We are often asked by parents, “What does my child need to know by the end of Year..?”

Well to help parents get a better understanding, we have put this information together for you. Not only have we done that, but we have put together a year’s worth of activities that you can do with your child, to help us help them!

The pages within this package contain:

- The core basic skills and knowledge students are expected to achieve by the end of their current school year in **Maths and English**
- Advice on how to run an effective home reading program
- Some of the main words and spelling rules taught at this year level
- A ‘times tables’ chart
- A chart of the Victorian Modern Cursive font that is used for handwriting
- Ideas and resources for when your child wants a bit of extra homework that can be done on the Internet

Additionally, each term an insert page will be provided by the school, with English and Maths Goals for the term. These goals **will not** replace the children’s homework, but can be done by parents who want to be confident that their children are being supported.

All of the activities on the inserts do not require sheets to be sent home and should be able to be done with materials from around the home.

Activities on the inserts will not necessarily be the same activities being taught in class.

The school is keen to support parents who wish to implement the School Support Package at home, by supplying parents a Scrapbook to complete activities in, however parents **are not** required to send the activities back for marking or checking.

The list of Maths and English skills are the main core skills and do not represent everything that teachers cover in class over the year.

The entire package, along with the Maths and English Goals for each term will be placed on our school website, so you can always find it.  
[www.tambreyps.wa.edu.au](http://www.tambreyps.wa.edu.au)
Core English skills for Year 1

Speaking and Listening
- Listening and speaking behaviours—speak audibly, face the audience, use gestures, listen quietly, ask questions and make comments
- Make short oral presentations of a few related sentences on familiar topics e.g. tell news
- Ask and respond to who, where, what, when, why and how questions

Phonological Awareness
- Know how many words are in a spoken sentence
- Break words into syllables
- Identify all the sounds in a spoken word, play with words by removing or changing sounds
- Generate words that rhyme with a given word

Reading
- After reading a text, retell the main ideas in order
- Know about the features of books—cover, spine, title, author, publisher, illustrator
- Read short, predictable texts, using strategies such as sounding out and referring to the pictures
- Listen to longer, more complex texts read aloud
- Know the common letter combinations that make the 44 sounds in English
- Read two-letter blends at the start and end of words, e.g. blob, trip, melt, post
- Know the purpose of capital letters, full stops, question marks and speech marks

Writing
- Write short texts, such as recounts, lists, narratives, rhymes, letters and brochures
- Plan writing by discussing ideas or drawing pictures on a planning framework
- Use story markers, such as ‘Once upon a time’
- Use simple editing techniques, such as circling misspelt words, adding and crossing out words
- Write in Victorian Modern Cursive font
- Use a computer keyboard to write texts

Grammar and Punctuation
- Write simple sentences with spaces between words
- Use punctuation—full stops, capital letters for names and sentence beginnings, exclamation marks, question marks, commas in lists and apostrophes for contractions
- Identify and use nouns, verbs, adjectives, adverbs and pronouns
- Use conjunctions to write compound sentences, e.g. and, but

Spelling and Sight Words
- Spell words using common representations for each of the 44 sounds in English
- Accurately spell high frequency words (including Year 1 word list)
- Spell words by sounding out and using resources in the room, like word charts
- Write two-letter blends at the start and end of words, e.g. stop, drip, dusk, best
- Digraphs—sh, ch, th, wh, ee, oo, qu, ay
- Use ‘Look, Say, Cover, Write, Check’ to learn to spell words
- Use Have-A-Go pads to spell unknown words when writing
## Core Maths skills for Year 1

### Number
- **Counting & Patterns**
  - count, read, write and say numbers to at least 100
  - skip count by twos, fives and tens
  - count forwards and backwards from any number
  - copy, continue and create simple repeating patterns
- **Place Value**
  - place value of two-digit numbers (what the ones and tens mean)
- **Fractions**
  - one-half of a whole object or a collection of objects
- **Addition & Subtraction**
  - solve simple problems
  - write number sentences using correct symbols
  - use the terminology (e.g. add, subtract, take-away, altogether, and)
  - instant recall of basic addition facts to ten

*At this level, students solve addition and subtraction using strategies such as counting on, breaking numbers into parts and rearranging them, number lines, and calculators. They draw pictures and use actual objects to add and subtract.*

- **Multiplication & Division**
  - solve simple problems by arranging or sharing collections into equal groups
  - find and show equal-sized groups in everyday situations
- **Money**
  - recognise, describe and order Australian coins
- **Calculator**
  - know how to enter numbers into a calculator
  - know the keys for the four operations;
  - use the ‘constant function’ (e.g. $1 + = = = =$) to solve repeated addition and subtraction problems

### Measurement
- **Time**
  - tell time to the half hour using analogue and digital clocks
- **Calendars**
  - know the months of the year, seasons and days of the week
  - find simple information on a calendar
- **Length**
  - At this level, students measure and compare using informal units, such as straws and footprints for length, blocks and marbles for mass,
- **Mass**
- **Volume & Capacity**
  - blocks for area, yoghurt container for volume.
- **Area and Perimeter**

### Space
- **Spatial Language**
  - describe position using words like between, under, behind, on, near
  - use words like left, right, forward, clockwise, anticlockwise to give directions
- **Maps**
  - draw informal maps
- **2D Shapes**
  - recognise, name and draw 2D shapes, e.g. square, rectangle, triangle, circle
  - describe how many corners and edges 2D shapes have
- **3D Shapes**
  - recognise, name and draw familiar 3D shapes, e.g. rectangular prisms, cylinders, cones, spheres
  - describe 3D shapes using words like corners, edges and faces
- **Symmetry**
  - identify symmetry in 2D shapes, pictures and patterns
- **Flips, Turns & Rotations**
  - make pictures and patterns with shapes
- **Tessellations**
  - use triangles, rectangle and squares in tessellating patterns *(a shape that fits together without gaps, e.g. tiles)*

### Chance and Data
- **Tallies**
  - use simple tallies or numbers to represent data
- **Understanding Probability**
  - use familiar language of chance, e.g. likely, impossible, probable
  - describe chance in everyday activities, such as games, weather
- **Reading Graphs**
  - get information from simple graphs
- **Drawing Graphs**
  - use pictures, lists and table to represent information
Spelling Rules

The short vowel sound in consonant-vowel-consonant words becomes long when ‘e’ is added. *(This ‘e’ is sometimes referred to as ‘fairy e’ or ‘magic e’.)*

For example:

- hat becomes hate
- can becomes cane
- din becomes dine
- cub becomes cube
- hop becomes hope
- dam becomes dame
- not becomes note
How to Run a Good Home Reading Program

Reading at home is an important part of developing your child’s reading skills. It provides students with additional practice in comprehending texts they can read and want to read. There are many ways that you can help your child build their confidence and develop stronger reading skills every day.

Outlined below is an example of a quick and easy Home Reading Program that you can engage in with your child. It should not take any longer than ten minutes a night.

Each week your child selects a text of interest and one that they can read independently. This text will remain the same for the entire week. Research has proven that it is better to develop and consolidate skills focusing on one text a week rather than reading a different text every night of the week.

Night One:
- Predict what the text is about (refer to the before Reading Strategies).
- Read the text aloud to your child. Allow your child to sit back and enjoy the text or join in when they want to.

Night Two
- Take turns reading pages/parts of the text.
- Stop and discuss the events or facts in the text (Refer to During Reading Strategies).

Night Three
- Child reads the book independently with you encouraging.
- Think of two questions to ask each other.

Night Four
- Child reads the book independently with you encouraging.
- Complete some activities from After Reading Strategies.

Tips:
Encourage your child, tell them that they are doing a great job!
Give your child time to work out difficult words.
If they make a mistake say “Are you sure about that?” and ask them to re-read the word.
Help your child sound out the word, don’t just tell them what it says.

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<td>Read the title and the author together and discuss.</td>
<td>Share any connections that you have with the events and topic of the text.</td>
<td>Discuss any words that they didn’t understand.</td>
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<td>Discuss what they think the text is going to be about and give reasons for their prediction.</td>
<td>Talk about what is happening in the pictures.</td>
<td>Discuss their favourite part and the reasons why.</td>
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<td>Read the blurb at the back and make changes to predictions if needed.</td>
<td>Point out key words in the text.</td>
<td>Discuss the purpose and the messages in the text. Discuss what they learnt.</td>
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<td>Predict five words that they think are going to be in the text.</td>
<td>Ask some “why” questions; Why do you think…</td>
<td>Ask your child to retell the text to another family member.</td>
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<td>Read the author and discuss if they have read any others by the same author.</td>
<td>Predict what they think is going to happen next and give some reasons why.</td>
<td>Give the text a Star Rating and talk about why they gave it this rating.</td>
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<td>Ask why they chose this particular text.</td>
<td>Ask if the picture in their head is the same as on the page.</td>
<td>Draw a picture of the image they saw when reading the text.</td>
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<td>Ask them to guess some of the characters that may be in the story.</td>
<td>Discuss difficult or interesting words.</td>
<td>Conduct a word hunt. Find all the words with double letters, capital letters or certain sounds.</td>
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<td>Ask what the purpose of the text is.</td>
<td>Ask to retell the main event on the page.</td>
<td>Write a new ending for the text.</td>
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If your child still has trouble with the word, sound it out with them and then say the word. Praise your child if they make a mistake and then they correct it on their own.

Continued...
Home reading continued . . .

Your child’s teacher is able to supply some books from school, however there are many great texts at home that can be used. Newspapers, magazines, comics, instruction booklets, TV guide, recipes, novels, picture books and poems are all great texts to use.

There are generally three types of questions that can be asked about texts. These can be used before, during or after reading.

Literal Questions – Right There – The Author Wrote It
The answers to these questions can be found in the text. They are directly stated.
Examples: “What was the dog’s name?” “What happened to Tom?”

Inferential Questions – Read and Think – The Author Meant It
The answers are not directly stated but implied.
Examples: “Why did the character run down the road?”

Evaluative Questions – Your Opinion – The Author Would Agree With You
The answers are not found in the text, they are found in your head or somewhere else. It can be your thoughts and feelings.
Examples: “What would you do?” “How are you similar to the main character?”

Useful Links:
www.det.wa.edu.au/schoolsandyou/detcms/portal/
www.schoolexpress.com/funtime
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**Mathletics**: Every child in Year 1-7 at Tambrey Primary School has a password for Mathletics. See your teacher or phone the school if you do not have this information. [www.mathletics.com.au](http://www.mathletics.com.au)

Username: __________________ Password: ______________________
Extra ideas and resources

Visit the Department of Education website where you can find various guides to helping your child to learn. These contain practical ideas you can do as part of your everyday home routine. www.det.wa.edu.au/schoolsandyou

The websites listed below have been used and recommended by various teachers and are only the ‘tip of the iceberg’. Using a search engine like Google will assist in finding specific games or worksheets. All websites, no matter how child friendly they appear, have the potential for students to click on banners, advertisements and so on. As such, **children should always be supervised when on the Internet.** Every effort has been made to ensure these websites are suitable and working. If you encounter any problems or inappropriate sites, please let the school know ASAP.

http://www.dampier.wa.edu.au/ict_links.htm http://www.primaryinteractive.co.uk/
http://www.primaryresources.co.uk/

**MATHS**

http://www.woodlands-junior.kent.sch.uk/Games/educational/maths.html
http://www.learningplanet.com/stu/kids0.asp

**LITERACY**

http://www.woodlands-junior.kent.sch.uk/Games/educational/literacy.html

**SCIENCE**

http://www.bbc.co.uk/science/space/playspace/games/jigsaw/jigsaw.shtml

**ARTS**

http://ngfl.northumberland.gov.uk/music/orchestra/default.htm
http://www.sfskids.org/templates/splash.asp