

Year 1 Parent Information Booklet



Key Stage 1

Key Stage 1 begins in Year 1 and continues until the end of Year 2.

Your child will be taught the National Curriculum in Year 1, comprising of the following subject areas: literacy, mathematics, science, history, geography, computing, design and technology, physical education, music and art. In addition children will undergo a programme of study in religious education, French and personal, social and health education.

For those children who are not quite ready for National Curriculum there will be a period of transition. These children will work in a less formal way and there will be less emphasis on written recording.

1. Organisation of the Year 1 Unit

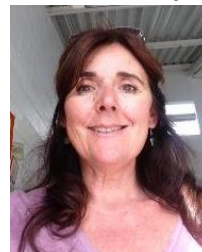
The children will be split into 2 registration groups –

Mrs Walsh (1W)



and

Mrs Holmes (1H)



We will work as two distinct class groups but we collaborate on all aspects of planning, so all children will follow the same lessons, tasks and activities. We work together as a unit on a variety of projects throughout the year including any productions, the Year 1 assembly and educational visits.

2. Teaching Assistants



Mrs Wood assists children with Numeracy support. In addition, she supports Numeracy teaching in classes and with small groups of children throughout the year.

Mrs Bray will support children who are in transition from the Foundation Stage curriculum. Mrs Bray also assists children with Literacy support. In addition, she supports Literacy teaching in classes and with small groups of children throughout the year.



Mrs McGiven is a HLTA who works part-time with Year 1 children. She has a specific role to support children with additional learning needs and either works in class with teachers or works on specific programmes with small groups of children each term. She also covers PPA time in Year 1.

All children in Year 1 receive some form of literacy support appropriate to their needs at some point in the year. This does not mean that your child has a specific difficulty so please do not panic. With some children we develop specific comprehension skills in preparation for Year 2, with others we work in small groups to develop confidence while, with others still, we work with phonic and reading skills. We also implement a programme to develop language and communication skills.

3. Parent Partnership

Please be aware that the Year 1 team are always happy to discuss your concerns or queries in regard to your child. We greatly value being aware of situations at home or in school which may affect your child's day at school such as changes, worries, events or concerns. This information enables us to provide for your child's needs more effectively.

Please be aware, however, that lengthy discussions while the children are entering school in the morning cuts into our teaching time. Our time between 8.55 a.m. and 3.15 p.m. belongs to the children in our care and we operate a very full timetable. We are very happy to speak with you outside of these times, either before or after school. If we are not in class in the morning just go to the office and someone will direct you to us. We are always available after school for a chat, but please understand that we may have a meeting to attend and our time is sometimes limited. If this is the case we will always make an appointment with you to discuss your child.

4. Topic Letters

Each half term the children will take home a topic letter detailing some of the activities we will be exploring in school. We will make requests for items we need and, when appropriate, make suggestions to help you support your child in their learning at home. These letters are an important point of contact with parents and we invite suggestions for any additional information or ideas we might add.

5. Learning Areas

A feature of our learning environment in Year 1 has been the addition of learning areas. The areas include:

- A reading area where the children can relax and enjoy a book from a chosen selection for the half term
- A creative area where the children can experiment and make cards, collages and items relating to our topic
- A writing area where the children can explore a variety of writing tools and a range of materials to write on
- A games area where the children can learn games relating to our topics and make a selection of jigsaws and puzzles
- A malleable area where the children can

make models using a variety of materials

- A construction area where the children can construct models from a selection of kits
- An investigation area where the children can investigate a variety of items relating to our topic

The learning areas are regularly updated in line with the topic we are covering and the children experience a wide variety of materials and activities to explore.



6. Literacy and Maths



Formal literacy and numeracy lessons will generally take place for all children in the morning teaching sessions. Lessons will cover all of the objectives in the Literacy and Maths Framework in the course of the year.

Children will be taught other subjects (as much as possible through the exploration of topic areas) mostly in afternoon sessions. They will follow the school scheme of work for each subject area.



7. Reading

As you are already aware, the school reading schemes are Ginn All Aboard and Heinemann Storyworlds. We have some additional books from Alpha Worlds and Alpha Kids and from the PM Nelson schemes. Children will continue to develop their knowledge of phonemes and build up a bank of key words. They will develop a range of reading and decoding strategies and will begin to develop a variety of comprehension skills. These skills will be practised during shared reading (whole class), guided reading (groups) and during specific phonic teaching sessions. While reading in school, children are challenged at a level appropriate to their reading development.

8. Homework

Children have weekly homework consisting of three reading books, a simple book review and key word ladders. They will also have Literacy and Numeracy based homework. Your child will also receive spellings each week to learn. They will be provided with a spelling book to practice their spellings in and on a Wednesday they will be tested. We send a letter with the first homework batch with further explanation.

If you feel the amount of homework is initially too much for your child, please come and talk to us about it and we can adjust it accordingly.

We want reading to be an enjoyable experience for the children at home. We also want to foster habits of recreational reading in the children and develop confidence and fluency. For this reason, the reading book from the Oxford Reading Tree (or similar) scheme your child takes home should be a book that the child can read independently. If the book is challenging or difficult please comment about this in the parental comment section of the book review. As much as possible, encourage your child to complete, in their own writing, the appropriate sections of the book review weekly.

The Phonics based books will be appropriate to the phase your child is working in for daily Letters and Sounds. However, if you have any concerns about your child's reading, please come and discuss them with us.

In addition to these books, the children will choose to take home one fiction or non-fiction book written by a children's author. These books are not part of any graded reading scheme and are the type of book available in any bookshop or library.



These 'non-scheme' books are for children to enjoy and share with an adult at home. They are not intended for independent reading like the Oxford Reading Tree scheme. We do not expect the children to be able to decode the words in the book, although they may very well recognise some or many of the words. The idea is for you to read the book for and with your child so that they develop a love of reading and an interest in books. We hope that you will be able to share the books with your child each week and discuss with them the characters, the story line, the illustrations and anything of interest in the text.

As these books are not part of a reading scheme, you may find that the level of difficulty varies from week to week. The children choose their own book from a selection and we hope that they will develop skills in deciding the types of book they enjoy most, over a period of time.

The selection of books has been chosen by the staff to reflect the range and quality of books we would like the children in our care to experience. We hope that the children will find the books colourful, interesting and exciting and that they will begin to form a love of reading and develop a reading habit.

The children will complete their weekly book review in a different booklet to the one they used in Reception. We will explain how to complete the review at the parent meeting and you will also receive written guidance if you are unable to attend that meeting.

Please return homework to school on Wednesdays. Homework will be sent home by Friday.

9. Morning / Hometime Arrangements

Morning: Each morning the children will come in to school via the year 1 door at the front of the school which leads in to the cloakroom. This door will open at 8.50 a.m. On wet days we open the door to the Year 1 classrooms at 8.45 a.m.

If your child arrives later than 8.55 a.m. please go directly to the office to be admitted to the school and not the classroom door as this disturbs our teaching. Please do not be tempted to knock on the door if you see children in the cloakroom as the children are told under no circumstances to open the door to anyone, for reasons of health and safety.

Afternoon: The school day finishes at 3.15 p.m. when the children are handed to their carers individually. Please be patient during this process as it may take us some time to get to know you all. Different people also pick up several children on different days and we would appreciate if you could let us know such arrangements.

10. Educational Visits

Educational visits take place at least once a term. These visits provide us with opportunities to explore and extend our topics in more creative ways.



11. Behaviour

Good behaviour is encouraged through the use of praise, rewards and positive reinforcement. In class, the children have stickers, stars and certificates as a reward for good behaviour and achievements. Merit badges are awarded on a weekly basis to individual children. The achievement is read out in Friday Merit Assembly and the children wear the badge until the following Friday.



12. Uniform

You are all aware of the school uniform but we do appeal that you **label each item of your child's clothing**. Finding lost cardigans and jumpers is a nightmare when they are not labelled!

13. P.E kits



It is essential that your child have a **pair of pumps that fit correctly** for P.E. We send home the kits each half term so that they can be washed and that you can check your child's pumps

P.E. bags and homework bags are available from the school office.

Please supply your child with a **spare set of underwear and socks** in a labelled plastic bag and place it inside their P.E. bag. If you have larger items of clothing (jumpers, pumps, shorts etc) you would like to donate please give them to the class teacher and we will add them to our spare clothes stock.

14. Snack

As you know, our school has a 'Healthy Schools Award' which allows each child to have a piece of fruit daily. Please let us know if your child is allergic to any fruit or if they have a problem eating fruit.

Children are welcome to bring a healthy snack to school, such as dried fruit, raisins or healthy snack or cereal bars which they can eat at snack time.



In addition, children may take a bottle of **water** (not juice) to school to have at snack time if they do not drink milk. Please ensure this drink is **not fizzy** and that it is in a bottle with a 'pull up' opener and not a flask. Studies have shown that concentration and performance improves when the body is hydrated regularly with water. Milk is provided daily and you will be advised of the cost in September.

Please label all drinks and snacks with your child's name.

15. First Aid

A member of staff is assigned to first aid duties during each playtime and lunchtime. Cuts are washed with water and we apply a cold compress when necessary. If we have not been informed that your child has an allergy to plasters, we may apply a plaster when necessary. Your child will receive a note about any injuries that are recorded in the school accident and injury report book.

Any medications (including inhalers) that need to be administered should be given to Mrs Williams or Mrs Hope in the school office with instructions for use and your consent for their use. If your child uses an inhaler at home it is essential that we also have one in school, even if your child requires it rarely.

16. Feedback

We greatly welcome and value the comments and feedback from parents and invite you all to suggest ways in which we can gather these views effectively. If you do have any ideas, suggestions for educational visits, resources, websites, comments to make in relation to this booklet, comments on any aspect of school life or any other relevant feedback, we are always happy to receive your views. Either written or verbal feedback is always welcome.