



**West Park CE
Primary School
Information
Book for Parents
Year 1**

Contents:

1. Welcome letter from the Year 1 Team
2. School Aims
3. Teaching and Learning
4. End of Year Expectations
5. Curriculum
6. Homework
7. Timetable
8. Behaviour
9. Healthy Children

Dear Parents,

Welcome to Year 1. This is an exciting year as your child moves from Early Years into the first year of Key Stage 1. We have worked closely with the Reception team to make sure your child has a smooth transition into their new class.

We have also looked carefully at their end of year achievements so we can plan our next activities to enable them to achieve their next steps. Each area of our curriculum will be based on these early stages to start with and as the year progresses we will gradually extend the amount of time they are listening and working on a task with others, and independently. We will also be using our outdoor space to support our learning. Where possible we plan on themes as this allows the children to become immersed in a topic regardless of the specific focus.

We would appreciate it if you would write your child's name on all of their uniform, PE kit and belongings.

This is also the year of the Phonic Screening. This takes place in the Summer term and we will give you more information during the year.

If you are available to help in class please let us know and we can arrange for your induction and DBS check to be completed.

Thank-you

Year 1 team

The Staff in Year 1:

Adult	Role	Class
Mrs Calvert	Phase Leader	Chestnut
Miss Burton	Teacher	Sunflower
Mrs Moss / Mrs Austin	Teacher	Duckling
Miss Corocran	Teacher	Snowflake
Mrs Bergun	Learning Support Assistant/Learning Mentor	Chestnut
Mrs Fielding	Learning Support Assistant	Duckling
Mrs Peters	Learning Support Assistant	Snowflake
Mrs Carlton	Learning Support Assistant	Sunflower
Mrs Gregory	PPA Teacher	Chestnut and Snowflake
Mrs Moody	PPA teacher	Sunflower

Our Theologically rooted Christian Vision

The historical foundation for Church of England Schools is to provide an education, including knowledge of the Anglican Faith, to those in the local community who are in the most need.

The Gospel from St Matthew celebrates that God gave each of us talents that should be shared and not hidden away, that we should use these talents to help others and to inspire them. We believe every child, adult and member of our wider school family has a gift or talent they can share and have celebrated in our school. This means that we strive to be truly inclusive, to discover, nurture and celebrate achievements at all levels and to provide opportunities to enable all to shine. We endeavour to be invitational and inclusive at all levels, including during worship.

At West Park Church of England Primary we believe that we should, 'Let your light shine,' in everything we do.

Our School Values

<p>Creativity</p> <p><i>'He has made everything beautiful in its time'</i> Ecclesiastes 3:11</p> <ul style="list-style-type: none">• Find ways to solve problems• Explore our talents• Be confident to be yourself	<p>Faith</p> <p><i>'Faith can move mountains'</i> Matthew 17:20</p> <ul style="list-style-type: none">• Believe in ourselves and others• Believe in something bigger than yourself• Take the messages from worship out into our day
<p>Independence</p> <p><i>'Be strong and courageous.'</i> Joshua 1:9</p> <ul style="list-style-type: none">• Show perseverance• Be more independent as you grow• Take responsibility for our learning journey	<p>Kindness</p> <p><i>'Encourage one another and build each other up'</i> Thessalonians 5:11</p> <ul style="list-style-type: none">• Be kind to ourselves• Be kind to everyone

Our Aims

To:-

- ensure our school environment is safe, stimulating and stable;
- provide exciting and inspiring learning experiences that give every child the opportunity to become enthusiastic, resilient, adaptable learners who actively participate in all aspects of school life;
- enable pupils to develop lively and enquiring minds, the ability to question and argue rationally and the skill of becoming independent and creative learners;
- provide a sense of community and citizenship, establishing skills to make and maintain positive relationships with others, working in a team both in and beyond our school;
- assist in the acquisition of knowledge, skills and attitudes that will enable all children irrespective of their ability, to achieve their full potential in subsequent phases of Education and adult life;
- enable everyone to develop a sense of their own identity and have respect and understanding of their own and other cultures, beliefs and religions.

End of Year Expectations

Reading

- Speedily read all basic phoneme/graphemes
- Read accurately by blending known GPCs
Read common exception words
- Read common suffixes
- Read multi-syllable words containing known GPCs
- Retell familiar stories and traditional tales
- Recognise and join in with predictable phrases
- Recite some poetry by heart
- Understand texts based on prior knowledge or provided information
- Correct inaccurate reading by check for sense
- Discuss the significance of title and events
- Make inferences on the basis of what is said and done
- Make predictions based on reading so far
- Explain clearly understanding of what is read to them

In Year 1 children have RWI daily phonics sessions with some children also receiving precision teaching to support their phonic knowledge. This will include 'Sound Detective' activities where the children are encouraged to find phonemes within words.

In addition to this your child will read at least once a week in school with the class teacher and once a week with the class Learning Support Assistant. They will bring home reading books that are matched to their phonic knowledge which they will be able to read by themselves. We value the reading evidence you provide in your child's diary, and are always keen to hear about any books, comics, recipes, newspapers or texts that your child has shown an interest in.

Spelling

Most people read words more accurately than they spell them. The younger pupils are, the truer this is.

By the end of year 1, pupils should be able to read a large number of different words containing the sounds that they have learnt, whether or not they have seen these words before. Spelling, however, is a very different matter. Once pupils have learnt more than one way of spelling particular sounds, choosing the right letter or letters depends on their either having made a conscious effort to learn the words or having absorbed them less consciously through their reading. Younger pupils have not had enough time to learn or absorb the accurate spelling of all the words that they may want to write.

This appendix provides examples of words embodying each pattern which is taught. Many of the words listed as 'example words' for years 1 and 2, including almost all those listed as 'exception words', are used frequently in pupils' writing, and therefore it is worth pupils learning the correct spelling. The 'exception words' contain GPCs which have not yet been taught as widely applicable, but this may be because they are applicable in very few age-appropriate words rather than because they are rare in English words in general.

Revision of reception work

Statutory requirements

The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:

- all letters of the alphabet and the sounds which they most commonly represent
- consonant digraphs which have been taught and the sounds which they represent
- vowel digraphs which have been taught and the sounds which they represent
- the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- words with adjacent consonants
- guidance and rules which have been taught

Statutory requirements

The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck

The /ŋ/ sound spelt n before k

Division of words into syllables

Rules and guidance (non-statutory)	Example words (non-statutory)
The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff , ll , ss , zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.	off, well, miss, buzz, back
	bank, think, honk, sunk
Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.	pocket, rabbit, carrot, thunder, sunset

Statutory requirement	Rules and guidance (non-statutory)	Example words (non-statutory)
-tch	The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.	catch, fetch, kitchen, notch, hutch
The /v/ sound at the end of words	English words hardly ever end with the letter v , so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.	have, live, give
Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as -s . If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es .	cats, dogs, spends, rocks, thanks, catches
Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word	-ing and -er always add an extra syllable to the word and -ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt -ed . If the verb ends in two consonant letters (the same or different), the ending is simply added on.	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
Adding -er and -est to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	grander, grandest, fresher, freshest, quicker, quickest

Vowel digraphs and trigraphs

Some may already be known, depending on the programmes used in Reception, but some will be new.

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
ai, oi	The digraphs ai and oi are virtually never used at the end of English words.	rain, wait, train, paid, afraid oil, join, coin, point, soil
ay, oy	ay and oy are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, stay boy, toy, enjoy, annoy
a-e		made, came, same, take, safe
e-e		these, theme, complete
i-e		five, ride, like, time, side
o-e		home, those, woke, hope, hole
u-e	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e .	June, rule, rude, use, tube, tune
ar		car, start, park, arm, garden
ee		see, tree, green, meet, week
ea (/i:/)		sea, dream, meat, each, read (present tense)
ea (/ɛ/)		head, bread, meant, instead, read (past tense)
er (/ɜ:/)		(stressed sound): her, term, verb, person
er (/ə/)		(unstressed <i>schwa</i> sound): better, under, summer, winter, sister
ir		girl, bird, shirt, first, third
ur		turn, hurt, church, burst, Thursday

	Rules and guidance (non-statutory)	Example words (non-statutory)
Vowel digraphs and trigraphs	Very few words end with the letters oo , although the few that do are often words that primary children in year 1 will encounter, for example, zoo	food, pool, moon, zoo, soon
oo (/u:/)		book, took, foot, wood, good
	The digraph oa is very rare at the end of an English word.	boat, coat, road, coach, goal
		toe, goes
oo (/ʊ/) oa	The only common English word ending in ou is <i>you</i> .	out, about, mouth, around, sound
oe ou	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e , ue and ew . If words end in the /oo/ sound, ue and ew are more common spellings than oo .	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw
ow (/aʊ/)		lie, tie, pie, cried, tried, dried
ow (/əʊ/)		chief, field, thief
ue ew		high, night, light, bright, right
		for, short, born, horse, morning
ie (/aɪ/)		more, score, before, wore, shore
ie (/i:/)		saw, draw, yawn, crawl
igh or		author, August, dinosaur, astronaut
ore		air, fair, pair, hair, chair
aw		dear, hear, beard, near, year
au		bear, pear, wear
air		bare, dare, care, share, scared
ear		
ear (/ɛə/)		
are (/ɛə/)		

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Words ending – y (/i:/ or /ɪ/)		very, happy, funny, party, family
New consonant spellings ph and wh	The /f/ sound is not usually spelt as ph in short everyday words (e.g. <i>fat</i> , <i>fill</i> , <i>fun</i>).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
Using k for the /k/ sound	The /k/ sound is spelt as k rather than as c before e , i and y .	Kent, sketch, kit, skin, frisky
Adding the prefix –un	The prefix un– is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock
Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	football, playground, farmyard, bedroom, blackberry
Common exception words	Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used

Grammar and Punctuation

Year 1: Detail of content to be introduced (statutory requirement)	
Word	Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i> , or <i>undoing: untie the boat</i>]
Sentence	How words can combine to make sentences Joining words and joining clauses using <i>and</i>
Text	Sequencing sentences to form short narratives
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Handwriting

Handwriting will be practiced daily and focus on letter formation, spelling of common exception words (Red words) and dictated sentences. The children will also practice and understand the importance of;

- sitting correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practice these.

Writing

- Spell words using the standard phonemes
- Spell common exception words
- Spell the days of the week
- Name the letters of the alphabet in order
- Understand spelling rules for adding 's'
- Use suffixes -ing, -ed, -er and -est
- Sit and hold writing implement correctly
- Begin to form lower-case letters correctly
- Form capital letters
- Form digits 0-9
- Compose a sentence orally before writing
- Sequence sentences to form short narratives
- Read writing aloud audibly and clearly
- Leave spaces between words
- Join words and clauses using 'and'

Maths

- Count to and across 100 from any number
- Count, read and write numbers to 100 in numerals
- Read and write mathematical symbols: +, - and =
- Identify "one more" and "one less"
- Use number bonds and subtraction facts within 20
- Add and subtract 1-digit and 2-digit numbers to 20, including zero
- Recognise, find and name a half
- Recognise, find and name a quarter
- Measure and begin to record length, mass, volume and time
- Recognise and know the value of all coins and notes
- Use language to sequence events in chronological order
- Recognise and use language relating to dates
- Tell the time to the half-hour, including drawing clocks
- Recognise and name 2D shapes

Science

- Use different approaches to answer scientific questions
- Carry out simple tests
- Organise objects or materials into groups
- Name the main parts of plants and trees
- Name the main parts of the body, including those related to the 5 senses
- Distinguish between an object and the material from which it is made
- Describe the simple physical properties of a variety of everyday materials
- Describe how the weather varies with the season

PSHE

Please look ask the school website for further details about your child's HRE learning, this lesson will be every week related to the theme as shown.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What helps us grow and stay healthy?	What is bullying?	What helps us to stay safe?	What jobs do people do?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Valuing difference and keeping safe
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How can we manage risk in different places?	How can our choices make a difference to others and the environment?	What decisions can people make with money? How will we grow and change? Puberty Part 1 stand-alone lesson on periods- (products more than the why) boys same lesson

						but separate and not in so much detail.
Year 5	What makes up a person's identity?	How can we help in an accident or emergency?	How can friends communicate safely?	How do friendships change as we grow? What jobs would we like?	How will we grow and change? Puberty Part 1	Careers Week- invite parents in to talk about their career?
Year 6	How can we keep healthy as we grow?		How can the media influence people?	How can drugs affect health?	What will change as we become more independent? Puberty Part 2	Transition to Secondary School

Curriculum

Autumn 1	Houses and Homes	Autumn 2	Toys
Spring 1	Animal Kingdom	Spring 2	The Great Outdoors
Summer 1	Brilliant Bodies	Summer 2	Castles

Each half term we will send a detailed outline of the half term which will show both the teaching focus and the expected outcomes.

Occasionally children may be asked to bring in topic related items.

Homework –

In Year 1 your child is expected to complete

- 5 minutes of reading 5 times per week
- complete a short weekly maths challenge, this may be Numbots.
- spend 2 minutes 5 times per week practising spelling their Red words.

Timetable-

As a school we keep the timetable flexible to ensure we meet the needs of our pupils. Please make sure your child has the correct equipment each day. This includes: Water bottle, library books, homework diary and reading books.

Your child will wear their PE kit on the days they have PE. We do go outside for PE regularly, so please wear jogging bottoms and a sweatshirt in the colder months so your child is warm enough. Please ensure if earrings are worn that these are either removed or covered by tape on PE days.

Class	PE Days
Chestnut	Tuesday / Wednesday
Snowflake	Monday /Thursday
Duckling	Tuesday / Thursday
Sunflower	Tuesday /Thursday

Class	Library Days
Chestnut	Thursday
Snowflake	Tuesday
Duckling	Wednesday
Sunflower	Monday

Healthy Children

At lunchtime the children can either have a hot lunch or bring in a packed lunch. If you would like to order a hot lunch, you will need to do this via the ParentPay website using your login details provided to you by the school. If you have any queries in this regard, please contact the office on 01903 243099.

Please provide your child with a water bottle so they can drink water in the classroom. Squash and fruit juice are not permitted in class but can be included in their lunchbox. If you would like to provide a snack it must be a healthy snack e.g. fruit or vegetables. It should not be sweets, chocolate or biscuits.

Collection and Walking Home Alone Guidance

Parents are legally obliged to ensure their children get to school and attend regularly. This does not disallow independent travel. As a school, we are responsible for the welfare of our pupils and therefore must consider what we believe is good practice in ensuring the safety of our pupils. We also have an obligation to alert relevant authorities should we believe a child's welfare is at risk.

There are no laws around age or distance of walking to school.

We have taken advice from the following:

Department for Education states:

- It is for each school to decide, and enforce, its own pupil collection policy and request that parent/carers formalise collection arrangements in writing.
- The school is not responsible for a child's safety on their way home.

NSPCC states:

Children under eight can't judge the speed and distance of moving vehicles. They still need help when crossing roads.

Procedures

Pupils in KS2 (Years 3, 4, 5 & 6)

There is no set age when children are ready to walk to school or home on their own. It very much depends on their maturity and confidence. Children under the age of eight can't judge the speed or distance of moving vehicles and some older children might not be able or confident to do this.

We expect Year 3 and Year 4 children to be brought to and collected from school by a named adult or sibling older than primary age. Children in these year groups can be met on site by their adult at the end of the day. Please make sure you arrange where you will meet so your child knows.

We understand that it can be busy at the end of the school day. For parents and carers who have children leaving from different ends of school, we suggest collecting children in KS1 first. Staff School are available in each playground, any child not collected will be taken to the main office.

