



YEAR 1 EXPECTATIONS MEETING.

14thth September 2017

TRANSITION

- The expectations from Reception to Year 1 significantly increase.
- We encourage all children to become more independent.

TRANSITION-WAYS TO HELP

- Ensure your children has a uniform, including shoes and coat that they can put on and take off by themselves. If your child has shoes with laces, please ensure they can tie them up.
- Name EVERYTHING! Children will be expected to take care of and look after their own belongings, so having their items named will help.
- Encourage children to come into the classroom by themselves and write their names on the dinner register themselves.

CURRICULUM - TOPICS

- We are running Cycle B of our topics this year, you will find the cycle on the website.
- We have 2 topic afternoons, where we cover the statutory requirements for science, history, geography, art and design technology.
- Teaching is practical and where possible we use the outside environment.
- At the beginning of each topic you will be emailed an overview. This aims to provide you with a snapshot into what the children will be learning.
- Keep an eye on the website as we will be posting photos of the children at work on the key stage page!

HOMework

- We aim to set homework that allows children to further the learning they have experienced in school.
- Homework is topic related and set at the start of each topic. It will be emailed with the topic overview.
- We ask children to complete 2 of the 8-10 suggestions.
- We then have a homework celebration and the end of the topic.
- Homework is not compulsory, however it provides an opportunity for children to talk about their achievements and be a part of the celebration.

READING

- Reading is very much the key to learning. We aim to expose the children to a vast range of genres and authors through literacy lessons, class stories, buddy time and guided reading.
- In Key Stage 1, the book scheme is run on a self-help system.
- Children are encouraged and reminded to change their books, once they have been read at home.
- We endeavour to ensure every child is listened to once during a fortnight by an adult and once a week during a guided reading session.
- We value and are grateful for any support in the classroom. If you are able to spare any time during the week to hear children read, please see your child's class teacher.
- Children are expected to read 5 times a week at home.

READING AGE RELATED EXPECTATIONS

All children are assessed by these objectives which aim to build on their achievements from year 1.

Assessments are on-going and a percentage of the objectives achieved is calculated at the end of each term.

The end of year expectation is for every child to achieve 80% of the grid.

Therefore, each term we will be looking for a gain of 15%.

During parent evening and parent drop-ins, the grid will be available for you to look at, if you would like a copy please ask.

WRITING AGE RELATED EXPECTATIONS

- The writing curriculum is challenging.
- There are 30 objectives, separated into planning, drafting & writing, reviewing & editing, grammar, vocab & punctuation, spelling and presentation.
- During terms 1&2 we look at objectives 16-27 as these are the writing skills.
- As the year progresses, we introduce different genres of writing to enable the children to use these skills.
- During year 1, the children are introduced to the concept of improving and editing their work.
- In year 2, these skills are further developed and children are expected to use dictionaries and word mats to check and correct spelling.

WRITING AGE RELATED EXPECTATIONS

- Handwriting is a big focus for the school this year.
- Children will be taught from Reception continuous cursive.
- As part of their phonics learning, they will be taught how to form, orientate and join cursive letters.
- In terms of spelling, children will be expected to read and spell the common exception words.
- Spelling will continue to be a focus for school and taught during all learning.

MATHS

- There are 45 statements that are separated into 6 areas.
- Increased focus on arithmetic skills and being able to transfer these skills to other areas of learning.
- We are starting with place value as this provides the building blocks for the other strands.
- Once this is secure, we move onto the other strands which are taught in a cross curricular approach, where for example money can be incorporated with addition.
- We also look for maths skills in other curriculum areas, for example the ability to accurately measure in DT.

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WAYS TO SUPPORT YOUR CHILD

- Reading at home 5 times a week
- Support with spelling and reading of the common exception words
- Mathletics
- Counting everyday in different intervals
- Let your child handle money
- In year 1, the curriculum states they should know o'clock and half past.