

Welcome to Year 1 2023 - 2024



Parents Information Meeting

<https://www.youtube.com/watch?v=HqjYoUbmAPs>

<https://www.youtube.com/watch?v=SAhwOCSTeMk>

Who works in Year 1?

1W

Miss Williams and Mrs Taylor

1BC

Mrs Baker - Monday, Tuesday, Wednesday

Mrs Cuddy Thursday, Friday

Mrs Cliffe - Monday to Friday



Living, Loving and Learning in Jesus

Our school is clear in our beliefs and values, and the importance of Jesus Christ in our daily lives. Our Mission Statement underpins all we do:

"Living, Loving and Learning in Jesus."

OLBE is a place of love and learning, where all are equal in the eyes of God. It is the mission of this school to cherish each individual. We try to follow Jesus' example as a friend and guide. We believe that there are talents and strengths within us all, and we strive to let them shine brightly.

Children in our school are guided to use Jesus' life as the basis to reflect upon their actions. Our mission statement promotes good discipline within a calm, reflective atmosphere which enables the children to get to know themselves better and develop a sense of responsibility for their own lives and happiness.

As a result, our children are part of a caring, Catholic community within which all feel secure, valued and respected.

National Curriculum



The children will now be following the National Curriculum. We will send home the Key Learning Objectives which show you what your child should be able to do independently by the end of Year 1 to be 'on track' to achieve Age Related Expectations.

During Year 1 your child will gradually begin to work more independently and continue to gain confidence in their learning. We will encourage your child to be resilient and face challenges with positivity and determination.

Independence

In Year 1 we continue to encourage independence, as the children will only become really efficient in their learning if they are able to work and think for themselves.

Please encourage them to do as much for themselves as possible.

- *Practise taking jumpers and cardigans off and turning the sleeves the right way round to put the jumper back on.

- *Practise cutting something out and glueing it onto a sheet of paper in the middle!

- *Using a glue stick - many children roll the whole pritt stick up and then try putting the lid back on without winding it back down!

- *Folding and hanging up their own clothes.

- *Finding the 'next clean page' in a workbook - many children open their exercise books anywhere and just start working, even when the page has been marked.



Phonics



Daily phonics lessons follow the Twinkl scheme of work. Children will continue their phonics curriculum following on from what they have learned in Reception. All children will begin Level 5, but please continue to recap Level 3 at home.

We will work towards the statutory phonics screening test which will take place in the summer term.

This test shows your child's ability to segment and blend real and 'nonsense' words using all the graphemes taught in Level 3,4 and 5. By the start of Year 2 most children should be ready to access level 6.

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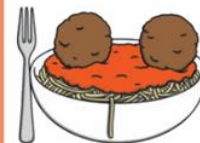
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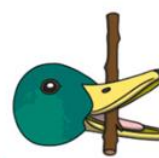
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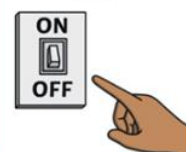
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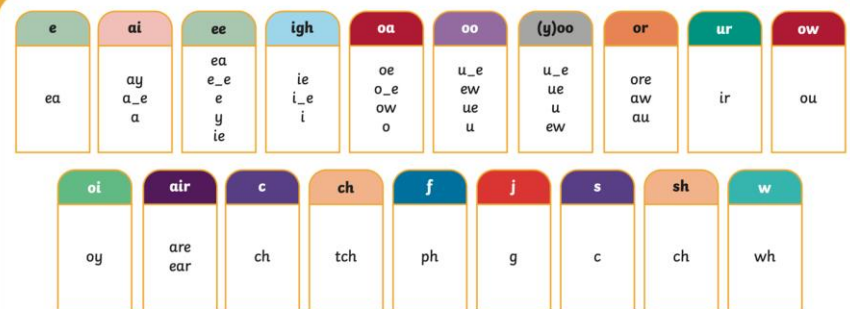


er



twinkl

visit [twinkl.com](https://www.twinkl.com)



Handwriting

We follow the Twinkl phonics and handwriting program.

Please encourage your child to **form their letters correctly** when you are working with them at home. This doesn't always have to be with pencil and paper. If your child still has a weak pencil grip, there are lots of practical things you can do at home to help -

<https://occupationaltherapy.com.au/improving-your-childs-pencil-grip/>

- *draw the letters using their finger in a tray of sand / rice / paint / shaving foam

- *go outside, draw the letters large with chalk on the ground and then use a stick to draw over them

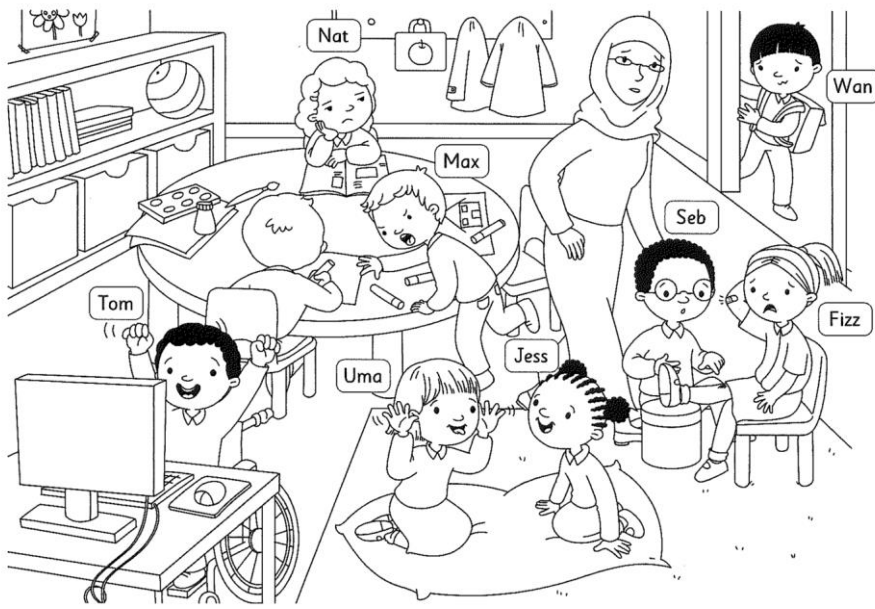
- *use dance ribbons to draw the letter shapes large in the air

Guided Reading

This is when your child will be heard as part of a small reading group with teacher direction. Your child will have 3 reading sessions in school each week.

Two of these sessions will be using the phonically decodable system used in KS1 in line with Twinkl phonics and the most recent phonic guidance, where children read texts appropriate for their level of understanding and phonic ability.

The third text is from a comprehension scheme called Complete Comprehension which is read by the whole class but led by the teacher who will model use of phonics for decoding. This aims to deepen vocabulary, develop comprehension and discussion, as well as encouraging the children to read at greater length to develop stamina. Children will be given a coloured bookmark to practise tracking longer texts.



Activity

Name: _____

How is each child feeling? Write a word from the word bank under each picture. One has been done for you.



happy



Word bank

happy angry worried upset bored excited



Inference

Name: _____

1 How is Max feeling? Tick **one**.

- happy ☐
- excited ☐
- worried ☐
- angry ☐

2 Who is feeling upset? Tick **one**.

- Tom ☐
- Uma ☐
- Fizz ☐
- Jess ☐

3 Which word best describes how Jess is feeling? Tick **one**.

- annoyed ☐
- sad ☐
- happy ☐
- concerned ☐

4 Why is Seb worried?

The Three Little Pigs (Revolting Rhymes), by Roald Dahl

This text is from a poem based on the story of the Three Little Pigs. The poem was written by Roald Dahl and is a different version of the traditional story. The poem also includes the character Little Red Riding Hood. Now that they are in the same story, do you think that the Three Little Pigs and Little Red Riding Hood will be on the same side? The text begins when the Wolf arrives at the brick house and tries to blow it down.

So creeping quietly as a mouse,
The Wolf approached another house,
A house which also had inside
A little piggy trying to hide.

“You’ll not get me!” the Piggy cried.
“I’ll blow you down!” the Wolf replied.
“You’ll need,” Pig said, “a lot of puff,
And I don’t think you’ve got enough.”
Wolf huffed and puffed and blew and blew.
The house stayed up as good as new.

“If I can’t blow it down,” Wolf said,
“I’ll have to blow it up instead.

I’ll come back in the dead of night
And blow it up with dynamite!”

Pig cried, “You brute! I might have known!”

Then, picking up the telephone,

He dialled as quickly as he could

The number of Red Riding Hood.

1 Why does Little Red Riding Hood say "Who's speaking? Who?" when she answers the phone? Tick **one**.

She isn't sure who is on the phone at first. ☐

She is eating ice cream. ☐

The Wolf is at her door. ☐

1 mark

2 True or false? The Pig's house is not very strong. Circle **one**.

True

False

1 mark

3 Why does the Wolf say he will come back to blow up the house? Tick **one**.

He likes visiting the Pig. ☐

He needs to get the dynamite first. ☐

He wants to go home for his tea first. ☐

1 mark

4 Why does the Wolf creep as *quietly as a mouse* towards the Pig's house?

1 mark

How many rhyming words can you find in the poem? Write them in pairs. One has been done for you.

_____ mouse _____ rhymes with _____ house _____

_____ rhymes with _____

_____ rhymes with _____

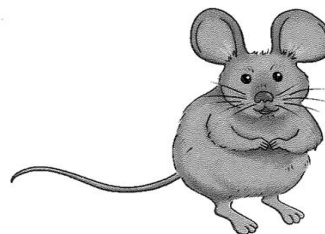
_____ rhymes with _____

_____ rhymes with _____

_____ rhymes with _____

_____ rhymes with _____

_____ rhymes with _____



HOME READING

Your child will bring home **2 reading books on a Monday**. We would ask you to share these books with your child during the week and record the dates / titles and any comments in their diary. Diaries will be checked and stamped on **Fridays** when books will be collected in and swapped for the following week.

We will record these books as having being heard at home, but we will not necessarily hear them in school. We will usually hear 2 separate texts across the week in school which will not come home. Your child is therefore accessing 4 books a week



HOME READING

All our books are in sets of 6 and we swap these between the reading groups. If your child has not had chance to do their reading on a particular night for whatever reason, we would still ask you to return it to school the next day. If they don't, then that set is incomplete and can not be given to another group. This very quickly slows the whole process down.

Your child **MUST** bring their reading folder, reading book and diary in to school **EVERY DAY** please. **Sometimes**, the book you are reading at home might also be a school reader for a different group.



Reading Progress

Reading is a complex learning journey that develops very differently for every child. Some children

- *have great pace and fluency, but don't use expression.

- *find decoding words tricky, but if read to, have a great understanding.

- *can read the words but don't understand the story / information / meaning

- *are able to discuss their understanding of the text, whilst others can't.

Reading Progress

Therefore, during the year, we may make tweaks and changes to groups, but this is no cause for alarm.

We understand that some parents become concerned if their child comes home and mentions they have read in a different group, but we do this to ensure your child feels confident reading within their group. If they are a little slower in pace and the other children are reading faster, it knocks confidence. If we have concerns, we will speak to you.

Level 4 Box 4

The Crab Dragon						
No Tricks Gran						
The Lost Chimp						
Crunch						
Painting the Loft						
Green Planet Kids						

Level 4 Box 5

A Shock for Nok						
Funfair Fun						
Helter Skelter						
Goal						
Cat's Painting						
It's Too Hot						

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
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Level 5 Box 1A and 1B

ORT Songbirds

Queen Annena's Feast						
Moan, Moan, Moan						
Spike Says						
Tadpoles						
The Snake And The Drake						
Notes:						

Level 5 Box 2

ORT Story Sparks

Scoops Ups And Downs						
The Mummy Chase						
Planet Cake						
The Dinosaur King						
The Lark And The Owl						
Pip, Lop, Mip, Bop						
Notes:						

Please be assured that your child will have lots of positive reading experiences in school that promote a love of books and give them satisfaction and enthusiasm when reading.

During and After Reading.



Within a session your child will -

- *read independently out loud to the rest of the group
- *quietly in their head
- *in a pair
- *as part of the whole group.

Their understanding of, and interaction with the text is crucial.

They will be asked to respond to a range of **What, Where, Why, When, How, Who** questions and encouraged to return to the text to support their answers.

Reading at home.

At the end of a busy day if your child is reluctant to read -

- *read a page each

- *read to a favourite toy / teddy / brother/ sister



- *you read to your child, but make mistakes so your child can track as you read and correct you (hopefully !)

- *use different voices

- *write words from the book on sticky notes and search for them in the book.

- *copy text from a page onto a strip of paper and see if your child can find the page

- *cover up words on some pages and see if your child can guess the words in the context of the story.

- *use phonic lolly sticks and search for sounds

Singapore Maths

The Singapore Maths mastery approach allows the children to work with manipulatives.

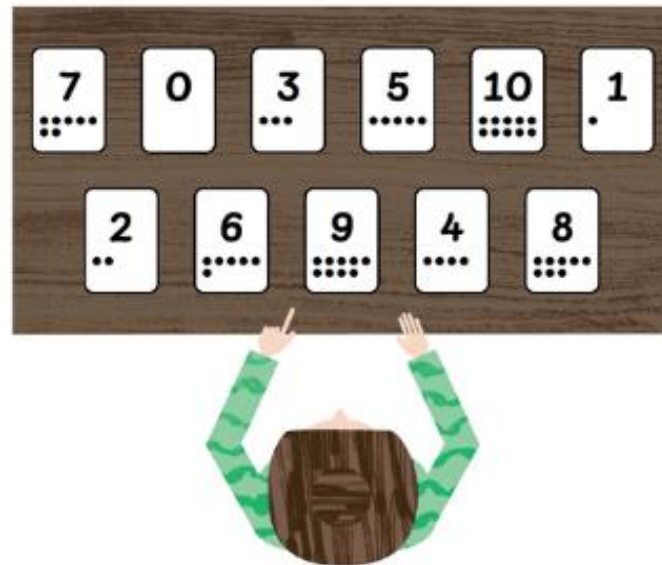
They will investigate different mathematical methods and gradually deepen their understanding allowing them to make connections. Children are encouraged to discuss their ideas and verbalise HOW they have worked something out or show WHAT they have done.

<https://www.youtube.com/watch?v=PfPcn3SohrI>

Daily sessions follow a pattern where a problem is set. This is called the EXPLORE

Explore

Can you help Emma by placing the cards in order from 0 to 10?



Children then work collaboratively to share and exchange ideas, trialling and testing them in practical sessions using manipulatives.

They then record their learning and thinking in journals. As they progress they will prove their thinking in many different ways recording these as Methods.


Mastery and Guided Practice are teacher led showing the children how they may have solved the problem.

Master

1

0	1	2	3	4	5
6	7	8	9	10	

0, 1, 2, 3, 4, 5,
6, 7, 8, 9, 10



Guided Practice

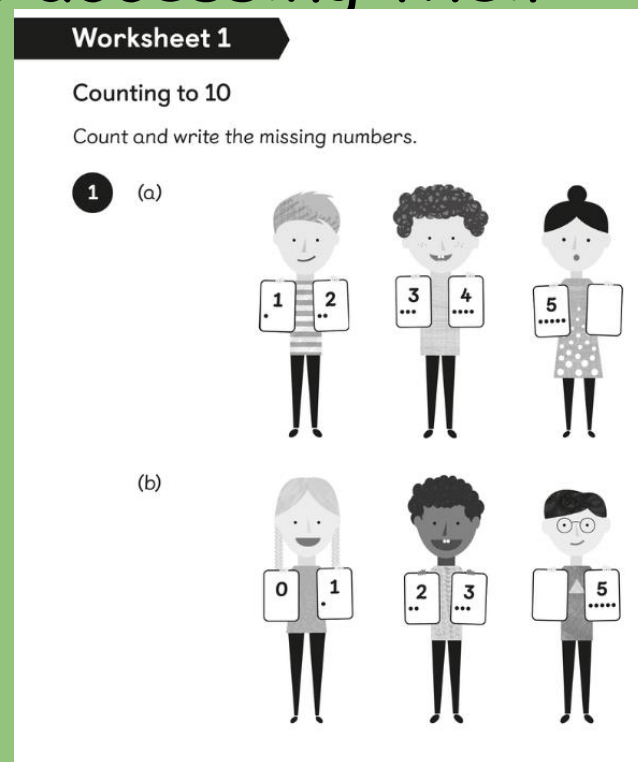
Help the children by counting.

1



Workbooks are used for follow up activities.

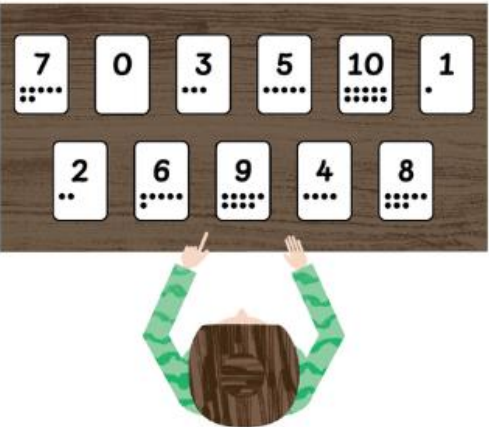
The children will be guided through their workbooks at the start of Year 1, but by the end of Year 1 they should be accessing their workbooks independently.



What do we know?

Explore

Can you help Emma by placing the cards in order from 0 to 10?



7	0	3	5	10	1
2	6	9	4	8	

What are today's important numbers?

What do we need to find out?

What is our important question?

Is it possible that

ASSESSMENT NFER

SPRING TERM

The children will do

Maths Paper 1 and 2

Reading Paper 1 and 2

This will be **teacher led** and we will use the
experience to begin to show the children
what to do.



ASSESSMENT NFER



SUMMER TERM

The children will do

Maths Paper 1 and 2

Reading Paper 1 and 2

The children will work more independently, sometimes in smaller groups to complete the tests.

Test results will be recorded and used as a baseline for children who are working at ARE or working towards ARE.

Homework

Please write the date and your child's name.

Use a pencil to complete any written work.

Always encourage best handwriting and take care with presentation.

Homework should take a maximum of 15 minutes.

Parents must supervise and sign homework.

Homework will consolidated learning already covered in class.

Homework

Reading - 10 / 15 minutes every night.

Library Book - Friday

Maths - Friday TO BE RETURNED

Phonics - Monday KEEP AT HOME



Snack



The children are invited to have milk and fruit every day. If your child is not on the milk list and you would like them to have it, please contact the office.

The children are able to have their water bottles at regular intervals throughout the day. Please make sure their name is clearly on their bottle and we would prefer bottles with a mouthpiece / straw rather than ones where they remove the top to drink.

P.E. Day

Monday and Wednesday.



The children come into school in their P.E.

kits and remain in them all day - velcro

trainers if possible please!



House Points



St. George
23rd April

St. Andrew
30th November

St. Patrick
17th March

St. David
1st March

Your child will continue to be in the same house team from Reception and have the chance to gain house points. These are added up across school each week and the winners are announced. On the celebratory day of their team they can come to school wearing an item of clothing in the team colour.

Punctuality



The school day starts at 8.55am. Children can come into school from 8.40am.

When the main school doors close at 8.55, children who enter school via the school office are recorded as late.

Punctuality is recorded and tracked by our Safeguarding Team - Please support your child in ensuring that they have the best start to the school day by being on time and ready to learn.

Attendance

Our school target is 100% attendance. The Government national standard for attendance remains at 97% and above. Absences through illness are authorised.

As part of our ongoing safeguarding monitoring, school makes contact with parents if there is no explanation as to why a child is not in school by 9.15am on the first day of absence.

Holidays are not authorised during term times and will be recorded as unauthorised absences.

Parents are asked to please report absence to the school office via email, Parent App or a phone call.



Attendance Monitoring

97% and above : Attendance Award

94-96%: School Monitoring

91-93% : At Risk of Persistent Absence

Letter to notify parents of risk of falling into Persistent Absenteeism. Support will be offered.

90% and below: Persistent Absenteeism

Communication to notify parents of Persistent Absenteeism and invitation to meet with school to plan shared strategy to improve attendance.

General Housekeeping

Please make sure your child's name is on all cardigans, coats, jumpers and water bottles.

Please use black sharpie pen to write your child's initials on the velcro tab of your child's book bag. This saves us a lot of time opening and closing velcro tabs!

No toys, sweets, money, games, pencil cases etc are needed in school.

Drop off & pick up

Children will continue to be dropped off at the main entrance in the morning, and they will be collected from the main door each night at 3.00.

To help us keep your child as safe as possible, please help by giving us a wave and telling us who you are here to collect.

Please do not encourage your child to run over to you until the teacher has dismissed them.

If your child is going home with anyone different, you must inform the office who will inform us. We can not let your child go if we haven't been told about arrangements.

Partnership

We're all in this together!

If you or your child have any worries or concerns please don't hesitate to contact us - we are here to help!

We look forward to working alongside you in the next stage of your child's learning journey.



THE WONDER
OF TEACHING
IS WATCHING
CATERPILLARS
BECOME
BUTTERFLIES.

<https://www.youtube.com/watch?v=7PXV3dwaenu>



**KEEP
CALM**
WE'RE
**ALL IN THIS
TOGETHER**