



Welcome to Key Stage 1

What your child needs to bring to school in Key Stage 1

Book bag, reading book and reading record
Named PE kit (see details below) including named trainers for outdoor PE.
Named drinks bottle with water to drink, (Cordials or juice are allowed only at lunchtime)
Named coat or sun hat
Swimming costume and swim hat (Summer Term only)
Wellington Boots for outside play when the weather is wet and the field is muddy

Supporting your child at home

The Class 1 web page has lots of photos of the learning taking place at school and is updated on a weekly basis so that you have an overview of your child's learning in English, Phonics and Maths.

Your child will also be given an Abacus Active Learn password and this will enable them to access a range of maths games to support their learning in school.

Please share a book with your child every day.

Beginning of the day

We are more than happy to have parents support their children coming into the classroom at the beginning of the day. As the year progresses we encourage parents to say goodbye at the classroom door and allow children to develop their independence in coming into the classroom by themselves. Children in Year 2 are expected to come into the classroom on their own. Children place their bookbag into their group box, hang up their coats and put their drinks and lunch on the trolley stored in the hall. If you need to pass on some urgent information to the teacher or TA then please do; for example letting us know your child is going home with another child at the end of the day.



Learning follows a more formal timetable in Key Stage 1 and your child will encounter Reading sessions, Maths, English and Phonics every day. The afternoons across the week include all the other subject areas including Science, PE, PSHE, Art and DT, Geography and History, Music and RE. We have Collective Worship every day.



We use the outdoors to facilitate learning whenever we can and plan trips across the year to extend our learning in the topic that term. In the Autumn term we work closely with EYFS to ensure the smooth transition from Reception to Year 1 and to give children access to play based learning.



Reading

Class 1 follows the same reading scheme as EYFS. Your child will be matched to the correct colour and will take the lead from the EYFS teacher. Your child's reading ability takes into account not only their ability to decode and read words but also their speed, fluency, expression and comprehension of what they are reading. We ask you **not** to encourage your child to choose books from a different colour box. Reading is carefully monitored and children are moved when they have demonstrated skill and competence in reading at the stage they are at, over a sustained amount of time. There is no rush and children are encouraged to enjoy reading; it is not a challenge to race to the highest colour in a shortest amount of time! The progression of reading is only as a guide. Some children move quickly through the book stages and some more slowly.



Year 1: Red → Blue → Green → Orange → Turquoise → Purple
Year 2: Gold → White → Lime → Black

Children are encouraged to change their books every morning when they come into the school, unless the book they are reading is still being read.

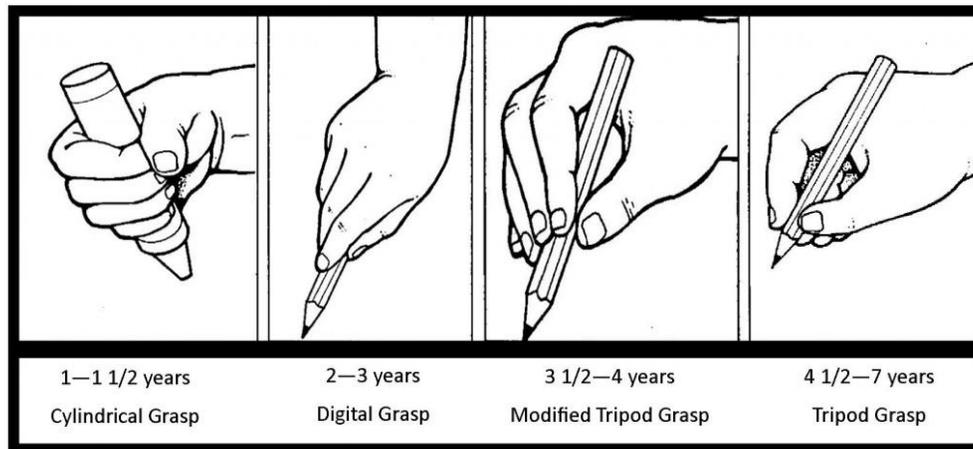
Children in Year 1 will be heard individually at first and then move into reading groups as the term progresses. Children in Year 2 read as part of a group. All children are also heard individually by reading helpers whenever possible. We are very grateful to those parents and carers who are able to give up their time to hear children read. If you have any free time please let us know. Whilst we aim to ensure your child reads to an adult once a week this is not always possible. Please be assured that reading does not only happen at reading time in the day, children read all day long. They read the teacher's writing on the board, they read their written work back, they read maths instructions, science information, words and sentences during phonic lessons, the class prayer each day to name but a few.

It is important to support your child at home by sharing their reading book each day; five to ten minutes quality time is all that is necessary. You do not need to finish the book but read a few pages at a time and talk about the book. Reading at home can make a real difference to your child's progress in reading.

Handwriting and Writing

Aa Bb Cc Dd Ee Ff Gg
Hh Ii Jj Kk Ll Mm Nn
Oo Pp Qq Rr Ss Tt Uu
Vv Ww Xx Yy Zz

Children in Key Stage 1 learn to write in a cursive script. They practise their handwriting on a daily basis and the cursive style will gradually extend to all their written work. Handwriting is linked to the weekly phonic and spelling patterns the children are learning. If you are supporting children writing at home it is really helpful to encourage the use of lowercase letters except when writing names or starting a new sentence. Many children insert capital letters within words and this can be a hard habit to break. You can also help your child hold their pencil correctly.



Children practise their writing skills every day either through English or another subject area. In Year 1 children learn how to punctuate a sentence with capital letters and full stops. They begin to use question marks and exclamation marks. They learn the terminology; word, sentence, full stop, capital letter, conjunction, (joining word like 'and'), noun and adjective. They also learn to write independently for a range of purposes. In Year 2 children learn to distinguish different types of sentences, (exclamatory, commands, statements and questions). They learn to use a range of punctuation and to recognise, use and understand the terms adverb and adjective. They learn to use a range of conjunctions and begin to paragraph their work.

Phonics



All children are taught phonics on a daily basis. At Stanton Harcourt School we follow the Letters and Sounds programme. All children receive phase 5 phonics in Year 1 and Phase 6 in Year 2. Children in Year 2 access Phase 6 through a spelling scheme called Read, Write, Inc. Spelling. Those who need consolidation of the previous phases have additional phonic interventions across the week. Children also learn how to spell high frequency words, common exception words and apply spelling rules such as adding suffixes; er, est, ing to words. They



learn how to use the prefix un/dis and add s/es to words to change them from singular to plural. In Year 2 children learn to spell using the suffixes; ful/ness/ly/ment. They are expected to spell words correctly in the majority of their writing and be able to use contractions and change words to their past tense.

In June the Year 1 children take a mandatory phonics screening check. Children in Year 1 are assessed each term using the screening materials and a record of progress is kept. Any children who do not pass the check in Year 1 or scored near the pass mark will continue to receive additional phonics support in Year 2 and retake the screening check in year 2.

SATs (Standard Assessment Tests)

All children in Stanton Harcourt School are continually assessed and targets are set to facilitate their progress. We no longer apply a “level” to children’s attainment and the EPA use an assessment tool called Target Tracker. Children generally work within their age band, and are expected to move through the six steps of progress across the year, ready to start the next band at the beginning of the next academic year. Sometimes children will be working in a band below their expected age or above their expected age.

The tests consist of;

Spelling test

Grammar and Punctuation test

Reading Comprehension test

Maths; arithmetic test

Maths; reasoning test

Writing is assessed and moderated across the year against the curriculum standards as set out by the Government.

Nearer the time children will look at practice papers so that they are aware of the format that these tests take. We do not use the term ‘tests’ and try to make the work part of their classroom learning. They may come home and talk about some special work they have done in booklets. It is really important that annual holidays are not taken during May as this is the month when SATs are carried out.



We have PE twice a week. In the summer term we go swimming. We take advantage of the good weather whenever we can to teach PE outside. Children will need a plain white t shirt and may wear either plain blue or plain black shorts or joggers. They also need plimsolls or trainers in order to do PE outside. If children do not have PE kit or the correct footwear then they may have to miss their PE session. Please make sure that if your child has long hair it is tied up at all times. Sometimes we do PE on other days so it is a good idea to have a PE kit that stays in school all week. Over the summer help your child to practise getting dressed and undressed by themselves so that when they have their PE sessions they are able to get changed independently.

Water, Fruit

Please provide your child with a named water bottle to have in the classroom. At lunch times children may have cordials or juice to drink but at all other times they are only allowed water. We do have a water fountain in the cloakroom. Fruit is available at break times and we do our best to encourage all children to have some fruit as a mid-morning snack.

Show and Tell

Any trophies, certificates and medals can be shared in Friday's Achievement Assembly. Other items brought in must be related to the topic and will be shared whenever there is time. Please be aware that the days are very busy and finding time for lots of children to share items of interest can be difficult.

Behaviour

In Class 1 we have the following systems for behaviour and work.

Each child has a name card on which is the colour of their house team. Their name starts on the green at the beginning of each week. It is the expectation that everyone will stay on the green by following the school and classroom rules, but if for some reason the school rules have not been followed then a dialogue between the child and adult will be important to prevent them from moving towards amber or red. Children will have three reminders about the expectations of behaviour before moving to amber or red. Children always have the opportunity to work their way back up towards the green. If children repeatedly find themselves on amber or red then parents will be informed. We will also be playing the Good Classroom Game to reinforce expectations for behaviour and learning. More information can be found in the Behaviour Policy on the school website.



Children who are on green by Friday earn a 'gotcha' for their house team.

School and Classroom Rules

- 1. We will work quietly.**
- 2. We will be polite to others.**
- 3. We will get out of our seats with permission.**
- 4. We will follow directions.**

We also operate a sticker system for effort in work. If your child has shown effort then a star will be drawn in their book and they can collect a sticker for their own personal sticker chart. When these are full they can take them home.

On Fridays we have an achievement assembly. Each week a child from Key Stage 1 and EYFS will be put into the 'Golden Book' and will bring home a 'golden ticket' (small certificate).

End of the day

After our home time prayer we see the children out at the end of the day. If your child is being picked up by a different adult that day please make sure staff are aware. Children are expected to gather their belongings independently and wait by the classroom door. It is really important to name all items of clothing so that we can return jumpers to the right children easily.

Please do come and talk to me with any concerns or questions along the way. We wish to work in partnership with parents and carers and provide the best education we can for your child.



