

Year 1 Summer Term 2 2026 Newsletter

I hope you've all had a lovely break. I can't believe we are now in the last half term of Year 1!

Curriculum Overview:

English

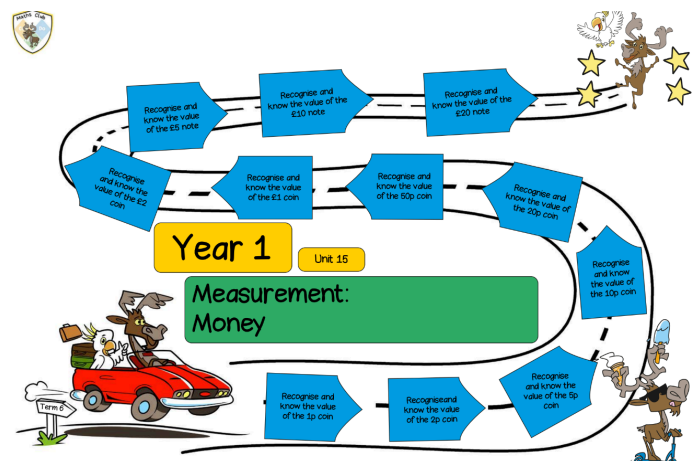
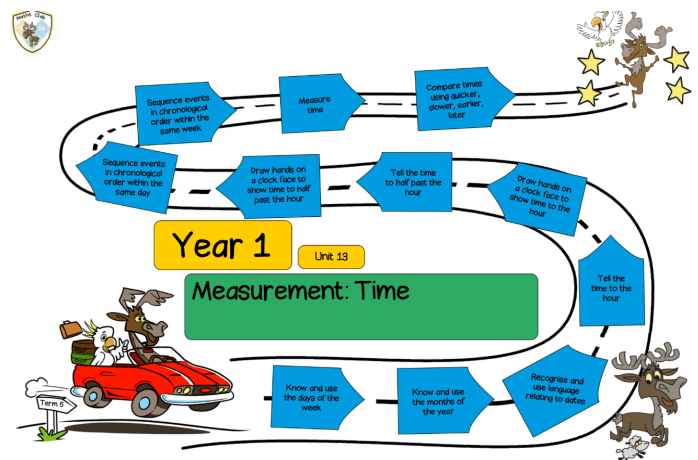
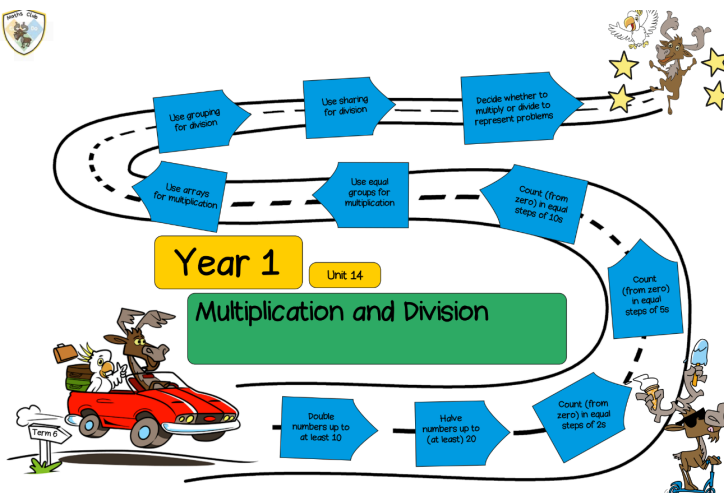
Developing Vocabulary and Language Comprehension

Texts: The Jungle Book

- Identify the opening, problem and resolution in a story.
- Write stories which have a clear opening, problem and resolution
- Identify the plot points in any story studied and written.
- Identify adjectives and their purpose.
- Use literal adjectives to describe nouns.
- Use synonyms for said
- Begin to write compound sentences

Maths

- Measurement: Time
- Multiplication and Division
- Measurement: Money



Subject	Summer 2
Science	Materials & Magnets
History	Parliament & Prime Ministers
R.E	Is there a right way to worship?
Computing	Programming - Moving a robot
P.E	Athletics / Target Games
Music	Animals in Music

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.

There will be no spellings sent home. In replacement of this, a SoundsWrite Phonics Sheet will be sent home every 1-2 weeks, please support your child in decoding/blending/ reading these words, as well as, Daily Reading.

Water bottles need to be brought into school daily.

Attendance:

We're continuing to focus on supporting excellent attendance for all our pupils, as we know how important it is for learning and wellbeing. If your child's year to date attendance drops below 96%, class teachers will be in touch to offer support and see if there's anything we can do to help. We really value your partnership in this and appreciate all you do to ensure your child attends school regularly.

Phonics Screening Check

This half-term, 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 two & three letter sounds (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 lwiles@anthonycurton.norfolk.sch.uk or by making an appointment with the office.

Best wishes,

Miss Wiles & The Year 1 Team.

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) <input type="checkbox"/> recognise and know the value of different denominations of coins and notes <input type="checkbox"/> 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			
Word Reading		Comprehension	
<p>Sufficient evidence shows the ability to...</p> <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. 		<p>Sufficient evidence shows the ability to...</p> <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			
Transcription		Composition	
<p>Spelling Sufficient evidence shows the ability to...</p> <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. 	<p>Handwriting Evidence:</p> <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. 	<p>Composition: structure and purpose Sufficient evidence shows the ability to...</p> <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. 	<p>Vocabulary, grammar and punctuation Sufficient evidence shows the ability to...</p> <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.