adding **s** and **es** to words – e.g. cats, dogs, catches, watches

Adding endings - **ing, -ed, -er** to verbs where no change is needed to the root word e.g. jumping, jumped, jumper

Adding **-er, -est** to adjectives where no change is needed to the root word e.g. quicker, quickest

Spelling words ending in **-y** - e.g. very, party, family

Using **k** before e, i and y e.g. sketch, skin, sky

Adding prefix **-un** e.g. unhappy, untie, undo

Compound words e.g. football, playground, bedroom

Spelling consonants **ph** and **wh** e.g. phonics, alphabet, elephant

e.g. when, where, which