

Welcome To Ash Class!

Miss Insall

Staff in Key Stage 1

- *Ash Class Teacher - Miss Insall*
- *Cherry Class Teacher - Miss Drury*
- *Beech Class Teacher - Mrs Thompson*

- *PPA cover - Mrs Nardelli*

KS1 TAs- Mrs Khalid, Mrs Cerrone, Mrs Goodfellow, Miss Hughes

We are very lucky to have a group of TAs committed to supporting the children across KS1.

KS1 Expectations

- The children have entered a new phase in their education called Key Stage One. The children are at the **start** of a more formal style of education. HOWEVER.....
- Transition is incredibly important and there will be many similarities between Acorns and Beech class during the Autumn term.
- Having ‘Busy Fingers’ activities to develop fine motor skills on arrival.
- A mix of adult-led, adult directed and independent activities
- Child Initiated Learning at points throughout the day – Active Learning.

Expectations

- The children have now entered a more formal style of education.
- Children are required to sit for longer inputs every lesson (listening carefully).
- Children expected to work both independently and with support.
- Children should be beginning to take responsibility for their own learning and behaviour with support from adults.

A Day in the life of Ash Class

8.45 – 8.55	Doors open	
	Morning activity	Including fine motor skills and topic related activities, handwriting
9.00	Register and Assembly	Covering School Values, British Values, Singing, Protective Behaviours, Celebrating Success.
9.20	English	
10.00	Break and Snack	
10.25	Phonics	
11.00	Maths	
11.45	Guided Reading	Small groups
12.00	Lunch	
1.00	Register	
1.10	Maths Fluency	Carpet time
1.30	Foundation Subject/ Active Learning	Eg Science, Geography, Art, RE
2.00	Break	
2.10	Foundation Subject/ Active Learning	Eg Science, Geography, Art, RE
3.00	Story	
3.10	Home Time	

Phonics



Little Wandle Letters and Sounds is the scheme we follow for phonics.

Phonics will continue to be taught daily to all children but will be taught following a newly released phonics scheme called 'Little Wandle-Letters and Sounds revised'. This is a very thorough and very rigorous programme which teaches the children the skills they need to read.

- Year 1 will reinforce Phase 3 and 4 initially and move onto completing Phase 5.

Helping your child with phonics

Make sure to say the phonemes correctly!

Playing games with them and making it as active as possible.

Looking for phonemes around the local environment and in their reading books.

Helping them to blend and segment both real and alien words to help reinforce their learning of digraphs (*ay, ai*) and trigraphs (*igh, air*).

• Phonicsplay.co.uk and other online resources are available.

Phase 2 Sound Mat



s



a



t



p



i



n



m



d



g



o



c



k



ck



e



u



r



h



b



f



l



j



v



w



x



y



z



qu



th



sh



ch



ng



nk

Phase 3 Sound Mat



ai



ee



igh



oa



oo



oo



ar



or



ur



ow



oi



ear



air



er

Tricky words



















is I the put pull full as
and has his her go no to
into she push he of we me be

Tricky words












was you they my by all
are sure pure

By the end of Year 1

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng nk	 a	 e ea	 i y	 o a	 u o-e ou	

Grow the code grapheme mat Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 oo u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

*depending on regional accent



Reading in School

Across EYFS and KS1, alongside our daily phonics lessons, each child will take part in reading practice sessions whilst they are still on their Little Wandle journey.

Children will be reading in small groups and will read the same book throughout the week with adults in school before bringing it home to read with you.

These sessions look at:

Decoding

Prosody

Comprehension

Reading:

- We are starting Guided Reading sessions and will be assessing the children's progress as we continue.
- We will be sending reading books home on a Friday.
- In the meantime, wherever possible please read other books with your child that you may have at home.
- Talk about the story, characters, plot, pictures etc. Can the children talk about what they have read and make predictions?

Handwriting

- Year 1 children are taught how to form their letters correctly and consistently.
- Handwriting is taught consistently across the whole school.

Assessments

Phonics screening for year 1 children will take place week commencing 8th June 2026. You will receive more information about this nearer to the time.

- Ongoing assessment for phonics, every half term.
- Nonsense words are very important and are used to assess children's reading. For example 'alien words' - scroi, plunch

A 'growth mind-set' classroom

- **Teachers' expectations high** for all children
- **Ongoing assessment** with pre-assessments, review and analysis used consistently
- **Challenging opportunities** provided where children are ready
- Opportunities for children to **self-assess** and **peer assess**
- **Flexible/ mixed ability** grouping - a real opportunity in a mixed class
- **Challenge / making mistakes** - 'have a go' part of being inquisitive, problem solving, reflecting, evaluating and learning.

Emotional Development

- Protective Behaviours
 - Weekly assemblies
 - Key statements
- PSHE
 - Curriculum covers social and emotional development and an opportunity to discuss and possibly challenge ideas in a safe space
- Zones of Regulation

Home Learning:

- Given out - Friday.
- Handed in - Following Friday.

- In KS1 homework is expected to be up to half an hour per week as well as daily reading.

- **Consists of:**
- **Maths** : Based on that week's learning - Should be able to do it in about 20 minutes. Such as concepts covered in class or number bonds, and other fundamental maths skills.

- **Spelling:**
- Based on weekly sounds/spelling patterns, tricky words and High Frequency Words (common words).

- Google classroom is in the process of being sorted for the new classes!

How you can help.

- Reading daily and discussing the text (please note this in their Reading Records)
- Completing homework tasks - to the best of their abilities
- Ensuring that your child forms letters/numbers correctly.
- Daily practice of number facts e.g. number bonds and spellings
- Ensuring children take responsibility for their learning and actions
- Supporting teachers' expectations, including smart school uniform which is **labelled** please.

Try some of these...

www.phonicsplay.co.uk

<http://www.ictgames.co.uk/>

<http://www.bbc.co.uk/schools/numbertime/games/>

<http://www.topmarks.co.uk/learning-to-count/teddy-numbers>

<http://www.crickweb.co.uk/Early-Years.html>

<http://www.naturedetectives.org.uk/>

Other Information

- Please ensure your child has the correct uniform and hair is tied up if longer than your shoulders.
- PE will be on Mondays and Wednesdays - please make sure kit is named.
- Please ensure your child has a coat (named) so that we can go out all in **all weathers**.
- Wellies and playsuits for OPAL
- Please let us know if your child is going home with another adult - letting the office know is important
- **Leave soft toys and other items at home** - they are easily lost or borrowed which can be upsetting

Trips, visits and workshops

These are enriching and enjoyable activities that really do enhance learning in the classroom. However, we recognise that they can be expensive and that not everyone may be able to afford them.

Some events are funded by the PTA. For other events, parents make a contribution on a voluntary basis. In the past, we have been able to subsidise the cost where parents have not made contributions. However, due to the tight funds of the school, even if just one person does not contribute, we may have to cancel the event.

If you find yourself unable to pay for a trip/workshop, please come and talk to us, as we may be able to support with alternative funding. We know that times are tight for some and payments can come at the wrong moments.

Trips, visits and workshops also depend on having enough volunteers. We would like to invite you to one of our termly Oakwood Parent Volunteer Briefings, so that you can come in and volunteer at any time.

Thank you!



How to contact me

- Emails are the best via the office
- Before and after school are always very busy.
- If you do need a quick chat, just let me know and I will do my best. First thing in the morning is better.
- I am more than happy to arrange meetings, please contact the office to do this.

Smartphone Free Childhood



Following an overwhelming response to our parent survey last term, Oakwood have made some changes to support a Smartphone Free childhood.

Reminders:

- Children are not permitted to bring Smartphones to school (children who walk to or from school alone may bring a "dumb" phone)
- Adult Smartphones must be switched off and in bags/pockets during all school events including plays, assemblies, sports days, school visits etc. Where possible, staff will provide opportunities for parents/carers to take photos of their own child/children.

Any questions?