



Welcome to Year 1

September 2023

Who are your teachers?

Phase Leader & Year Group Leader –Mrs Tamzin Copeman






Transition

**“Effective
transition takes
time, and is a
process rather than
an event.”**

–Alistair Bryce-Clegg

- We have worked closely with our Reception teachers and spent time getting to know the children
 - Wellbeing is our priority whilst we continue to build on the children's stamina for engaged learning
 - There will be a steady transition towards the National Curriculum
 - Each morning we will run Creative Circuits so please ensure your child arrives on time
 - We will teach short impactful lessons with elements of Continuous Provision
 - Children will be supported to regulate their behaviour, be independent learners, to build their resilience and be good problem-solvers
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Bridgewater Expectations

- Please drop off at 8:45 am and pick up at 3:15 pm. Please introduce any other family members or adults who will be picking up your child to the class teacher and TA
- Encourage independence by encouraging your child to carry their own book bags, with library books and reading books each day
- Open communication with class teachers – catch us on the door, check your child's reading records, read the blog and Seesaw posts, Parent Mail or make an appointment to speak to us
- **No earrings** or jewellery can be worn and appropriate hairstyles please
- Home learning – weekly Seesaw activities and reading every day
- Uniform and PE Kits – please label all clothing and accessories
- Snack time and milk: No juice or cordial please- we will provide the snack

Our Learning



- We encourage a love of books and daily reading
- We support Maths mastery with White Rose Maths and Primary Stars daily
- A combination of whole class and small group learning
- High expectations of learning and outcome across the cohort
- We support Reading, phonics and writing with toolkits, story maps, washing lines, and explore a range of genres
- We nurture a strong support network of students, families and teachers
- Levels of challenge for all
- Morning Creative Circuits to support independent learning
- Chris Quigley curriculum for art, D&T, history and geography- children will be inspired, immersed and engaged in their learning



Phonics and reading

- Reading follows the same pattern as Reception. The children begin on phonetically decodable books (Sounds Write books) before moving onto longer chapter books (white level and above).
- Please read with your child as much as possible.
- Please re-read books to build up fluency and expression.
- We visit the library once a week on Thursdays.
- Phonetically decodable books will be changed every week on Thursdays. White and above books are changed when needed.
- The children will take the Phonics Screening Check in the Summer Term of Year 1. If any children do not pass it, they will retake it in the Autumn term of Year 2.

Questions to support reading

Vocabulary Questions with Victor

- Can you find a word/sentence that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Can you find a word in the text that means the same as...?
- Find an adjective in the text



Inference Questions with Iggy

- What do you think.....means? Why do you think that?
- Why do you think. ?
- How do you think. ...?
- When do you think. ...?
- Where do you think. ?
- How has the author made us think that. ?



Retrieval Questions with Rex

- Who is/are the main character(s)?
- When/where is this story set?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learnt from the text.
- Find the part where...



Prediction Questions with Pip

- Where do you think. ...will go next?
- What do you think....will say / do next?
- What do you think this book will be about? Why?
- How do you think that this will end?
- Who do you think has done it?
- What might. ...say about that?



If you are not sure, say:

- Have a guess.
- What would you do if you were...?
- If you had done that, what might... have said?
- If we know that.... means. , what might....mean?
- Does the picture help us?
- Where else could we look for a clue?

Sequencing Questions with Suki

- What happens in the beginning of the story?
- How/where does the story start?
- What happened at the end of the. ?
- Can you retell the story to me in 20 words or less?
- What happened before that?



If you can't read a word, say:

- Can you break it up?
- Are there any sounds you know?
- Do you know a word that looks like it?
- What could it say?

Remember:

- Enjoy this moment.
- Share your thoughts and opinions about it too.
- Just five minutes every day makes a huge difference.

Home Learning

- Homework will be set on Seesaw every Friday and will be due in on the following Friday. This will alternate between the phonics sound they are learning and a challenge linked to an area of their learning that week.
- We recommend you access your child's Numbots and Spelling Shed platform often.
- Spellings will be set and checked within handwriting and phonics sessions. These will be common exception words. Homework challenges will be set on Spelling Shed and Seesaw.
- Please see the full list of Common exception words for KS1 on the next slide.



Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	



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PE Kits



From September, children will need to come into school dressed in their PE kit on **Thursdays and Fridays**. Children must have the correct kit and not bright, colourful non-uniform kit. This consists of:

Trainers, socks, white T-shirt and dark blue/black jogging bottoms and top for outdoor **(Fridays)**

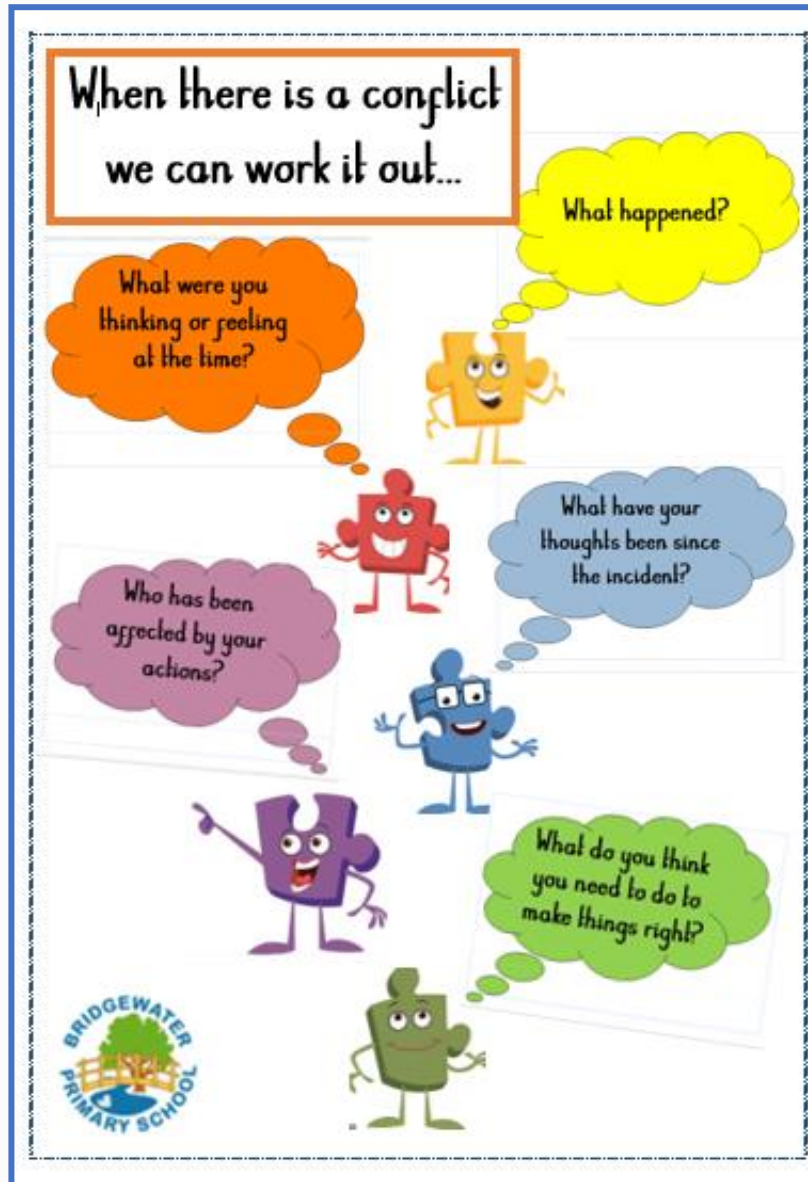
White T-shirt and blue/black shorts for indoor **(Thursdays)**

Please ensure all kit is named and that children are dressed warmly for outside break and lunch as the weather becomes colder.



Restorative Justice at Bridgewater

Restorative approaches are used to help build positive relationships and encourage children to respect each other.



Restorative Questions:

To resolve conflicts and behaviour issues:

1. What happened?
2. What were you thinking about at the time?
3. What have been your thoughts since?
4. Who has been affected?
5. What do you think you need to do to make things right?



Positive impact on the whole school





Pupil Premium Funding



The Pupil Premium is additional funding given to publicly funded schools in England. Anyone who qualifies will receive a £45 voucher towards school uniform.

Your child may be eligible for Pupil Premium if you are in receipt of one of the following benefits.

- Income Support
- Income based job seekers allowance
- Child Tax credit
- Employment and support allowance (income related)
- Universal credit (income dependant)

Pupil Premium funding is paid directly to the school to improve the quality of your child's education experience.

If you think your child may eligible to receive this additional funding please apply using the following link and scroll down to

[Free school meals and pupil premium | West Northamptonshire Council \(westnorthants.gov.uk\)](https://www.westnorthants.gov.uk/free-school-meals-and-pupil-premium)

Alternatively, please come and have a confidential talk with the school office for support with applying to check if you are eligible.

Apply for the pupil premium





In preparation for September

- Log in to the Seesaw learning platform
- Daily reading
- Daily Maths on RM Maths app or practise making 10 using practical resources
- Keep up your writing stamina by writing with a purpose- for example help to a shopping list, a greeting card or even a visual diary
- Have lots of FUN and come ready to learn in September!



THANK YOU!

Enjoy your Summer and we are
looking forward to having a great
year together!

