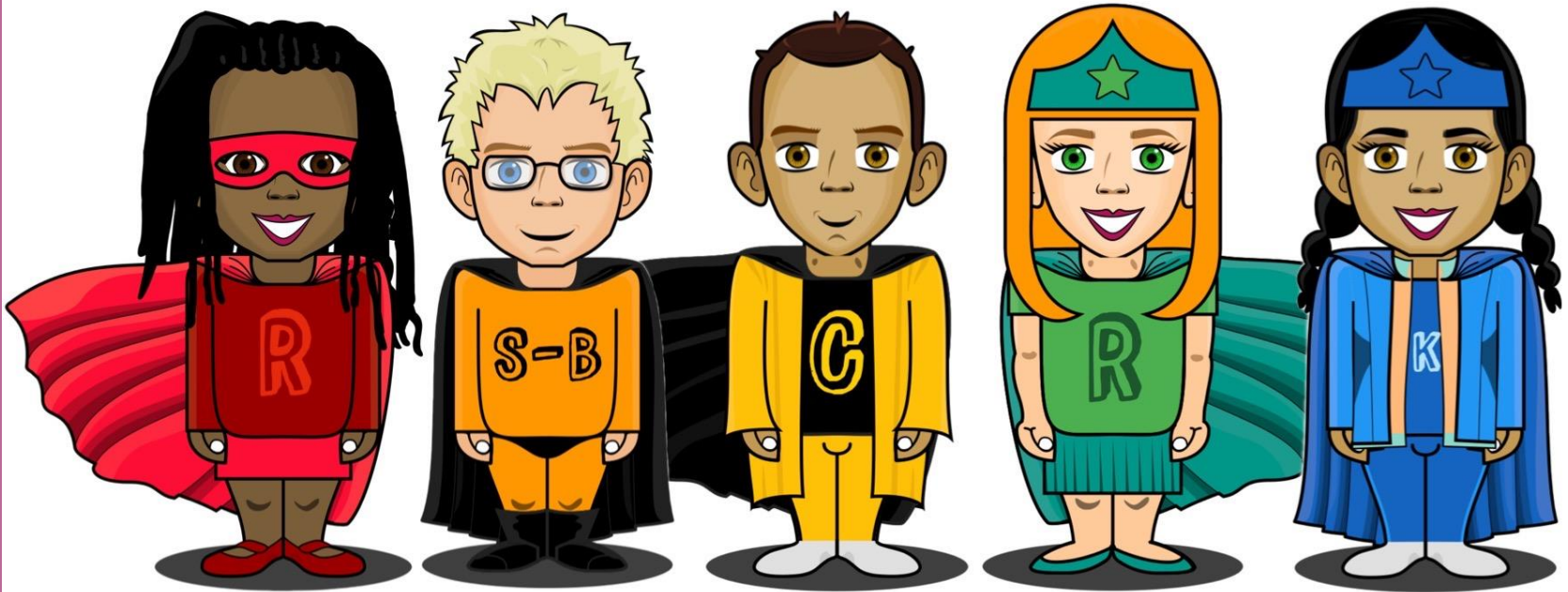


Get a Head Start on...

Year 1

Helping Your Child Feel
Confident and Ready for the
Year Ahead!

Learning powers and values



Why Prepare Over Summer?

- Prevent the 'summer slide'
- Build confidence before Year 1
- Form positive habits in a relaxed environment
- Summer learning doesn't have to be formal or intense.
- A few simple, fun activities can make a real difference.

Focus Areas – Year 1 Core Subjects

English:

- - Reading comprehension
- - Letter formation
- - Sentence structure
- - Phonics phase 2 and 3



Did you enjoy this story?

What was your favourite part?

Can you find a page in the story that you didn't like?

Do you think this book is funny? Why?

twinkl.co.uk

Maths:

- - Number formation
- - Number bonds
- - Multiplication (skip counting) 2s, 5s, 10s.



English – Practical Ideas for Home

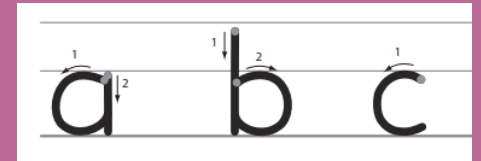
Reading Together:

- - Daily reading (5-10 min)
- - Mix fiction & non-fiction
- - Ask questions about the text



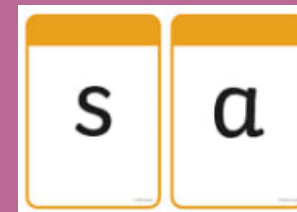
Writing Practice:

- - Letter formation and handwriting practise
- - Short sentences



Grammar Fun:

- -Phonics recap – flash cards
- -Phonics recap – blending



Maths – Practical Ideas for Home

^{1 2}_{3 4} Number bonds:

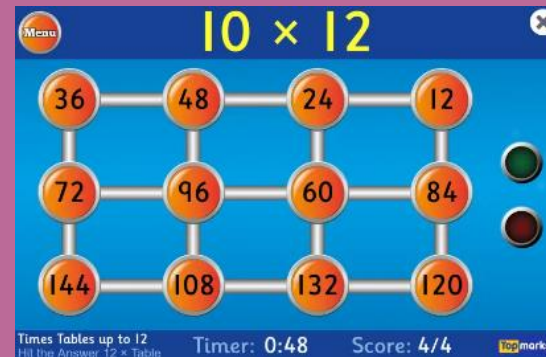
- - Top marks
- - Practice casually

☐ Problem Solving:

- - Use real-life maths
- - Puzzle books & games

💡 Focus Topics:

- - Number bonds to ten
- - Number formation
- - 2-5 quick questions daily



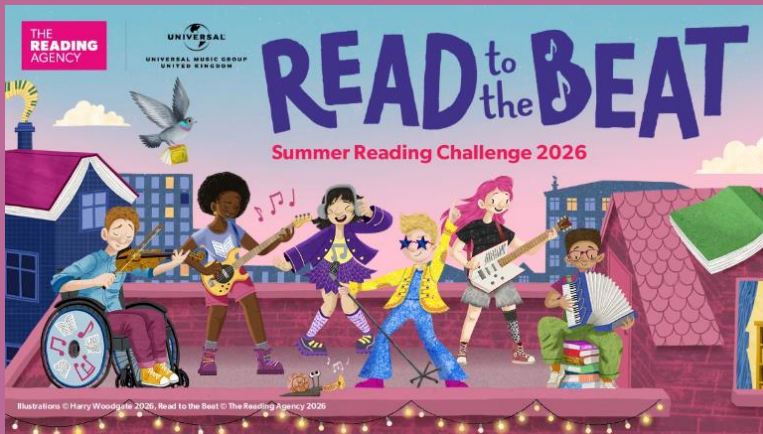
Screen Time Can Be Learning Time

- - Educational YouTube (e.g. BBC Bitesize, Geraldine giraffe - phonincs)
- - Learning apps – Phonics Play, Top marks, reading eggs)
- - Audiobooks for car journeys or quiet time



Free & Low-Cost Resources

- - Local library reading challenges



summerreadingchallenge.org.uk

- - School website links

Oracy in Year 1

Year 1 (5-6 years old)

 Physical	 Linguistic	 Cognitive	 Social & Emotional
To use body language to show listening. To experiment with adjusting tone, volume and pace.	To use vocabulary specific to the topic at hand. To take opportunities to try out new language. To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally. To use sentence stems to link to other's ideas in group discussion (e.g. 'I agree with... because ...' 'Linking to ...').	To consider the merits of different viewpoints. To offer reasons for opinions. To disagree with someone else's opinion politely. To explain ideas and events in chronological order. To ask a question when they haven't understood.	Listen carefully to others. To participate in group discussions independently of an adult.

Example outcomes:

- To take part in a small group discussion without an adult.
- To be filmed speaking and use this for reflection.
- To speak in front of a larger audience e.g. during an assembly.

Teaching ideas:

- Introduce students to different protocols to scaffold turn-taking e.g. putting a thumb in when they want to speak, or taking turns passing talk around a circle.
- Use visual aids to support students' awareness of talk e.g. using counters to represent contributions to a discussion or passing wool from speaker to speaker to show how contributions in a conversation should link to each other.
- As a teacher, explicitly model your own use of questions to clarify your understanding, e.g. 'I didn't understand that so I'm going to ask a question to help me. What did you mean by X?'
- Introduce students to the roles of the 'builder' and 'challenger'. Equip students with sentence stems to fulfil each role.
- Draw students' attention to the role that listening has in developing understanding. E.g. 'Now that we have heard that, has anyone changed their mind?'

Continuous Provision

Next year, in order to help with the transition from Early years to Year 1, we are introducing Continuous Provision.

What is Continuous Provision?

Continuous provision is the term given to resources which have been carefully chosen to create an environment in which children can explore and learn. The resources are safe for the children to use independently, continually assessable and enable children to continue their learning in the absence of an adult.

While using the resources the children continue to develop their problem solving, creativity, reasoning, communication and language skills and are able to consolidate learning in a way they understand and enjoy. Research show that this process allows new learning to be committed to the long term memory.

Continuous Provision

Why extend Continuous provision beyond EYFS?

- This approach is rooted in research and based on extensive knowledge on how children learn. □
- As a school we have researched the benefits of continuous provision throughout KS1.
- We believe play has a vital role in taking our children's learning further. □
- Continuous provision provides children with the early childhood experiences needed to become active learners in later life. □
- Continuous provision will enable a smooth transition from EYFS and throughout KS1. □

Tips for Parents

- - Stay positive & pressure-free
- - Praise effort
- - Learn together
- - Let children choose activities



Questions

- - Q&A time
- - Printed packs or online resources available



Final Thought

- "Every small effort adds up. A little learning each day helps your child walk into Year 1 with confidence and excitement!"

