

Year 1 Newsletter - Spring Term 2026

Welcome back and Happy New Year!

I hope that you have all had a lovely Christmas break!

CURRICULUM

Please see below the Spring Term Overview.

English

Texts: Developing Vocabulary and Language Comprehension

The Tales of Peter Rabbit and The Emperor' s new clothes.

- Explore allusion (fairy tale themes and language devices – repetition, events happening in 3s)
- To Write compound and complex sentences
- Identify use of Similes – like a bird set free
- Continue to develop Foreshadowing (use clues to consider what Beatrix Potter will cover next)
- Begin to develop awareness of apostrophes for possession in reading – exposure

Maths

Place Value and the Number System / Addition and Subtraction

- Number and Place Value: up to 100
- Addition and Subtraction Facts of 7-11
- Addition and Subtraction Facts of 11-16
- Addition and Subtraction Facts of 17-20

Term/Subject	Spring 1	Spring 2
Science	Seasons & Weather	Taking care of the earth
History	N/A	Kings, Queens & Leaders
R.E	Who is Allah & Why is he important?	Is it possible to speak to God?
Geography	The UK	N/A
P.E (Please note some learning may continue into the next half-term)	Gymnastics / Ball Skills	Ball Skills / Yoga
R.S.E	<ul style="list-style-type: none">• What am I good at and what is special about me?• Who are my special people, why are they special and how do they support me? Who can help me at home and school? What is my personal space and how do I talk to people about it?• Why do people fall out with their friends?• Can I describe what bullying is? Do I know what to do if I think somebody is being bullied? What does my school do to stop bullying?• Do I understand simple ways to help my school feel like a safe, happy place? How can I get to know the people in my class?	

Additional Information:

P.E will be on Monday's and Wednesday's. Please can children wear their P.E kits into school on these days.

Spelling lists will be sent on a Monday. The children will be given 6 spellings a week. The spellings will be based on sounds the children have previously learnt. The spellings will be tested on the following Monday.

Water bottles need to be brought into school daily.

Phonics Screening Check – June

In June, all Year 1 children will take part in the **Phonics Screening Check**. This is a short, one-to-one check with a familiar adult, where children are asked to read a list of words aloud. Some of these are real words and some are 'nonsense' (alien) words, which help us see how well children can use their phonics skills rather than relying on memory.

The check is designed to be relaxed and supportive, and children are very used to this type of activity in class.

How you can support at home:

- Encourage **regular reading** – little and often makes a big difference
- Practise **sounding out (decoding)** words and **blending** sounds together
- Talk about the sounds letters make, including **digraphs and tri-graphs** (e.g. *sh, ch, ai, igh*)
- Have fun spotting sounds in everyday words and during shared reading
- Praise effort and confidence, not just accuracy

Thank you for your continued support. If you have any questions about the Phonics Screening Check or how to help at home, please feel free to speak to us. Please also find further information regarding the Phonics Screening on the School Website, under our class section.

If you have any questions or queries, please do not hesitate to see me at the end of the school day, via email Iwiles@anthonycurton.norfolk.sch.uk or by making an appointment with the office.

Best wishes,

Miss Wiles.

End of Year Expectations for Year 1 for New National Curriculum – EXPECTED (At National Standard)

Year 1 Maths			
Year 1 Number and Place Value			
Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. <input type="checkbox"/> Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s. <input type="checkbox"/> Given a number, identify 1 more and 1 less. <input type="checkbox"/> Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. <input type="checkbox"/> Read and write numbers from 1 to 20 in numerals and words. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. <input type="checkbox"/> Represent and use number bonds and related subtraction facts within 20. <input type="checkbox"/> Add and subtract one-digit and two-digit numbers to 20, including 0. <input type="checkbox"/> Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity. <input type="checkbox"/> Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.
Year 1 Geometry and Measures			
Measures	Geometry – Properties of Shapes	Geometry – Position and Movement	
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compare, describe and solve practical problems for: <ul style="list-style-type: none"> ➢ lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] ➢ mass/weight [for example, heavy/light, heavier than, lighter than] ➢ capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] ➢ time [for example, quicker, slower, earlier, later] <input type="checkbox"/> Measure and begin to record the following: <ul style="list-style-type: none"> ➢ lengths and heights ➢ mass/weight ➢ capacity and volume ➢ time (hours, minutes, seconds) ➢ recognise and know the value of different denominations of coins and notes ➢ sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] . <input type="checkbox"/> Recognise and use language relating to dates, including days of the week, weeks, months and years. <input type="checkbox"/> Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> ➢ 2-D shapes [for example, rectangles (including squares), circles and triangles] ➢ 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe position, direction and movement, including whole, half, quarter and three-quarter turns. 	



Year 1		Reading		
Word Reading		Comprehension		
Sufficient evidence shows the ability to...		Sufficient evidence shows the ability to...		
<ul style="list-style-type: none"> <input type="checkbox"/> Apply phonic knowledge to decode words. <input type="checkbox"/> Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds. <input type="checkbox"/> Read accurately by blending sounds in unfamiliar words containing GPCs taught. <input type="checkbox"/> Read a range of simple common exception words e.g. the, said, they, once, she, friend, school. <input type="checkbox"/> Read words with the endings -s, -es, -ing, -ed and -est. <input type="checkbox"/> Read words of more than one syllable which contain GPCs known. <input type="checkbox"/> Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters. <input type="checkbox"/> Read some phonically-decodable books, closely matched to phonic knowledge. <input type="checkbox"/> Read pseudo (alien) words with accuracy, including vowel digraphs and trigraphs. 		<ul style="list-style-type: none"> <input type="checkbox"/> Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently. <input type="checkbox"/> Become familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics. <input type="checkbox"/> Link what they read to their own experiences. <input type="checkbox"/> Recognise and join in with predictable phrases in poems and stories. <input type="checkbox"/> Appreciate some rhymes and poems; recite some by heart. <input type="checkbox"/> Discuss the meanings of new words, linking them to words already known. <input type="checkbox"/> Listen to, discuss and enjoy a range of non-fiction texts; draw on what they already know, and on background information and vocabulary provided by the teacher. <input type="checkbox"/> Check that texts make sense when reading; self-correct and re-read inaccurate reading. <input type="checkbox"/> Talk about the significance of the title and events. <input type="checkbox"/> Infer on the basis of what is said and done e.g. know that Jack is scared of the giant because he is hiding; the princess is sad because she has lost her ring. <input type="checkbox"/> Predict what might happen on the basis of what has been read so far e.g. the boy will be in trouble for stealing the buns. <input type="checkbox"/> Participate in discussion about what is read to them, taking turns and listening to others. <input type="checkbox"/> Explain clearly their understanding of what is read to them. 		
Year 1		Writing		
Transcription		Composition		
Spelling Sufficient evidence shows the ability to... <ul style="list-style-type: none"> <input type="checkbox"/> Write from memory, simple dictated sentences containing the GPCs and words taught so far. <input type="checkbox"/> Spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered. <input type="checkbox"/> Spell words using the prefix un- e.g. unhappy, unfair; the suffixes -ing, -ed, -er and -est where no change is made to the root word. <input type="checkbox"/> Spell most common exception words in the YR 1 spelling appendix. <input type="checkbox"/> Recognise and spell a set of simple compound words. <input type="checkbox"/> Understand the difference between singular and plural. Add suffixes s and es to words e.g. cats, witches, catches. <input type="checkbox"/> Name the letters of the alphabet in order. 		Handwriting Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size. <input type="checkbox"/> Capital letters formed correctly for some names of people, places and the days of the week. <input type="checkbox"/> Some spaces are left between words, although inconsistent. <input type="checkbox"/> Most letters sit on the line correctly. 	Composition: structure and purpose Sufficient evidence shows the ability to... <ul style="list-style-type: none"> <input type="checkbox"/> Compose sentences orally before writing; talk about where the sentence begins and ends. <input type="checkbox"/> Attempt to write appropriately to the task. <input type="checkbox"/> Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences. <input type="checkbox"/> Compose orally and write simple poems. <input type="checkbox"/> Re-read writing to check it makes sense. <input type="checkbox"/> Discuss own writing with others; make simple changes where suggested. 	Vocabulary, grammar and punctuation Sufficient evidence shows the ability to... <ul style="list-style-type: none"> <input type="checkbox"/> Write sentences or sentence-like structures which can be clearly understood. <input type="checkbox"/> Often use 'and' to join words and clauses. <input type="checkbox"/> Sometimes use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place. <input type="checkbox"/> Sometimes use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'. <input type="checkbox"/> Sometimes include adjectives for description. <input type="checkbox"/> Begin to use some features of Standard English e.g. I did.