



Welcome to Year 1

Team Jade

Class Teacher:

Miss Rolph

PPA cover: Mrs Lawrence

Teaching Assistants:

Mrs Sharples

Team Crystal

Class Teacher:

Miss Penning

PPA cover: Mrs Smyth

Teaching Assistants:

Ms Derham

Phase Leader:
Mrs Reynolds



Galley Hill Expectations



Galley Hill Expectations



Our Galley Hill Vision

Our vision is to develop **resilient** learners who:

- Are **curious** about the world around them.
- Have **high aspirations** for themselves and the wider world.
- Persevere** to achieve their goals.



Galley Hill Expectations



The whole class can earn bees:

- ✓ Everyone ready to learn
- ✓ All lined up to Galley Hill Walk
- ✓ Model Galley Hill walking
- ✓ Sensible sitting Assembly
- ✓ Positively noticed by other adults



Pupils can earn house points or stickers for:

- ✓ Demonstrating School Values
- ✓ Linking learning to threads
- ✓ Fab or accurate vocabulary
- ✓ Polite manners
- ✓ Reasoning
- ✓ Great effort

School Uniform



White Polo Shirt or Shirt/Blouse

Blue/White Gingham Dress (Summer)

Royal Blue Fleece/Sweatshirt or Cardigan

Charcoal Grey/Black Skirt/Pinafore Dress

Charcoal Grey/Black Trousers or Tailored Shorts

Grey/Black or White Socks, Grey/Black/Navy Blue Tights

Black Shoes/Black Trainers



School Uniform



Jewellery

Galley Hill Primary School follow the Hertfordshire guidance on the wearing of jewellery. For Health & Safety reasons no jewellery should be worn in school, if your child has pierced ears, one pair of small plain stud earrings will be allowed. **Surgical tape should be used to cover any earrings during PE**, this must be applied by parent/carer on the day of your child's PE lesson unless your child is capable of applying this themselves. Teachers cannot remove or replace earrings. **If your child has earrings in and no tape to cover them on PE days, they will be asked to remove them and we will keep them safe in an envelope to take home.**

Hair

We ask that any pupil with long hair has it tied back neatly during the school day. Hair accessories should be discrete.

Extreme in hairstyles, hair colour, any nail varnish or tattoos are not acceptable within the school.

Physical Education



Our Autumn P.E. days are:

Jade Team: Monday 1pm-2pm, Thursday 1pm-2pm

Crystal Team: Monday 2pm-3pm, Thursday 2pm-3pm

P.E. Kit (Please ensure children come in to school wearing their kit on PE days)

Royal Blue T-shirt (preferably with school logo)

Black Shorts

Black/Navy tracksuit for Autumn/Spring Term

Trainers for use on the field or playground

Earrings taped up or removed, no jewellery during PE



Outdoor Play and Learning



Children across the school are encouraged outside in all weathers including wet weather - provided they have an appropriate waterproof coat (and trousers if they so wish).

It has been decided that to go onto the grass or mud areas at breaktime or lunchtime, children will need to be wearing wellies – old shoes will no longer be allowed – this is to ensure that the bottoms of trousers, tights and socks stay dry and mud free.

We have a wide range of resources outside for your child to play with but are always looking for donations to add to our OPAL fun.



What to bring to school?



The children must bring their reading book and reading record to school, in the named plastic wallet previously provided, every day. This will enable children to read with an adult when the opportunity presents itself.

Children should be provided with weather specific items when appropriate such as sun hats or gloves. Suncream is permitted but this must be applied by your child themselves and not shared with friends.

All children should have a named water bottle every day.

Named P.E. kits should be left on their peg and will be sent home at the end of a half term to be washed, please bring a clean kit back on the first day after each holiday.

The children should **NOT** bring any games, toys, trading cards etc from home. The school will not take responsibility for any items brought into school.


Homework



- Homework is set every Friday and is to be returned the following Thursday.
- All homework is available on the school website, year 1 class page.
- Children in year 1 are expected to read at least 3x times per week.
- Children will be provided with phonics/ spelling homework.
- Your child will receive a Supersonic Phonics parent newsletter each week. This will be printed and placed in their reading wallet.
- If you have any questions regarding the phonics homework, please do not hesitate to speak to your child's class teacher.
- Your child will also receive a homework certificate. When they complete their homework each week, they will receive a sticker!
- They also will then 1 sticker (x2 reading) 2 stickers (x4+ reading)
- When their certificate is full, they will receive a homework badge!


Homework










supersonic

Phonic Friends
Parent Newsletter



The Higher Levels Choose to Use Group 1

This group's Choose to use spellings

ai and ay 	ee and ea 	igh and ie 	oa and oe 	oo and ue 
rain and clay	bee and leaf	fight and pie	boat and toe	moon and glue


Build, Read & Write Spell Frames

ai	ay	ee	ea	igh	ie	oa	oe	oo	ue
paint	stay	bee	leaf	fight	pie	boat	toe	moon	glue
brain	clay	sweet	sea	night	die	coat	aloe	hoop	blue
rain	tray	queen	cream	right	lie	goat	doe	zoo	statue
train	play	sheep	dream	light	tie	road	hoe	boot	tissue

Choose to Use Rule

Hear in the middle choose to use /ai/ & Hear it at the end choose to use /ay/.	Write with both spellings, have a good look and see. Which one looks like the right spelling for me?	Hear in the middle choose to use /igh/ & Hear it at the end choose to use /ie/.	Hear in the middle choose to use /oa/ & Hear it at the end choose to use /oe/.	Write with both spellings, have a good look and see. Which one looks like the right spelling for me?
--	--	---	--	--

Tess' Tricky Words








their people Mr Mrs

Sid's Cheeky Challenge

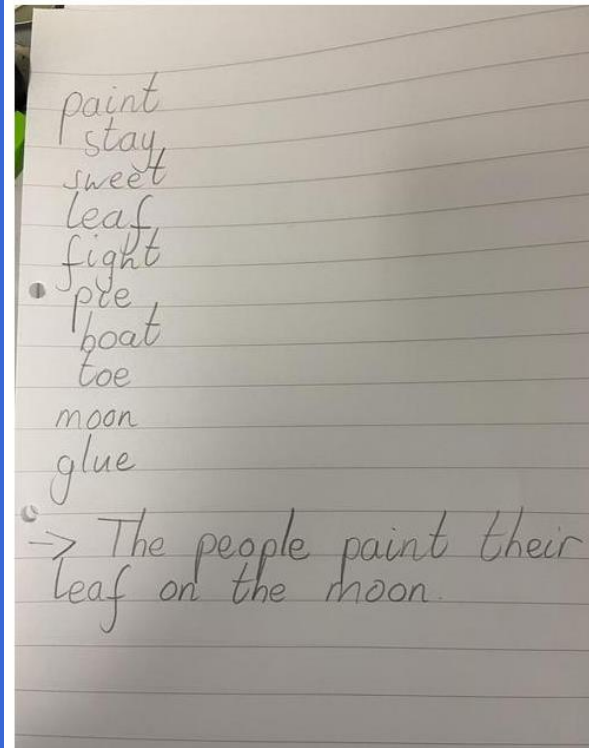
Can you make a silly sentence with all the words above?

Next group Choose to Use Spellings

Split digraph

ai, ay and a_e	ee, ea and e_e	igh, ie and i_e	oa, oe and o_e	oo, ue and u_e
				
cake	concrete	slide	globe	cube

1. How many words from the 'Choose to Use spellings' can they recognise?
2. Give one word from each of the 'Build, Read and Write' columns for your child to spell.
3. If able, your child could write a 'Cheeky Challenge' sentence underneath using some of the words above and the tricky words given.



Reading



The best thing you can do to support your child with their learning is read with them as regularly as possible (at a minimum we would suggest 3x a week). Even in year 1 this is vital and the children do gain a lot from reading out loud to an adult who can correct any mistakes, answer questions, discuss the text or look up an unknown word together.

When your child needs a new book they should put their wallet containing their reading record and finished book into the reading box. It is their responsibility to be asking for a new book and we will be monitoring that children are changing books.

Reading records should be handed in on homework day, they will be checked to see how often your child has read. Either you or your child should complete the record every time they read; if your child fills their record in please sign it to say you agree.

There are no longer coloured book bands, children will be given a book based on the phonics levels which link to the phonics that we will be teaching in class.

Children will also have to opportunity to choose a book from the Library each week to bring home to share with you. It is important that the book is returned to school so other children have the opportunity to read it.

Library books will be signed in and out by a teacher please can Library books be returned each week on homework day

Eating and Drinking



- In Year 1, the children are provided free fruit from school to eat at break time or they can bring in a healthy snack (whole/pieces of fruit, vegetable or bread sticks).
- They should have a named water bottle in school everyday. This should ideally contain still, plain water but children can have flavoured water and squash if they would prefer.
- Each morning, the children will be asked their school dinner option or if they are having a packed lunch.
- If your child is going to be late for school but will need school dinner, please let the school office know by 9:30am.

Times / Timetable



The children need to arrive in school between 8:40am and 8:45am each day. After that time, they will be late and will need to enter through the school office.

Our school day ends at 3:15pm.

A rough overview of our timetable will be on the website. Primary School life is ever changing so our timetable is not completely rigid as it would be in a secondary school.

Curriculum Overview



The main topics we will be covering this year are:

Autumn: Toys and the United Kingdom

Spring: Great Fire of London and Our Local Area.

Summer: Holidays and Seaside's.

English: Writing a narrative, instructions, labels, lists, captions. We also look at different text types e.g. poetry, instructions, non-fiction texts.

Math's: place value to 20, number bonds within 10 & 20, adding and subtracting to 20, geometry (height, length, weight) shape (2D/3D) telling time to half past and O'clock, multiplication and division with 2, 5s, 10 timetable.

Science: Materials, Plants, Animals including Humans, and seasons

Continuous Provision



At Galley Hill, we believe that play-based exploration meets the needs of our pupils and enables them to become independent and resilient learners. Through carefully planned Continuous and Enhanced Provision you will see our pupils embedding prior concepts and revisit skills. Children will have ownership to complete their own challenges throughout the week as well as engaging in the inclusive class environment.

- We would like to support children's journeys at Galley Hill through their transition from Reception to Year 1 and ensure they can be successful in their learning.
- Children will have Continuous Provision each day!
- Throughout the year as they progress, they will be expected to complete independent tasks during CP to revisit a prior skill that has been taught.
- Children will be having small adult directed targeted group work for Math's & English.
- They will have their own English, Math's, Phonics and Sketch Books.
- Science, Geography, RE, History and DT will be in class journals.
- Lessons will be very practical and hands on!

End of Year Expectations for Maths



Number – Number and Place Value I can:	✓
count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	
count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.	
given a number, identify one more and one less.	
identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.	
read and write numbers from 1 to 20 in numerals and words.	
Number – Addition and Subtraction I can:	✓
read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.	
represent and use number bonds and related subtraction facts within 20.	
add and subtract one-digit and two-digit numbers to 20, including zero	
solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.	
Number – Multiplication and Division I can:	✓
solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	
Number – Fractions I can:	✓
recognise, find and name a half as one of two equal parts of an object, shape or quantity.	
recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	

Measurement I can: compare, describe and solve practical problems for:	✓
lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]	
mass/weight [for example, heavy/light, heavier than, lighter than]	
given a number, identify one more and one less.	
capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]	
time [for example, quicker, slower, earlier, later]	
measure and begin to record the following:	✓
lengths and heights	
mass/weight	
capacity and volume	
time (hours, minutes, seconds)	
recognise and know the value of different denominations of coins and notes	
sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]	
recognise and use language relating to dates, including days of the week, weeks, months and years	
tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	

End of Year Expectations for Reading



Year 1

Working at the expected standard

The pupil can:

- read accurately many words of two or more syllables containing graphemes taught so far¹ for all of the 40+ phonemes
- read most words containing common Year 1 suffixes*
- read most Year 1 common exception words*

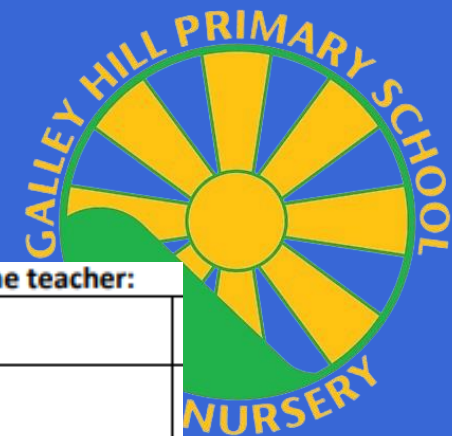
In age-appropriate¹ books, the pupil can:

- read most words accurately without frequent overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
- sound out most unfamiliar words accurately

In a book they can already read fluently, the pupil can:

- check that it makes sense to them, correcting most inaccurate reading
- answer questions and make some inferences
- join in discussions about what has happened so far in what they have read

End of Year Expectations for Writing



The pupil can write a narrative about their own and others' experiences (real and fictional) after discussion with the teacher:				
Demarcating most sentences with capital letters and full stops.				
Write sentences in order to create short narratives and non-fiction texts.				
To use some features of different text types.				
To reread their writing to check it makes sense.				
To use adjectives to describe.				
Some use of:	• Question marks			
	• Exclamation marks			
Using the conjunction 'and'.				
Using spacing between words.				
Forming lower case letters and capital letters in the correct direction, starting and finishing in the right place.				
Using capital letters for names of people, places, the days of the week and personal pronoun 'I'.				
Spell most words containing previously taught phonemes and GPCs accurately.				
Spell most Y1 common exception words and days of the week accurately.				

Statutory Assessment



In June, all the children in Year One will take the annuals Phonics Screening Check. It is a way for teachers, to ensure that all children are making expected progress with their phonics skills and are on track to become confident, fluent readers.

- **What is phonics?**

- Phonics is used in the teaching of reading. Children are taught to read letters or groups of letters by saying the sounds (s) that they represent. Children can then start to read words by blending the sounds together. When your child is learning to read there are two crucial things that they learn:

- - how sounds are represented by written letters. For example, they will be taught that the letter 'm' represents an mmm sound.
- - how sounds can be blended together to make words. For example, they will be taught that the sounds of the letters 'c-a-t' blend together to make the word 'cat'.

- **What is the phonics check?**

- The check will be taken by all of the children in Year One during the month of June. It is designed to give teachers and parents' information about how children are progressing in phonics. For the check, children are expected to read 40 words which assess their skills and knowledge of phonics learnt so far. The check should take about ten minutes.

- **What will it check?**

- It will check that your child can:
 - - say the correct sound when shown a written letter, digraph or trigraph and that they can blend sounds correctly.
 - - read one and two syllable words e.g. silk, creep, carpet, pumpkin
 - - read a selection of non-words

Statutory Assessment





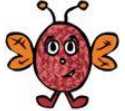

- What are non-words and why are they included?
- These are words that are phonically decodable not real words with meaning e.g blim, queeb, snorb. Non-words are included in the check specifically to assess whether your child can decode using their phonics skills, not their memory.
- Is there a pass mark?
- The check is not about passing or failing but instead checks if appropriate progress is being made. If your child does not reach the required standard, then we will ensure we continue to support their early reading development. It is important to remember that all children learn at different speeds so not reaching the threshold score does not necessarily mean there is a serious problem. Children who do not meet the threshold score in June will have another opportunity to do so in Year Two.
- What can I do to help my child?
- Check with your child's teacher if there are any particular areas that you should focus on at home so that we are working together to help and support your child. We would also recommend exposing your child to non-words as much as possible or practising past papers. We will provide a past paper for your child. This will be sent home.


Statutory Assessment



- This is administered by your child's teacher.
- You will be informed of the outcome of this test at the same time of your child's end of year report.
- If your child does not meet the required standard at the end of Year 1, they will take it again at the end of Year 2.

Examples of words

in	ot 
at	vap 
beg	osk 
sum	ect 



School Trips



- The school trips we hope to go on this year are:
Summer Term - Southend-on-Sea this is still in progress and will be confirmed asap.

There are often additional local walks and sporting events that we will keep you updated about as the year progresses.

- We appreciate any offers of parent helpers on our trips!
Occasionally we have too many offers - if this happens we endeavor to choose in the fairest way possible (names out of a hat)
- There will also be opportunities for themed days or class workshops that you will be updated on.

Arbor



Go online and visit <https://login.arbor.sc/>

From here you can set up a log in and password. Then...

Visit the app store or play store and download the 'Arbor' app. You can then log in with the details you have created and you should be all logged on and ready to go!

You will need the app to make payments for Trips/Clubs/Meals and all communications will start to be coming through Arbor only so to make sure you know what is going on, please download!

Attendance



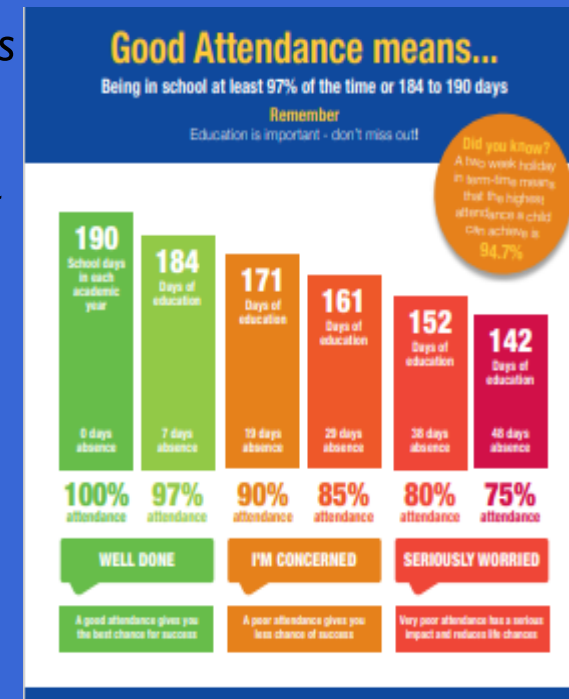
It is essential that your child is in school as much as possible through

the school year. Primary national pupil attendance was around 96% pre-COVID. This means that a child needs to attend school for at least 177 out of 190 days to meet national expectations.

We are extremely concerned for any pupil whose attendance drops below 90%.

If your child is genuinely too ill for school, please email the admin address or call and leave a message on our 24 hour answerphone as soon as possible. For safeguarding reasons, we will chase any absence we do not have a reason for.

We can only authorise term time holiday in very exceptional circumstances. Please see our absence policy on our website.





Thank you for taking the time to join us
for this welcome meeting.

If you have any further questions, then
please do come and speak to us now.