



Key Stage 1

Maths and English Curriculum Information



2022-2023



The KS1 Curriculum

- English Literacy: Reading and Writing
- Physical Development Physical Development
- P.E. (Physical Education) and Dance Physical Development
- Maths Mathematics: Number, Shape, Space and Measure
- PSHE (Jigsaw) and RSE P.S.H.E. (Personal, social, Well Being-Mental and physical education)
- Science Understanding the World
- Computing Understanding the World
- History Understanding the World
- Geography Understanding the World
- Religion and Worldviews Understanding the World
- Art Expressive Arts and Design
- Dance Expressive Arts and Design
- Music Expressive Arts and Design
- Design and Technology Expressive Arts and Design

Key Stage 1

EYFS Equivalent

KS1 Assessment

Statutory Nationwide Assessments:

Current Year 1s – Phonics Screening (June 2023)

Current Year 2s – Assessments in Reading, Writing, Science and Maths (May 2023)

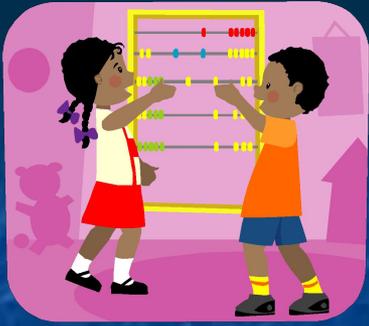
Assessment Terminology:

Year 1 (BMX)

- Below
- Meetingage related Expectations (ARE)
- EXceeding

Year 2

- Working Towards
- Working atage related Expectations (ARE)
- Working at Greater Depth



Groupings in Key Stage 1

- ❖ Whole Class Work (Mixed ability and Peer support)
- ❖ Groups in classes – Ability (reading) and mixed ability
- ❖ Interventions-Teachers will inform you if your child is working in one of these groups

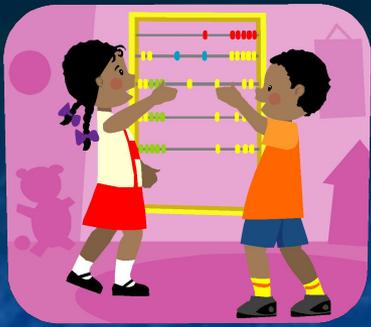




Exploring Learning Dimensions

ELLI – Effective Lifelong Learning Inventory

Details about each animal can be found on the website



English – Broken down into 5 parts:

- Speaking & Listening
- Phonics
- Reading
- Writing
- SPAG (Spelling, Punctuation and Grammar)



Speaking and Listening

- Our use of quality texts as a stimulus for reading and writing enables speaking and listening to be at the core of English teaching and learning. Texts are chosen with this in mind; with ambitious vocabulary and engaging subjects to hook children in and inspire writing.
- We help develop Speaking and Listening through cross curricular activities such as maths talk and science or history investigation
- Speaking and Listening skills help children form the foundations for learning. It is modelled through drama, role play, talking partners, show and tell, story times, carpet discussions, circle time, recording each other using ipads, cameras etc

Reading

- Teaching of reading
- Phonics based approach using our chosen scheme 'Unlocking Letters and Sounds'. (Song and actions based approach carried on from EYFS throughout the school)
- Developing a sight vocabulary of known words
- Reading comprehension activities
- Group reading – Shared or Guided reading
- Individual reading with an adult in school
- Quality planned whole class reading
- Sharing stories during daily designated story times

Importance of reading at home

- Practice makes perfect! We teach reading in school, you practice at home
- Successful readers are those who receive regular, quality support from home
- Reading at home is at a practice, not challenge level. Comprehension and fluency are vital
- 15 mins a day of sharing a book at home : echo reading, choral reading, taking turns etc..
- Remember to read to your child too and let them see you read for pleasure. Your child will bring home a book from our class/school library each week too.

Now they're ready to read - Top Tips...

Encourage independence:

- Let them hold the book and turn the pages
- Don't point to the words for them
- Try and get them to notice if their reading doesn't sound right, but don't jump in to help too soon
- They need to check – does it look right and make sense?
- If it doesn't then they need to change something and try again

Aim for fluency



It is important to re-read books they have read before so they learn to read quickly **and fluently**.

Children should be *practising* reading books that are fully decodable and that are at a level they can read with at least 95% accuracy

The Reading Process:

1st Read - Segment and Blend (decode) unknown words.

2nd Read - Element of decoding still but with more read with increased fluency.

3rd Read - Fluent and encouraging comprehension. (see reading logs for tips on comprehension questions.)

Questioning

Whilst children might be able to read with fluency, it doesn't always mean they fully comprehend everything from the text..

You can ask them the following types of questions to support their understanding:

- retrieval questions - where they find answers from the text and pictures
- inference questions - where they use information from the book and their own background knowledge to make an educated guess

What impact does reading have on my child's overall development?

- Stimulates imagination
- Expands their understanding of the world. The more they read the more they know.
- Develops their language, vocabulary and listening skills
- Helps improve writing and spelling skills
- Entertainment, fun, relaxing-Reading for Pleasure!

The **MORE** that you
READ, the more things
you will **KNOW**.

The **MORE** that you
Learn, the more places
you'll **GO**.

Log Books

- Log books are for you to record your child's reading at home. Please remember to write a positive comment after every read. We will check in on them at planned intervals.
- Teachers will keep their own detailed reading records in school.
- If you are finding any barriers or resilience from your child to reading at home please share this with your class teacher. We can make some suggestions to support you. It needs to be, and should be an enjoyable experience for both of you.
- Don't forget to mark off each day on your bookmark to work your way through the certificates for 'Reading for the stars'. More details on the website.

Our School Library



Our library is located opposite Sycamore Class. It aims to further promote our strong emphasis on reading for pleasure. It can also be used as a quiet space and for small groups to work. Your child will visit the library and have a chance to choose a book from here too to bring home and share.

Writing



~ Writing progress is closely linked to reading progress

We aim to:

~ Teach using a variety of genre: stories, poetry, factual recounts and instructions

~ Link to quality texts used to 'hook' the children in. For example, Year 1 are currently using the story of 'Beegu'.

~ Make writing meaningful, purposeful and fun...with all children seeing themselves as authors!

Writing Learning Outcomes for the end Year 1 and 2

Year 1 Outcomes	Year 2 Outcomes
<p>Planning I can plan by talking about ideas I can orally rehearse sentences before writing</p> <p>Drafting and writing I can write sequences of linked sentences I can sequence my own sentences to form simple narratives</p> <p>Review and editing I can re-read writing to check it makes sense I can read my own writing aloud clearly</p> <p>Handwriting I am beginning to form lower-case letters, capital letters and digits 0-9 correctly I can understand which letters belong to which family - ascenders and decenders I can leave spaces between words I can sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Grammar, vocabulary and punctuation I can use a capital letter in many words for people, places, days of the weeks and the personal pronoun 'I' I can use the conjunction 'and' to join words I can use the conjunction 'and' to join simple sentences I can demarcate many sentences using capital letters I can demarcate many sentences using full stops I can begin to use question marks I can begin to use exclamation marks</p> <p>Spelling I can spell words containing the range of Y1 phonemes I can spell the days of the week I can spell many of the Y1 common exception words I can spell words ending in -ing, -ed, est and -er (where no change is needed to the root word) I can spell words using the prefix I can name the letters of the alphabet in order I can write from memory, dictated simple sentences using phonics and common exception words I can use letter names to distinguish between alternative spellings of the same sound. I can spell plural nouns by adding -s and -es</p>	<p>Planning I can plan by talking about ideas and vocabulary I can record ideas I can orally rehearse sentences before writing Drafting and writing I can write about personal experiences and those of others - fiction/non-fiction I can write about real events I can write simple poetry I can write for different purposes</p> <p>Review and editing I can re-read my writing to check it makes sense I can evaluate my writing through discussion I can proof-read and edit my writing in relation to the Y2 grammar and spelling expectations I can read my own writing aloud clearly, with appropriate intonation</p> <p>Handwriting I can form correctly sized and orientated lower-case letters, capital letters and digits I am beginning to join my handwriting I can use spacing between words that reflects the size of the letters</p> <p>Grammar, vocabulary and punctuation I can use the noun phrases to describe and specify (e.g. the blue butterfly) I can use co-ordinating conjunctions to form compound sentences - or, and, but I can use subordinating conjunctions to add extra information - when, if, because, that, or I can write sentences with different forms: statement, question, exclamation, command I can use the present and past tense including the progressive form I can use some features of standard written English I can demarcate sentences consistently using full stops and capital letters I can use commas in lists I can demarcate sentences consistently using question marks and exclamation marks I can use apostrophes for contracted forms I can use apostrophes for singular possession</p> <p>Spelling I can spell the Y2 common exception words and homophones I can spell words using some of the KS1 suffixes and rules for plurals. Ed, ing, er, est, ment, ness, ful, less, ly I can spell words containing the range of Y2 phonemes</p>

Summary of main skills used in each year group

Year Group				
EYFS	<p>I can describe size, shape and colour using adjectives verbally.</p> <p>I can describe feelings using my growing vocabulary.</p>	<p>I am starting to use an 'and' in my writing to add detail.</p> <p>I can verbally use because to add more detail.</p>	<p>I can use repetitive and simple openers.</p> <p>I can use an opener modelled by the teacher.</p>	<p>Beginning to use full stops</p> <p>Beginning to use capital Letters</p> <p>Can use a capital letter for own name</p>
YR1	<p>I can describe some nouns using a developing bank of adjectives in my writing.</p> <p>I can write about a characters appearance and feelings using simple adjectives.</p>	<p>I can use the conjunction 'and' to join words and simple sentences.</p> <p>I am starting to use more of a range of conjunctions when I speak about my ideas and am starting to write them down. 'because, so that, 'but'.</p>	<p>I can use time openers to sequence my writing e.g. First, next, after that.</p> <p>I can use story language when writing a narrative e.g. Once upon a time, A long time ago.</p>	<p>I can use a capital letter in many words for people, places, days of the weeks and the personal pronoun 'I'</p> <p>I can demarcate many sentences using capital letters</p> <p>I can demarcate many sentences using full stops</p> <p>I can begin to use question marks</p> <p>I can begin to use exclamation marks</p>
YR2	<p>I can use the noun phrases and expanded noun phrases to describe and specify (e.g. the blue butterfly)</p> <p>I can use the present and past tense including the progressive form.</p> <p>I can use sentence structures to use adjectives, verbs and adverbs in a range of locations within a sentence.</p>	<p>I can use co-ordinating conjunctions to form compound sentences - or, and, but</p> <p>I can use subordinating conjunctions to add extra information - when, if, because, that, or</p>	<p>I can vary my sentence openers.</p> <p>I can use a range of time openers and more complex time openers accurately e.g. 'meanwhile'.</p> <p>I can use adverbs, adjectives and prepositions to open sentences to make interest for the reader.</p>	<p>I can write sentences with different forms: statement, question, exclamation, command.</p> <p>I can demarcate sentences consistently using full stops and capital letters</p> <p>I can use commas in lists</p> <p>I can demarcate sentences consistently using question marks and exclamation marks</p> <p>I can use apostrophes for contracted forms</p> <p>I can use apostrophes for singular possession</p> <p>I can proof-read and edit my writing in relation to the Y2 grammar and spelling expectations</p>



Vocabulary

The range of vocabulary the child has and can use independently to make their writing more interesting including ambitious vocabulary.

Conjunctions

The use of a wide range of connectives including conjunctions, connecting adverbs and prepositions to extend a vary sentences.

Openers

The range of ways a child has for opening sentences, including the use of different exciting sentence types. E.g Verb, person sentences.

Punctuation

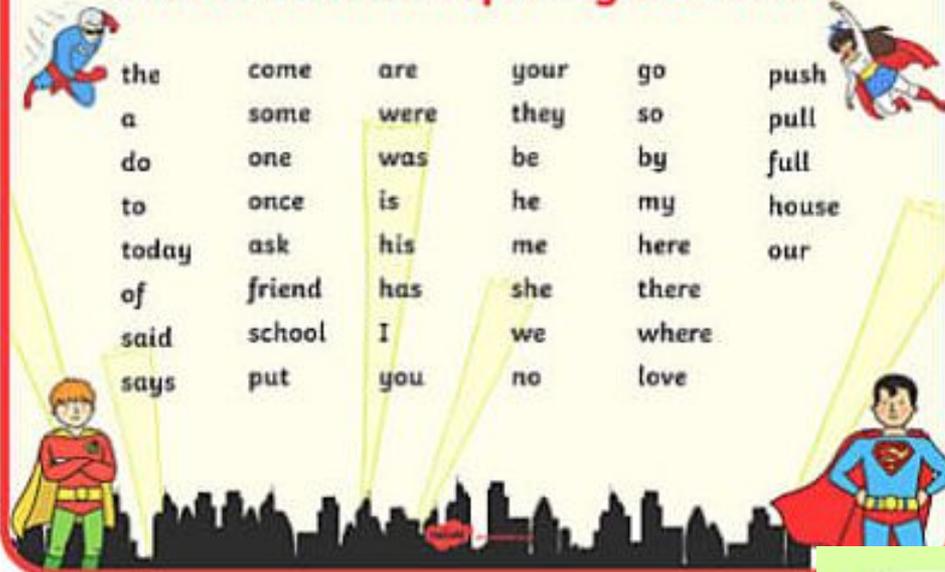
The range of punctuation the child uses for accuracy, including punctuation for effect as they become more confident.

SPAG — Spelling, Punctuation and Grammar

- In the National Curriculum, there is a strong emphasis on SPAG to enable children to develop automaticity in the core writing elements
- Spelling is key! Regular class based activities to help reinforce accuracy in spelling of high frequency words and common exception words (words that cannot be sounded out with phonemes they currently know).
- Learning the use of different sentence punctuation ? . , !
- KS1 children will be taught SPAG vocabulary connected to their learning-noun, verb, adjective, suffix, prefix...
- Handwriting explicitly taught weekly in class – focus is on accurate letter formation before joining. Starting letters in the correct place is key to this. This is linked to their phonics and spelling learning through the week.
Please support at home.

Check the class blog for the English focus each week.

New Curriculum Spelling List Year 1



Remember that children need to be able to read these words before attempting to spell them. These are the lists that is the aim for the end of each year group.

New Curriculum Spelling List Year 2

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

Writing – Helping at home

- Initially you will have encouraged your **child** to draw and discuss the drawings.
- Show an interest in, and ask questions about, the things your **child** draws, and may try to **write**.
- Asking your child to write for a '**real**' **purpose** is great at home. Lists, cards, letters, memo reminder notes.
- Children need to **form their letters correctly**. We focus on this every day across all areas of the curriculum that involve literacy and writing. This is a very important step because as children move up through the school, they **begin to learn and master joined handwriting** which is only possible with the **correct letter formation**, starting in the correct place, holding a pencil in a tripod grip. **Please support this at home.**
- As they move through the school, children write using an **extended vocabulary**. We **model** using expressive language and actively thinking of an **alternative** for simple words such as 'said', 'happy' or 'nice' in our writing. We encourage children to do the same and extend their vocabulary, using a variety of words.
- Ambitious words may require own attempts at spelling, but encourage the **correct spelling** of words you know they should know!



Letter Formation Practice Sheet

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

Starting position of letters is vital for correct formation and future joining.



Henleaze Infant School

Henleaze Infant School Letter Formation Families

We have 4 families and we use this language with our children throughout the school. They are grouped to aid children to know where to start each letter. The bold dots on the dotted formation guides show each starting position.

Caterpillar Letters



Ladder Letters



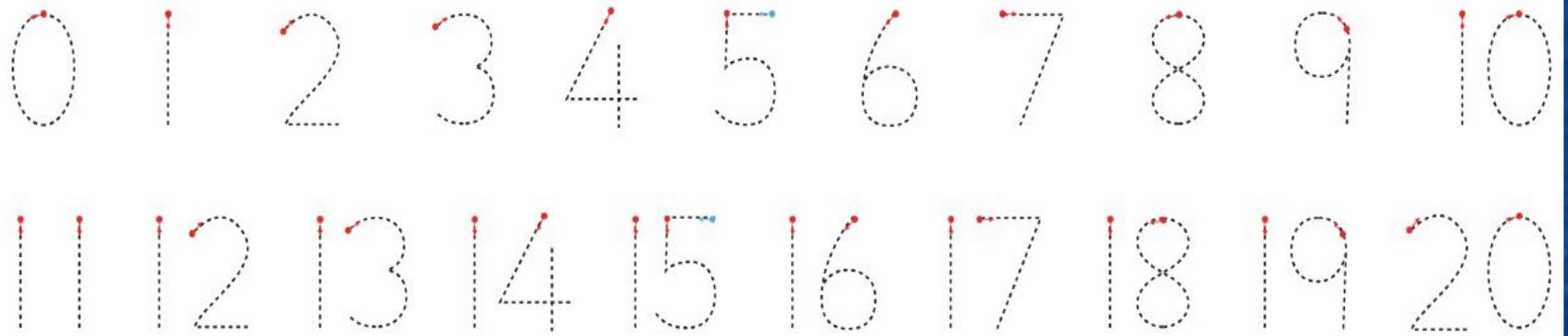
One-Armed Robot Letters



Zigzag Monster Letters



My 0-20 Number Formation



Useful Links to Supporting your child with their pencil control

[Correct Wrist Position](#)

[Left Handed Writing Tips](#)

[Tripod Grip and How to hold a pencil](#)

Missing one dragon

Last seen flying out of forest school on Monday night. He has a silver tummy, black body and black feet. It will breath fire at you and eat you up! If seen then please report on 069 30661300 999 013. If seen and not reported you will be locked in jail for three years! You will be rewarded £900 or 309306 bucks if yo report. Whatever you do do not shoot it! Its claws are silver so it is easy to be seen. [REDACTED] class 3 year 2.

To give you an idea of the expectations for writing; this is an example of an end of Key Stage (end of Year 2) piece of writing at the expected level for this age.

Maths taught in Key Stage 1

Number – Number and Place Value

- Addition and Subtraction
- Multiplication and Division
- Fractions

(Calculations Policy is on our Website)

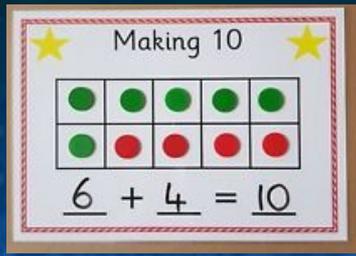
Measurement - Length, height, mass, capacity, money, time, temperature (**Year 2**)

Geometry – Properties of shapes – 2d and 3d
- Position and Direction

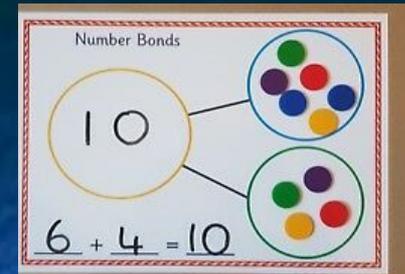
Statistics – (**Year 2**)

The national curriculum for mathematics aims to ensure that all pupils:

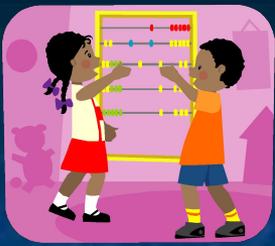
- Become fluent in the fundamentals of mathematics - Mastery
- Reason mathematically
- Can solve problems



Maths at Henleaze Infant School



- Our planning is based on the White Rose Maths Schemes of Learning to guarantee consistency, coherence and progression throughout the EYFS and KS1.
- Teachers implement our schools' agreed Calculation Policy for progression in written and mental calculations. This continues into the Junior School.
- To learn mathematics effectively, some things have to be learned before others and this order of small step learning is factored into our planning.
- Our pupils engage and enjoy using concrete resources to experiment and complete practical activities. We help our children to be visualisers through using the CPA (concrete, pictorial, abstract) approach.
- Children take part in an explicit daily mathematics lessons with a specific focus on either Number or Measure, Geometry or Statistics.
- All areas of the mathematics curriculum are continually revisited through planned short or longer in-depth teaching sequences to enable children to develop a depth of understanding .



Teaching Maths



We aim to:

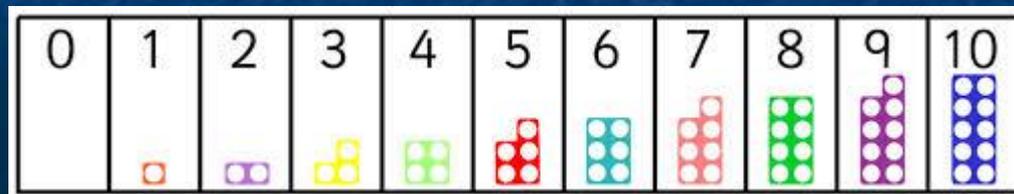
- Make maths fun 😊
- Develop confidence to have a go.
- Teach the importance of applying maths skills to everyday situations. This is woven through the curriculum using problem solving and reasoning questions for each concept.
- Provide opportunities to use practical resources to support the understanding of mathematical concepts. After using resources, children record their ideas and knowledge through drawings and representations before they write the 'abstract' numbers.
- Provide whole class teaching, usually mixed ability allowing peer learning to take place.

Calculation and Number Focus

- The principal focus of mathematics teaching in Key Stage 1 is to ensure that pupils develop confidence and mental fluency with whole and part numbers, counting and place value.
- Creating a visual awareness of number
- Showing recording and workings out.
- Being able to talk through their reasoning.
- Solve problems.
- A copy of our updated Calculation Policy will be sent out soon to all parents. This has been developed with the Junior school to aid with continuity and progression.



0	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



Helping At Home

- Through real life experiences (handling real money, having a clock/watch, weighing, measuring)
- Playing maths games
- Using websites and apps (White Rose-1 min, Purple Mash, BBC bitesize, Topmarks, Nrich)
- This is a good link to follow to see our concrete, pictorial and abstract model and policy explained. [White Rose Parent Guide.](#)



Marking in Key Stage 1

- ❖ Learning Objectives and Targets appear at the top of a piece of work and are ticked if achieved
- ❖ All work is independent unless otherwise stated
- ❖ Verbal feedback always given during and after work completed
- ❖ Annotations made on teacher's plans will also be used to aid feedback to parents during consultation evenings
- ❖ Use of 'Pink' for teachers and 'Purple' Pens used by children to edit work (mostly Year 2)

Our Wider Curriculum

- ❖ This presentation is offered for information about our English and Maths Curriculums as these provide the foundations and building blocks for all our other learning.
- ❖ All the subjects taught as part of our whole curriculum offer are all equally important.
- ❖ We are therefore going to offer more information about these subjects next term on Thursday 17th November, at our Curriculum Showcase Evening.
- ❖ We are constantly updating our website for our curriculum. Please don't forget to check your class weekly blog for weekly updates on our learning.

■ Questions?

We understand that this is a lot of information to take in so...

Check out the website and....



More information and an opportunity to talk to staff and see resources that we use in school will be available for Maths and English, along with all the other areas of our curriculum at the...

Curriculum Showcase Evening

Term 2

Thursday, 17th November - 4pm - 5:15pm

■ Thank you