



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

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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	Year Leader	Chestnut
Mrs Batten/Mrs Patchett (maternity cover) Mrs Foster	Teacher	Sunflower
Mrs Moss / Mrs Sleight	Teacher	Duckling
Miss Phillips	Teacher	Snowflake
Mrs Bergun	Learning Support Assistant/Learning Mentor	Chestnut
Mrs Fielding	Learning Support Assistant	Duckling
Mrs Peters	Learning Support Assistant	Sunflower
Mrs Carlton	Learning Support Assistant	Snowflake
Mrs Gregory	PPA Teacher	Chestnut and Snowflake

Our Vision

West Park CE Primary School aims to provide each pupil with the opportunity to become a successful life-long learner by nurturing their creativity, supporting and challenging them to work independently and with others. Following our Christian foundation we will enable each pupil to develop a sense of their own spirituality. We achieve this through working closely with our school family of staff, parents and our wider community.

Our Values

Teamwork

Faith

Independence

Creativity

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.

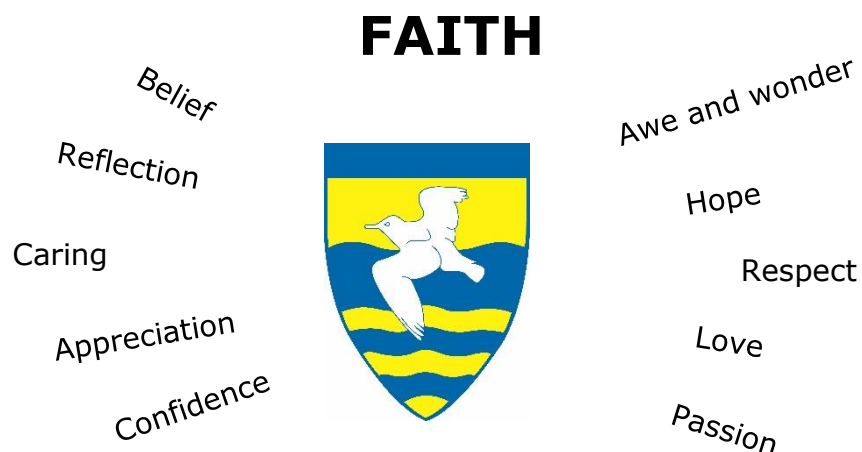
Teaching and Learning

CORE VALUES

Our Teaching and Learning Policy is based around our school's four Core Values: Faith, Creativity, Independence and Teamwork.

Through each of these values we have identified a number of skills or characteristics that are vital for our teachers to foster through their teaching and our children to develop and implement through their work and achievements.

In addition, under each value's core vocabulary we have stated how the children will demonstrate this value and how adults in the school will facilitate and develop these skills and characteristics within the children through careful planning and delivery as well as modelling these values themselves.



What will the children do?

- believe in themselves and develop a growth mind-set - an 'I CAN' attitude
- ask 'Big Questions' and seek the answers
- care for others in our school and the world in which we live
- have a respect and tolerance for their peers and for the adults they work with

What will the staff do?

- model self-belief and growth mind-set
- allow children time to reflect on their beliefs and those of others
- make time for and plan in opportunities to value and care for others and the world around us
- uphold the school's faith and model the faith of the church

CREATIVITY

Individual
Imagination
Courage
Freedom
Thinking



Originality
Risk Taking
Passion
Flair
Investigate

What will the children do?

- explore and investigate, trying new and different things out
- use their imaginations and come up with their own ideas
- take risks and assess their success
- feel confident to express their opinions and views and make their own choices

What will the staff do?

- provide open ended opportunities which encourage choice, investigation and challenge the children's thinking
- be enthusiastic showing a passion for learning
- be flexible in their approach and planning
- ensure the children have time to develop their ideas

INDEPENDENCE

Curiosity
Perseverance
Determination
Resilience
Confidence



Thinker
Organised
Risk-taking
Problem solving
Challenge

What will the children do?

- make decisions and find solutions for themselves
- set their own challenges at a high level of expectation, persevering when they encounter failure or difficulty
- know that errors are good and that they learn from them
- know their next steps in learning and take responsibility for their own learning journey

What will the staff do?

- inspire pupils to take responsibility for their learning
- be flexible in their planning and delivery to take account of the needs of the learners
- allow for reflection opportunities encouraging the children to discuss their learning
- provide opportunities for children that require perseverance and resilience

TEAMWORK

Trust
Compromise
Caring
Collaboration
Tolerance



Listening
Friendship
Acceptance
Communication
Loyalty

What will the children do?

- communicate with each other effectively
- be able to identify their own and other people's strengths
- be prepared to discuss issues to reach compromise
- celebrate shared successes and support each other through errors or failures

What will the staff do?

- model effective communication with their pupils and colleagues
- foster positive relationships
- encourage and facilitate collaboration through planned activities and tasks
- show trust in the children's ideas and actions

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	<p>-ing and -er always add an extra syllable to the word and -ed sometimes does.</p> <p>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.</p> <p>If the verb ends in two consonant letters (the same or different), the ending is simply added on.</p>	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, <i>zoo</i>	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, fill, 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 in Year 1

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

HRE

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, 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

