



# WELCOME PACK FOR PARENTS

## Year 1



2023-2024

***“Start children off on the way they should go, and even when they are old they will not turn from it.”—Proverbs 22:6***





## Welcome

We extend a warm welcome to you and your children as we embark on an exciting educational journey together in Year 1. This is a year of new beginnings, where your child's curiosity and enthusiasm for learning will be nurtured in a supportive and engaging environment. Our dedicated team of educators is committed to creating a safe and inspiring space where each child can flourish academically, socially, and emotionally. Throughout the year, we will focus on building foundational skills in literacy, numeracy, and creative expression, while fostering a sense of independence and teamwork. Communication between home and school is paramount, and we encourage an open dialogue to ensure the best possible experience for your child. We look forward to partnering with you to make this year a memorable and transformative chapter in your child's educational journey.

## Meet the Staff

Our Year 1 teaching team are:

Ms Hackney

Miss Mear

Mrs Riley

Mrs Nixon

Mrs Bickerton

## Our School Day

Children will enter school via the gate by the KS1 hall.

8.35 – Doors open

10.25 - 10.45 – Collective Worship

10.45 -11.00 – Break times

12.00 – 13.00 – Lunchtime

15.15 – End of school day

## Equipment and Uniform

In Year 1, no specific equipment is required to be brought into school. However, children are asked to bring in their book bag every day so children can engage in guided reading and independent reading. The children's diaries will be signed on a Monday and Friday.

## Water bottle

Children are requested to bring a clearly labelled water bottle to school with them. This will be kept on or near their desk and must only be filled with water and not juice/cordial.





## School Dinners

Pupils can choose to have a school dinner or bring a healthy packed lunch from home. The lunch menu must be chosen at home. Lunches are free of charge in Year 1.

## KS1 Fruit

Children are provided with a piece of fruit every day.

## Timetable & Curriculum Overview

DAY	8:50	9:00	9:30 - 10:30	10.30	10:45	11:00 - 12:00	12:00	1:00	<u>1:15 y</u>	
MONDAY	REGISTRATION	PHONICS	English	COLLECTIVE WORSHIP	BREAK	Maths	LUNCH	"Drop Everything & Read"	Written Arithmetic Spelling Handwriting	P.E.
TUESDAY			English		BREAK	Maths	LUNCH	"Drop Everything & Read"	History / Geography	Art / D & T
WEDNESDAY			English		BREAK	Maths	LUNCH	"Drop Everything & Read"	Science	Science
THURSDAY			English		BREAK	Maths	LUNCH	"Drop Everything & Read"	R.E.	Computing
FRIDAY			English		BREAK	Maths	LUNCH	"Drop Everything & Read"	P.E. / PSHE / Spelling test	

(NB: This formal timetable will begin after the first half term. The first half term children will engage in a less formal timetable and will include Continuous Provision to support the transition from Reception.)





## **P.E.**

P.E. will take place every Monday and Friday. Children will be required to come into school in their P.E. kits on these days.

## **Swimming**

Swimming will take place every Friday in the summer term only. Please ensure swimming kits are brought into school on these days. This must include a swimming hat.

## **Drop Everything and Read (D.E.A.R.)**

Children will engage in independent reading every day from 1:00pm until 1:15pm.

## **Phonics**

Phonics takes place each morning for 20 minutes from Monday to Friday using the Little Wandle Letters and Sounds revised.

### **What is phonics?**

Phonics is a way of teaching children to read quickly and skilfully. They are taught how to:

- recognise the sounds that each individual letter makes;
- identify the sounds that different combinations of letters make - such as 'sh' or 'ee'; and
- blend these sounds together from left to right to make a word e.g sh-ee-p, sheep.

Children can then use this knowledge to 'de-code' new words that they hear or see. This is the first important step in learning to read.

In Year 1 each child is expected to complete Phases 5.














## Reception and Year 1 Graphemes;

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j jg dge ge	 v vv ve	 w wh	 x	 y z zz s se ze	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a e ea	 i y	 o a	 u o-e ou	

Grow the code grapheme mat Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 oo u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

\*depending on regional accent

During the summer term, each child will participate in a phonics screening check.

### What is the phonics screening check?

The phonics screening check is a quick and easy check of your child's phonics knowledge. It helps the school to confirm whether your child has made the expected progress.

### How does the check work?

- Your child will sit with the class teacher and be asked to read 40 words aloud.
- Your child may have read some of the words before, while others will be completely new.
- The check normally takes just a few minutes to complete and there is no time limit. If your child is struggling, the teacher will stop the check. The check is carefully designed not to be stressful for your child.

### What are 'pseudo' words?

The check will contain a mix of real words and 'pseudo' (or 'nonsense words'). Your child will be told before the check that there will be non-words that he or she will not have seen before. Many children will be familiar with this because many schools already use pseudo words when they teach phonics.





Pseudo words are important to include because words such as 'vap' or 'jound' are new to all children. Children cannot read the pseudo words by using their memory or vocabulary; they have to use their decoding skills. This is a fair way to assess their ability to decode.

### **After the check**

The school will inform you about your child's progress in phonics and how he or she has done in the screening check in the last half-term of year 1. If your child has found the check difficult, we will tell you what support is in place to help him or her improve. Your support can also help your child to take the next step in reading. Children who have not met the standard in year 1 will retake the check in year 2. All children are individuals and develop at different rates. The screening check ensures that teachers understand which children need extra help with phonic decoding.

### **Phonics at home**

There is a website that you can play with your child at home to help them with their phonics:

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

In the initial half term there will be a presentation for parents and carers that will help you to understand more about the way that we deliver phonics and a booklet will be sent home to you.

### **The reading practice book**

It is the school's role to teach reading. However, parents/carers play a vital role, too. It is important that children have plenty of practice reading at home in order to become fluent, confident readers. Parents' or carers' support is needed to help their child practise reading and develop fluency with a book they have already read at school. This book needs to be matched to their phonic stage and be fully decodable. If books are sent home that the child cannot decode, it will lead to frustration for the child and the parent/carer. To ensure that reading at home is an enjoyable experience and does not feel like a chore, schools need to send home reading practice books in which the child can read 95% of the words. It does not have to be a different book every time; it may need to be the same book if the child still needs to develop fluency.

Parents/carers need to be given a clear explanation as to why these reading practice books are at the right level for their child to develop fluency and are not 'too easy'. The children should be able to read the practice book with developing confidence and fluency without any significant help. The parent/carer's role is to listen with interest and, most importantly, to encourage and praise, enthusiastically acknowledging the child's achievement (even if, at the early stages, this is only small). After the child has read the book, it may be helpful to talk about the book, but only so far as the child is interested. The parent/carer should keep the experience positive and avoid turning it into a test.





## The sharing book

If children are to become lifelong readers, it is essential that they are encouraged to read for pleasure. The desire of wanting to read will help with the skill of reading. To help foster a love of reading, children should take a book home that they can share and enjoy with their parent/carer. Involving the children in the choice of this book is important. These books offer a wealth of opportunities for talking about the pictures and enjoying the story. It is important to offer a variety of books, including non-fiction, so they can enjoy a range of writing. Parents/carers need to understand that they should not expect their child to read this book independently and certainly should not try to get their child to do so. The book is for the parent/carer to read to or with the child. Again, it is good to talk about the book with the child, but important not to turn the discussion into a test. The goal is enjoyment.

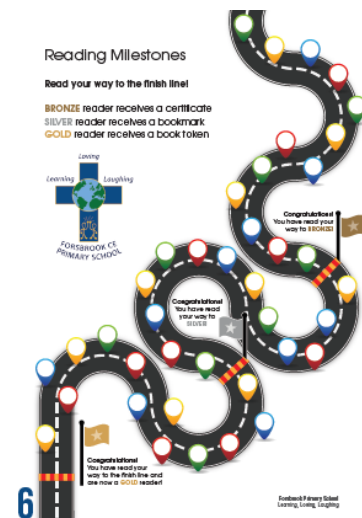
## Homework

### *Reading*

We ask that children read at least 4 times per week. Please sign your child's diary to indicate when they have read. On a Friday morning, we will check your child's diary and stamp the bottom of the page if they have read at least 4 times. This will then gain them a star on the 'Reading Road to success' (which can be found in their reading diary). For every week your child reads at least four times, they will take another step along the road. When they eventually get to the bronze finish line, they will receive a certificate. Their next goal is then silver, where they will receive a special book mark, and then Gold. This is the ultimate goal, where they receive a book token.

### *Spelling*

At the beginning of each half term, parents will receive a list of Spelling words which shows which spelling patterns and high frequency words we will be focusing on each week in school. These spellings will then be tested at the end of each half term. After the test, your child will highlight all words they spelt correctly on their spelling lists (in their own reading diaries) and will spend time in school practising any words they struggle with. Please encourage your child to regularly practise their spellings at home.







## Behaviour

We have a restorative approach towards behaviour which is underpinned by our school values: Love, Joy, Peace, Hope, Friendship, Compassion, Respect, Courage.

Our behaviour policy can be found on the school website <https://forsbrookprimaryschool.co.uk/policies>

## Additional Information

### Trips and residentials

In Year 1 the children will go on a minimum of two school trips. For example, the children may go to: Stafford Castle, Peak Wildlife, Sudbury. These trips are linked closely to what the children are learning.

### How you can help

- It is still important to hear your child read each week. Talk to them about what they are reading and encourage a set time each day to read at home so that it becomes part of their routine.
- Talk to your child about what they are learning in school.

And Finally... We operate an open door policy. If you have any concerns or questions, please do not hesitate to contact us. We want to work in partnership with you to ensure that your child has a great last year in their primary setting and works hard to achieve their potential.

Office contact details: [admin@forsbrook.staffs.sch.uk](mailto:admin@forsbrook.staffs.sch.uk)

Phone number: 01782 392577

Website link: [www.forsbrook.staffs.sch.uk](http://www.forsbrook.staffs.sch.uk)

We would like to take this opportunity to express our excitement for the upcoming academic year. We are looking forward to helping your child to grow, develop and flourish to enable them to reach their full potential. We have lots of exciting opportunities and activities planned, we look forward to a fun, engaging and successful year ahead. We feel that it is a privilege to be a part of your child's learning journey and look forward to working in partnership with yourselves.

From the,

## Year 1 Team



