

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



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



Duncan Milner
Online Safety 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 five Safeguarding Leads.

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



Anne Sullivan
EYFS/KS1 SENDCo
Deputy Designated Safeguarding Lead



Keeley Mooney
FAMILY SUPPORT WORKER
Deputy Designated Safeguarding Lead



Carolynne Hunt
Governor Safeguarding Lead



Rebecca Colbert
Attendance
Deputy Designated Safeguarding Lead

Staff in Year 1

1JG – Earhart Class

Class teachers: Miss Griffin,
Mrs Arora & Mrs Dugdale

TAs: Mrs Bines & Mrs Fewtrell



1BT – Fiennes Class

Class teachers: Mrs Tomson & Miss Barks

TA: Mrs Rodulfo



1HM – Armstrong Class

Class teacher: Mrs Mortlock

TA: Mrs Asim



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



A year in Year 1

TERM 1
Travel &
Transport

TERM 2
Our Local
Area

TERM 3
Toys

TERM 4
We are the UK

TERM 5
Homes

TERM 6
Wonderful
World

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

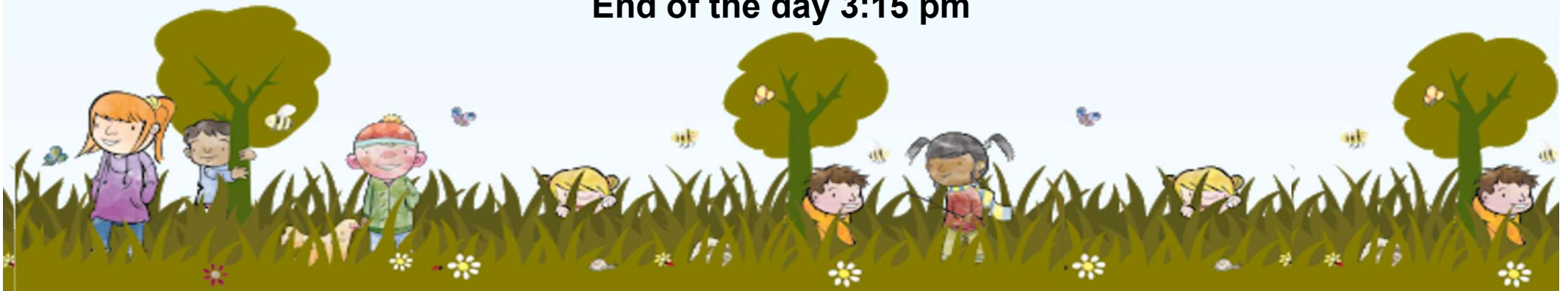
Break

Fluency Bee

Reading

Story

End of the day 3:15 pm



Behaviour



ClassDojo



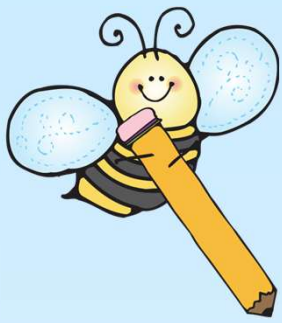
Resources

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.

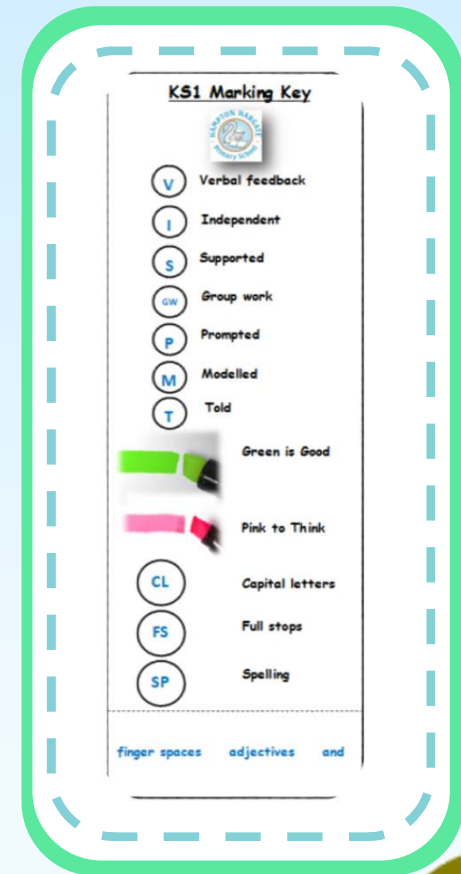
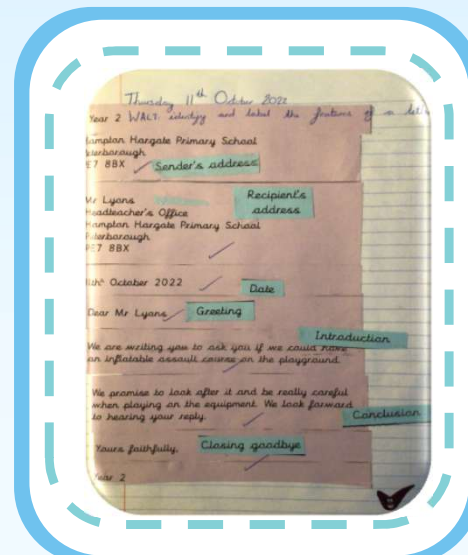
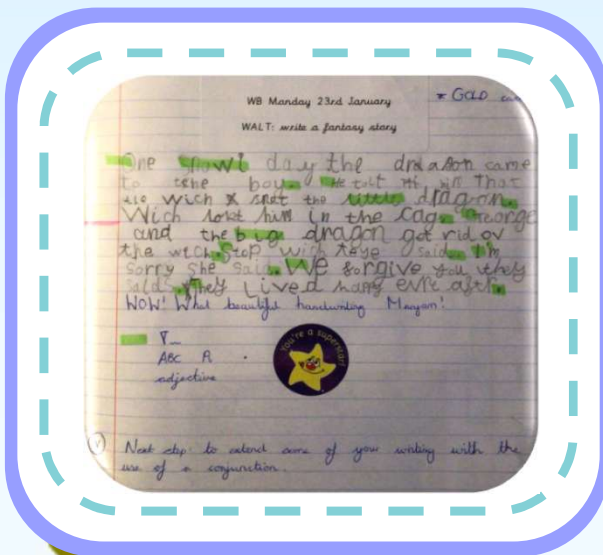




English



- Throughout the year, your child will learn about and have the opportunity to write for a range of purposes including: fantasy stories, traditional tales, stories from other cultures, poetry, instructional writing, recounts, letters and information texts



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**.
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- ☐ 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

- ❑ Our reading books are organised by phonics phases.
- ❑ The emphasis in class is on **developing reading with a good level of fluency and comprehension skills.** This is largely done through group reading practise sessions.
- ❑ 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 record.** 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**.



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

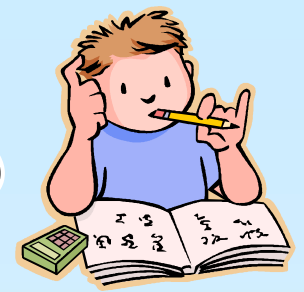


Maths

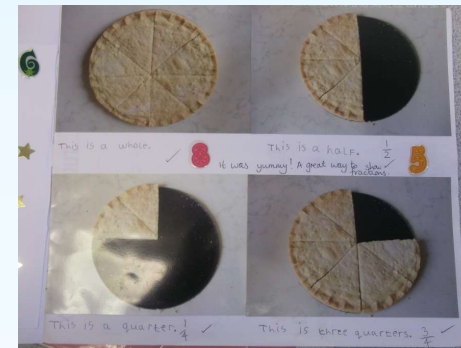
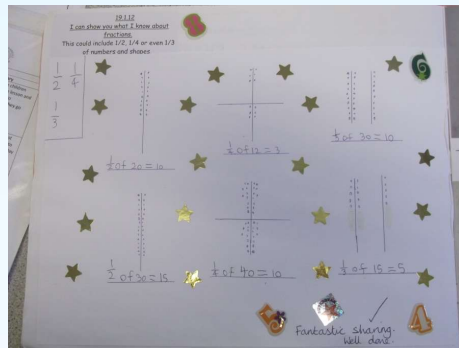
- ❑ 15 minutes **Fluency Bee** session
 - ❑ Main activity – whole class input, group and independent work
 - ❑ Opportunities for **problem solving**.
 - ❑ Differentiated activities and **extensions**.
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- ❑ Throughout the year, we will cover the following:
 - Place value, addition and subtraction, fractions, shape and measure, division and multiplication, data handling, money and time.

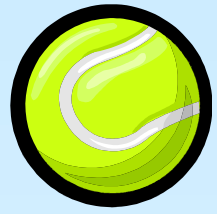


Homework – Class Dojo



- ❑ 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 Maths, English 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:

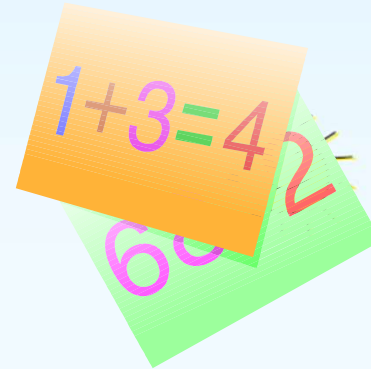
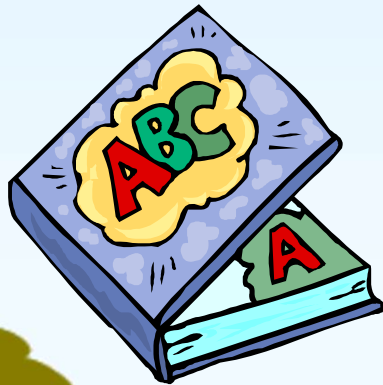
- Grey/black trousers or skirt
- White polo top
- V Neck burgundy jumper or cardigan
- Blue checked summer dress
- Suitable black school shoes
- No nail varnish or jewellery except stud earrings



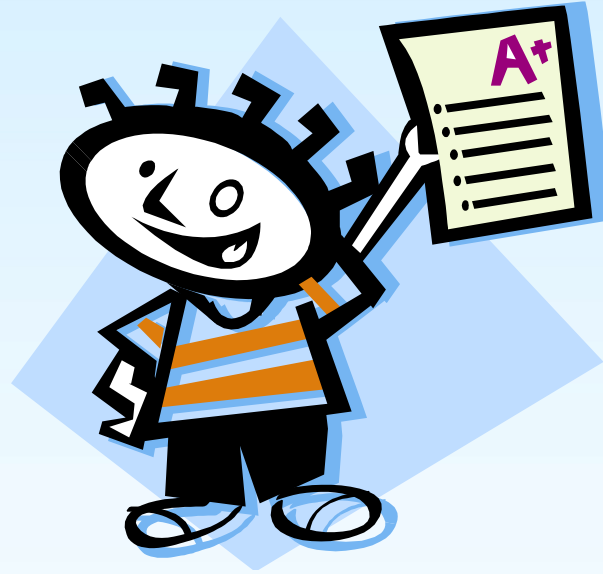
Meeting the Needs of the Children

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.

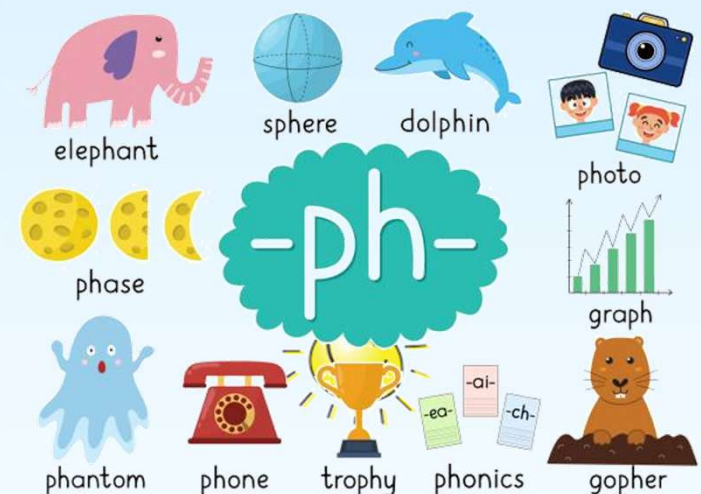
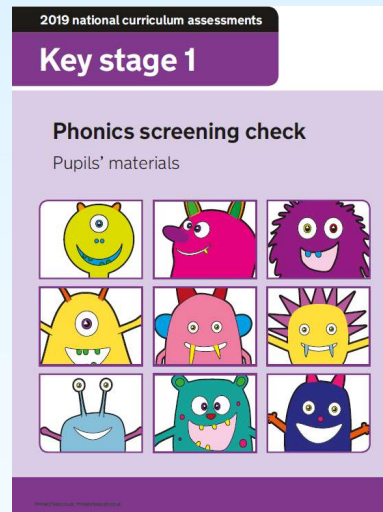


Assessment OF learning

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**.



Free School Meals

If your child was eligible for Free School Meals during the 2025/2026 school year this eligibility will have ended on the 31st July 2026. If you reapplied for Free School Meals over the Summer holidays and this was approved, this has now been updated on our system, and you should now be able to book lunches for your child.

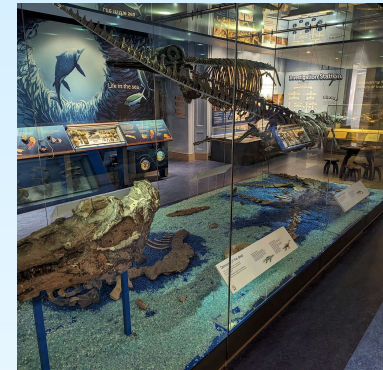
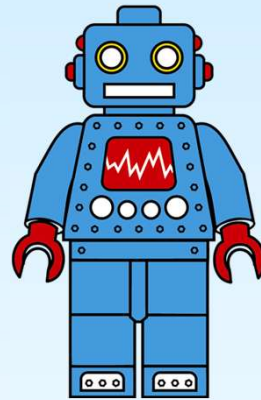
There will now be two categories of Free School Meals which you will find further information about on the ParentPay emails you should have received over the summer holidays about Free School Meals.

If you feel your child may be entitled to Free School Meals you can apply online at:
www.cambridgeshire.gov.uk/freeschoolmeals



Enrichment

You will receive information regarding our trips and visits for this year in the coming weeks. This year some of our trips and visits will include Hamerton Zoo, Junior STEM Lego Robotics and a toy workshop at Peterborough Museum.



The cost of this will be spread over voluntary contributions in the form of termly payments.



Thank you!

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

