Meet the Teacher

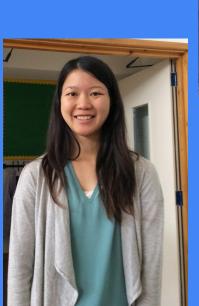
Year 1

Staff - Miss Davies, Mrs Nur, Miss Molly, Mrs Leung, Miss Maise (pm)

Meet our team



Miss Leung Miss Davies





Miss Molly



Miss Nur



Miss Maisie

Things to know

Personalised homework will be set on Friday after half term and due in on Monday.

Tricky word lists will be sent out at the beginning of every term. These are words that cannot be sounded out and need to be memorised by sight. Take the time to read through these words every day before you read with your child.

Please, please, please read to and with your child every night. For a child to really excel at reading they need to see the benefit of the hard work - that comes when you read them a story, that they can't read on their own. Books will be changed on Friday.

Dewi the class dragon!

Dewi is our class dragon who will being sent home with a child on a Friday and need to be returned on the Monday.

The aim of Dewi is to allow the children to take ownership of their learning at home in a fun and interactive way.

Please do not feel pressured to do anything extravagant with Dewi! He loves a trip to the park or the library.

The P.E day is Wednesday. Another day may be added at a later date and you will be informed as soon as this is confirmed.

On these days pupils are asked to arrive in school in PE kits. (Dark jogging bottoms and dark trainers).

Children can wear either traditional school uniform or black/navy joggers with non-branded trainers.

Phonics

Little Wandle LETTERS AND SOUNDS SOUNDS REVISED

Phonics - children will be learning phase 3 sounds this term and moving through phases 4 and 5 as the year progresses.

We will also be building up our fluency by beginning with whisper blending before moving on to silent blending and eventually reading with automaticity.

Some homework will be rehearsing these skills in reading and writing. We will also be concentrating on their high frequency and tricky words too.

Phonics



Follow the link below to find the parents page for our phonics scheme. This has some handy videos explaining pronunciations of the sounds we are covering and tips and tricks on how to support your children's learning and understanding.

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

Reading detectives

In year 1 children, following daily phonics, we will teach pupils how to be reading detectives in small groups. Pupils will read everyday to improve their blending of sounds/reading and recall of the text. Pupils will delve deep into the books to answer a wide range of comprehension questions.

Please ensure you read with your child every night for 10 minutes and question them about their book to improve on their reading and speaking and listening skills. A book mark with questions to use will be sent home.



Our year overview maths

This term we have started out teaching through our maths scheme called Maths No Problem. This curriculum is supported by independent maths play activities to support learning.

We will begin by looking at number bonds to 20 and addition and subtraction within 20, before moving on to place value with numbers to 100.

Our year overview maths

MNP

Sign up for Parent Guides by following this link and entering this access code.

Link: <u>https://hub.mathsnoproblem.com/self-signup/T2GVQ9X</u>

Access Code: 2MF8PY0

Once you're signed in, you'll be able to access maths content for your child's year group, along with help guides and lesson support.

Curriculum



Year 1 Target Sheets

Expected

Greater Depth

Greater

5

n reading I should be able to:

Aatch all 40+ graphemes to their phonemes (end of phase 5)	
pply phonics knowledge to decode regular words	
lend sounds in unfamiliar words	
Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset	
lead compound words, for example, football, playground, farmyard, bedroom	
lead words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe repr mitted letter(s)	esents the
tead phonetically decodable texts with confidence	
o respond with increasing confidence, accuracy and fluency, giving the correct sound to gr	aphemes
letters or groups of letters) for some of the 40+ phonemes, including, where applicable, al ounds for graphemes.	ternative
tead words containing 's, es, ing, ed, er , est' endings	
lead words which have the prefix –un added	
dd the endings –ing, –ed and –er to verbs where no change is needed to the root word	
tead words of more than one syllable that contain sounds I know	
ay what I like or dislike about a text	
ink what I read or hear read to my own experiences	
tetell key stories orally using narrative language	
o recognise and join in with predictable phrases in a text	
Inderstand and talk about the main characteristics within a known key story	
earn some poems and rhymes by heart	
Jse prior knowledge, context and vocabulary provided to understand texts	
heck that the text makes sense to them as they read and correct miscues	
legin to draw inferences from the text and/or the illustrations	
Nake predictions based on the events in the text	
xplain what I understand about a text and join in discussions about a text.	
To check that a text makes sense to them as they read and begin to self-correct.	
lead fluently without hesitation.	
lead without over reliance of sounding out and blending.	
learly articulate what I have learned.	
pply what has been learned to peer teach and explain my learning.	

Curriculum



Year 1 Target Sheets

Greater Depth

Expected In writing I should be able to: Sit 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 and the digits 0-9 Understand which letters belong to which handwriting 'families' and practise these Identify known phonemes in unfamiliar words Use syllables to chunk words when spelling Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling Use the spelling rule for adding s or es Use adjectives to add detail

To spell some common exception words correctly.

Know and use alternative spellings of the same phoneme

Say a sentence orally before writing it

Sequence sentences to form short narratives or stories

Sequence sentences in chronological order to recount an event or an experience

Reread writing aloud and check for sense

Begin to use finger spaces

Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

Use a capital letter for names of people, places, the days of the week, and for 'l'

Use 'and' to join sentences together

Convert verbs into nouns by adding suffixes. for example, tion, ure.

Know how the prefix 'un' can be added to words to change meaning

Use the suffixes: s, es, ed, er and ing in my writing

Write short stories about something personal to me

Sequence a short story or series of events related to my learning across the interconnected curriculum

Ensure my writing makes sense to the reader without additional explanation

Change the way my sentences start

Make sentences longer and use words other than 'and' and 'because'

Use new vocabulary from across the interconnected curriculum in the right context.

Know which letters sit below the line and which are tall letters

Consistently and correctly use lower case and capital letters

Sound out spelling when not sure and come up with phonetically plausible attempts at spelling unfamiliar words using the grow the code chart.

Spell almost all words in the Year 1 and 2 list accurately.

Clearly articulate what I have learned.

Apply what I have learnt to teach others and explain my learning.

Year 1 Target Sheets

Expected Gr

Greater Depth

t.

In maths I should be able to:

Curriculum

Curriculum

Every Monday, a school ping will be sent out detailing the themes for the week. On this bulletin there will be handy tips and tricks to help you continue learning at home, if you so wish.

The most important thing is that children consolidate their learning and are able to explain it. Ask your children questions about their learning and how they can prove it!

Our awesome curriculum for the year...

Please see the school webpage for the overview of the topics which covers all of year 1s topic based learning.

As the year progresses, I will add a half termly newsletter to the website detailing the topics covered and directing you to useful links and resources that you can use at home.

Continuous Provision in Year 1

The nature of the Year 1 set up allows us to go beyond the breadth of the curriculum and to explore 21st Century skills that your children will need in the future.

If your children have an special interests at home or you go on a day out that your child absolutely loved, please let us know! We can then utilise this in our planning so children have an opportunity to explore more and dig deeper.

Aim high!

We will be rehearsing letter formation every day and encouraging pupils to write letters on the line, in the right way and the right size.

Presentation- We have very high expectations of all pupils and encourage pupils to take pride in their work.

Times tables- children will be learning their x2 x5 x10 in year 1

Interventions

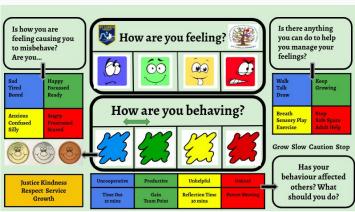
Every pupil progresses at their own pace, so we will plan to challenge and support to ensure that we meet the needs of them all. Classroom structures and practices will be established to enable participation for all and interventions will be targeted towards Literacy, Numeracy, Social Skills and Emotional Regulation.

Positive Behaviour Management

Structure, understanding and encouragement

Pause - take a deep breath

Attune - what is going on Label - discuss calmly and quietly Model - give them strategies



Calm structured rooms

Ground Rules



Behaviour Chart

Exceptional hard work and a exemplary demonstration of the Christian values of compassion, respect, perseverance, forgiveness and trust. **Gold Sticker**

Consistent hard work and a clear demonstration of the Christian values of compassion, respect, perseverance, forgiveness and trust. Silver Sticker

Working hard and being compassionate, respectful, persevering, forgiving and trustworthy. **Bronze Sticker**

Where possible each day begins afresh *

Calling out, getting out of their seat, distracting, not co-operating, etc. **Reflection sheet home**

Repeatedly not following instructions, name calling, rudeness, refusal to work, etc. **Parents contacted/ Alternative Lunch**

Walking out of class, racism, bullying, swearing, stealing etc. Meeting with Parents/ In School Exclusion/ Fixed Term Exclusion

Things to do at home.

Children will receive their logins soon.





Online safety

We will start the Year with Online safety lessons for your children using Google

https://beinternetawesome.withgoogle.com/en_us/interland

Please be aware the only way to ensure your child is safe when online is when you are online with them!

Online safety

At St Luke's, we aim to provide our pupils with strategies on how best to stay safe online. Keeping our pupils safe online is of the utmost importance to us and so we are committed to having an ongoing dialogue of the issues that pupils face when using the internet, as this is unavoidable in our world today.

Specific online safety lessons based on different subjects (cyberbullying, accessing appropriate content, managing online footprint etc.) are carried out every half term. However we are aware that much of our pupils' use of the internet will occur at home, away from the school's filters.

So below are a list of useful websites, advice and resources that you may find helpful when navigating the issue of online safety with your child. Thinkuknow <u>http://www.thinkuknow.co.uk</u> National Online Safety <u>https://nationalonlinesafety.com/resources/platform-guides/</u> NSPCC <u>http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/</u> Childnet <u>http://www.childnet.com/parents-and-carers</u> CEOP <u>http://ceop.police.uk/safety-centre/</u> BBC <u>https://www.bbc.com/ownit</u> SafetoNet <u>https://safetonet.com/</u>

Also, keep an eye out for updates on issues arising and other concerns on popular game apps and websites on School Ping. Some of you might be aware that through the last year a few caution leaflets and news feeds have been shared on School Ping to alert parent on some of these dangers.



Message from Matt Hipperson HT

At St. Luke's we see parents as a very important partner in helping your child to achieve the best they possibly can whilst feeling emotionally cared for and secure and we hope that all of this information is answering a lot of your questions but if you have anything about the school as a whole (please email your teacher if is something about their class) then please email me on:

ht@st-lukes.newham.sch.uk

Safeguarding at St. Luke's - if you have any concerns see one of our team below



Matt Hipperson HT & Designated Safeguarding lead



Fiona Norcross DHT & Deputy Safeguarding Lead



Debbie Phillip family Support Worker



Sarah Martin Learning Mentor & After School Lead

Thank you!

Any questions?

Please email on <u>y1@st-lukes.newham.sch.uk</u>