

Welcome to Year 1



Main Aims

- ❖ To help your child make a smooth transition between Reception and Year 1
- ❖ To inform you about routines and expectations throughout Year 1
- ❖ To give suggestions for how you could support your child in their learning



Safeguarding

Under the Education Act 2002 (section 175), schools must “make arrangements to safeguard and promote the welfare of children”.

We will endeavour to provide a safe and welcoming environment where children are respected and valued.

Schools and their staff are an important part of the wider safeguarding system for children.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment
- preventing impairment of children’s health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes



If you have any concerns about safeguarding or the welfare of any pupil at our school, you can talk with any member of school staff. We also have six key contacts who lead on Safeguarding.

Safeguarding Single Point of Contact (SPOC)



Andy Lyons
Headteacher
Designated Safeguarding Lead
Prevent Lead

A Single Point of Contact (SPOC) is a person serving as a coordinator or focal point of information concerning Safeguarding, including PREVENT issues. A SPOC is used in many cases where information is time-sensitive and accuracy is important.

The size of our school enables us to have four Safeguarding Leads.

In addition, we have Online Safety Lead and a Governor Safeguarding Lead.



Amanda Christophi
Assistant Headteacher
KS2 SENDCo
Designated Safeguarding Lead
Domestic Abuse Lead



Anne Sullivan
EYFS/KS1 SENDCo
Deputy Designated Safeguarding Lead



Duncan Milner
Online Safety Lead



Carolyn Hunt
Governor Safeguarding Lead



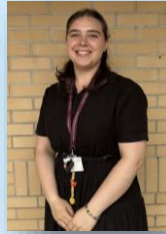
Rebecca Colbert
Attendance
Deputy Designated Safeguarding Lead

Staff in Year 1

1EF – Armstrong Class

Class teacher: Mrs Finch

TA: Mrs Asim



1HT – Fiennes Class

Class teachers: Mrs Thorold

TAs: Mrs Rodulfo &

Mrs Braithwaite



1JG – Earhart Class

Class teacher: Miss Griffin

TAs: Mrs Bines, Mrs Walker,
Miss Denny, Mrs Shortland &
Mrs Shevlane



Staff in Year 1

In Year 1 your child may also work with other adults from across the school including:

Mrs Deo
- Pupil Premium

Mrs Todisco
- Every child a Reader

Mrs Bengel
- Reading

Mrs Arora
- Phonics



A year in Year 1

AUTUMN 1 Travel & Transport	AUTUMN 2 Our Local Area	SPRING 1 Toys	SPRING 2 We are the UK	SUMMER 1 Homes	SUMMER 2 Wonderful World
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There will be more information on the school website under class pages. This will give you more detail about the activities your child will take part in.



A day in Year 1

Every day will be slightly different but an average day may include:

Arrive at school by 8:45 am

Morning task

Phonics

English

Break

Reading groups

Mathematics

Lunch

Topic

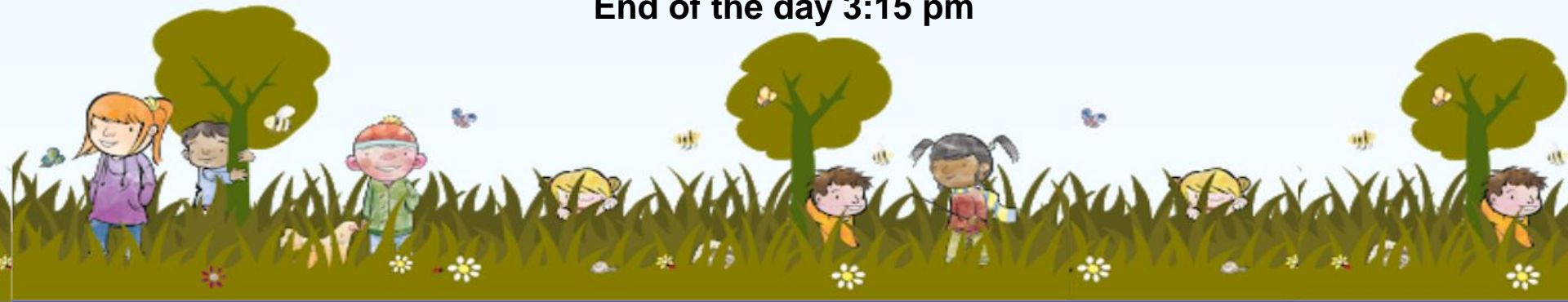
Break

Fluency Bee

Reading

Story

End of the day 3:15 pm



Resources

Your child does not need to bring in any stationery or a pencil case.

All resources needed will be provided by school.

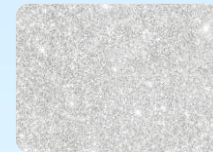
Please make sure your child is not bringing in any toys or other objects from home.



Behaviour



ClassDojo



Phonics

- ❑ Phonics sessions are once a day.
- ❑ We use the **Little Wandle Letters and Sounds Revised** scheme.
- ❑ Children consolidate sounds taught previously and learn new sounds.
- ❑ They practise these and apply them within their everyday lessons, including group reading practise sessions.
- ❑ Inside your child's reading record you will find some phonics guidance.
- ❑ You can also find **further information** for phonics and how to support your child outside of school on our **school website**.

- ❑ We prepare the children for the **phonics screening check** which is planned for **June**.



Reading

- ❑ Group reading practise three times a week - linked to phonics
- ❑ Independent reading opportunities
 - **Your child will bring home a school reading book** which an adult will **change** on a **Monday** and **Thursday** if your child puts their completed book and reading record in the class book/reading box.
- ❑ Children will need to **bring their reading book and record to school EVERYDAY.**
- ❑ Reading comprehension activities
- ❑ Teacher and teaching assistants reading aloud
- ❑ Booster reading 1:1



Reading

- ❑ Our reading books are organised by phonics phases.
- ❑ The emphasis in class is on **developing reading and comprehension skills**. This is largely done through group reading practice sessions with children of a similar ability.
- ❑ We greatly appreciate your support with continuing to **hear your child read regularly at home** and **discussing what has been read**. Please **record this in your child's reading diary**. Reading records are frequently checked and children have the opportunity to earn **rewards for the number of times they read with an adult outside of school**.



Reading

How can you support your child's reading outside of school?

- ❑ As your child begins to develop as a reader:
 - ❑ - Aim to **listen to your child read** at least **three times a week**
 - ❑ - Let them **re-read** known books. It is good practice for children to re-read texts to support them in building their fluency.
 - ❑ - If they do not want to read the whole book, **take turns**
 - ❑ - If your child makes a mistake, try encouraging them to re-read the sentence before correcting them – ‘Does it sound right?’
 - ❑ - Keep **reading to them** as well as hearing them read
 - ❑ - Let them **see you reading for pleasure**
 - ❑ - Visit Oxford Owl which has quality free books



Reading

Pointers for discussion when listening to your child read

- ❑ Comprehension is important before accelerating through book boxes:
- ❑ - Ask your child to **summarise** what has happened in the story
- ❑ - Ask your child if they **understand** what certain **words** means and give examples of alternative words for meaning to help with vocabulary
- ❑ - Ask your child if they can **relate** anything that is happening to their own lives
- ❑ - Ask your child **how the characters may be feeling** at certain points in the book
- ❑ - Ask your child if they can **describe** where **the setting** is
- ❑ - Ask your child if they can make **predictions** about what will happen throughout the text



Reading

- ❑ Visit our 'Reading' section on our school website where you will find further support and strategies you can use to support your child with reading.

Reading

Welcome to our Reading page.

Reading Skills at Hampton Hargate Primary School

Click [HERE](#) for a selection of **pre recorded story time extracts**


Click [HERE](#) for our **Reading & Phonics Parent Workshop** slides

Click [HERE](#) for our Video - **Top Tips For Reading** (from our Reading Meeting)

Click [HERE](#) for our **Reading Guidance** document



1 Spy
•Check the picture. What's going on?
•Think about meaning while decoding words. E.g. 'Mum is listening'. A picture of the Mum listening, supports reading the word 'listening'.



Finger Point, Mouth Ready
•Finger under the first phoneme, get your mouth ready for that sound
•'lumping' under each word with a finger (one-to-one correspondence), develops into carefully placing a finger under the first phoneme of each word.



Does it sound funny bunny?

- If so, read the sentence again
- Use meaning and structure to monitor if reading makes sense. 'Would this word make sense here?'



Check with your finger

- If something doesn't look or sound right, read it again, sliding your finger left to right under each word to check
- Monitoring and self correcting their reading



Karate Chop!

- Break words into chunks. Are there parts you know?
- Use onset and rime to move from known words to new words (analogy), e.g. I know 'down' so I know 'clown'.
- Use syllabification and know how prefixes and suffixes are used to change root words



Maths

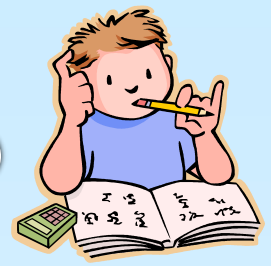
- ❑ 15 minutes **Fluency Bee** session
- ❑ Main activity – whole class input, group and independent work
- ❑ Opportunities for **problem solving**.
- ❑ Differentiated activities and **extensions**.



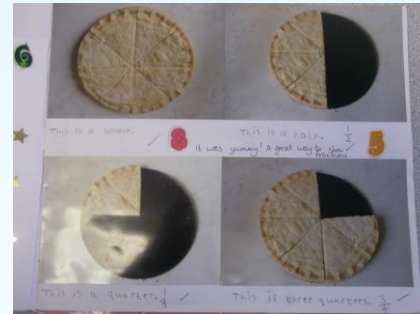
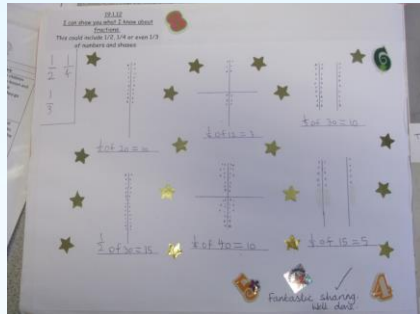
- ❑ Throughout the year, we will cover the following:
 - Place value, addition and subtraction, fractions, shape and measure, division and multiplication, data handling, money and time.



Homework – Class Dojo



- ❑ Homework will be **set on Class Dojo on a Monday** and **will need to be in by the following Monday**. We will be monitoring and keeping a record of completed homework. Please **accept the invitation for Class Dojo** if you have not already done so.
- ❑ The objectives are linked to the work being carried out in class for that week or the following week. This could be for Numeracy, Literacy or topic lessons.
- ❑ Children **can present their work in any way to show they have met the objective**. This can be through photos, posters, leaflets, collages etc.
- ❑ Please note that we do not use the messaging facility on Class Dojo.





P.E.

- ❑ Children will need **plain jogging bottoms** and **a sweatshirt as well as indoor P.E. kit** and **trainers/plimsolls** to make the most of these sessions.
- ❑ Please include **a spare pairs of socks** (especially if wearing tights).
- ❑ **All jewellery** will need to be **removed** and **hair tied up**.
- ❑ We are unable to remove or insert earrings. Please ensure earrings are removed at home. We are not able to tape earrings.
- ❑ Children should also have their **P.E. kit in school all week** as these days may change.
- ❑ Please make sure that **everything**, including uniform, is **clearly named**.



Uniform

Please ensure [all](#) uniform is named.



Our Uniform is:

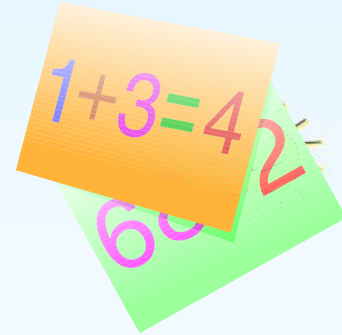
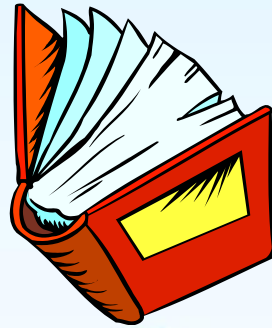
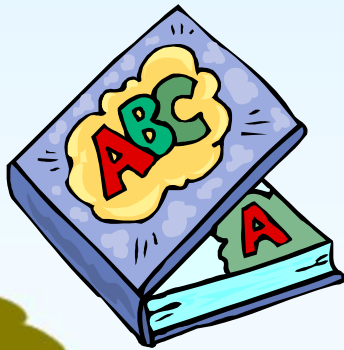
- Grey/black trousers or skirt
- White polo top
- V Neck burgundy jumper or cardigan
- Blue checked summer dress
- Suitable black school shoes
- No nail varnish or jewellery except stud earrings



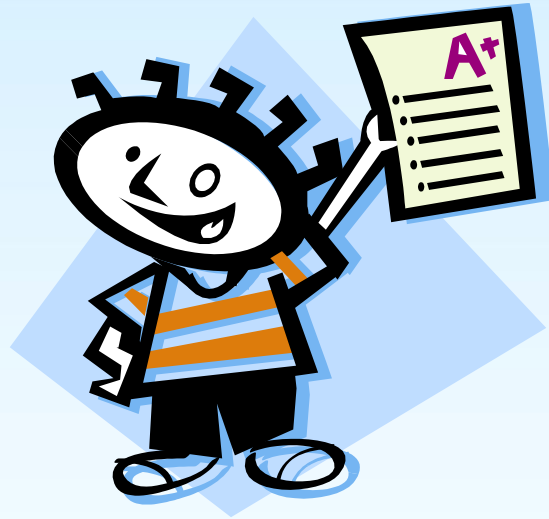
Meeting the Needs of the Children

We have high expectations of all pupils and want all to reach their full potential.

Tasks are differentiated to meet children's needs either by task, by level of support or by expected outcome.



Assessment



Assessment FOR learning

Assessment is an ongoing process.

Throughout every lesson, the teacher will be assessing where the children are in their learning. This assessment will help the teacher to adapt the lesson as needed or feed into future planning to enable children's needs to be met.

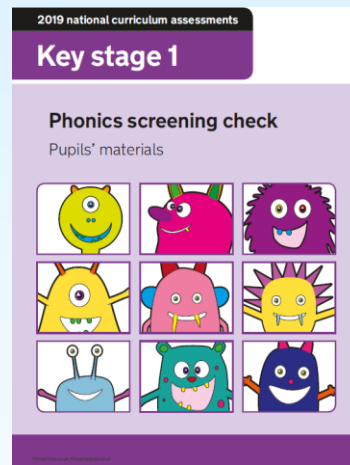


Assessment OF learning

It is necessary at certain times for assessment to take place in the form of tests. This enables teachers to check children's progress, particularly at the end of a unit of work or school year.

Year 1 Phonics Screening Check

Throughout **June** children will take part in a phonics screening check.



How to help at home

- ❑ Daily reading – Please watch the videos on the school website to support your child when reading at home.

<https://www.hampton-hargate.peterborough.sch.uk/page/?title=Curriculum&pid=81>

<https://home.oxfordowl.co.uk/> Free eBook library

- ❑ Phonics practise at home including ‘real’ and ‘nonsense’ words.
- ❑ Weekly spellings – soon you will receive some spellings for your child. Please practice these ready for the weekly spelling quiz.



How to help at home

There are lots of different websites that can be used to support learning.

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

<https://www.phonicsplay.co.uk/>

<https://www.topmarks.co.uk/>

<https://www.bbc.co.uk/bitesize/levels/z3g4d2p>

<https://www.educationquizzes.com/ks1/>

<https://ictgames.com/>



How to help at home – online safety

In school, we use a **filtering system** to **prevent children accessing inappropriate content**. **Every term** we work in class to refresh and remind children of the importance of **e-safety** and **how to stay safe online**.

At home, children can sometimes be given unsupervised access to the Internet. This potentially allows them to access all kinds of society (both good and bad) and bring it into their homes. Please can we encourage you as parents/carers to **maintain a regular dialogue** with your child to understand how their online lives develop and change over time. Please talk to your child about **what they are doing online** and, wherever possible, use online devices in a shared area at home so that you can all share in the various apps and sites that are available online. This helps to ensure that the **important messages given out in school are reinforced at home**.



Thank you!

If you have any questions, please speak to a member of the Year 1 team.

