



Tomorrow's Future Starts Here

Aims

- ❖ To find out how to communicate with Year 1 staff
- ❖ To help your child make a smooth transition between reception and year 1
- ❖ To inform you about routines and expectations at Hampton Hargate Primary School
- ❖ To give suggestions for how you could support your child in their learning

1LJ

Class teacher: Miss Jordan

TA: Mrs Debell

1BT

Class teachers: Miss Barks and Mrs Tomson

TAs: Mrs Walker

1JH

Class teacher: Mrs Hollingsworth

TA: Mrs Bines

Other staff working with Year 1

**Mrs. Deo, Mrs. Todisco, Mrs Braithwaite, Miss Allen, Mrs Routham,
Mrs Loutit, Mrs Sietnik**

What are we covering?

- ❖ A year in year 1 Homework
- ❖ Reading
- ❖ Phonics
- ❖ Spellings
- ❖ Meeting the needs of all children
- ❖ Assessment
- ❖ Routines
- ❖ Websites

A year in Year 1



KS1 TOPICS

Autumn	Spring	Summer
<ul style="list-style-type: none">•All About Me•Fire Fire	<ul style="list-style-type: none">•Toys•Space	<ul style="list-style-type: none">•Our Planet•Sport

LITERACY

Autumn	Spring	Summer
<ul style="list-style-type: none">•Traditional tales•Using senses (poetry)•Recounts (fact/fiction)•Information texts	<ul style="list-style-type: none">•Rhyme/pattern•Stories with a familiar setting•Recount•Dictionary work•Stories from fantasy settings	<ul style="list-style-type: none">• Stories from other cultures• Poems on a theme• Recounts• Dictionary• Instructions

Reading



Reading opportunities in school

- ❖ Group reading practise x3 – linked to phonics
- ❖ Independent reading
- ❖ Reading comprehension activities
- ❖ Teacher reading aloud
- ❖ Booster reading 1:1



Our reading books are organised into the coloured book bands. We have a variety of reading books from different schemes.

The emphasis in class is on developing reading and comprehension skills. This is largely done through group reading practise 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.



How can you support your child's reading at home?

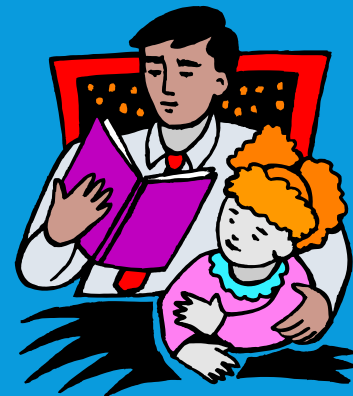
As your child begins to develop as a reader:

- ❖ Aim to listen to your child read at least 3 times a week
- ❖ Let them re-read known books
- ❖ If they don't want to read the whole book – take turns
- ❖ Don't correct all the mistakes – if the mistake does not make sense, re-read the sentence
- ❖ Children's reading development is not always predictable
- ❖ Keep reading *to* them
- ❖ Let them see you reading for pleasure
- ❖ Oxford owl have some good free books (see website on last slide)
- ❖ More information and support to follow on Class Visit



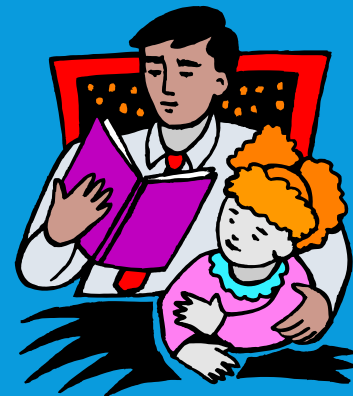
What if my child is struggling with the book they are reading?

- ❖ Is the book too hard?
- ❖ Are they using picture cues/diagrams/illustrations to help?
- ❖ Praise their effort
- ❖ Don't be afraid to take over
- ❖ Talk to the class teacher or write in the reading record diary

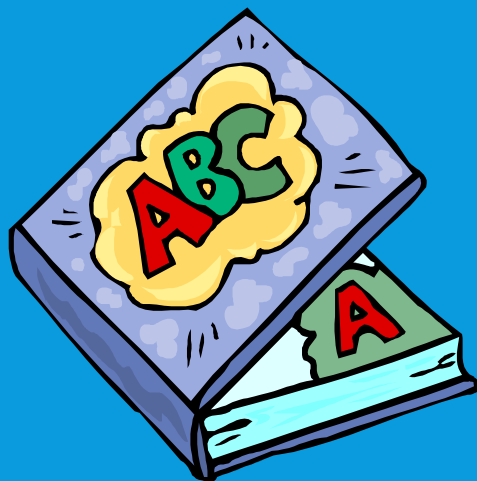


Routines for books at home

- ❖ Colour-banded book – opportunities to change Monday, Wednesday and Friday – we will monitor Reading Records to encourage regular reading.
- ❖ Please mark in Reading Records to show that you have read with them so we know to change books.
- ❖ Please make sure Reading Records and books are brought into school every day for reading opportunities.
- ❖ Shared books – brought home to enjoy together.



Phonics



Phonics opportunities in school

Phonics sessions are once a day. Children consolidate sounds taught previously and learn new sounds. They practise these and apply them within their everyday lessons, including group reading practise sessions.

We prepare the children for the phonics screening check which is planned for June. Inside the reading record you will find some phonics guidance.

Phonics

Allow your child time to sound out words they are unfamiliar with and try not to correct your child if the sound is correct but spelt wrong; as they will refine these later on in the school year.

Practise by playing some interactive phonics games.

More information and support will follow at Class Visit around new scheme – Little Wandle Letters and Sounds Revised.

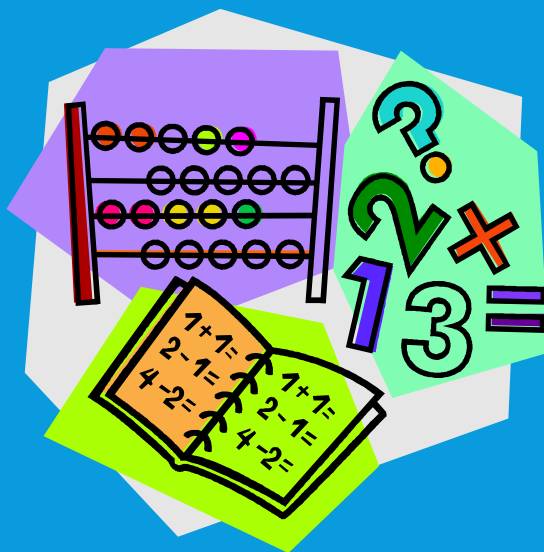
Spellings:

- Practise common word spellings regularly: use strategies that work for your child to help them learn them
e.g. look/cover/write/check, using for handwriting practice, flashcards, magnetic letters...

Spellings tests will take place each week – begin with common exception words – more information to follow.

- Encourage children to think for themselves first before asking you to spell a word – remind of strategies they can use such as sounding the word out and thinking about other words they know. Start to encourage the use of a simple dictionary.

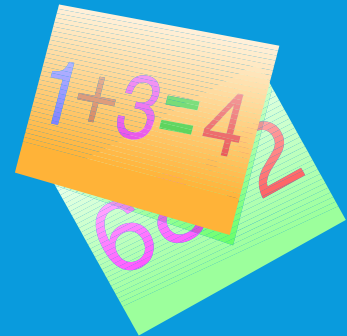
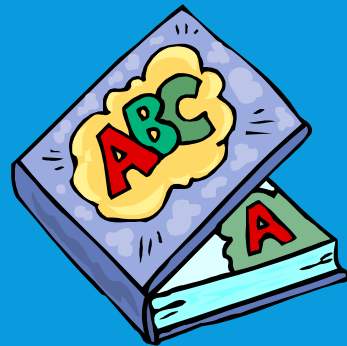
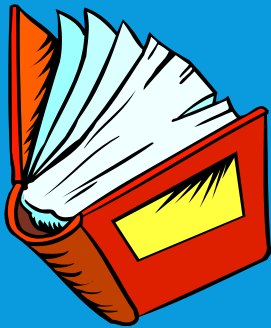
Maths



Maths opportunities in school

- **15 minutes Number Sense session** – practise of number facts etc.
- **Main Activity** - Whole class input, group and independent work.
- **Problem solving.**
- **Differentiated and extensions.**

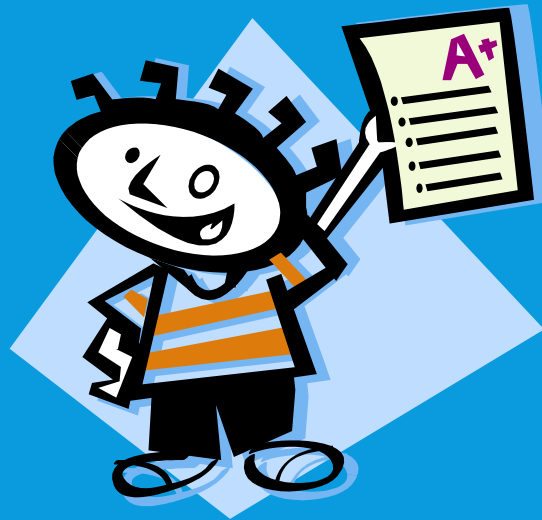
Meeting the needs of all



During lesson time

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

Assessment



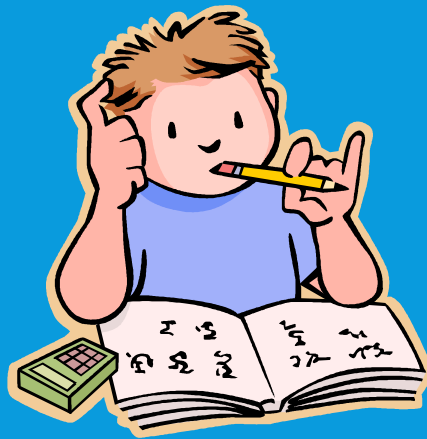
Assessment FOR learning

Assessment is an ongoing process. Throughout every lesson the teacher will be assessing where the children are at 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 and tasks. This enables teachers to check children's progress, particularly at the end of a unit of work or school year.

Homework



Homework-will be set on Class Dojo. Photos and videos of the work can then be posted. Please accept invitation for Class Dojo if you haven't already done so. Homework will be posted on Dojo on a Monday to be completed by the following Monday.

Spelling and maths shed- You will also be set up with a spelling/maths shed login where children can practise spellings and number facts with fun games.

COMMUNICATION

- As there may still be less opportunities to meet in person please feel free to use Class Dojo to message your class teacher.
- We will endeavour to respond as soon as possible but please bear in mind messages will not be read during the school hours.

ROUTINES

- PE – children will change for PE at school so please bring correct kit and suitable footwear. Please bring kits in on Monday and children will bring home on Friday in case there are any changes to the timetable.
- Please ensure ALL items of clothing and shoes are clearly labelled with their names. If your child has earrings, these should be taped up for PE. Hair should also be tied up.
- Please label ALL other items brought into school (coats, jumpers, snack boxes, lunch boxes, water bottles, wellies etc).

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 four key contacts who lead on Safeguarding.

Safeguarding Single Point of Contact (SPOC)



**Andy Lyons - Headteacher
Designated Safeguarding Lead**

A **Single Point of Contact (SPOC)** is a person serving as the 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.



**Amanda Christophi – Assistant Headteacher
SENCo, Designated Safeguarding Lead**



**Emma Porter – SENCo
Deputy Designated Safeguarding Lead**

Andy Lyons is the Single Point of Contact
In his absence contact Roxanne Wilding,
Amanda Christophi or Emma Porter



**Roxanne Wilding
Deputy Designated Safeguarding Lead**

Websites

www.littlewandlelettersandsounds.org.uk/resources/for-parents/

www.phonicsplay.co.uk

<https://home.oxfordowl.co.uk/>

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

www.ictgames.co.uk



Thank you all for coming and please feel free to speak to your child's class teacher if you have any questions.