



INTENT

- All staff and SLT have a clear vision for Y1
- Children build upon their learning in Reception and continue to develop a love of learning which progresses through the year and establishes a firm foundation for Y2.
- Children will experience a broad and balance and stimulating curriculum which has an emphasis on the development of reading and children's vocabulary.
- Children deepen their learning through focussed direct teaching, group work, enhanced provision and continuous provision.
- The teaching of phonics is at least good and the children have books closely matched to their reading development.
- For all children to have regular and high-quality opportunities to write across the provision.
- For all children to have regular and high-quality opportunities to gain fluency in number across the provision.
- To increase the number of children reaching the expected level in the PSC to be inline with national or above.
- For parents to be actively engaged in supporting their children's learning at home.
- For children to experience a strong sense of community and feel part of both the school community and the local communities of Redruth and Cornwall.

Curriculum Overview

At the start of the year, to ensure a smooth transition, the curriculum and provision mirrors and consolidates what the children have experienced in Reception.

Each learning opportunity is planned following the school progression of skills to address the cohort and then adapted for the specific needs of each class Formative and summative assessments are used alongside exploring the children's interests.

Planning

The Long term planning sets out a map of the year in terms of curriculum coverage and provision which progresses through the year. Medium term plans set out the coverage for each term. Weekly plans are flexible to meet the emerging needs of each child and to facilitate planning in the moment.

Covid Considerations

Planning incorporates gaps in curriculum, attainment, knowledge and group gaps. The children's wellbeing is prioritised and the curriculum style is adjusted when children are ready.

Oracy is a focus as we have identified that there are number of children with speech and language needs coming up through the Early Years.

IMPLEMENTATION

Transition in Year 1

From Easter, the Year 1 teachers become familiar faces around YR. Teachers interact with the children within their classes, during assemblies and at lunchtimes. Where possible, story times etc. covered by Y1 teachers.

Teachers receiving children with SEND attend training in the Summer term where appropriate.

Context Sheets shared in meetings between YR and Y1 staff are passed onto Year 1 teachers. Children have transitions time with their new teacher/s in their new classrooms.

Early September is seen as a settling in period where the children are introduced to the learning environment and taught how to use it. Expectations set for behaviour and learning with the class community.

Parental Engagement

- Y1 parent meetings in September introduces the parents to the Y1 curriculum, school routines, procedures, expectation rules as well as curriculum coverage. It will prioritise what and how parents can help support their child at home.
- Class Dojo, the school's Facebook page and newsletter provides photographs and descriptions of what the children have been learning.
- Curriculum meetings for Reading, Writing and Maths arranged in the Autumn term so parents know exactly what we are teaching, how and why. Subject specific information provided for parents on how they can support at home.
- Parents invited to attend two parents' consultations and receive detailed school report covering attainment and progress across the Y1 curriculum.

Early Language Skills

Phonics

- We deliver a systematic approach for the development of phonics through the implementation of Read Write Inc (RWI). Children receive a 45 min lesson which is well established in YR.
- All phonics teachers are trained to deliver RWI lessons and this is quality controlled and coached by the school's phonics lead (Taryn Montgomery-Smith) and through development days with delivered by Cornwall English Hub.
- RWI interventions are planned for PP children as well as those identified through the assessments.
- Children are supported in their reading as we provide the RWI levelled reading books for the children to read in phonics sessions and to take home.

Continuous Provision

Opportunities for speaking and listening are planned into lessons, continuous and enhanced provision.

Interventions

Children identified as needing support with speech and language received targeted intervention.

Vocabulary and Reading

- Children are given a rich diet of books which are read to them and available through Continuous Provision. This includes fairy tales, other fiction, poetry and rhymes, non-fiction and oral storytelling. This is outlined in a separate document which covers all the texts chosen for Year 1.
- There is an emphasis on modelling and repetition of key vocabulary by all adults.
- As part of the Talk4Writing process good vocabulary is collected for use in current work and saved in Magpie Books for the future.
- Planning for topics and texts are based on the children's interests. There is a working wall that will display the key topic vocabulary.
- Words of the week: New words are introduced to the class 2-3 times a week and the adults model the use of these in direct teaching, group work and continuous provision. There are high expectations for children to use these words in direct teaching as well as in their play. These are displayed in the classroom and then added to the class magpie books.

- The Reading dogs are used in class reading sessions to introduce children to the reading comprehension skills. These are completed as a class initially and later in the year in groups and independently. They also focus in the enhanced provision in the reading area.

Spelling

- Spelling follows a set out structure that follows the national curriculum. The weekly set of words are taught formally on a Monday and spelling practise is encouraged at home and through the week in school.

Early Mathematical Skills

- Children receive a daily maths lesson of direct teacher input followed by a group/independent activity. They always have access to maths resources to allow them to keep rehearsing and practising these vital skills.
- We use a mastery approach with support through resourcing, adult help or other appropriate methods.
- We have an emphasis on place value and counting. The use of counters and tens frames is embedded across the school.
- We use the 'Practical – Pictorial – Abstract' progression within a mastery approach which included problem solving and reasoning activities.
- We use Number Sense Maths daily to deepen the children's understanding of number and number relationships, and their fluency in addition and subtraction facts.
- The children are encouraged to use numbots at home as well as during a Monday fluency session in school.

Broad and Balanced Curriculum

- Our curriculum is planned by year group and curriculum leads through topics using skills progressions. This is heavily orientated towards the school's locality giving the children knowledge and sense of pride about their Cornish heritage. We are also sure to include texts and materials about other cultures to broaden the children's knowledge and experience of the wider world.

Labelling and Resources

- The labelling and storage of the resources in the classroom subtly allows children to develop their reading, writing and maths skills as well as establishing good routines for organisation. This progresses from YR where they use pictures and begin to introduce numbers and words. In Year 1, we use words and numbers where appropriate with pictures to aid organisation.

Provision

Continuous, Enhanced, Linked Provision and Direct Teaching

- Continuous provision is the provision which is available all the time. This is so the children know what resources will always be available so they can plan the ways in which they wish to learn.
- Although we are not following a full continuous provision timetable, there is a period at the start of the year where children have more time for independent learning. This is followed when the children are ready by focussed maths and English provision during Maths and English lessons. Adults then spend time in provision with the children to model and develop their use of the continuous provision before then moving onto taking groups.
- Enhanced provision is where activities are added to enhance what is there continuously.
- Linked provision is materials and activities which are provided on a weekly basis for the children to practise and rehearse what they have been taught in direct teaching.
- Direct teaching happens for short sessions initially around the CP and followed up in group sessions.
- Evidence of learning from CP is photographed by teachers, support staff and the children themselves and some written evidence is kept in the children's document folders.

Timetable

- At the start of the day, children will be expected to self-register and organise their resources. There will then be

a daily starter activity / discussion for children to do with their teacher as everyone arrives. These activities change each day and they progress through the year. Autumn term – letter and number formation & spellings. Spring & Summer Term – Maths sums and Phonics words plus spellings and handwriting.

- This is then followed RWI phonics in differentiated groups which then leads into Assembly or Reading activities.
- After a snack, there is then a direct input for English/Maths. This is then followed by CP/EP or group work. In the Autumn term the children can choose the activities that they access with adults supporting the choices where necessary. Over each week, every child gets to work on a task with the teacher. In the Spring term, a round robin rotation system is established so every child works with the teacher one day, with the TA on a consolidation activity another and on two other independent activities directly linked to the learning objective. In the Summer term, this approach is balanced with some weeks of whole class lessons to prepare the children for Year 2. This is repeated after playtime for English/Maths.
- Time is allowed for children to tidy up so children to respect resources and develop organisation skills.
- During playtimes and lunchtime the children play outside on the playground with structured activities set up by TAs and support staff.
- After lunch time the children are taught shared reading using the Reading Dogs to support comprehension. This is initially Drawing Club to transition from YR.
- This is followed by a direct input for a topic lesson. The content of the topic lessons progresses through the year from more provision and play based activities to more formal recording.
- Time is allowed each week for reading for pleasure where children can choose a book to share with their friends and then class reading of a variety of quality texts including fiction, non fiction and poetry.

Approaches to supporting disadvantages and SEND children

- Children with EHCPs have additional adult support to ensure that they can access the curriculum and work towards their specific outcomes.
- Children with SEND have provision maps which detail the provisions put in place to allow the children to access the curriculum and make progress.
- SEND children are supported through provision that has differentiated resources, additional adult support or individual tasks planned to specifically meet their needs.
- The needs of the SEND children are met through high quality provision.
- PP children are targeted more regularly by the class teacher and TA to discuss their learning in CP.
- They are also prioritised for intervention.

Leadership and Development of Staff Expertise

- KM is an experienced teacher and is the Y1 Lead.
- MGP has been teaching for 6 years and has experience working in EYFS and Y1.
- SL has been teaching for 4 years and is new to Year 1.
- CB is part of the school's leadership team and is an experienced KS1 Teacher.
- KM will monitor provision across the three classes each half term, more frequently initially as routines and provision is established.
- KM aims to attend any training or meetings held locally or by the trust which are relevant to developing practise in Y1.
- Many of the Support staff are experienced in KS1 and are trained in phonics.

Safeguarding

- CB is our DSL and CC is our DDSL
- All staff have safeguarding level two training which is updated every year.
- All staff will have training on reporting and what to do if a child makes a disclosure.
- John Eddy, head of Health, Safety and Estates for TPAT, visits the school throughout the year to ensure all equipment and the environment is safe.
- Staff have had first aid and paediatric first aid training.
- All staff understand our end of school procedures for collection.
- We have regular fire drills and lockdown drills.

Assessment

- Baseline assessments are compared to the children YR outcomes to get an accurate picture of the child and any gaps they may have. We aim to complete these in the first two weeks to inform planning promptly and so it will

meet the emerging needs of all the children in the class. Baseline data is used to set targets for children.

- Reading – RWI Assessments
 - Writing – English based sentence writing task
 - Maths – Baseline Assessment
- Planning reflects the priorities identified from baseline assessments, children’s interests as well as the intent for Y1.
 - Assessment is continuous and data is entered into Insight after the material has been taught and assessed.
 - Phonics assessments are carried out every 6 weeks using RWI. Children in Year 1 are also assessed each term to gauge their progress towards meeting the standard for the phonics screening check.
 - Reading comprehensions – Assessments are ongoing in shared reading sessions and more formally assessed in a short comprehension task at the end of each term.
 - In Maths, we use end of block assessments to assess the children’s learning after each block and more formal assessments at the end of each term.
 - We assess a sample of the children’s progress in number fluency using the Number Sense Maths materials at each stage.
 - Other subjects are assessed throughout the year within in each block of work and as a follow up task.

Children’s involvement in the assessment of their own learning

- They are taught how to assess their own learning by recognising what they have achieved/made progress on as well as their next steps.
- The children have chance to talk through their learning with the teacher regularly. This provides the child and the teacher with a rich dialogue of discussion about the child’s learning. This is also shared with parents at parents evening.

Transition into Year 2

- During the year with increasing regularly the children are introduced to the Y2 staff through monitoring experiences, drop ins, story swaps etc.
- In the Summer term, the children begin to experience more formal lessons to prepare them for Y2.
- Transition days are planned so the children can meet their new teachers, see their new classrooms before the holidays and also have time to reflect upon this. For particular children, this may begin slightly earlier.
- We also discuss transition for Y3 so the children know that they will move schools in Y3.

IMPACT

Over the last two years, by the end of Year 1 children were accessing formal lessons but it was quite intense for both adults and children and quite a shock compared to the nature of the EYFS practice. During this last year we feel that the way we have worked has had a big impact on children's confidence through the year and teacher's workload and wellbeing without compromising on the children's learning and progress.

Working in small groups during the Autumn and Spring term has meant that in English and Maths teachers can work closely with groups of children to ensure that the children understand exactly what to do and how to do it with the teacher close by to be able to iron out any misconceptions. The work produced in books is much clearer and shows much clearer progress than in previous years.

The results of the Phonics Screening Check clearly show the progress made in phonics (91%). There has also been an improvement in the fluency of the reading for many more children than in previous years. The children enjoy reading and have enjoyed studying high quality texts in reading lessons and reading them independently as well. Class reads have promoted reading for pleasure and many children are keen to finish RWI and get onto longer books themselves.

In Maths the continued approach using counters and tens frames has been highly motivational and with us adapting the order of the units, it has much more impact on the progression. Many children are fluent in their number facts following their work on the number sense scheme.

In Writing, the children have progressed in all areas. The new writing lines are having an impact on the tidiness of many children's writing and as this develops further next year, we expect more impact. By the end of the year, some children have writing that is already joined or ready to start joining. Spelling across the year group is improving and children can apply their phonics skills from reading into their writing. The children have experienced the use of grammatical vocabulary (adjective, conjunction etc.) and are becoming increasingly familiar with these terms. Their magpie books will go with them to Year 2 for them to embed this learning further and use higher level vocabulary in their writing. The children responded well to the Talk for Writing approach and their confidence in talking the text could be seen increasing across the year. Most children have a good grasp over what a sentence is and are becoming more skilled using punctuation correctly.

At the end of the year, many children commented on the Cornish based elements of the curriculum and were able to retrieve facts they had learnt in Geography and History and explain them to others. Children experienced a strong sense of community and definitely feel part of both the school community and the local communities of Redruth and Cornwall.

Parents responded well to parent meetings and we have an enthusiasm for our class visits to the woods.

Year 1: Data

	PSC <small>(national 81/2%)</small>	Reading	Writing	Maths
2018	54% (30%PP)	60%	51%	57%
2019	73%	67%	33%	0%
2020 (Covid)	-- (70% Autumn)	61%	40%	51%
2021	-- (70% Autumn)	49%	45%	65%
2022	79% (65%PP)	73%	58%	67%
2023 (High SEND)	76%	69%	53%	57%
2024	91%	77%	66%	71%

