

Welcome to Key Stage One

**Miss Frodsham, Mrs Daniels
and Miss Harrison**

Open Evening

How our Key Stage is structured

- Year 1, Year 2/1 and Year 2
- Differentiation
- All individual children's needs are met at a level suitable for them.

Assessment

Children's attainment is reported to you using the following descriptors:

Emerging, Working Towards, Expected or Greater Depth

- Children are assessed informally on a daily basis against objectives which are taught.
- Assessed formally each half term- for Reading, Writing and Maths

Daily Routine

- ▶ On entering the classroom children complete a Maths/Spelling/Handwriting activity.
- ▶ Morning consists of English and Maths.
- ▶ Morning play on playground for Bumblebees, Dragonflies, Ladybirds
- ▶ Milk/Fruit
- ▶ Lunch in the hall and then onto the playground
- ▶ Read Write Inc, takes place in the afternoon - children are grouped according to phonetic understanding.
- ▶ Steps to Read and foundation subjects after RWI.

PE

- ▶ PE will be on Tuesdays
- ▶ Children must wear their kit on this day
- ▶ Jogging bottoms/shorts, white t-shirt, red jumper and velcro trainers

Year 1- National Phonics Screening Check...

- Will take place in June
- Children will read 40 words, real and pseudo (referred to as alien words)
- Checks children's ability to blend and decode at a level relevant for their age.
- Relaxed and familiar environment
- Pass mark 32/40...
- If children do not pass they will receive more support and will resit in Year 2.
- Important to practise sounds at home with children.

A little bit more about RWI...

- Read Write Inc. is conducted in differentiated groups to meet the children's individual needs.
- New sound taught each day.
- Main principle of RWI is reading and writing the sounds- phonemes to graphemes.
- Strong focus on developing speedy readers.
- Cursive handwriting.
- Hold a sentence.

Phonics Meeting for Parents will be coming up soon



Essential Reading Skills



Homework

Reading Homework

Children will bring 2 books each week. One book will be a phonics book and the other will be more of an opportunity to read for pleasure. They may have an activity linked to that book and the Reading Dogs insert will help with questioning your child about their books.

Spelling Homework

Spelling Homework will begin to go home on a Friday. This will be in a blue book with a list of words focussed on a particular spelling rule. Spelling Shed login codes will be sent home next week too.

Maths

A small maths activity will be sent home every other week.

Seesaw activities

Reading Passports

- ▶ For each book your child reads independently (school book, comic at home, library book etc) your child will receive a stamp in the passport. For a certain amount of books read, they will achieve an award.
- ▶ 40 books = Bronze award.
- ▶ 60 books = Silver award
- ▶ 100 books = Gold award
- ▶ 150 books = Platinum

(It sounds a lot but most children achieved at least 1 award last year - some managed all 4!)

For each award your child receives, they will enter the 'Reading Hall of Fame'

Where will a book take you?



More information is available on Seesaw.

Writing progression

Working at the expected standard in Year 1

The pupil can after discussion with the teacher:

Composition

- Draw upon what they have read
- ✓ **Orally rehearse most sentences before writing them**
- ✓ **Sequence sentences to form short narratives**
- Read their writing aloud clearly enough to be heard by their peers and the teacher

Grammar and punctuation

- Join words together to make a coherent sentence
- Leave spaces between words
- Join words and clauses using *and*
- Can separate words in writing using spaces most of the time
- ✓ **Use capital letters for names of people, some places, some days of the week and the personal pronoun I mostly correctly**
- ✓ **Use some capital letters, full stops, question marks and exclamation marks to demarcate sentences with increasing accuracy mostly correctly**
- Understand and use specific Y1 terminology (*letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark*)

Spelling

- ✓ **Spell most words containing each of the 40+ phonemes**
- ✓ **Spell most common exception words**
- ✓ **Spell most days of the week**
- Spell most of the sounds taught in year 1 (English Appendix Spelling)
- Spell words with adjacent consonants
- ✓ **Add suffixes to verbs where no change is needed in the spelling of root words (e.g. helping helped, helper) and –est where no change is needed in the spelling of the root word**
- ✓ **Use prefix words starting with un and understand how it changes the meaning (e.g. unkind, undoing)**
- ✓ **Begin to use regular plural noun suffixes – s/es (e.g. dog, dogs, wish, wishes)**

Handwriting

- Sit correctly at a table, holding the pencil comfortably and correctly
- Form lower case letters in the right direction, starting and finishing in the right place
- Form capital letters and digits 0 – 9
- ✓ **Begin to understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways)**

Evaluate and Edit

- Discuss what has been written with a teacher/other pupils
- Re-read what they have written to check it makes sense
- ✓ **Change some errors with support and some independently**

Working at the expected standard in Year 2

The pupil can after discussion with the teacher:

Composition

- Plan and say out loud what they will write about
- Write poetry and write for different purposes
- Write ideas and key words including vocabulary
- Encapsulate what they want to say sentence by sentence to aid coherence
- **Write simple, coherent narratives about personal experiences and those of others (real or fictional)**
- **Write about real events, recording these simply and clearly**
- Read aloud what they have written with appropriate intonation to make the meaning clear

Grammar and Punctuation

- **Demarcate most sentences in their writing with capital letters and full stops, and use question and exclamation marks correctly when required** (with increasing accuracy)
- Use sentences with different forms: statement, question, exclamation, command
- Use some expanded noun phrases to describe and specify
- Use the singular apostrophe for possession
- Use commas in a list
- Use apostrophes for possession and contractions
- **Use present and past tense mostly correctly and consistently**
- **Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses**
- Use the progressive form of verbs in the present and past tense to mark actions in progress (e.g. he is drumming, she is shouting)
- Understand and use specific Year 2 terminology (*noun, noun phrase, statement, question, exclamation, command, suffix, adjective, adverb, verb, past tense, present tense, apostrophe, comma*)

Spelling

- **Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others**
- **Spell many common exception words**
- Add suffixes to spell some words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)
- Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly
- Spell many contracted forms correctly
- Spell some common homophones and **near** homophones correctly

Handwriting

- **Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters**
- **Use spacing between words that reflects the size of the letters**

Evaluate and Edit

- Make simple additions, revisions and corrections to their own writing by: evaluating their writing with a teacher and other pupils
- Re-read to check their writing makes sense and that verbs to indicate time are used to correctly and consistently

Independent Writing progression

Y1 - Baseline assessment 21/9/21

I went to the pool

To use upper and lower case letters carefully.

Y1 - baseline assessment

I went to the pool

To use upper and lower case letters carefully.

LO: I can write a traditional tale narrative

Success criteria:

- Capital letters ✓
- Full stops ✓
- Conjunctions ✓
- Story language ✓



Quesna Pone tam
 & Teddys Wnt to a
 cave. over day
 the prrate from
 the cave the
 prrate traps
 teddy. the prrate
 put a spel on teddy
 the Netx day teddys
 trap the prrate and she ran.
 the end.

LO: I can write a letter to the King persuading
to ban the dark

him not



(B)

Success criteria:

- Punctuation ✓
- Questions ✓
- Conjunctions *because*
- Suffixes
- Adjectives *nocturnal*

Dear Majestic King
I am writing to you
because I want to
keep the dark.

First of all *nocturnal*
animals come out at night
like bat's and owl's and
hghog's.

In addition to this
Santa Come's at
Night.

oo³ Use
plural noun
suffixes
correctly,
eg. bats,
owls.

Finally the Easter
bunny come's in the
dark.

In Summary I want
to keep the dark.

To use more
adjectives in
your writing.

Do you agree?
Yours Sincerely

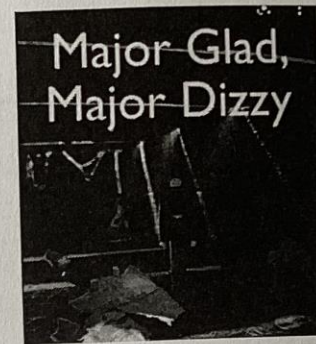
(A)

October 2021

L.O. I can write a recount ✓

Success criteria:

- Capital letters. ✓
- Full stops. ✓
- Finger spaces. ✓
- Use of Read Write Inc sounds to spell. ✓



Dear Sam

I am happy to tell you ~~all~~ about my night

last night the wind was so loud

and the bombs I felt terrible

because the explosion was so close to the window

and the noise was so loud

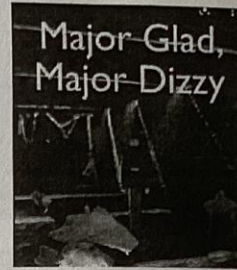
that it was like the end of the world

L.O. I can write a recount

Success criteria:

- Capital letters,
- Full stops,
- Finger spaces,
- Use of Read Write Inc sounds to spell.

Major Glad,
Major Dizzy



Dear Tessie I am
writing to you
about the old
saddle the
will to the crash.

I felt a bit
not, I will
the day I
help a man
Do you need a
medal? Do you need
my help?
Yours truly
May I graduate?

Wednesday 29th June 2022

LO: I can write an invention narrative.

Success criteria:

- Use of RWI sounds, ✓
- Punctuation ABC . ! ✓
- Y1 common exception words, ✓
- Conjunctions, ✓

ROSLIE
REVERE,
ENGINEER

one day cup cake decided to make
a playne that gys on its own.
later ^{that day} ~~cup~~ cup cake ^{drew} ~~drawed~~
here ~~ple~~ ^{ple} and wen she
sine sh she started to make
here ^{her} ~~trath~~.
At the end of the day ^{cupcake} went out
sied ^{side} to try and sign ^{solid} ~~solid~~
a botul top on the slot
for her-des ine.
she built and built and built
until it was ^{enough} ~~pe~~ y.
soon ^{enough} cup cake ^{pulled} ~~pull~~
the hand and it sloo.
A ~~stet~~ that ~~not~~ getabun day
her blends ^{at} ~~stet~~ ~~pr~~ ~~ays~~ too.

A wonderful invention story!



December 2021 Assessment

L.O. I can write diary entry from William's perspective

3

Success criteria:

- Punctuation and Capital letters
- Common exception words
- Expanded noun phrases
- Conjunctions

A		AB!?		
Finger spaces	Handwriting	Punctuation	Word choices	Read to an adult
✓	✓	✓	✓	

Dear diary

What a Splendid day I've had!

Last night I couldn't sleep because I was so excited. The next morning I tried to get dressed as quick as I could!

I dashed out of the orphanage and followed the cloud to see...

A dragon! the boring leafy tree had been transmogrified into a fire-breathing dragon! Its black beady eyes stared at me.

Everyone was chatting, laughing, playing and jumping.

I didn't do any of that I just stared back curiously. I said to myself "What a ~~mar~~ amazing masterpiece"

I stared at it for hours until I could see no more! I went back to the orphanage with ideas that rolled around in my head.

LO: I can write an invention narrative.

- punctuation
- repetition
- ~~use of~~ exclamation sentence
- expanded noun phrase

ROSTIE REVERE, ENGINEER

Moderated-
EXP

He had brown, chocolate eyes and bright, blonde hair.

You will all have find him wearing a backpack
kit and a football under his arm.

Tyson is an as an expert and is always wanting to tech make.

The unkind children were pulling fun at him and
they were saying these things as hard as they could.

One night when Terson was lying in bed an idea crept into his head.

He stratched until he could no more! He got metal buttons, hammer, screws and superglue. He decided to make a portal. It took him back to the diva our time!

The next day he collected equipment and hammered and hammered and hammered and he got smetseak and smetseak and smetseak. The smetseak dripping down his back.

Before Tenson about time he anxiously carried it to the nearest lane. Tenson pushed the button but there was nothing so he pushed the button one more time and he was praying and praying for it to work and it did.




Try using a range of suffixes in your work

Wednesday 9th February 2022

L.O. I can write a return narrative based on The Secret of the Black Rock

Success criteria:

- Punctuation and Capital letters ✓
- Suffixes ✓
- Expanded noun phrases ✓
- Conjunctions ✓

A		AB!?		
Finger spaces ✓	Handwriting ✓	Punctuation ✓	Word choices ✓	Read to an adult ✓



Not that long ago, there lived a adventure-
ous, silly, little boy called Josh who lived
with his Mum, Dad and his dog Teddy.
Teddy is snuggly, loyal and snuggly. They
went everywhere together. The place he most
wanted to go is the scariest but he could
not because of the Terrifying Tree! The people
in the village said "It has poisonous apples and
the branches were as hard as bricks."
but he still wanted to see it for himself.

One day Josh went to have an adventure and
scooped his pet dog Teddy and started to
pedal in the woods. He pedaled and he
pedaled and he pedaled until his legs could
not pedal no more. Then in front of him was
the Terrifying Tree! He tripped over because
the roots were sticking up! He looked at
the tree in amazement and then he started
to climb higher and higher and higher.
^s
Suddenly the branches cracked and Josh
came tumbling out the tree low and low
and low then the terrifying tree caught him!
He was not a scary tree he was actually

a tree got lots of amazing creatures like
small, spiky hedgehogs, brave, hungry
snails and red, spotted lady birds.

Finally the terrifying tree carried him and
Teddy safely back home to Mum and
Dad. For now on Josh and Teddy come to visit
the tree every day. They are best friends!

THE END

Supporting English

- Important to not only read books sent home. Children must read books / comics of their own choice.
- Books sent home are at a level that children can read independently with occasional support.
- If possible read a little every day with your child.
- Suggested texts for Year 1 and Year 2 are on the school website.

- Ask children to read words in isolation.
- Practise reading and spelling common exception words.
- Highlight features of the text such as punctuation.
- Encourage your child to be enthusiastic about reading and give him / her opportunities to choose a book.

The background of the slide features abstract, overlapping red geometric shapes, primarily triangles and polygons, in various shades of red, creating a modern and dynamic visual effect.

Encourage your child to...

remember capital letters, finger spaces and full stops.

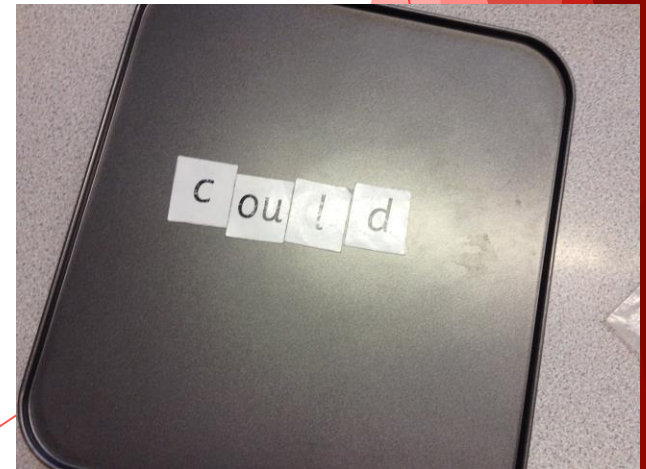
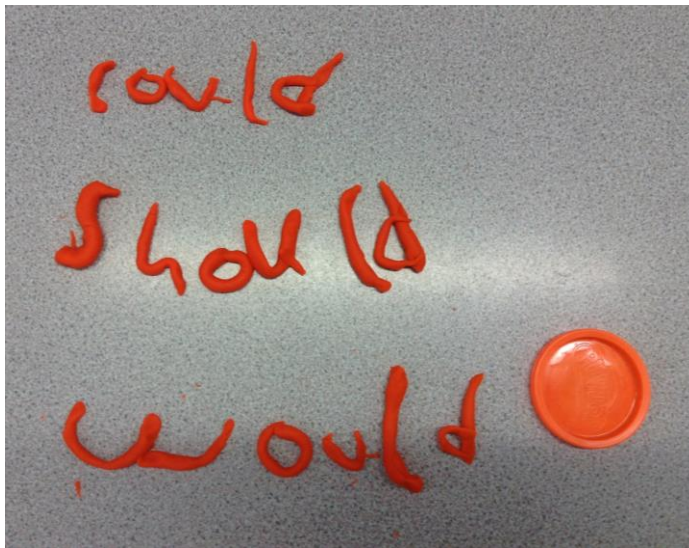
hold their pencil correctly and write on the line, using the correct letter formation (i.e. start with 'whoosh!').

talk and use descriptive vocabulary (adjectives.) and extend sentences using conjunctions (and, because).

Rehearse sentences before writing

Supporting Spelling and Handwriting

- Practise spellings in a variety of different ways (focus on spelling rules)
- Use Spelling Shed
- Practice spellings using correct letter formation too (with a “whoosh”)
- Pencil grip
- Letter formation on Seesaw



Maths

- At home try to develop your child's mathematical skills through practical activities.
- Games such as snakes and ladders, pairs, dominoes, skittles etc. aid mathematical understanding.
- Familiarise children with a 100 square - adding and subtracting/patterns
- Number formation (reversals)
- Number bonds and times tables badges
- Recognising coins and making amounts
- Identifying shapes etc.



St Anne's Catholic Primary School

Living and working as Jesus taught us.

A Journey in **LOVE**

A developmental programme for children in the primary years



KS1

Year 1

We meet God's love in our family



1. A Journey in Love
- Year 1 -

- Year 1: Children know and understand that they are growing and developing as members of their own family and God's family
- Year 2: Children know and understand that they are growing and developing in a God-given community.

Year 2

We meet God's love in the community



1. A Journey in Love
- Year 2 -



Rewards

- Children rewarded for following school Mission Statement and school rules:

- ▶ Ready, Respectful, Safe

- Head teacher's Award, Class Teacher's Award and Golden Mission award, Writing award

- ▶ Recognition Board

Long term plan

www.stannesprimaryknowsley.co.uk

Year 1 Year 2



St Anne's Catholic Primary School

KS1 Long Term Plan

Route B: 2025-2026 **INSPIRE**

Independent, Nurture, Skills, Progress, Individual, Resilience, Encourage

Term	English	Steps to Read	Maths	RE RSE	Science	Computing	History/ Geography	Art/DT	Music	PE	PSHE	Enhancements
Aut 1	Old Bear Narrative: A finding narrative Non-narrative: Message	Locality Y1C	Number and place value Addition and Subtraction Number and place value (within 10) Addition and subtraction (within 10)	Creation and Covenant Year 1 Physical Year 2 Emotional	Exploring Everyday Materials	Online buddies	Geography What is it like where we live?	DT Moving Minibots Moving Picture Julian Wehr	My musical heartbeat	Attack, defend, shoot 1.1	Families and Friendships (linked to RE & RSE) Belonging to a community (linked to RE & RSE)	Local area walk
Aut 2	The Night Gardener Narrative: Setting Non-narrative: Diary	Fairy stories and poetry classics Y2B	Addition & subtraction Measurement: Money Multiplication Geometry: Shape Number and place value (within 20)	Prophecy and Promise Year 1 Social and emotional Year 2 Physical	Seasonal changes (including Sun safety)		GEOGRAPHY What are seasons?	Art Create Moods in Art work- Andy Goldworthy.	Dance, Sing and Play! Performance opp: Nativity	Gymnastics 1.1	Families and Friendships (linked to RE & RSE) Belonging to a community (linked to RE & RSE)	<i>Pantomime Visit</i> <i>Library visit</i>

Learning at Home

- ▶ School website www.stannesprimaryknowsley.co.uk
- ▶
- ▶ **English, Maths Science and curriculum activities**
- ▶ www.spellingshed.com/en-gb/index.html
- ▶ www.mathletics.com/uk/
- ▶ www.mathsframe.co.uk
- ▶ www.educationcity.com
- ▶ www.bbc.co.uk/bitesize/ks1
- ▶ www.primarygames.com
- ▶ www.topmarks.co.uk/maths-games/5-7years/counting
- ▶ www.crickweb.co.uk/ks1numeracy.html
- ▶ www.ictgames.com/moneypage.html
- ▶ **Youtube** - Jack Hartmann Kids Music Channel (counting songs)
- ▶ **Phonics games**
- ▶ <https://www.bbc.co.uk/cbeebies/grownups/the-alphablocks-guide-to-phonics>
- ▶ www.phonicsplay.co.uk
- ▶
- ▶
- ▶

and finally...

- This presentation will be available on the class page of the website.
- Parent's Evening will be the week beginning 17th November, where you will have a more comprehensive opportunity to discuss your child's individual progress.

Thank you!