



Birch Hill is an inclusive and respectful school. In collaboration with parents, and the wider community, we work to enable all children to develop their aspirations.

We believe that teaching and learning should be inspiring.

We create challenging opportunities, which encourage children to develop respectful attitudes towards learning and all members of our school community.

All children are encouraged to take responsibility, think for themselves and become independent.

The key to learning at Birch Hill is for everyone to **learn, believe, achieve together.**



# Overview

1. Welcome & School Priorities – Mr Dillon
2. Who's Who
3. Golden Rules
4. Class Timetable
5. Topics & Trips
6. What's New in Year
7. National Expectations
8. Examples of what a Secure Level looks like (Reading, Writing, Maths)
9. Home Learning
10. Useful websites & information
11. Home School Agreement
12. Handouts
13. Questions

# School Development priorities for 2023/4

## Strengths;

**EYFS** – 77% (+6 Nat)

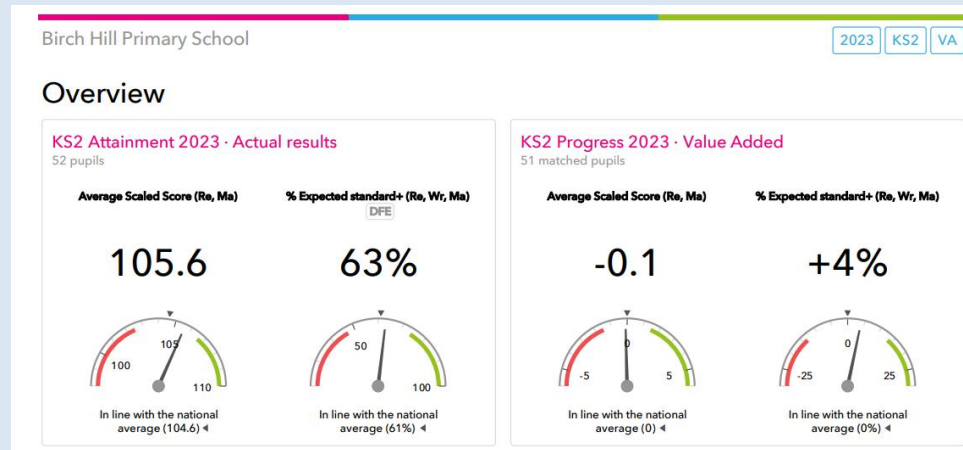
**KS1** – All in line with National and slightly above

**KS2** –

Y6 Writing EXS 81% (+10 Nat)

Y6 Maths EXS - 81% (+8 Nat)

Y6 GPS EXS - 79% (+7 Nat) and GDS 42 (+12 Nat)



## Main themes for School Development in 2023/24

### KS1

Combined in EXS and GDS

Writing improve GDS Writing

### KS2

Y6 Reading (EXS) and Writing and Maths (GDS)

### Groups

PPG and DD– significant gap in all areas

SEND – significant gap in all areas

Gender – significant gap with Boys/Girls in all areas

# School Development priorities for 2023/4

## **Data outcomes**

### **SDP**

Writing, Maths and Oracy

Reviewing the Whole School Curriculum (Equality, Diversity and Inclusive)

Review wellbeing strategies for whole community (children, staff and families) – including induction for new staff

Increase the participation of disadvantaged pupils and those with SEND in curriculum enrichment opportunities

Ensure that parents and carers are kept even more up to date about children's achievement and wellbeing

## **Broader Issues**

Join Maiden Erlegh Trust (MET)

# Parent Survey

<b>27 replies out of 400 children (13.5%)</b> <b>Lots of positive – about staffing and enrichment</b>	
A small number of concerns about behaviour and the impact on the rest of the class	We are a local, inclusive school and behaviour and SEND is a significant challenge for a range of reasons; children with EHCPs, or waiting to be assessed. Reduced services and increasing demands. We work with external consultants, SENDCo and Lead Behaviour TA.
Information about what children are learning	Welcome Meetings, Parents Evenings, Termly Reports, Open door policy. Curriculum Information on website.
Better communication (weekly newsletters and information about how children are getting on)	Weekly newsletter, text message, and emails. Schools are busy and some changes are out of our control.
Staff sickness, absence, recruitment	This is significant issue. Staff recruitment and retention.
Sex & Relationship Curriculum	We update the scheme that we use several years ago and give parents all the information. We believe that good SRE is about giving children this information early.
Extra curriculum beyond the classroom	We offer a range of extra clubs (mostly provided by staff) – choir and sport focused. Inter2Sports offer a football club and we're talking to them to see what other clubs (paid) that they can offer.
Wellbeing and emotional support	Family Support Advisor, Play Therapist (1 day a week), Read2Dogs, Nurture /Rainbow Room. Lead Behaviour TA. ELSA booked for this year.



# Staffing Structure

## Senior Leadership Team (SLT)

<b>Headteacher:</b> Mr Michael Dillon	<b>Deputy Headteacher:</b> Ms Karen Cameron	<b>SENDCo &amp; Inclusion:</b> Mrs Helen McAllister	<b>School Business Manager:</b> Mrs Nicola Down
Safeguarding & Attendance, Behaviour, Standards, H&S/RA, SEF/SDP, PM, PPG	<b>Learn</b> Oversee English & Maths & Assessment T&L, M&E, SATs/Standards, CPD/ITTCo	<b>Together</b> SENDCo, Inclusion & SRP Nurture, ELSA, Play therapy, MHST, CLA/SGO	Personnel, Finance, Office/Admin, H&S/RA, Site, Catering, website and social media

## Key Stage Leaders

Miss Molly Archer – EYFS/KS1 Ms Karen Cameron – KS2	<i>Teaching, Learning &amp; Assessment</i> <i>Parent Communication</i> <i>Behaviour</i> <i>SEND</i>
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## Governors Responsibilities

<b>Governors Strategic Links L&amp;M</b>  <i>School Lead - Michael Dillon</i> <i>Governor Lead: Jane Newman &amp; Stephen Weeks</i>	<b>Governors Strategic Links: Quality of Education</b>  <i>English &amp; Maths / Assessment &amp; Curriculum / KUW / Creative Arts</i>  <i>School Lead – Karen Cameron</i> <i>Governor Lead: Joey Gurney &amp; Stephen Weeks</i>	<b>Governors Strategic Links Personal Development</b> <i>PSHE/ SRE / House/School Council</i>  <i>School Lead – Hannah Kerslake</i>  <i>Governor Lead: Lee Clark</i>	<b>Governors Strategic Links Behaviour</b>  <i>School Lead – Carla Hooper</i>  <i>Governor Lead: Ruth Newland-Ward</i>	<b>Governors Strategic Links (EYFS)</b>  <i>School Lead – Molly Archer</i>  <i>Governor Lead: Ruth Newland-Ward</i>
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# Communication



## NEWSLETTER

- Staff visible morning and afternoon
- Come into the school office
- Website
- Weekly Letters & Newsletters
- Regular Text messaging: *Teachers2Parents*
- Emails school office - Secretary@
- 2x Parents Evenings Meetings virtual & Written Report
- Home Learning Exhibitions

If you any questions please talk to us

Look what we have harvested from our Edible Garden



### Harry Elsey Bike Ride

Over the summer months Harry completed a 37 mile bike ride from Guildford to shoreham-by-sea and has raised £375 for the school— Many thanks to Harry for his brilliant effort and all of the generous donations.

<https://gf.me/ul/yk2ucf>

### To the Beach - Harry's Cycle Ride



Diary Dates	
Year 5/6 Year Group Welcome Meeting	6:30 - 7:30 Tuesday 22nd September (Live via ZOOM)
Year 3/4 Year Group Welcome Meeting	6:30 - 7:30 Wednesday 23rd September (Live via ZOOM)
Year 1/2 Year Group Welcome Meeting	6:30 - 7:30 Thursday 1st October
Reception Year Group Welcome Meeting	6:30 - 7:30 Tuesday 13th October (Live via ZOOM)
Parent Consultations	4-7pm—Tuesday 20th October (Via ZOOM )
	4-7pm—Thursday 22nd October (Via ZOOM)



# SEND / Inclusion

## Sapphire Class, Rainbow Class & Wellbeing

- We offer a Nurture (Rainbow) provision for 8 Key Stage 1 children
- We have 2 Nurture Practitioners who deliver additional support to children across the school with friendship and social skills
- We have Emotional Literacy Support Assistants (ELSA) who work with children offering emotional support (**New training for 23/24**)
- We have a Play Therapist who supports a number of children once a week
- Sapphire Class (Specialist Resource Provision). The SRP is for children with Autism and Moderate Learning Difficulties (MLD) and have a Education, Health and Care Plan (EHCP). The children are very much part of our school and spend time within their mainstream year group
- Mental Health Support Team (MHST)
- We continue to work with staff, parents and outside agencies to bring our children the interventions and support that they need
- Welcome Meetings and booklet this half term



## Friends of Birch Hill

- Over the years;
  - £20k for the large climbing frame
  - £15k for Infant climbing frame
  - £10k for new IWB
  - £5k for the Edible Playground
  - £4k raised money for a paving in EYFS area
- Currently raising money to upgrade the library

### Events

- Summer Fair
- Christmas Events
  - Cards
  - Discos
  - Present Room, Dress Up Days, Raffles,

**Please sign up and volunteer to help**





# Family Support & Attendance Officer (WPA)



- Della Payne-contact via school office (4 days a week)
- External Education Welfare/Attendance - WPA
- Offers support and guidance
- Links with other organisations & agencies
  - Local Authority Early Help
  - Various External Agencies
- Monitors attendance and links with Bracknell Education Welfare Officer
- Organises Family Learning sessions



# Who's Who in our Team?



Year 1 Welcome Meeting  
September 2023



Learn Believe Achieve Together

# Golden Rules – Make the Right Choice

1) Be Safe

- Walk inside
- Follow instructions
- Play kindly
- Use school equipment correctly
- Being safe online
- Stranger Danger
- Be aware of your surroundings

2) Be Respectful

- Listen & follow instructions
- Be punctual
- Good Looking, Good Sitting
- Have the correct school uniform
- Other people's personal space
- Of other people's beliefs and differences

3) Be Ready to Learn

- Listen to instructions
- Following school rules
- Being polite
- Calm
- Looking after property (classroom, school)
- Capitalising
- Encourage and accept mistakes

4) Be Honest

- Tell the truth
- Take responsibility
- Accepting consequences
- Asking for help

# Are you ready to Learn?

READY TO LEARN



What happens if we are not  
Ready To Learn?

Time to make a Choice

Your time to make the right Choice

Time to make a Change

Use the ConCenTration table

Visit another Classroom for time out

Time to Reflect

Miss your break-time and sit with your Phase Leader to  
reflect on your behaviour



# Class timetable

What is it made from?											
	8:30-8:50	9:00-9:45	9:45-10:30	10:30-10:45	10:45-11:00	11:00-11:50	12:00-1:00	1:00-1:35	1:35-1:55	1:55-2:45	2:55-3:15
<b>MON</b> 11.09	Feelings self-registration Funky fingers	Phonics input	English input – Hook Continuous provision	BREAK	Snack	Maths input Maths Group work Continuous provision	<b>LUNCH</b>	Book talk	Handwriting	PSHE-lesson 2	Story time
<b>TUES</b> 12.09	Feelings self-registration Funky fingers	Phonics input Continuous provision	Maths input Maths Group work Continuous provision	BREAK	Snack	English input English Group work Continuous provision	<b>LUNCH</b>	Book talk	Handwriting	PE- 1EB 1.25-2.00 1KB 2.00-2.35 English input English Group work Continuous provision	
<b>WED</b> 13.09 1KB PPA All Day	Feelings self-registration Funky fingers	Phonics input	Maths input Maths Group work Continuous provision	BREAK	Snack	English input	<b>LUNCH</b>	Book talk	Handwriting	Library 1EB 1.30-2.00 1KB 2.00-2.30 Science – lesson 1 & Continuous Provision	
<b>THURS</b> 14.09	Feelings self-registration Funky fingers	Phonics input Continuous provision	Maths input Maths Group work Continuous provision	BREAK	Snack	English input	<b>LUNCH</b>	Book talk	Handwriting	PE – 1EB – 1.30-2.15 1KB 2.15- 3.00 Continuous provision	
<b>FRI</b> 15.09 1EB PPA (AM)	Feelings self-registration Funky fingers	Phonics input Continuous provision		BREAK	Snack	Maths input Maths Group work Continuous provision	<b>LUNCH</b>	Book talk	Computing English input English Group work Continuous provision	Celebration Assembly	

# EYFS and Y1 continuous provision

- Explain the transition from Child initiated activities in EYFS to more adult lead learning
- Communication & Reports – no tapestry

Reading diaries – clarify reading diaries  
comments expectations



# Key things to remember for Year 1

- **Statutory Assessments**
  - Year 1 – Phonics
- **Library Day** - Every Wednesday
- **Show & Tell** – Every Monday – children will be given a coloured sticker and they will be told but it will be displayed on the Year 1 window.
- **Reading**
  - Your child will receive a new reading book at least once a week
  - Reading records – please sign and comment when read with your child.
- Wear PE kit to school on **PE days**
  - **Tuesday and Thursday**
- **Water in bottles** only please
- **Uniform** - Labelled
- Please contact the school office **if alternative pick up arrangements** have been made
- At Pick up time
  - please come forward when you see your child with your teacher.





# Uniform

The **school uniform** consists of:

- Birch Hill Logo - Royal blue jumper or cardigan,
- White shirt or blouse,
- Grey trousers or skirt,
- Blue and white dress (summer term only)
- Black shoes - these must be sturdy (no trainers, boots, or ankle boots)

**Games and PE kit** is also required, consisting of:

- Royal blue shorts,
- Birch Hill Logo - Blue or White T-shirt,
- White socks,
- Black tracksuit (when outside) or black jumper & tracksuit bottoms (**plain and unbranded**)
- Plimsolls or black trainers

**Others:**

- Alice bands need to be small and plain.
- No jewellery is to be worn in school.
- Hairstyles. Haircuts are a reasonable length and the latest 'step' or train tracks fashion for boys, braided hair decorated with beads, and extreme hairstyles of any kind are not acceptable in school.
- Only natural hair colours are permitted.



# Topics and Trips/Enrichment Activities

Voluntary Stationary  
contribution £15

<b>Term</b>	<b>Topic</b>	<b>Trip/Enrichment</b>	<b>Cost</b>
Autumn 1	What is it made of?		
Autumn 2	Why do people have celebrations?	The Nativity	
Spring 1	What lives in our garden?	Visit to the Badgers Retreat	
Spring 2	Where do we live? Where shall we go?	Visit to South Hill Park	
Summer 1	Why do we have castles?	Visit to Windsor castle	£20 *
Summer 2	Why did London burn?	Visit from drama company	£9 *



# Topics and Trips/Enrichment Activities

Windsor Castle Trip – 16<sup>th</sup> May 2024 ( Summer 1 Term)

The Great Fire of London Workshop (in school) -  
6<sup>th</sup> June 2024 (Summer 2 Term)

# Home Learning Exhibitions

**We have 3 throughout the year**

**1<sup>st</sup> – Autumn 1 - Materials -Tuesday 17<sup>th</sup> October 2023**

**2<sup>nd</sup> - Spring - Plants - Tuesday 26<sup>th</sup> March 2024**

**3<sup>rd</sup> - Summer 2 - GFOL - Tuesday 9<sup>th</sup> July 2024**

Links with the topic we are covering that particular Half term

We would love your child with your help to make it at home and then bring it in on the exhibition day for the whole year group to view. All the children and parents can go round the two classrooms to view all the wonderful learning.

# Home Learning Exhibitions

Autumn 1 - Materials – **Tuesday 17<sup>th</sup> October 2023**

Linking with our theme of  
**‘What is it made from’**

- We would like you to make anything from **Junk Modelling** at home.
- Your child needs to be able to tell us what they used to make it eg, toilet roll, kitchen roll, paper plate, cardboard box etc.
- It needs to be painted, coloured and decorated please.



# Personal, Social, Health Education (PSHE) – Including SRE

## *whole school overview*

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5 (F1-F2)</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Ages 5-6</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>Ages 6-7</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>Ages 7-8</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition



# Information about your child's progress

National Expectations

PiXL Grades					
Below Expected			Working at Expected		Above Expected
B2 (Below Standard)	B1 (WTS)	E2	E1 (EXS)	A2	A1 (GD)



- Working at Expected (E1)
- Open Evenings – Child & Pupil Meeting
- Informal discussions with teachers
- Written end of year report





# Information about your child's progress

National Expectations

Key Objectives (Y2)	Child speak	Autumn	Spring	Summer
English Writing		E1		
[Key] Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.	<i>I can spell words correctly by saying them <u>out loud</u>.</i>			
[Key] Spell by learning to spell common exception words.	<i>I know how to spell words that do not follow a spelling pattern.</i>			
[Key] Spell by learning to spell some words with contracted forms.	<i>I can spell some words by using 'rules' I already know.</i>			
[Key] Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.	<i>I spell words correctly, by adding -ment, -ness, -ful, -less, -ly to make them longer.</i>			
[Key] Form lower-case letters of the correct size relative to one another.	<i>When I write, my letters are the same size.</i>			
[Key] Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	<i>I am learning which letters to join up in my handwriting, and which ones are best left unjoined.</i>	Target		
[Key] Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.	<i>I can write letters and numbers that are the right way round and the right size.</i>			
[Key] Use spacing between words that reflects the size of the letters.	<i>I know where to leave spaces between words.</i>			

Colour Code







# Phonics at Birch Hill

## **Our school uses the** **Oxford Reading Tree** **Floppy's Phonics programme**

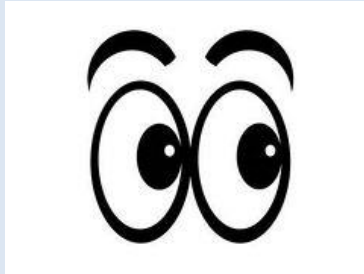
**By Oxford University Press  
and Debbie Hepplewhite**





# What is phonics?

**Phoneme:** The smallest unit of sound in a word.



**Grapheme:** The letter or letters that represent the phoneme.

a

**Digraph:** two letters that make the same sound.

or

igh

**trigraph:** three letters that make the same sound.



# Phonics at Birch Hill



Drag and drop  
for **spelling**



Blend and reveal  
for **reading**

Select the letters to watch  
**letter formation**



**See** the letter/s,  
**say** the sounds

**Hear** the sounds,  
**point** to the graphemes

# Phonics at Birch Hill

1

**s**

off huff puff cuff tuff  
stuff scuff fluff puffin

20

**ff**

ff ff ff

50

**or**

born fork torn for short  
cork horn corn worn  
shorts sport storm morning

or or

It is difficult to spot the puffs at the zoo because they always float away.

The café has a fantastic trifle, lots of muffins and several different types of coffee.

The dolphin sped through the rough waves and made us all laugh with joy!

My nephew has a telephone that is in the shape of an elephant!

School children sometimes pretend to have a stomach ache but they really want to stay in bed!

The machine took the cherries off the branches so the chef could make them into cherry pie.

85

**ai**  
wait  
plain  
remain  
afraid  
rainbow  
complaint

**-ay**  
away  
replay  
pray  
player  
layers  
dismayed

**eigh**  
weigh  
eight  
neigh  
sleigh  
weight  
eighteen

**-ey**  
they  
grey  
osprey  
prey  
survey  
conveyor belt

**/ai/**

Now that I'm eight, I can go on my neighbour's sleigh. It is pulled by her sweet horse, Grey. Look at his bright braided reins and hear his "neigh". I can play with Grey every day!


Teaching Handbook 1

Teaching Handbook 2 – Level 5



# Phonics at Birch Hill

Cover notes in the *decodable books* provide guidance for the adult to support the young reader to blend and segment:



Series created by Roderick Hunt and Alex Brychta  
Phonics Consultant: Debbie Hepplewhite

Once children have learned all of the sounds in Stage 3 they can go on to read the Stage 3 Floppy's Phonics Fiction and Non-fiction.

**USING THIS BOOK TOGETHER:**

- 1 Say the sound together.
- 2 Ask your child to finger-trace the letter group and say the sound.
- 3 Ask your child to point to the key picture and say the word, e.g. "ai as in aim".
- 4 Ask your child to sound out and blend the list of words.
- 5 Find all the words that include the focus sound in the picture. Some are labelled, some are not.
- 6 Talk about what is happening in the picture, e.g. Who can you see? What are they doing? How do you think they might be feeling?
- 7 Ask your child to say the sounds at the bottom of the page as quickly as possible.

Remember to do the fun activities at the end – letter-tracing, matching and reading!


**THIS BOOK INTRODUCES:**

**ai** as in aim.  
**ee** as in eel.  
**igh** as in knight.

Hear the sounds on our website  
[www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)

**LABELS IN THE ILLUSTRATIONS**

The labels show the focus letter group in black. Encourage your child to listen for the focus sound within the word as you read the whole word to them.



**Debbie Hepplewhite's Top Tips**

**What is blending?**  
For reading (decoding) say the sounds from left to right of the word and blend the sounds to hear the whole word.

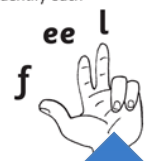
**How to blend:**  
Point under each grapheme (letter or letter group) as you say the sound, then run your finger under the whole word as you say the whole (or blended) word.  
e.g. **l-igh-t light**

**Sounds and spellings**  
Letters written like this /k/ refer to a sound, not a spelling.  
e.g. /k/ as in cat, key, duck

**Tips for spelling (encoding)**  
Say the word slowly to identify each sound in the word.


Use your left hand to tally the individual sounds to your thumb and fingers.

Write down the graphemes which are for each sound you have tallied.



**TEACHERS:**  
For inspirational free resources and support plus more books  
[www.oxfordprimary.co.uk](http://www.oxfordprimary.co.uk)

**PARENTS:**  
Help your child's learning with essential tips, activities and free books  
[www.oxfordprimary.co.uk](http://www.oxfordprimary.co.uk)



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**Blending routine for reading**

**Segmenting routine for spelling**



# Home Login

- Home Login sent out after half term- stuck in reading records.
- Tutorial Video added to school website.
- <https://www.oxfordowl.co.uk/login?active-tab=students>

A screenshot of the Oxford Owl login page. At the top, there is a green bar with the URL 'www.oxfordowl.co.uk'. Below this, the page is divided into sections for 'School code:', 'Your username:', and 'Password:'. The school code is 'pb1', the username is 'JoeBloggs', and the password is 'cat123'. The page has a light blue background and a white box containing the login fields. There are scissors icons at the top right and bottom left of the white box, indicating it is a template to be cut out.

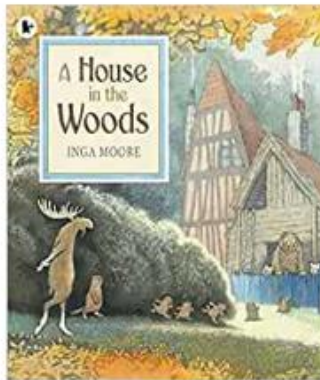
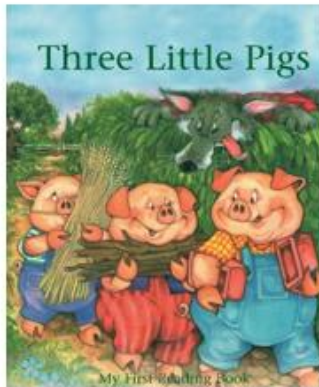


# Reading



Teacher

STAMP OF  
APPROVAL





# Recommended reading list – Year 1

The Cat in the Hat	Dr Seuss
The Tiger Who Came to Tea	Judith Kerr
Hairy Maclary	Lynley Dodd
The Large Family Collection	Jill Murphy
Charlie and Lola	Lauren Child
The Smartest Giant in Town	Julia Donaldson
The Gruffalo's Child	Julia Donaldson
The Gigantic Turnip	Aleksei Tolstoy
The Whisperer	Nick Butterworth
Mrs Armitage on Wheels	Quentin Blake
The Trouble with Jack	Shirley Hughes
My Friend Bear	Jez Alborough
Avocado Baby	John Burningham
A Bear Called Paddington	Michael Bond
Funnybones	Allan Ahlberg
The Hodgeheg	Dick King-Smith
The Jolly Postman	Allan Ahlberg
Mister Magnolia	Quentin Blake
Katie Morag Series	Mairi Hedderwick
Frog and Toad are Friends	Arnold Lobel
The Princess and the Pea	Minnie Grey





# Maths

L.1. To count backwards



I have counted backwards in ones  
from 8.

8, 7, 6, 4, 3, 2, 1, 0

Is Mo correct? \_\_\_\_\_

What mistake has Mo made?



The mistake Mo has made is \_\_\_\_\_.

# Maths

## Number fluency

<div> <div>Adding 1</div> <div>Bonds to 10</div> <div>Adding 10</div> <div>Bridging/compensating</div> <div>Adding 2</div> <div>Adding 0</div> <div>Doubles</div> <div>Near doubles</div> <div> Y1 facts  Y2 facts </div> </div>											
+	0	1	2	3	4	5	6	7	8	9	10
0	0+0	0+1	0+2	0+3	0+4	0+5	0+6	0+7	0+8	0+9	0+10
1	1+0	1+1	1+2	1+3	1+4	1+5	1+6	1+7	1+8	1+9	1+10
2	2+0	2+1	2+2	2+3	2+4	2+5	2+6	2+7	2+8	2+9	2+10
3	3+0	3+1	3+2	3+3	3+4	3+5	3+6	3+7	3+8	3+9	3+10
4	4+0	4+1	4+2	4+3	4+4	4+5	4+6	4+7	4+8	4+9	4+10
5	5+0	5+1	5+2	5+3	5+4	5+5	5+6	5+7	5+8	5+9	5+10
6	6+0	6+1	6+2	6+3	6+4	6+5	6+6	6+7	6+8	6+9	6+10
7	7+0	7+1	7+2	7+3	7+4	7+5	7+6	7+7	7+8	7+9	7+10
8	8+0	8+1	8+2	8+3	8+4	8+5	8+6	8+7	8+8	8+9	8+10
9	9+0	9+1	9+2	9+3	9+4	9+5	9+6	9+7	9+8	9+9	9+10
10	10+0	10+1	10+2	10+3	10+4	10+5	10+6	10+7	10+8	10+9	10+10



# Pre-Cursive script in Year 1

A B C D E  
F G H I J K  
L M N O P  
Q R S T U  
V W X Y Z

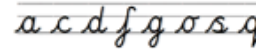


## Letter formation

### Pitter-patter

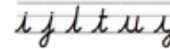
#### Curly caterpillar letters

Up, around and stop,  
Back, around and down.



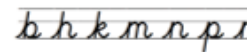
#### Ladder letters

Up the ladder,  
Down the ladder.



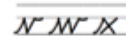
#### One armed robots

Up the robot,  
Down the robot,  
Up the robot again.



#### Zigzag monster letters

Up, diagonally down



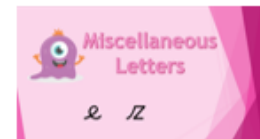
#### Miscellaneous letters

e – Diagonally up,

loop the loop,  
and out again.

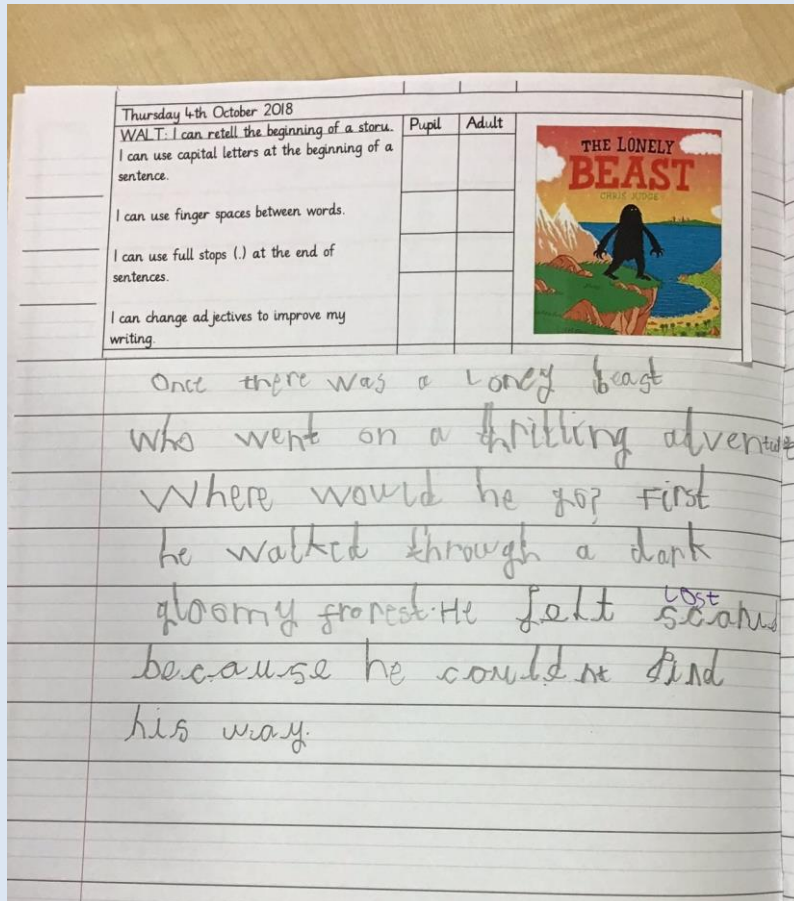
z – Up,

and horizontally across





# Writing- example

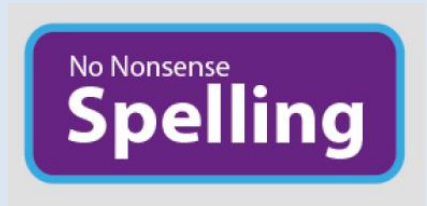


## Retell a story

- Capital letters to begin
- sentences
- Finger spaces between words
- Full stops to end sentences
- Most letters formed correctly
- Spell using phonics
- Beginning to use time conjunctions (first, then) and adjectives (thrilling, gloomy)



# Spelling in Year 1



Common exception words for Year 1

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



# Useful information & Hand-outs

- Reading lists
- CEW Year 1
- Maths Fluency Sheet



# A few final reminders ...

- **Emergency Contact form-**
  - it's vital that we have two contacts
  - Make sure you are getting emails (and not going into junk!)
- **Uniform: available from Mr Wagstaff [mikewagstaff56@gmail.com](mailto:mikewagstaff56@gmail.com) or from the school office**
- **Catering in-house & Lunch Online ordering system**
  - Order and pay at home by midnight
  - Online payments only (no cash) Eduspot App
- **Parent Mail login / contact (including junk)**
- **KOOSA Kids – Breakfast, After School & Holiday Club**
- **Attendance**
- **Nut free, chocolate free school, healthy snacks (water only)**
- **Talk to us!**



# Thank you and AOB