



Welcome to Year 1



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Team Jade

Class Teacher: Miss Rolph

Teaching Assistants: Mrs Derham

Team Crystal

Class Teacher: Miss Barnes

Teaching Assistant: Mrs Sharples

Phase Leader: Mrs Angus



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The 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 .



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Galley Hill Expectations



Be
Respectful

Be
Safe



Be
Your Best!



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Rewards



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



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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



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Jewellery

**One pair of small plain stud earrings.
Surgical/micropore tape should be used
to cover any earrings during PE.**

Hair

**Any pupils with long hair has it tied back.
Hair accessories should be discrete.**

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



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Physical Education

Our Autumn P.E. days are:

Team Jade: Thursday & Friday 2-3pm

Team Crystal: Thursday & Friday 1-2pm

Children come to school dressed in their PE kits on their PE days.

P.E. Kit (Please ensure this is always in school in a named bag)

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



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Platinum Award

As an OPAL Platinum School children use the outside even in wet weather.

They require a raincoat (and trousers if they wish). To play on the field they require welly boots.

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.



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Continuous Provision

- 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!



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Curriculum Overview

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. Focus on Capital letters, spaces and full stops.

Math's: place value and counting to 100, 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 within 2, 5s, 10 timetable.

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



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Writing

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.	



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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.	

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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

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School Trips

In Autumn we aim to go to St Albans Museum for a toy workshop. This links in with our history topic of toys.

Approx cost is: £8.50

In Spring we also aim to have the Fire Brigade visit. This links in with are history topic The Great Fire of London. No Cost!

In Summer we aim to go to Ruislip Lido.

Approx cost is: TBC

If you wish to pay for this trip over the whole year on arbor you are able to make frequent payments to them over the whole year vs paying in a quick deadline when letters come out.



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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?

- 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

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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.



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Statutory Assessment

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.

- 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 



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Reading

Read with them as regularly as possible (at a minimum we would suggest 4 x a week).

When your child needs a new book they should put their wallet containing their reading record and finished book into the reading box.

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.



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The Importance of Reading

From babies to children in their early years and all the way through to early teens, reading brings wide-ranging benefit that can have a lifelong positive impact on children's lives.

If a child is never read to they will have heard approximately 4,662 words by the time they are 5 years old.

If a child is read to or reads 1-2 times per week, they will have heard approximately 63,570 words by the time they are 5 years old.

If a child is read to or reads 3-4 times per week, they will have heard approximately 169,525 words by the time they are 5 years old.

If a child is read to or reads daily, they will have heard approximately 296,660 words by the time they are 5 years old.

Reading for pleasure unlocks academic success across the curriculum. A child who is read to at age 1-2 scores higher in reading, spelling, grammar, and numeracy skills at age 8-11.

Reading for pleasure at the ages of 10 and 16 has a substantial effect on a child's cognitive scores in vocabulary, spelling, and mathematics at age 16



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Homework

Year 1 will receive the following homework:

- Reading 4 x each week
- Maths – The children will receive times tables homework

TTRS login in their reading records.

- Phonics – Supersonic Phonic Friends Newsletter to practice sounds taught that week

It will be set on a Friday and should be returned the following Wednesday.

Homework stickers are earned for completed work, 1 sticker for every day they read, when completed earn a badge.



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Homework





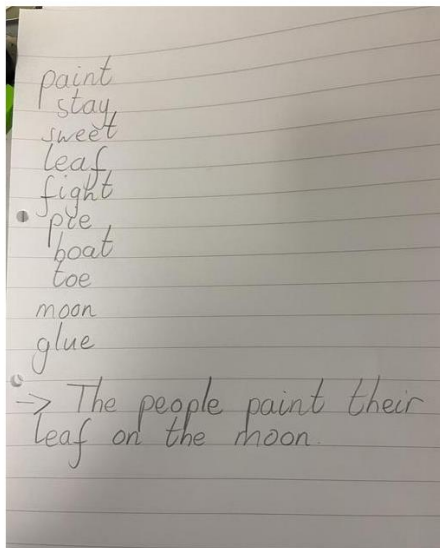
supersonic

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 /iel/.		Hear In the middle choose to use /oa/ & Hear it at the end choose to use /oel/.		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.



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What to bring to school?

Your child must bring:

Named water bottle.

A reading book and reading record in the named plastic wallet provided.

Children should be provided with weather specific items when appropriate such as sun hats or gloves.

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,

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



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Timetable

Arrive between 8:40am and 8:45am
After that time, they will be late
and will need to enter through
the school office.
Our school day ends at 3:15pm.

An overview of our timetable will be on the website
shortly.



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Eating and Drinking

**Year 1 are provided with fruit every break.
You can send in your own healthy
snack (whole / pieces of fruit, vegetables or
bread sticks) to eat at break time.**

**Named water bottle - contain water,
flavoured water or squash.**

**If your child is going to be late for school but
will need school dinner, please let the school
office know by 9:30am.**



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Attendance

To meet government expectations must attend 177 out of 190 days.

Concerns for any pupil whose attendance drops below 90%.

If your child is genuinely too ill for school, please email admin@galleyhill.herts.sch.uk 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.

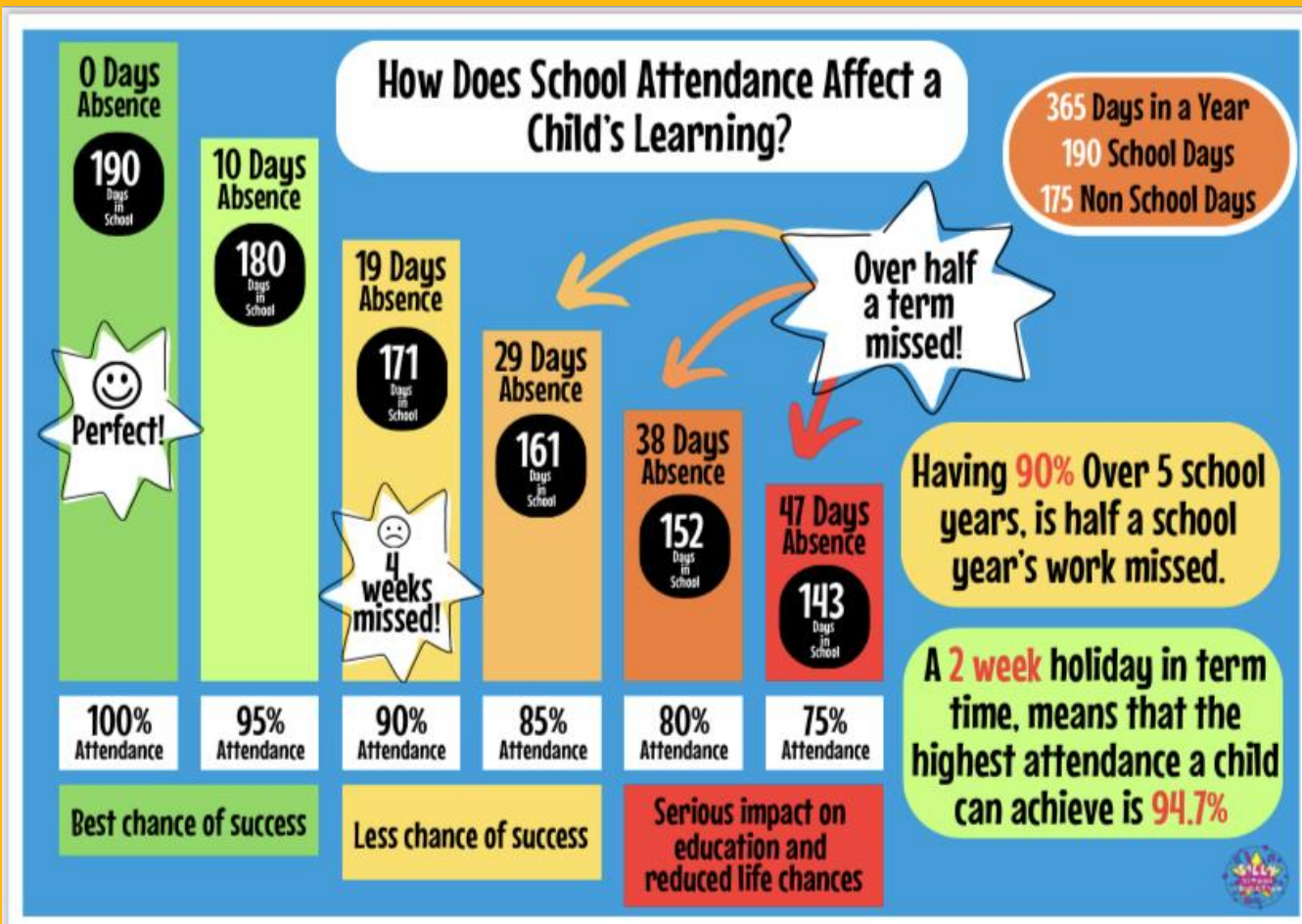
We can only authorise term time holiday in very exceptional circumstances. Please see our absence policy on our website.



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Arbor



Download app from play store or app store.

Used to make payments for meals, trips and clubs.

Can pre-pay for trips if it suits.

All communications will come via Arbor also.

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**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.**



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