



Forward Together in Learning, Effort and Behaviour

## Welcome to Year 1

Dear Parents and Carers,

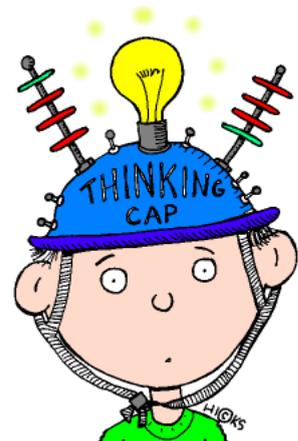
We would like to welcome you and your child to Year 1. We are taking this opportunity at the beginning of the new school year, to inform you about all aspects of school life in Year 1. We feel that if we all work together, your child will achieve the appropriate levels for their age and ability and have a positive and fulfilling experience in Year 1.

### **EXPECTATIONS**

In Year 1, we expect every child to work towards achieving their potential. Work set will be matched to suit the varying abilities within the year group. All children will be expected to present their work neatly.

### **THE EXPECTATIONS IN YEAR 1 ARE:**

- To be respectful to both their peers and all adults they work with.
- To be independent learners.
- To be resilient when facing challenges.
- To be responsible for their learning and personal organisation.
- To use a range of presentational skills.
- To take pride in their work and always produce their best.
- To continue to build up the pace of work.



## YEAR ONE STAFF

### Class Teacher

- Mrs Barnes (Monday - Friday)

### Support Staff

- Mrs Croucher (Monday - Friday am)
- Miss Bruce (Monday - Friday pm)

## SUPPORTING YOUR CHILD'S LEARNING

As is required by law, we follow the National Curriculum which provides the children with the opportunity to fulfil their individual potentials. The children are grouped in a variety of ways such as: ability groups; mixed ability groups and friendship groups when learning. We believe that this maximises learning opportunities for all the children. In addition to daily lessons in Phonics, Literacy and Maths the children will have lessons in a variety of other subjects.

Our topics this year are:

- Autumn Term: Marvellous Me
- Spring Term: Knock Knock who's there?
- Summer Term: Unique United Kingdom

At How Wood we are committed to ensuring that your child enjoys lessons and is challenged appropriately. In order to provide this a typical lesson will include at least one of the following strategies:

- High order questions e.g 'How can you explain...?', 'What do you know about...?' 'Let's think about why...?'
- Open-ended activities which develop thinking skills; problem solving and investigations
- The expectation that children will explain their thinking and learning to others
- Mixed ability groupings where the children have opportunities to support and challenge each other through discussion and appropriately challenging tasks
- Differentiated activities
- Challenging children to ask questions and be active learners and thinkers
- Self-assessment

## **READING**

In order for children to become confident and fluent readers they need regular practice. We encourage you to listen to your child read each day but expect them to read at least 3 times a week minimum. Reading books will be collected twice a week (Monday and Thursday). If your child needs their book changing any other day please encourage them to place it in the book changing box. Please ensure you fill in the reading record when you read with your child and simply sign it mum or dad etc. When your child has finished their book please write the book finished so we know it's finished. If it is blank we will assume your child has not read the book and therefore it will not be changed.

Reading levels have changed and are not set based on your child's phonics level. All books sent home will be given to allow your child to consolidate the sounds we have learnt in school and the sounds they are secure on. This means your child should be able to read their book with little support. Through having success in reading we are building your child's confidence and hopefully their love of reading.

Please bring reading books in everyday as we do not have set days we will hear your child read in school.

## **HOME LEARNING**

Home learning will be set every Friday via google classroom and is due the following Thursday. It will always be directly linked to our learning, topics, special events or celebrations

## **PHONICS**

This replaces spellings but will consist of a phonics activity based on the sounds we have learnt that week. There will be some games to play and some letter practice, word practice and sentence writing depending on your child level. - This will be set via google classroom.

## **REWARDS AND MERITS**

We have a whole school approach to rewards. We will be awarding weekly certificates for good behaviour, effort and learning. The children also work towards 10 merits for a special Head Teacher's certificate. This you will know as the bronze, silver and gold awards.

## UNIFORM

It is essential that all children come to school wearing the correct school uniform. Hair bands, hair clips and accessories must be sympathetic to our uniform colours (blue, black, grey) and long hair must be tied back for health and safety reasons. Black school shoes (or un-patterned black boots in the winter months) must be worn. Trainers or sports shoes are not part of the school uniform and therefore are not permitted.

## PE KITS

PE will be on a Thursday and Friday. However, it is important that your child has their kit in school all week as we often have extra events or occasionally change our days. The kit is as follows:

- Black shorts
- Yellow T shirt
- Plimsolls or trainers
- Dark coloured tracksuit bottoms (for cold weather)
- Dark coloured sweatshirt (for cold weather)

Teachers will send kits home to be washed regularly. For health and safety reasons children with earrings will be asked to remove them or tape them up. ***Please remember that all pieces of uniform need to be named.***

## ATTENDANCE

Please ensure that your child is in the playground by 8.50am ready to line up. It is important that your child arrives on time as learning begins promptly as soon as they arrive in the classroom. If your child is absent, please inform the school on the morning of the absence. A letter must also be sent to the office. Regular absences from school can affect your child's learning since they will miss vital work that has been planned. This will then mean they will be working to 'catch up' when they return.

If for any reason your child is late in the morning please enter the school via the office so they can be marked in the register and any dinner choices can be made.

Non-attendance and punctuality is recorded and is regularly monitored by the Head Teacher and the Hertfordshire Attendance Improvement Officer.

## **PLAYTIME SNACK & LUNCH**

How Wood is a healthy eating school and we encourage children to adopt healthy lifestyles. In Year 1 children continue to be offered a piece of fruit in school at playtime. Your child may bring in an alternative piece of fruit if you wish. If you would like your child to have milk then please see Mrs Gooch in the office.

Herts Catering, who provide our school meals, ensure that lunches are well balanced and healthy. Packed lunches that some parents provide should also be balanced and healthy. As there are a number of children across the school with nut allergies, we ask parents not to send in nut based products.

The children now pick their own lunch options. If you are not happy with them having a certain option please let me know and I will ensure they pick something else.

## **DATE OF CLASS ASSEMBLY**

Parents evenings - Tuesday 18<sup>th</sup> Oct (3:30-6pm) & Wednesday 19<sup>th</sup> Oct (4-7pm)

Half Term week - 24th October - 28th October

Friday 25th October Occasional day - No school

Sat 10th Dec - PTA christmas Fayre

KS1 Christmas show Wed 14<sup>th</sup> Dec- 9:30am & Thurs 15<sup>th</sup> December 5:00pm

Thursday 15th December whole school trip to St Albans Pantomime

Enclosed with this booklet you will find a class timetable and Mrs Barnes top tips for reading.

## Mrs Barnes reading tips

1. Pick a **quiet time** with no distractions. Reading a story at bedtime is lovely but it's often too late for your child to read their school book to you!
2. Make reading an **enjoyable** experience. Sit with your child, if he or she is reluctant, set a timer of 2 minutes reading and build the timer up gradually as their confidence grows. Sharing a story is also ideal 'I read a page you read a page'.
3. Maintain the **flow** If your child mispronounces a word do not interrupt immediately. Instead allow opportunity for self-correction. It is better to tell a child some unknown words to maintain the flow rather than insisting on trying to build them all up from the sounds of the letters. If your child does try to 'sound out' words, encourage the use of letter sounds rather than 'alphabet names'.
4. Be **positive** If your child says something nearly right to start with that is fine. Don't say 'No. That's wrong,' but 'Let's read it together' and point to the words as you say them. Boost your child's confidence with constant praise for even the smallest achievement.
5. **Success** is the key - Parents anxious for a child to progress can mistakenly give a child a book that is too difficult. This can have the opposite effect to the one they are wanting. Remember 'Nothing succeeds like success'. Until your child has built up his or her confidence, it is better to keep to easier books. Struggling with a book with many unknown words is pointless. Flow is lost, text cannot be understood, and children can easily become reluctant readers.
6. Visit the **Library** - Encourage your child to use the public library regularly.
7. Regular **practice** - Try to read with your child on most school days. 'Little and often' is best. We have limited time and lots more children in comparison to you at home
8. **Communicate** in your child's reading diary. Try to communicate regularly with positive comments and any concerns. Your child will then know that you are interested in their progress and that you value reading.
9. **Talk** about the books There is more to being a good reader than just being able to read the words accurately. Just as important is being able to understand what has been read. Always talk to your child about the book; about the pictures, the characters, how they think the story will end, their favourite part. You will then be able to see how well they have understood and you will help them to develop good comprehension skills.
10. **Variety** is important - Remember children need to experience a variety of reading materials e.g. picture books, hard backs, comics, magazines, poems, and information books.