



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.

Data for Children entering Year 1 from YR 2022

	Phonics	Reading	Writing	Number	The World
Year R	84%	85%	75%	78%	86%
Class 1 (6)		86%	86%	82%	89%
Class 2 (5)		89%	71%	79%	86%
Class 3 (4)		85%	74%	78%	89%

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 to address the specific needs of each class which is continually assessed through accurate use of formative and summative assessments alongside 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 Learning Objectives for each term and ensure the coverage of curriculum areas. 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.

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 had a whole day to meet their new teacher/s in their new classrooms. Children also were taken to walk the route to their new classroom before the summer holidays to see where they will arrive on the first morning.

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 meeting 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.
- The school's Facebook page and newsletter provides photographs and descriptions of what the children have been learning.
- Class Dojo continues for parents to keep up to date on what we have done in the last week and what is coming up next week.
- 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' evenings 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 during CP. From Autumn 2, it is one of the Rainbow Challenges. Children also take home a list of spellings to practise each week.

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.

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. Adults then spend time in provision with the children to model and develop their use of the continuous provision.
- Enhanced provision is where topic related items 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 added to Seesaw by teachers, support staff and the children themselves.

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.
- 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 which is followed by a short directed group/independent task or game.
- There is then access to a period of CP where the children choose how they would like to learn both indoors and outdoors on rotation. During the Autumn Term, specific rainbow challenges will be introduced linked to the week's /previous week's learning which the children are expected to complete over the week.
- Time is allowed for children to tidy up so children to respect resources and develop organisation skills.
- Next the children are taught a direct input for English/Maths which is followed by a short directed group task or game.
- Number sense maths leads up to lunchtime and is again followed up in Rainbow Challenges from Autumn 2.
- When the children are ready, this independent learning time will be transferred to a playtime. We feel that it is important for the children to be able to continue to access resources independently and learn through play while finding a balance with more formal learning.
- During 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. This is initially Drawing Club to transition from YR.
- This is followed by a direct input for a topic lesson and another session of independent learning if time.
- At the end of the day, time is ALWAYS allowed 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 inclusive 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 5 years and has experience working in EYFS and Y1.
- JS is an experienced teacher and is new to the school this year.
- 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 have moved from YR to Y1 with the children. Others are experienced and 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 - Twinkl
- 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.
- Science is 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

- Children are taught to plan what they what they will do in CP (Plan, Do, Review).
- They are taught to independently add their work from CP to Seesaw.
- They are taught how to verbally 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 that has been added to Seesaw with the teacher regularly. This provided 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

At the end of the 2021/2022 academic year, the Year 1 children were accessing formal lessons and confidently able to explain and talk about their learning in many different subjects.

The results of the Phonics Screening Check clearly show the progress made in phonics and reading and although there is still work to do on their fluency and comprehension, they are in a good place to begin Year 2. 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 new approach using counters and tens frames has been highly motivational and the teachers have all commented on the children's solid understanding of number. 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. Many 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. There was a good turn out to the curriculum meeting, almost 100% attendance at 1:1 parent meetings and at the end of the year all by 3 or 4 parents in each class attended the curriculum showcase afternoons.

Year 1: Data

	PSC (national 81/2%)	Reading	Writing	Maths	Science
2018	54% (30%PP)	60%	51%	57%	53%
2019	73%	67%	33%	0%	67%
2020 (Covid)	-- (70% Autumn)	61%	40%	51%	Not assessed
2021	-- (70% Autumn)	49%	45%	65%	40%+
2022	79% (65%PP)	73%	58%	67%	

Data for Children 2021-2022 (Comparing EYFS to Year 1)

	Phonics	Reading	Writing	Number	The World
Year R	62%	54%	61%	76%	93%
Year 1	79%	73%	58%	67%	