

KS1 Curriculum Meeting



Agenda

English:

- Phonics
- Year 1 Phonic Screening Check (for both Year 1 & 2 pupils)
- Spelling
- Grammar terminology
- Handwriting

Maths:

- Strategies for solving addition, subtraction, multiplication and division problems



What is phonics?

Children begin to learn phonics (sounds) in Early Years, both Nursery and Reception.
























Once children begin learning sounds, they use this knowledge to read and spell words. Children can then see the purpose of learning sounds. For this reason, the first initial sounds that are taught are 's', 'a', 't', 'p', 'i', 'n'.

These can immediately be blended for reading to make simple CVC words (consonant, vowel, consonant) e.g. sat, pin. Children then develop segmenting for writing skills; breaking the word into sounds to spell it out.



What are the phonemes?























Phase 2 Sound Mat

a 	b 	c 	ck 	d 	e 	f 	ff 
g 	h 	i 	k 	l 	ll 	m 	n 
o 	p 	r 	s 	ss 	t 	u 	

Phase 3 Sound Mat

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

Phase 5 Sound Mat

ay 	ou 	ie 	ea 	oy 	ir 	ue 	ue 
aw 	wh 	ph 	ew 	ew 	oe 	au 	ey 
a-e 	e-e 	i-e 	o-e 	u-e 	u-e 		

Alternative pronunciations are covered in this phase, e.g.
'ou' can make the sound in 'cloud' as well as the sound in 'you'
'ie' can make the sound in 'pie' as well as the sound in 'chief'

What is the phonics screening check?

Children in Year 1 throughout the country will all be taking part in a phonics screening check during the same week in June.

Children in Year 2 are also required to sit this check in the week beginning the 30th November 2020, as they did not do so in the Summer.

The phonics screening check is designed to confirm whether individual children have learnt sufficient phonic decoding and blending skills to an appropriate standard.

You can get further information regarding the check by visiting this site: <https://www.theschoolrun.com/year-1-phonics-screening-check>

What happens during the test?



The test contains 40 words.

Each child will sit one to one and read each word aloud to a teacher.

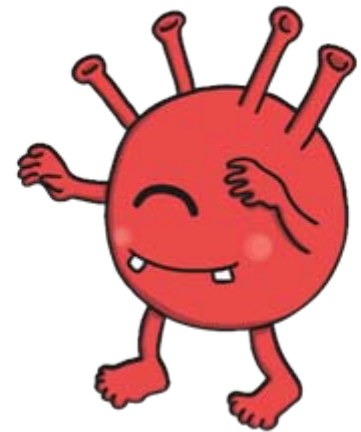
The test will take approximately 10 minutes per child; although all children are different and will complete the check at their own pace.

The list of words the children read is a combination of 20 real words and 20 nonsense words.

Nonsense words

The nonsense words will be shown to your child with a picture of an alien. This provides the children with a context for the nonsense word which is independent from any existing vocabulary they may have.

Nonsense words are included because they will be new to all pupils; they do not favour children with a good vocabulary knowledge or visual memory of words.



Example of the check

Practice sheet: Real Words

beg

[twinkl.co.uk](https://www.twinkl.co.uk)

at

[twinkl.co.uk](https://www.twinkl.co.uk)

sum

[twinkl.co.uk](https://www.twinkl.co.uk)

in

[twinkl.co.uk](https://www.twinkl.co.uk)

Example of the check

Practice sheet: Pseudo Words

vap



twinkl.co.uk

osk



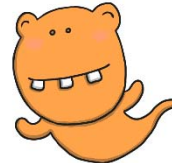
twinkl.co.uk

ot



twinkl.co.uk

ect



twinkl.co.uk

How can I help my child at home?

- You can familiarise yourself with the correct pronunciation of sounds by watching this short video clip:
<https://home.oxfordowl.co.uk/reading/learn-to-read-phonics/>

- Play lots of sound and listening games with your child.
- Read as much as possible to and with your child.
- Encourage and praise – get them to have a ‘good guess’.



- If your child is struggling to decode a word, help them by encouraging them to say each sound in the word from left to right.
- Blend the sounds by pointing to each letter, e.g. /c/ in cat, or the letter group, e.g. /ng/ in sing. Next move your finger under the whole word as you say it.
- Discuss the meaning of words if your child does not know what they have read.

KS1 Reading



Reading & Spelling of Common Exception Words

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

Common Suffixes

-ly (soft**ly**)

-less (colour**less**)

-er (strong**er**)

-ful (delight**ful**)

-est (neat**est**)

-ment (excite**ment**)

-ing (walk**ing**)

KS1 Writing



Grammar Terminology

Nouns – name objects e.g. pencil.

Proper nouns – name people and places and begin with capital letters. E.g. Swindon.

E.g. Tom has a dog that loves treats.

Verbs – are doing or being words.

E.g. I **walk** to school. The boy **was** hungry.

Adjectives – describe nouns.

E.g. The **blue** butterfly had **beautiful** wings.

Adverbs – describe how something was done.

E.g. The girl walked **slowly**.

Grammar Terminology

- Noun phrases are a group of words which act together as a noun e.g. She sat in her favourite chair.
- Expanded Noun Phrases – Where adjectives are used to expand a noun phrase.
E.g. The **magnificent** whale is swimming.



Types of sentence

- A sentence can be :

- A statement

e.g. The weather is sunny and warm.

A question

e.g. How are you feeling today?

An exclamation

e.g. What a lovely surprise it was!

A command

e.g. Do your homework.

Grammar Terminology

- Conjunctions are words which link clauses within sentences.

And, but, so, if, because, when, that, although

Contractions are words which are shortened and use an apostrophe to replace the missing letters.

E.g. do not – don't. would have – would've
I am – I'm you are – you're.

Grammar Terminology

- Apostrophes can also be used to show possession of objects.
- E.g. That is Sarah's backpack.
The bag's zip is broken.

Commas are used to separate items in a list.
A comma is not needed before the 'and' at the end of the list.

Apples, bananas, pears and oranges are good for you.

Handwriting

a b c d e

f g h i j k

l m n o p

q r s t u

v w x y z

KS1 Maths



Maths

The focus of mathematics in Key Stage 1 is to ensure the pupils develop confidence and mental fluency with numbers, counting and place value.

This involves working with numerals, words and the four operations.

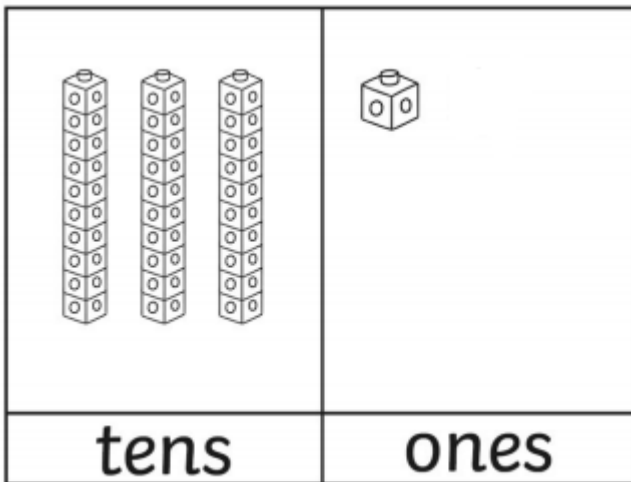
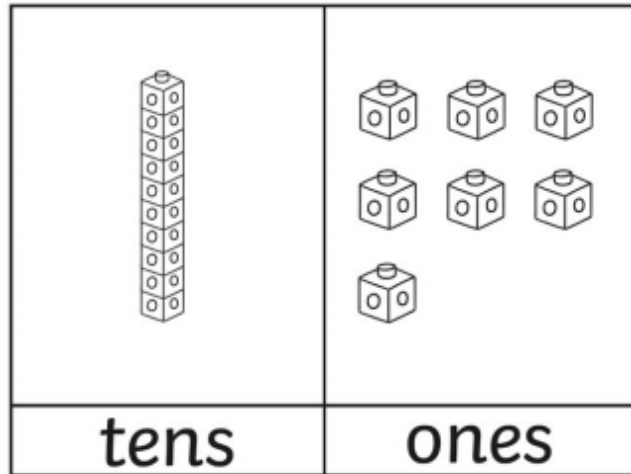
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

In Year 1 we encourage the children to use a 100 square for addition and subtraction.

We teach the children how to 'bridge 10' when crossing the tens boundary.

We teach them how to 'partition' numbers when adding / subtracting pairs of 2-digit numbers.

Tens and ones

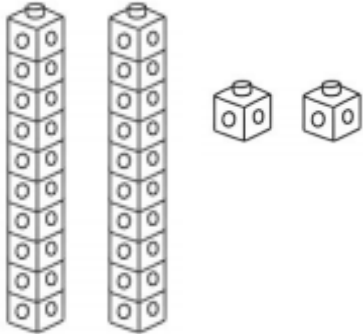


We then teach the children how to draw out the tens and ones of a numbers.

The children can use when working out an addition or a subtraction question.

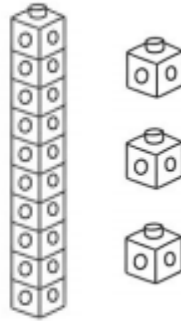
Tens and ones

22



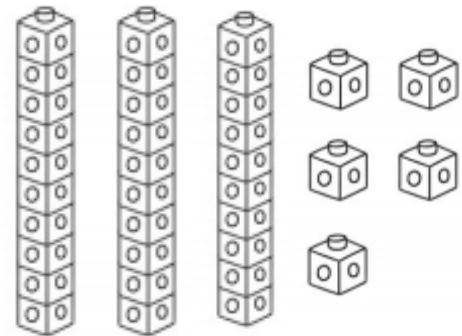
+

13



=

35



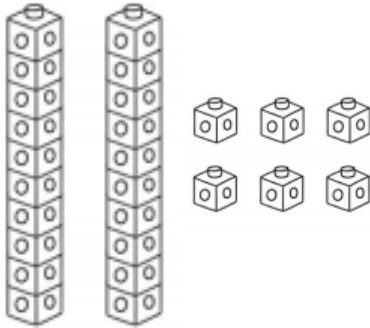
Tens and ones

26

—

11

=



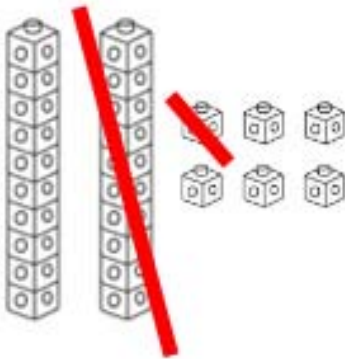
Children only draw the tens and ones for the first number.

26

—

11

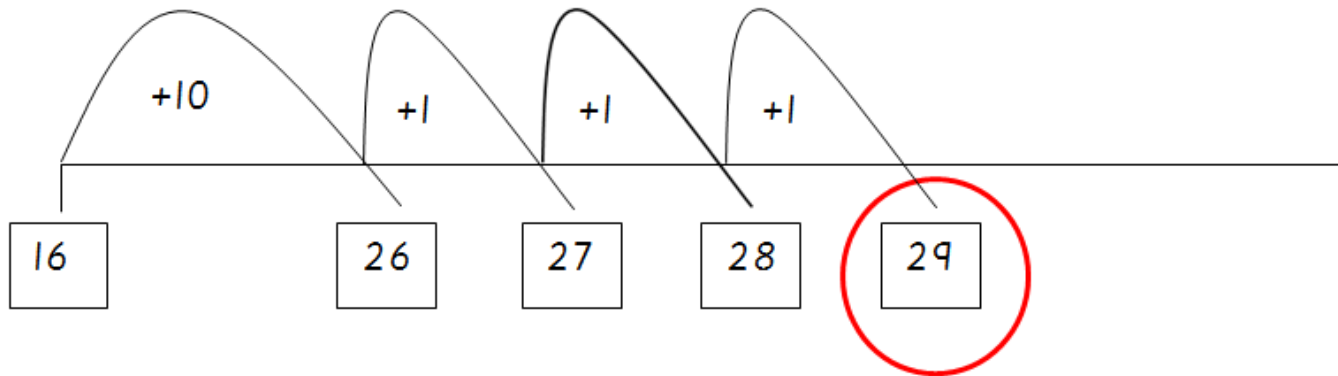
= 15



They then cross out the tens and ones that they are taking away to derive their answer.

Addition

$$16 + 13 =$$

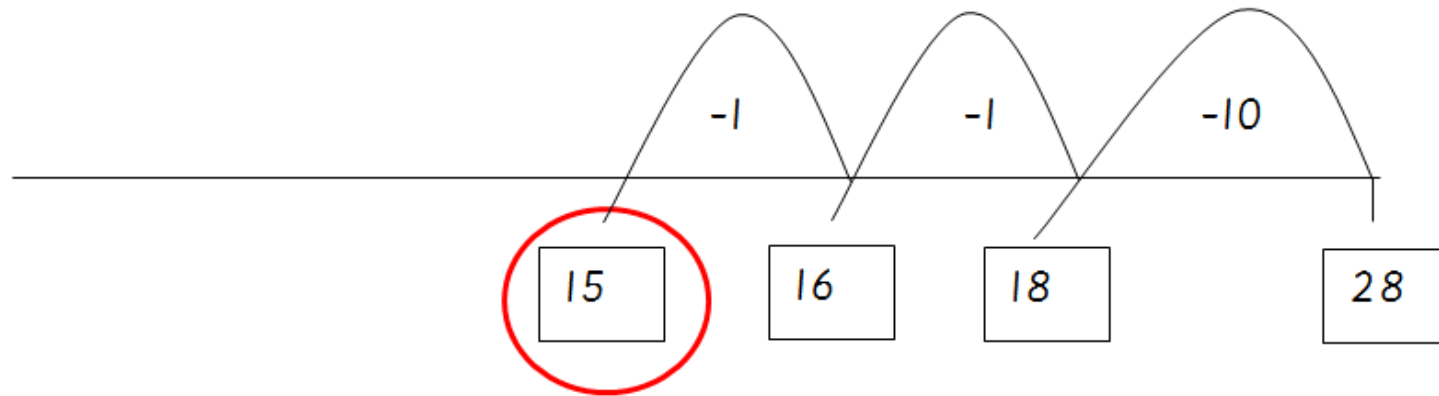


Blank number lines.

The children begin by drawing a straight line. The number line begins with the biggest number. The children then partition the smallest number and 'jump' along the number line.

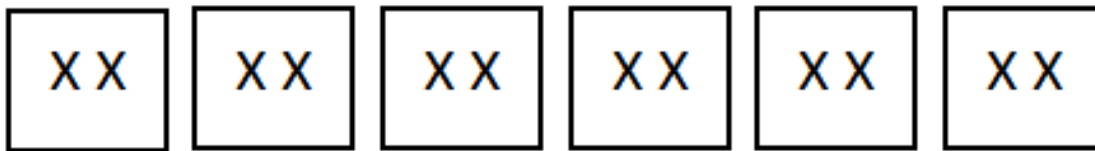
Subtraction

$$28 - 12 =$$



Multiplication

$$6 \times 2 =$$



The children are encouraged to make groups.

Multiplication

Array method

X X

X X

X X

X X

X X

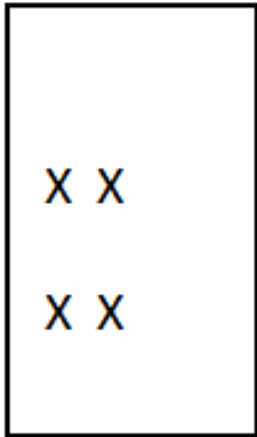
X X

The children are then moved onto arrays.

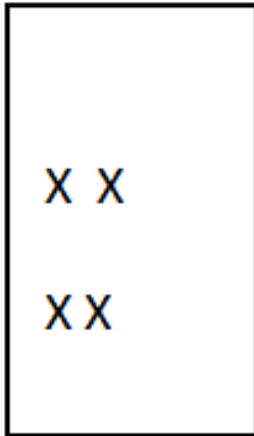
Division

$$12 \div 3 =$$

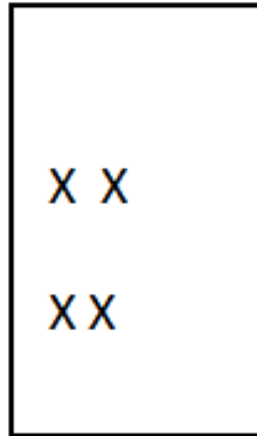
1



2



3



Sharing
method.

Division

1 2 3

X X X

X X X

X X X

X X X

Array method.