



# Standens Barn Primary School Parent Information Booklet



*Year 1*

(2019 – 2020)



We would like to welcome you and your child to Year 1! The first years of primary school education are very exciting and we want to ensure your child's experience with us is both enjoyable and successful. The purpose of this booklet is to provide some general information about the arrangements, organisation and expectations in Key Stage 1. It is also an overview of the curriculum over the next six terms.

## THE SCHOOL DAY:

### • Arrival and Departure

Pupils can arrive at school from 8:40 onwards. As there is no supervision before the door opens at 8:50, we ask that children wait patiently with their parents/carers and that they do not use the tyre adventure playground. Ball games are also not permitted at this time. Year 1/2 children should be accompanied by an adult. Children in 1B ~ Mrs Baughan's class must enter through the middle area door and leave through the class side door. Children in 1SL ~ Mrs Souter/Miss Larkin's class enter and leave through the door by the toilets and into the cloakroom. Children arriving after 9.00am must be signed in via the school office.

Pupils should attend school in the Standens Barn Primary School uniform. Branded items (e.g. jumpers and fleeces displaying the school emblem) can be purchased from the school office. Water-proof coats are needed in bad weather; the school fleece is not sufficient in these conditions. Pupils must wear black shoes to school.

Each child will have their own allocated peg situated in the Middle Area. The pegs are for coats and PE kits. Lunchboxes should be stored on the trolleys in the cloakroom and book bags stored in their drawers in the classrooms. A lost property box is located in the Year 1/2 Middle Area, please look through it if your child has lost anything. This will be emptied at the end of each term.

The school PE kit is shown here. The summer indoor kit includes shorts, t-shirt and plimsolls. The winter outdoor kit includes the same t-shirt, with long trousers, a long sleeved top and trainers. PE kit should be left in school every day. It will be sent home at the end of each term to be washed and returned to school the first day back.



The school day ends at 3:15. Pupils in Year 1/2 are dismissed by their class teacher when a parent/carer arrives.

## HOME & SCHOOL

- *Communication and how we intend to pass on information to you*

Good communication between home and school is vital to the pupils' success. We have an open-door policy in Year 1/2. If parents have a concern, or need to pass on important information to their child's class teacher, this can be done at the beginning or end of the day. However, it is often difficult for teachers

to have a quality discussion with a parent while they have a class of children to attend to, so meetings after school are often more productive once the children have been dismissed. If parents require more than just a few minutes to discuss something it is advisable to book a meeting as Year 1/2 staff usually have after-school commitments.

Keeping parents up-to-date with the latest news, events and pupil progress is really important and so Year 1/2 information is shared in the following ways ...

The school website has important information regarding the whole school. <a href="http://www.standens.northants.sch.uk">www.standens.northants.sch.uk</a>	
<b>Year 1 Parent Information Booklet</b>	This is sent home with the children at the beginning of every new school year. It is also posted on the school website.
<b>Letters and leaflets</b>	These are sent home with the children at the end of the day – please check book bags at the end of each day. Whole school letters are also posted on the school website. These letters are also emailed directly to parents if an email address has been given to the school office.
<b>Year 1/2 newsletters</b>	These newsletters are sent home with the children at the beginning of every term. They let you know what topic we are looking at, the learning taking place and how you can help your child at home.
<b>Year 1 and 2 <i>Twitter</i></b>	Regular posts by the school with news, events and achievements during the day and throughout the week.  <b>@StandensBarnPS</b>
<b>Text messages</b>	The school has a text message service. If the school has an up-to-date mobile number, text messages (such as reminders about kit or last minute club cancellations) can be sent to parents/carers.
<b>School app</b>	A school calendar of events and news are posted on the app.
<b>Facebook</b>	We have a school Facebook page – please like and follow to see what the children have been up to at school.
<b>Parents’ evenings</b>	These are held twice a year; in the Autumn (Term

	2) and the Spring (Term 4).
<b>Reports</b>	Written reports are sent home each year. These reports are progressively more detailed.

• *Lessons and Curriculum*

In Year 1/2 children have regular lessons in the following subjects ...

<b>Literacy</b> Speaking & Listening Reading, Phonics, Kinetic letters (handwriting), Guided Reading, Writing, Drama.	<b>Numeracy</b> Number & Place Value, Addition & Subtraction, Fractions, Multiplication & Division, Measurement, Properties of shape, Position & Direction	<b>Computing</b> E-Safety, Computer Skills, Algorithms (Bebots), How a computer works, My Story.	<b>Topic</b> History, Geography Science, Design and Technology and Art	<b>PE</b> Physical Education indoors and outdoors Real PE, Dance, Gymnastics, Basket Ball, Kwik Cricket, Tag Rugby, Tri Golf, Rounder's,, Athletics and Yoga	<b>RE</b> Religious Education Christianity & Judaism
<b>PSHE</b> Personal, Social and Health Education which includes Roots of Empathy, Protective Behaviour, British Values, Feelings, Keeping clean, safe and healthy, Bullying and Friends & Family,	<b>Music</b> Singing, Making sounds, Instruments, Rhythms, Pitch, Listening to music				

Similar to the rest of the school, Year 1 lessons are taught through a variety of topics:

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
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(Sep. – Oct.)	(Nov. – Dec.)	(Jan. – Feb.)	(Feb. – Mar.)	(Apr. – May.)	(Jun. – Jul.)
<i>Rainforests</i>	<i>Rainforests</i>	<i>London</i>	<i>Fire Fire!</i>	<i>Castles</i>	<i>Castles</i>

Our termly newsletters provide more detail about the specific lessons and activities that contribute to the topic. Not every subject can always be included in the topic, but we endeavour to make as many cross-curricular links as possible and all will be covered over the year. If parents would like to support learning in Year 1 (e.g. reading with pupils, can help support any of our topics), please speak to a Year 1 staff member as we always welcome extra helpers.

## ACHIEVEMENT:

At Standens Barn Primary School we are committed to ensuring every pupil achieves the very best they can. Regular monitoring of all pupils' progress takes place throughout the year and provision is planned to support and challenge all students.

Some pupils receive extra support at school. We have a variety of interventions that run in year 1 which include Chatterway, Reading interventions and Fine Motor Skills Support. In addition, children with Special Educational Needs (SEND) receive extra support. The class teachers and/or the Special Educational Needs Co-ordinator (SENDCo) will contact parents to discuss these arrangements if they are necessary.

- *Core Skills*

<b>READING</b>	<i>How is it taught?</i>	<ul style="list-style-type: none"> <li>• Whole class reading comprehension and text analysis within daily literacy lessons.</li> <li>• 5 Group Reading sessions per week (1 per day) for 30 minutes. This is known as Guided Reading. Children are placed in ability groups and read together with an adult twice a week. They work on sounding out and blending, recognising tricky words and comprehension skills. When not reading with an adult the children read books on Bug Club and engage in independent reading activities.</li> <li>• Pupils are immersed in a reading culture! They have access to a reading book from the school’s graded (colour-based) scheme which they can change as often as needed. They also have the opportunity to use Bug Club during Guided Reading sessions in school as well as at home. They will have the opportunity to choose a book from the library each week to share with an adult at home. We also have story time at the end of each day where we share books related to our topic. The children are encouraged to bring in books related to our topics which they share with the rest of the class and a photo and comment are displayed on our ‘Rated Read’ display.</li> <li>• Parents are invited in every Wednesday to read with their child and have the opportunity to read to the class or a small group during our Mystery Reader sessions.</li> <li>• The children visit Weston Favell library.</li> <li>• Daily phonics lessons are taught.</li> <li>• Written comprehensions.</li> </ul>
	<i>Expectations</i>	<p><u>By the end of Year 1, children are expected to be able to ...</u></p> <ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills to decode words.</li> <li>• Write a written response to questions</li> <li>• Recognise, sounds, digraphs and trigraphs.</li> <li>• Be confident and fluent readers.</li> <li>• Read accurately by blending sounds in unfamiliar words.</li> <li>• Recognise and read tricky words.</li> <li>• Listen to, discuss and be familiar with with key stories, fairy stories and traditional tales, retelling them. recognising and joining in with predictable phrase.</li> <li>• Discuss word meanings, linking new meanings to those already known.</li> <li>• Check that the text makes sense to them as they read.</li> <li>• Discuss the significance of the title and events.</li> <li>• Make inferences on the basis of what is being said and done.</li> <li>• Participate in discussion about what is read to them, taking turns and listening to other views.</li> <li>• Link what they read or hear read to their own experiences.</li> <li>• Consider the particular characteristics of what they read and hear read.</li> <li>• Predict what might happen on the basis of what has been read so far.</li> <li>• Correct inaccurate reading when prompted.</li> <li>• Explain clearly their understanding of what is read to them.</li> </ul>

<b>Parental support</b>	<ul style="list-style-type: none"> <li>• Read together regularly their reading book, library book and any other books you have at home.</li> <li>• Develop understanding through questioning.</li> <li>• Encourage your child to read the books and complete the reading activities on Bug Club.</li> <li>• Encourage reading for pleasure at home using a variety of reading materials i.e. books, magazines, posters, leaflets etc.</li> <li>• Practise reading the year 1 words sent home.</li> <li>• Help your child to recognise the sounds of the alphabet, digraphs and trigraphs. Using the sound mat sent home.</li> </ul>
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<b>WRITING</b>	<b>How is it taught?</b>	<ul style="list-style-type: none"> <li>• Writing is taught explicitly in daily literacy lessons. The children learn how to punctuate and structure sentences and learn how to write in different styles. Teachers model these skills.</li> <li>• Drama techniques are used extensively across the curriculum, and particularly in literacy lessons, to develop the children’s expressive vocabulary and enhance their descriptive writing.</li> <li>• Guided writing is an adult-led group approach used within literacy lessons to develop a specific writing skill – similar to guided reading (see above).</li> <li>• Phonics and Kinetic letters are also taught outside of the literacy lessons in daily lessons tailored to the child’s ability.</li> <li>• Writing skills are applied across the curriculum. The pupils have the opportunity to practise, develop and refine their writing in lots of subjects and contexts.</li> </ul>
	<b>Expectations</b>	<p><u>By the end of Year 1, children are expected to be able to ...</u></p> <ul style="list-style-type: none"> <li>• Structure, sequence, re-read simple sentences and begin to write more complex sentences using interesting descriptive language (adjectives and adverbs)</li> <li>• Punctuate sentences using capital letters, full stops, question or exclamation marks</li> <li>• Form lower and upper case letters and numbers in the correct direction, starting and finishing in the right place.</li> <li>• Begin to write for a range of fictional and non-fictional purposes.</li> <li>• Be able to spell words which contain digraphs and trigraphs, tricky words and days of the week.</li> <li>• Name the letters of the alphabet in order.</li> <li>• Know spelling rules for adding different word endings e.g. s, es, ing, ed, er and est</li> </ul>

	<i>Parental support</i>	<ul style="list-style-type: none"> <li>• Provide real reasons and encourage writing for pleasure at home (e.g. a thank you letter, shopping list, to do lists, diary etc.).</li> <li>• Help your child form the letters of the alphabet using the Kinetic letters scheme.</li> </ul>
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<b>MATHEMATICS</b>	<i>How is it taught?</i>	<ul style="list-style-type: none"> <li>• Numeracy is taught in classes daily and differentiated as appropriate.</li> <li>• Topics taught in Maths include ~ Number and Place Value, Addition and Subtraction, Fractions, Multiplication and Division, Measurement, Properties of Shapes, Position and Direction.</li> <li>• Teachers use maths games and real life contexts to make the learning fun and relevant.</li> <li>• Numeracy is used and applied across the curriculum. Pupils have the opportunity to practise, develop and refine mathematical skills in lots of subjects and contexts.</li> <li>• Computing is used to develop pupils' interest and ability in maths (e.g. web-based maths games)</li> <li>• Problem solving is planned throughout the maths curriculum.</li> <li>• Mental maths and calculation strategies are taught progressively throughout the school.</li> </ul>
	<i>Expectations</i>	<p><u>By the end of Year 1, children are expected to be able to ...</u></p> <ul style="list-style-type: none"> <li>• Have confidence and mental fluency with whole numbers, counting and place value.</li> <li>• Count to and across 100, forwards and backwards.</li> <li>• Count, read and write numbers to 100.</li> <li>• Count in 2s, 5s and 10s.</li> <li>• Read and write numbers to 20 in words.</li> <li>• Identify 1 more and 1 less than a given number.</li> <li>• Use mathematical language such as equal to, more than, less than, fewer, most and least.</li> <li>• Recognise, describe, draw, compare and sort different shapes and use the related vocabulary.</li> <li>• Use a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.</li> <li>• Describe position, direction and movement.</li> <li>• Recognise, find and name half <math>\frac{1}{2}</math> and quarter <math>\frac{1}{4}</math> of a number or shape.</li> <li>• Solve problems involving multiplication and division.</li> <li>• Add, subtract and solve problems using numbers to 20.</li> </ul>

## *Parental support*

- Provide real reasons to use maths at home (e.g. calculate shopping bills and assist in measuring tasks when cooking, talk about halves and quarters when cutting up or sharing out food).
- Using Maths related websites – for example [ictgames.co.uk](http://ictgames.co.uk) and [bbc bitesize maths](http://bbc.com/bitesize/maths).
- Encourage them to look for 2D and 3D shapes and patterns in the environment.
- Encourage them to count in 2s, 5s and 10s.
- Talk about days of the week, months of the year and encourage them to tell the time. Encourage your child to use the language of today, yesterday, tomorrow, morning, afternoon and evening when talking about what they have been doing and before, next, after, first to sequence events.
- When shopping look at the price of items and talk about the coins you are using at the till and how much change you need.
- Help your children to count, recognise and write numbers to 100+

## • Assessment

Pupil progress is assessed regularly throughout the year and attainment is shared with parents in the three written reports sent home during the year.

The Year 1 pupils will take part in a national phonic screening to assess their knowledge of sounds and reading. This will take place in Term 6 and the results will be reported with their final report.

## EXTRA-CURRICULAR

### • Clubs

There are a selection of different clubs available throughout Year 1. Please check in your child's book bag on a regular basis for letters sent home.

Information about clubs will be given out in assemblies, and information sent home. Often there is a limit to the number of children who can attend clubs so please return the forms as soon as possible. Some of our clubs incur a charge as they are run by outside agencies.

Participation at clubs is a privilege. This privilege will be removed if a pupil's behaviour, attitude or effort is less than expected under the school's BEST ethos (see the 'Behaviour' section later in this booklet).

## ● Flip Homework

At Standens Barn, we use the Flip homework approach. This is where an activity is completed at home and then used at school. An example of this is where the children design a castle at home and then use this design to make the castle in school. Homework provides an opportunity for pupils to practise, develop, refine and apply the learning that takes place in the classroom.

Year 1 pupils are expected to:

- ✓ *Challenges will be set throughout the term for the children to complete in their Homework books*
- ✓ *Read their school reading scheme book to an adult for up to fifteen minutes at least 4 times a week. Please sign their Reading Record to show that you have shared the book with your child.*
- ✓ *Log onto Bug Club to read books and complete activities. Please see your child's teacher if you are unsure of their login or your child needs new books allocating.*

## BEHAVIOUR:

### ● Our Values

Expectations of pupil attitudes and conduct are high in Year 1. Our BEST motto, with its core values of Brave, Enthusiastic, Safe and Thoughtful provide the framework and standard for all interactions at Standens Barn Primary School:

- ✓ **Brave** – *Accept challenge and do not fear failure.*
- ✓ **Enthusiastic** – *Be motivated, positive and enjoy!*
- ✓ **Safe** – *Look after yourself, each other and property.*
- ✓ **Thoughtful** – *Treat everyone with respect, kindness and care.*



### ● Rewards

A series of positive incentives and rewards exist in Year 1 to encourage pupils to exhibit the core values listed above. They are ...

Golden time	<p>All pupils who have behaved according to the BEST ethos receive golden time on a Friday afternoon when they can choose from a range of activities. These activities often include:</p> <ul style="list-style-type: none"> <li>• Games</li> <li>• Play-dough</li> <li>• Dressing up</li> <li>• Colouring</li> <li>• Construction</li> <li>• Ipads</li> <li>• Jigsaws</li> <li>• Small word play</li> <li>• Cooking</li> <li>• Art activities</li> </ul> <p>‘Ultimate Golden Time’ will be a special activity each term for any child who has not lost any golden time.</p>
BEST Rewards and House Points	<p>The completion of homework, excellent class work, exceptional effort and kindness all lead to the award of a BEST Reward. The collection of 50 BEST rewards leads to a bronze award; 100 Best Rewards leads to a silver award; 150 Best Rewards leads to a gold award; and 200 Best Rewards leads to a platinum award. These awards are presented in Achievement Assembly on a Friday.</p> <p>10 Best Rewards on the class merit chart equates to 1 house point in the race for the house cup!</p> <p>The children are all in houses and work together to win the house cup at the end of the year.</p> <p>Lunchtime supervisors will reward children for positive play by giving out tokens and gold stars. The tokens are collected in jars and totals are shared in Achievement Assembly. This contributes to total house points. A star gets the child’s name put into a box and if pulled out they choose a prize.</p>
Medals	<p>An ‘ON FIRE’ medal will be awarded to children in class if they show outstanding effort and attitude. This is a medal which they will wear for the remainder of the day.</p>

BEST certificate: Star of the Week	Exceptional effort under one of the four core values (brave, enthusiastic, safe and thoughtful) can lead to the award of a BEST certificate and band in Fridays Achievement Assembly. This child will also be 'Our Star of the Week' in Year 1 and will sit on a special chair in class and be the special monitor for the week.
Reading Party Reading Challenge Certificate	Your child will bring home a bookmark. For every day they read at home and a parent writes a comment in their reading record they get a smiley face on their bookmark. When they collect enough smiley faces they will have the opportunity to attend the reading party at the end of each term. They need to read at least 4 times a week to make it to the Reading Party. Each week the child that reads the most at home will be awarded a Reading Challenge Certificate in Year 1.

- Sanctions

A series of sanctions exist in Year 1 to discourage pupils from misbehaviour and ignoring the core values listed above. They are ...

Verbal warning	In the first instance, undesirable behaviour results in a verbal warning.
Loss of Golden Time	Children can lose 5 minutes of their golden time at a time up to a maximum of 20 minutes of their 30 minutes Golden Time.
Loss of Playtime	Children can miss a playtime if they are not following BEST outside or in the classroom.
Report Cards	Children can be put onto a report card so that their behaviour can be monitored
Exclusion	For very serious misbehaviour, an internal exclusion will take place. In this instance, a child is removed from Year 1 and is educated elsewhere within the school away from other pupils for a fixed period. Parents are invited into school at this stage to set up a behaviour improvement plan. External exclusions are reserved for the most serious incidents of misbehaviour.

## YEAR 1 STAFF:

And finally meet the staff that will be teaching your child....

			
<p><b>Mrs R Souter</b> 1SL Class Teacher (Tuesday - Friday)</p>	<p><b>Miss P Larkins</b> 1SL Class Teacher (Monday) Year 1 PPA cover Wednesday morning</p>	<p><b>Mrs Mellish</b> 1SL Teaching Assistant</p>	<p><b>Mrs Stone- Moore</b> 1SL Teaching Assistant</p>
			
<p><b>Mrs K Baughan</b> 1B Class Teacher</p>	<p><b>Mrs K Lavall</b> 1B Teaching Assistant/ Breakfast and After School Club Leader</p>	<p><b>Mrs Mackenzie- Watson</b> 1B Teaching Assistant</p>	
			
<p><b>Mrs M Markey</b> Music Teacher Year 1 PPA cover Wednesday morning</p>	<p><b>Mrs Hamilton</b> Year 1B PPA cover Wednesday morning</p>	<p><b>Mrs Shipley</b> Roots of Empathy Teacher</p>	<p><b>Mrs Drummond</b> Roots of Empathy Teacher</p>

Please do not hesitate to contact a member of the Year 1 staff if you have any questions, however big or small.