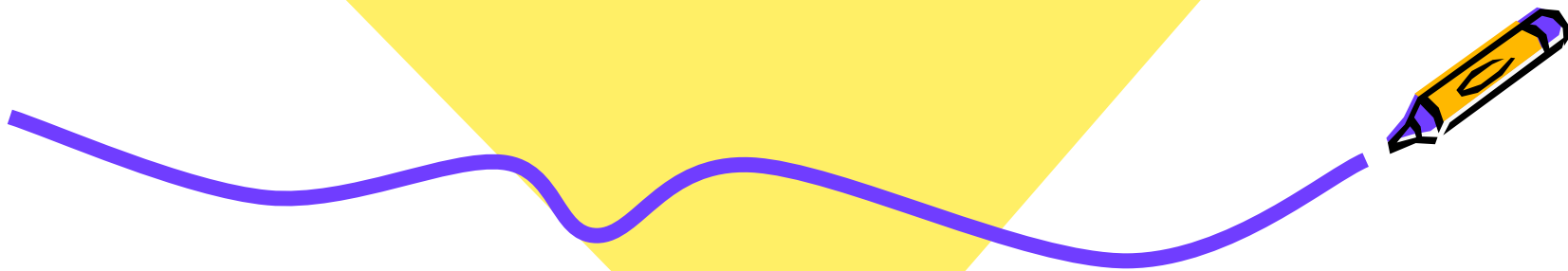




Welcome to Key Stage 1

Year 1 Information and Routines



Year 1 Staff Team

Miss Cassidy
Class Teacher



Mrs Pringle
Class Teacher



Transition and Housekeeping

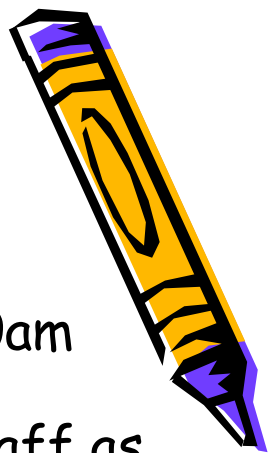


- We continue to work on developing the children's independence and resilience.
- Children are taught in small groups with access to continuous provision throughout the autumn term.
- During the year we build up to whole class teaching by the end of Year 1.
- Please provide a pair of wellies for the children to use outside.
- Put names in everything!
- A small keyring on a bookbag can be helpful.
- Please support us in ensuring children leave their own toys at home.

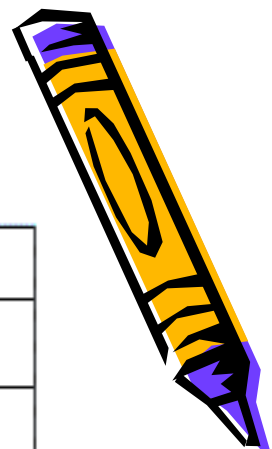


Routines

- The cloakroom doors will be open between 8:40 and 8:50am
- School starts at 8:50am
- Quick queries or messages can be passed on to year 1 staff as they see the children in.
- If your child is in Breakfast Club you can leave a message with the staff there or leave a message with the main school office staff and we will always endeavour to get back to you by the end of the school day.
- If you are late and the door has closed please bring your child to the main school office.
- At 3.20pm we will open the Year 1 classroom doors so that you can collect your child from the member of staff on the door.
- Please always let school know if someone different is picking your child up.



Attendance



Attendance Guidance		
Percentage	Judgement	Comment
100%	Outstanding	Perfect Attendance! A child has the very best chance of success in their learning.
96,1—99,9%	Excellent	Fantastic Attendance! The is above the minimum government expected national target. This gives a child the best chance in their learning.
96%	Good	Good Attendance! This meet the minimum government expected national average target for them to learn well.
93—95,9%	Below Average	Below Average Attendance. This attendance does not meet the minimum government expected national average target. This may affect their learning in school and is a concern.
90,1—92,9%	Poor	Poor Attendance. This is well below the government's minimum expected national average target and is very close to a 'persistent absence' status. This is a significant concern as a child's progress in school may be affected.
90% or below	Very Poor	Very Poor Attendance. This attendance is categorised as that of a 'persistent absentee'. This is an unacceptable level of attendance and is a serious concern.



Our School Core Values



- Respect
 - Responsibility
 - Honesty
 - Kindness
 - Friendship
-
- We place great emphasis on our school values
 - These are linked to our expectations in terms of behaviour and attitudes.
 - The core values run through everything we do and are key to the success children have in school.



Southridge First School

'Proud to Make a Positive Impact'





Positive Impact



- New this year is our Positive Impact Passport
- Earn stickers by doing something to make a positive impact - a small thing over a long time, or a big thing which is a one off.
- You need to find a way to prove what you've done - be creative!
- When you've earned all 6 stickers - you can choose a special prize!
- Categories are; Sport and Wellbeing, the Environment, the Coast, Diversity and Inclusion, and Community.





SOUTHRIDGE FIRST SCHOOL

HOME – SCHOOL AGREEMENT SEPTEMBER 2022



Child's name _____
THIS AGREEMENT COVERS YOUR TIME AT SOUTHRIDGE RECEPTION – YEAR 4

Southridge First School – The School will try to:

- Care for your child's safety and happiness in an orderly but warm environment
- Be open and welcoming at all times
- Develop in children a sense of self discipline, an understanding of the need to make appropriate, suitable choices and acceptance of the need to take responsibility for their own actions
- Contact parents if there are concerns with attendance, punctuality, homework or behaviour
- Provide regular Consultation Meetings with parents to discuss their child's progress
- Send home a written Annual Report to parents
- Keep parents informed, through regular newsletters
- Provide pupils with a broad, balanced curriculum that is matched to your child's needs and abilities
- Encourage children to do their best
- Develop children's independent thinking skills to enable them to solve problems and find solutions
- Provide regular homework, in line with the school policy, appropriate to your child's age
- Support all children to realise their potential
- Prepare children for Middle School and their future life as responsible adult.

Headteacher's SignatureDate

Parents/Carers – I/We Shall try to:

- Make sure my child arrives at school on time: 8.55am for the morning session
- Make sure my child attends regularly and inform the school to explain any absence.
- Avoid taking holidays in school time
- Attend parent/teacher consultations
- Support the school's homework programme, by hearing reading, writing in the home/school reading booklet and helping with learning spellings and tables every week.
- Help my child to be independent
- Support the school's policy on discipline.
- Support the commitment to school uniform including PE kit, suitable footwear and no jewellery.
- Inform the school if there are any concerns or problems that might affect my child's work, behaviour or well being.
- Inform the school promptly of any changes to home circumstances e.g. change of address, phone number etc.

Parent/Guardian's SignatureDate

The Pupil – I shall try to :

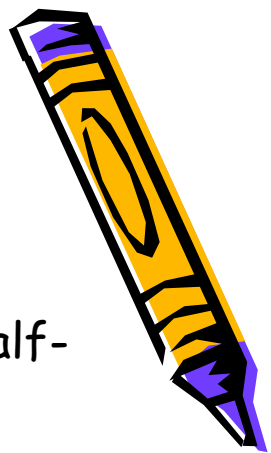
- Demonstrate our school core values – friendship, kindness, honesty, respect and responsibility
- Be gentle, kind and helpful
- Have good manners
- Listen carefully
- Work hard and to the best of my ability at all times.
- Look after the school equipment and my belongings
- Be honest and take responsibility for my own actions
- Be independent
- Be supportive of others

Pupil's Signature

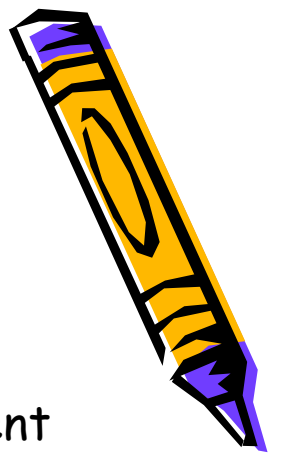


P.E.

- P.E. bags should be in school every day. They are sent home half-termly for washing.
- No ear-rings or jewellery should be worn at school. Long hair should always be tied back in school.
- Please label all clothes, it is very easy for them to become mixed up while the children are changing.
- PE kit should consist of maroon shorts, a white t-shirt, jogging trousers and trainers.



Communication



- Once the children enter Year 1 you will receive:
 - a fortnightly newsletter from Year 1 staff - this will be sent out via Teacher to Parents.
 - our whole school newsletter which is sent out via Teachers to Parents every month.
- In our newsletters we always let you know what the children are learning, we hope this helps to facilitate discussions at home and to give you an insight into what your child is doing at school. You can also find further information about our curriculum on the school website.
- Year 1 staff are available to chat every morning on the door for quick messages, or you can request an email, phone call or meeting.



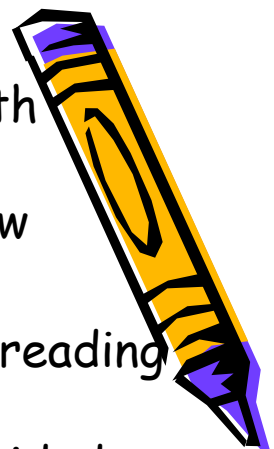
Reading



- Why it is so important:
"Reading for pleasure is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background." *Sullivan and Brown (2013) Social inequalities in cognitive scores at age 16: The role of reading*
- Reading book bags should come to school **every day**.



- Each child will be given a specific day to read as part of a group with a teacher.
- This day may change during the year, but we will always let you know when days are changing.
- Once a week the children are given 2 books for the week from our reading scheme to read at home.
- They will share one of these books with the teacher as part of a guided reading group.
- Each child's reading is approached individually depending on whether they are working on their decoding of individual words, their fluency when reading longer sentences or deepening their understanding of their books.
- We encourage them to read other books at home that particularly interest them **and** encourage you to read to your children on a regular basis.
- Re-reading books is very important to build up the children's confidence, fluency and support their understanding of the text.
- Talking about what they have read and linking it to what they know also supports their comprehension.



We will be holding a reading information session in the autumn term to provide you with more detailed information about reading in Year 1.



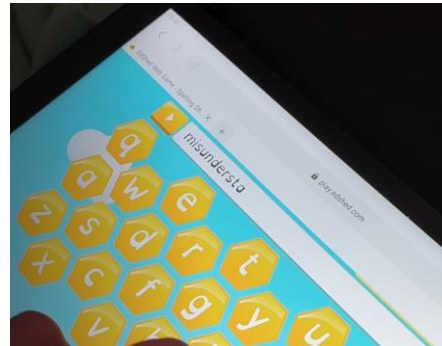
Moving children to the next reading level

- Children's reading skills develop at different rates.
- The children are assessed regularly throughout the year to help us determine the most appropriate level of book for them.
- This assessment takes into account their knowledge of sounds, their ability to apply these sounds to words with confidence and the pace of their reading.
- We also regularly assess the children's understanding of the text and use our guided reading sessions to help develop this.



Spelling

- Spelling is taught weekly, and the skills practiced daily.
- Children will practice independently as part of 'morning work'.
- Children will practice more formally as part of daily literacy lessons.
- Teachers will assess progress by monitoring children's work.
- Practice can still take place at home through Spelling Shed, but there will be no weekly test.



Phonics Screen

In June, Year 1 children have a Phonics test. This is done in school and the children are not aware they are doing it. They are shown 40 words which they are asked to read. This is no different to anything that they have encountered in the course of the year.

 Roar: a-a-a-a-a Hear: a-a-a-a-a Hear: a-a-a-a-a	 Bee: b-b-b-b-b Hear: b-b-b-b-b Hear: b-b-b-b-b	 See: c-c-c-c-c Hear: c-c-c-c-c Hear: c-c-c-c-c	 Dance: d-d-d-d-d Hear: d-d-d-d-d Hear: d-d-d-d-d	 See: e-e-e-e-e Hear: e-e-e-e-e Hear: e-e-e-e-e	 Fence: f-f-f-f-f Hear: f-f-f-f-f Hear: f-f-f-f-f	 Go: g-g-g-g-g Hear: g-g-g-g-g Hear: g-g-g-g-g	 Hear: h-h-h-h-h Hear: h-h-h-h-h Hear: h-h-h-h-h
 See: i-i-i-i-i Hear: i-i-i-i-i Hear: i-i-i-i-i	 Joke: j-j-j-j-j Hear: j-j-j-j-j Hear: j-j-j-j-j	 Kick: k-k-k-k-k Hear: k-k-k-k-k Hear: k-k-k-k-k	 Lick: l-l-l-l-l Hear: l-l-l-l-l Hear: l-l-l-l-l	 Milk: m-m-m-m-m Hear: m-m-m-m-m Hear: m-m-m-m-m	 Nose: n-n-n-n-n Hear: n-n-n-n-n Hear: n-n-n-n-n	 Owl: o-o-o-o-o Hear: o-o-o-o-o Hear: o-o-o-o-o	 Pop: p-p-p-p-p Hear: p-p-p-p-p Hear: p-p-p-p-p
 Queue: q-q-q-q-q Hear: q-q-q-q-q Hear: q-q-q-q-q	 Rice: r-r-r-r-r Hear: r-r-r-r-r Hear: r-r-r-r-r	 See: s-s-s-s-s Hear: s-s-s-s-s Hear: s-s-s-s-s	 Tea: t-t-t-t-t Hear: t-t-t-t-t Hear: t-t-t-t-t	 Umbrella: u-u-u-u-u Hear: u-u-u-u-u Hear: u-u-u-u-u	 Vase: v-v-v-v-v Hear: v-v-v-v-v Hear: v-v-v-v-v	 Wet: w-w-w-w-w Hear: w-w-w-w-w Hear: w-w-w-w-w	 X-ray: x-x-x-x-x Hear: x-x-x-x-x Hear: x-x-x-x-x
 You: y-y-y-y-y Hear: y-y-y-y-y Hear: y-y-y-y-y	 Zoo: z-z-z-z-z Hear: z-z-z-z-z Hear: z-z-z-z-z	 A: a-a-a-a-a Hear: a-a-a-a-a Hear: a-a-a-a-a	 G: g-g-g-g-g Hear: g-g-g-g-g Hear: g-g-g-g-g	 Th: th-th-th-th Hear: th-th-th-th Hear: th-th-th-th	 Sh: sh-sh-sh-sh Hear: sh-sh-sh-sh Hear: sh-sh-sh-sh	 Ch: ch-ch-ch-ch Hear: ch-ch-ch-ch Hear: ch-ch-ch-ch	 Ck: ck-ck-ck-ck Hear: ck-ck-ck-ck Hear: ck-ck-ck-ck



Mastering Number

- National program which aims to secure firm foundations in the development of good number sense for all children from Reception through to year 1 and year 2.
- The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number.
- Short, 10-15 minute daily sessions
- Use manipulatives such as rekenreks, tens frames, double sided counters.



Curriculum

Building on the wonderful experiences in Reception we have an exciting curriculum in Year 1:

Our current topics are Terrific Toys, Pirate Island, Amazing Animals, Growing, Our Local Area and The Seaside.

We have lots of activities with the whole school e.g. Arts Week, STEM Week and Sports week, a Faith and Diversity day, an Internet Safety Day, European Day of Languages etc. So, the children have a busy time!



Outdoor Learning



- It enhances our already exciting curriculum
- Supports children's mental well-being
- Provides opportunities for cross-curricular links
- Children love it!



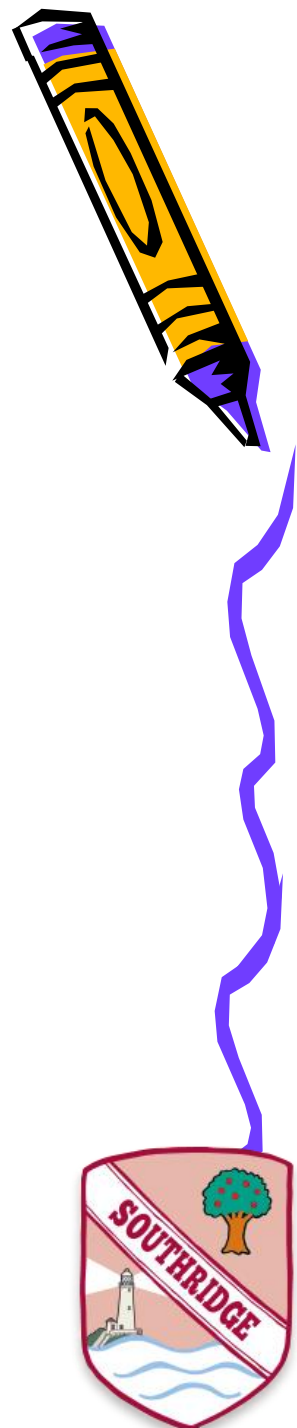
Relationship Education

- Relationships Education is compulsory in all primary schools in England.
- We are a first school and the focus of our curriculum is on the children developing healthy and respectful relationships.



Key Aspects of Relationship Education:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

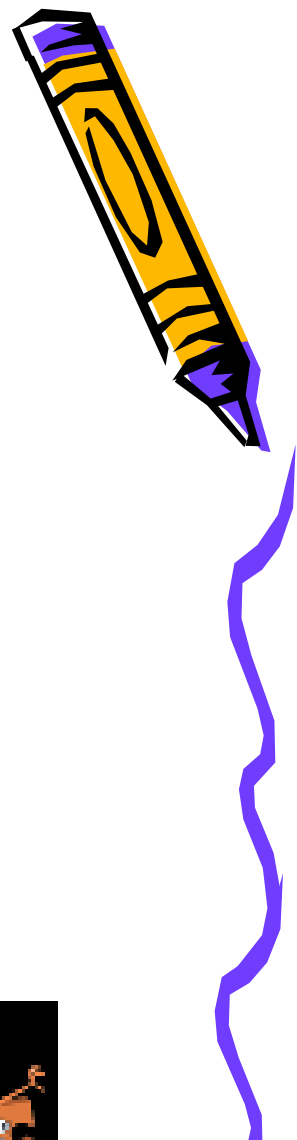


Jigsaw

- At Southridge we use the Jigsaw scheme to deliver Relationships Education.
- We have adapted the scheme to fit our school context - a first school (not primary) and the age and emotional maturity of our children.
- Jigsaw is taught through six units of work across the year - each piece of the jigsaw fits together to give our children an overall picture of a healthy and respectful relationship.

Our Jigsaw Units are:

- Being me in my world
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me





Clubs



- A variety of clubs are available after school throughout the year.
- All clubs run for 5 weeks prior to and 5 weeks after a half term holiday (Term length permitting).
- Some clubs are run by teachers so places and payments for those happen 'in house'. Places are awarded on a first come, first served basis.
- Other clubs are run by outside providers e.g. Star Strike football - places and payments are organised by them.
- Look out for club notifications on your School Gateway app.
- If your child does sign up to a club and it is not to their taste, we do ask that you encourage them to complete all five weeks - it helps to build resilience.



Finally:-

We hope you have a restful and enjoyable Summer holiday and we look forward to seeing you all again in September.

karen.pringle@ntlp.org.uk

catherine.cassidy@ntlp.org.uk

