

KERR MACKIE PRIMARY SCHOOL

YEAR HANDBOOK

SEPTEMBER 2012



Welcome to the Year 1 class booklet, providing information about the year group and class your child will be in next year, September 2012.

We know that a huge number of the school's parents and carers want to support their child's experience at school as much as possible and we hope that you find the information provided in this booklet helpful.

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STAFFING IN YEAR 1

Sycamore Class teacher: Miss K. Baker

Oak Class teacher: Mrs D. Johnson (Mon, Tues, Wed, Thurs) & Mrs F. Robertson (Fri)

Teaching Assistants

Mrs A. Sayer

Mrs A. Oxley

Miss A. Boyne

Mr D. Rowlands

CURRICULUM

The curriculum is made up of the following subjects

- English
- Maths
- Science
- ICT
- Geography
- History
- Design Technology
- Art
- Religious Education (RE)
- Music
- Personal, Health and Social Education

Currently, apart from RE, there is a statutory national curriculum for children in Y1 covering the above subjects. For RE the school follows Leeds agreed syllabus. We know that all the children really enjoyed learning French in Reception and therefore the school is currently exploring whether it would be possible to continue this in Y1. The school is developing how the curriculum is to be delivered in Y1 to improve transition from Reception to Y1 and Y1 to Y2. Further information about the curriculum and the topics your child will learn will be provided in September.

A curriculum newsletter is sent home at the beginning of each half term which details what your child will be learning in a range of subjects and the skills that will be developed. There are set national expectations for the end of each year group. We know that some children will exceed these expectations and some may not acquire all of them. Our job is to ensure that your child achieves his/her full potential.

Reading

By the end of Y1 most children are expected to

- Read up to 100 familiar words.
- Can sound out simple words without prompt.
- Able to predict what happens next in stories.
- Know difference between fiction and non-fiction books.
- Know to stop at a full stop.
- Know that most fiction books have good and sometimes bad characters.

Writing

By the end of Y1 most children are expected to

- Write first and last name with capital letters where needed.
- Write simple sentences.
- Use capital letters to start sentences and full stops.
- Start to write ideas in order.
- Begin to use adjectives.
- Correct spelling of some simple words.
- Enough words to be readable for writing to make sense.
- Most letters correctly formed including some upper/lower case.

Maths

By the end of Y1 most children are expected to

- Count at least 20 objects reliably.
- Count on and back in 1s, 2s, 5s and 10s.
- Can double to at least 10.
- Read, write & order numbers from 0 to at least 20.
- Put numbers 0 –20 in order.
- Say what is one more & one less (0 –30).
- Add & subtract two numbers under 10.
- Know addition and subtraction facts to 10

ASSESSMENT

Your child's learning is assessed continually by the class teacher and each half term the teacher submits the level your child is working at in reading, writing and maths to the Headteacher. This helps the school monitor how well your child is learning, and identify how we can challenge and support your child so they achieve their full potential. Your child's phonic knowledge will be assessed at the end of the year using the national phonics screening check. Please see below:

Learning to read through phonics **Information for parents**

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 “oo”;
- Blend these sounds together from left to right to make a word.

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.

Why phonics?

Research shows that when phonics is taught in a structured way – starting with the easiest sounds, progressing through to the most complex – it's the most effective way of teaching young children to read. It's particularly helpful for children aged 5-7.

Almost all children who have good teaching of phonics will learn the skills they need to tackle new words. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment.

Children who have been taught phonics also tend to read more accurately than those taught using other methods, such as ‘look and say’. This includes children who find learning to read difficult, for example those who have dyslexia.

If you would like to find out more about phonics visit, www.education.gov.uk/schools/teachingandlearning/pedagogy/phonics, or search for ‘phonics’ on the Department for Education website at www.education.gov.uk

What is the phonics screening check?

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

In 2012 the check took place during the week commencing Monday 18 June.

How does the check work?

- Your child will sit with a teacher they know and be asked to read 40 words aloud
- Some of the words they may have read before and some words will be completely new to them
- The check normally takes just a few minutes to complete and there is no time limit. If your child is struggling, the teacher can easily stop the check. The check is carefully

designed not to be stressful for your child.

What are 'non-words'?

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

Non-words are important to include because words such as "vap" or "jound" are new to all children. Children can't read the non-words by using their memory or vocabulary; they have to use their decoding skills. It's a fair way to assess their ability to decode.

Helping your child with phonics

Phonics works best when children are given plenty of encouragement and learn to enjoy reading and books. Parents play a very important part in helping with this.

Some simple steps to help your child learn to read through phonics:

- Ask your child's class teacher about the school's approach to phonics and how you can reinforce this at home. For example, they will be able to tell you which letters and sounds the class is covering in lessons each week.
- You can then highlight these sounds when you read with your child. Teaching how sounds match with letters is likely to start with individual letters such as 's', 'a' and 't' and then will move on to '2-letter sounds' such as 'ee', 'ch' and 'ck'.
- With all books, encourage your child to 'sound out' unfamiliar words and then blend the sounds together from left to right rather than looking at the pictures to guess. Once a child has read an unfamiliar word you can talk about what it means and help your child to follow the story.
- Your child's teacher will also be able to suggest books with the right level of phonics for your child. These books are often called 'decodable readers' because the story is written with words made up of the letters your child has learnt. Your child will be able to work out new words from their letters and sounds, rather than just guessing.
- Try to make time to read with your child every day. Grandparents and older brothers or sisters can help, too. Encourage your child to blend the sounds all the way through a word.
- Word games, like 'I-spy', can also be an enjoyable way of teaching children about sounds and letters. You can also encourage your child to read words from your shopping list or road signs to practise their phonics.

Most schools use 'book bags' and a reading record, which is a great way for teachers and parents to communicate about what children have read. The reading record can tell you whether your child has enjoyed a particular book and show problems or successes they have had, either at home or at school.

Your child's class teacher will discuss with you at parents' evenings about the level your child is working at and the level they are expected to achieve by the end of the year. You will receive regular updates on how well your child is doing and guidance on how you can support at home.

The national expectation is for children to achieve a secure level 1 (1a) by the end of Y1 if they are to achieve level 4 by the end of Y6.

The following table shows the level most children are expected to be working at by the end of each school year.

	1c	1b	1a	2c	2b	2a	3c	3b	3a	4c	4b	4a
Y1												
Y2												
Y3												
Y4												
Y5												
Y6												

HOMEWORK

Each week your child will receive a list of spellings to learn, some maths facts to practise and a learning log. Each week the class teacher writes a learning objective in the learning log based on what your child has been learning e.g. I can name different parts of a flower. Your child can choose how they would like to show this learning e.g. a drawing, a list, a collage. When your child brings the learning log back into school all the children in the class have an opportunity to share their learning logs with each other.

ATTENDANCE

Good attendance plays a crucial role in helping your child achieve well at school. The Department for Education recommends that primary school children should have a minimum attendance of 95%. We will always phone on the first day of your child's absence so we can accurately record the reason for your child's absence. If the school begins to have a concern regarding your child's attendance, the school's attendance officer will make contact and discuss with you whether there are any particularly issues that are affecting your child's attendance and if there is anything the school can do to help.

An attendance rate of 90% is the equivalent of being absent for **one half-day every week**.

90% attendance is equivalent to missing **four whole school weeks** in the school year.

15 minutes late each day means **10 days** lost to school each year.

AFTER SCHOOL CLUBS

During the first term the following After School Clubs are available to your child in Y1

Monday – French

Tuesday – Football and Drama

Wednesday - Art

Parents and carers will receive more detailed information in September

KEEPING HEALTHY

The school is committed to supporting parents and carers help their child make healthy life choices. The good work the school has done in this area was recognised by Ofsted. Your child will learn about healthy foods and the importance of exercise whilst in Y1 and will receive two hours of P.E. every week. The school has worked closely with parents and carers and governors to develop guidance on providing healthy packed lunches. Please find the guidance below, I hope it is useful.

The guidelines that we are proposing are a combination of those suggested by the Schools Food Trust and Education Leeds.

Proposed guidelines

For a balanced packed lunch please try to include one each of these healthier foods and drinks. You will see that there are five components (plus a drink) which make up an 'ideal' lunch:

Fruit	Essential for vitamins and minerals. Try to include at least one portion of fruit (fruit juice can count as one portion).
Vegetables	Again for vitamins and minerals. Try to include at least one portion of vegetables.
Protein	Required for muscle growth. Add some protein, for example lean meats, fish, eggs, tofu, pulses, nuts or beans.
Starchy foods/carbohydrates	Starchy foods are great for energy. These include bread, rice, chapattis, and pasta. Unprocessed types are best such as wholemeal bread rather than white.
Milk and dairy foods	Crucial for healthy bones and teeth. Choose from milk, cheese or yoghurt.

Please try to avoid:

Crisps

Chocolate

Snacks which are high in fat, sugar or salt

Drinks

Water Fresh, cooled water will be freely available for your child on the table at lunchtime.

Healthier drinks If you would like to put a drink in your child's packed lunch please try to include water, milk, fresh fruit juice or fruit smoothies.

Please try not to include any drinks sweetened with sugar or artificial sweeteners (such as aspartame), or flavoured milk.

Packed lunches should not include fizzy drinks or sweets.

FEEDBACK

This is the second time we have produced a handbook for each year group and the school would welcome your comments.

In September you will receive a model timetable showing a typical week in Y1. If there is other information you would like, please let us know by returning this sheet.

Thank you for taking the time to read this booklet.

I think the handbook is a good idea

agree/do not agree

I found the handbook helpful

agree/do not agree

Further information I would like to receive

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