

Welcome to the Year 1 Parent Briefing and Inspire Workshop

Procedures

- Fire alarm & Exits
- First Aid
- Mobile Phones
- Safeguarding



Online Safety

Be smart on the internet

Childnet International
www.childnet.com

S SAFE Keep safe by being careful not to give out personal information – such as your full name, email address, phone number, home address, photos or school name – to people you are chatting with online.

M MEETING Meeting someone you have only been in touch with online can be dangerous. Only do so with your parents' or carers' permission and even then only when they can be present.

A ACCEPTING Accepting emails, IM messages, or opening files, pictures or texts from people you don't know or trust can lead to problems – they may contain viruses or nasty messages!

R RELIABLE Information you find on the Internet may not be true, or someone online may be lying about who they are.

t TELL Tell your parent, carer or a trusted adult if someone or something makes you feel uncomfortable or worried, or if you or someone you know is being bullied online.
You can report online abuse to the police at www.thinkuknow.co.uk

THINK U KNOW

www.kidsmart.org.uk

KidSMART Visit Childnet's Kidsmart website to play interactive games and test your online safety knowledge. You can also share your favourite websites and online safety tips by Joining Hands with people all around the world.

Parent Briefing & Inspire Workshop

- General day
- English
- Reading
- Mathematics
- Key dates and Assessment
- Home reading and homework
- Marking and feedback policy
- Characteristics of effective learning
- TT Rockstars taster

Typical Day 2019- 2020

As children come into the classroom there is a start of the day activity (SODA).

Phonics & guided reading session

English/Maths

Break

English/Maths

Lunch 12-1pm

Religious Education, science or Foundation subjects

Story time at the end of the day

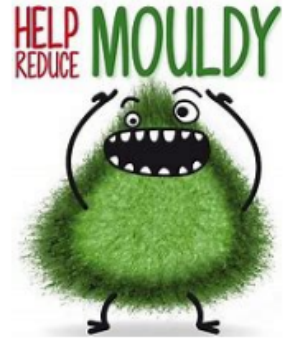
English

Expectations

- Pre cursive and cursive join letter formation.
- Using a finger space between each word.
- Beginning a sentence with a capital letter and demarcating sentences correctly at the end of a sentence.
- Use of phonics charts and high frequency word mats when spelling. Referring to Mouldy Writing once we have finished a piece of writing.

Year 1- Non-negotiables for Writing

Your writing will contain lots of mould- if it has these errors, check your writing carefully to ensure accuracy.



- | |
|--|
| - Rehearse sentences out loud before writing. |
| - Use phonics to segment. |
| - Finger spaces between words. |
| - Start sentences with a capital letter. |
| - End sentences with a full stop. |
| - Capital letter 'I' for the personal pronoun 'I'. |
| - Re-read every sentence to check it makes sense. |
| - Handwriting and presentation in line with the school policy. |

Spellings

Year 1 Common Exception Words

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

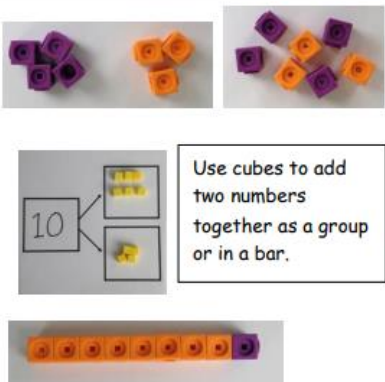
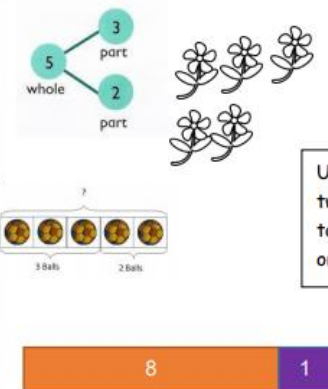
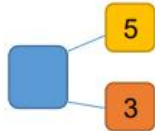
one
once
ask
friend
school
put
push
pull
full
house
our

Reading

- This week, the children are being assessed on their phonics knowledge. This will allow us to set your child the appropriate reading book for home reading.
- In school, we do Whole Class Guided Reading. This allows the class to explore texts together that are more advanced at their reading level. In turn, the children are exposed to richer vocabulary and the children have an opportunity to explore different fiction, non-fiction and poetry books.
- Whole Class Guided Reading is completed 3-5 times a week. The teacher and teaching assistant will listen to a table read each day.
- The children will then answer 3 or 4 comprehension questions based on the pages that they have read that day.

Mathematics

- Mathematics is taught every day.
- As a school, we are following a Mastery Mathematics approach to teaching place value, addition and subtraction, early fractions, shape and measurement.
- Concrete, Pictorial and Abstract.

Concrete	Pictorial	Abstract
 <p>Use cubes to add two numbers together as a group or in a bar.</p>	 <p>Use pictures to add two numbers together as a group or in a bar.</p>	<p> $4 + 3 = 7$ $10 = 6 + 4$ </p>  <p>Use the part-part-whole diagram as shown above to move into the abstract.</p>

- Cubes, counters, Numicon, beads, tens & ones, number lines, part whole mats.

Mathematics

How you can help at home

- Regular practice of writing numbers correctly
- Number bonds to 10 and 20
- Regular practice of the KIRFs (Key Instant Recall Facts) that are set every half term.
- Addition and Subtraction up to 20 using different objects:
- For example: 9 grapes + 7 pieces of banana =

If the teaching staff feel that your child has a misconception in mathematics, we will address it individually and also speak to you on strategies that could help at home.

Key dates and Assessment

- Phonics Screening is in June 2020.
- Year 1 Phonics Parent Workshop- Tuesday 5th November 2019.
- The children will be re-assessed on their phonics ever half term.
- At the end of each term, the children will complete PIRA assessments in reading, grammar and spellings.
- At the end of each term, the children will complete the White Rose Mathematics Assessments.
- In mathematics, the children will complete a 10 question pre and post assessment based on the block that they will be learning.
- The children will be regularly assessed on their independent writing.

Home Reading and Homework

Home Reading

- Your child will be sent home a reading book on a Monday. This is their reading book for the week.
- Please read the book with your child every night and answer the comprehension questions in their reading diary.
- Once the child is comfortable with decoding and blending the words in the book, encourage your child to read with pace and fluency.
- Please send your child's book on a Friday and ensure that you have signed their reading diary.

Homework

- Homework will be sent out on a Friday.
- Please return the homework book on the following Thursday.
- Please speak to Mr Rowlands if there is an issue in completing the homework to the set dates.

Homework Example

Homework Task

Friday 5th April 2019

English- Non-Fiction Texts

This week, Year 1 has been exploring non-fiction texts on nocturnal animals.

Firstly, we spent time identifying the key features of non-fiction texts. For example, the contents page, the index page, headings, subheadings, labels and captions. Next, we conducted research on nocturnal animals; using the non-fiction texts to answer our own questions. Finally, we used our research on nocturnal animals to create a presentation, similar to a David Attenborough documentary.

Your challenge for home learning this week is to explore non-fiction texts even more. Here are a few ideas that you could choose to do:

Posterit: Create a poster that explains the features of a non-fiction text. For example, the contents page, the index page, headings, subheadings, labels and captions.

Createit: Create a non-fiction poster or page in a book on an animal or creature of your choice. This could include a heading, subheading, a picture with labels and a caption and facts about the animal or creature.

Filmit: Create a short documentary, similar to a David Attenborough documentary, about an animal or creature of your choice. You could film your documentary and then email it to the school or post it to the school's twitter account.


Homework is due by **Thursday 11th April 2019**.

Remember there will be no homework set over the Easter break.

Thank you for your support.

Feedback Policy

- Learning objective achieved, partially achieved or not achieved.
- Self, peer and verbal feedback.
- Yellow, green and pink highlighting codes.


Holy Cross
 Catholic Primary School
 We share in Christ's life so He can guide our thoughts, words and actions.

Holy Cross Presentation and Feedback Code


Assessment grids for independent writing books	Children self or peer assess against the tick list
LO ✓	Teachers to monitor this. I have met the learning objective.
LO / P	I have partially met the learning objective.
LO X	I haven't met the learning objective and I need to speak to my teacher.
SA	Self Assessed
PA	Peer Assessed
S	My teacher supported me.
VF	Verbal feedback given
I am wasn't impressed with his new haircut.	Green highlighting means 'Green for Growth' - I need to work on this next time.
After a while, they met a strange looking man.	Yellow highlight means 'Yellow for sunshine' - I am proud of what I have done well.
I like it becuz...	Pink highlight means 'Pink for think' - Spelling Focus.
I	Independent Learning
NS - for KS2	Next Step- I must respond to my next step to move my learning on.
- for KS1	Supply Teacher
ST	House Point
HP	New paragraph needed
//	


All children use their 'purple polish' pen when editing work and completing self/peer assessment.

It is my responsibility to read through the feedback my teacher has given me and initial the comment to show I understand.

I will work on my next steps in future learning.

Signature _____


 Every child has the right to an education (Article 28)


 UNICEF

We target children on which area of effective learning needs to be improved.

- Keep it Up Captain
- Have a Go Hero
- I know Agent
- Fantastic Focus
- Achieving Superhero
- Link and Learn Hero
- Agent Ideas
- Super Chooser
- Super Explorer





TT Rockstars

- Children's log in details- log in on Ipads.
- Create Avatar and Rock Star name.
- Play GARAGE- Teacher set multiples of 2 single player game.
- Teacher Model Garage (pressure on!)
- Shop for your Avatar

Feedback Questionnaire

It is important to us to have your feedback on the Inspire workshop sessions so we can constantly improve our practice and communication with parents.

Please fill them in and hand them to a member of the Key Stage 1 team.

Thank you for your continued support.

Thank you for coming to the Year 1 Inspire Workshop