



# Year One Parents' Information

**Welcome to Year One at Walter Infant School**

**We warmly welcome you to Year 1. We hope that this information booklet will cover many aspects of Year 1 life at Walter Infant School. If you need further information please check our website or contact the school office.**

**Best wishes,  
The Year 1 Team**

**Walter Infant School**

**Murray Road, Wokingham, RG41 2TA.**

**Tel: 0118 978 0825**

**[www.walter.wokingham.sch.uk](http://www.walter.wokingham.sch.uk)**

**[admin@walter.wokingham.sch.uk](mailto:admin@walter.wokingham.sch.uk)**

**Headteacher: Mrs Judy Wheeler**

## INTRODUCTION

Welcome to Year One. We hope that your child will enjoy their time with us. The information in this booklet will hopefully help you and your child get the most out of their time in year 1. We would like you to keep this booklet for reference throughout the year. If you have any further questions please do not hesitate to contact myself or the school office.

Ms Stephanie Rees

Year One Lead

## CLASSES, TEACHERS AND SUPPORT STAFF

There are three classes in year one. As well as the class teacher, a Learning Support Assistant supports each class. The adults in each class are listed below.

 <b>Oak Class</b> <b>Ms S Rees</b>	 <b>Larch Class</b> <b>Miss L Palmer</b>	 <b>Beech Class</b> <b>Mrs P Ball/Mr D Bowis</b>
 <b>Mrs E Rich</b>	 <b>Mrs V Bird</b>	 <b>Mrs R Dunn</b>
		

## THE SCHOOL DAY



### Start of the School Day - 8.40am

School doors open at 8.40am and are promptly closed at 8.50am. Please ensure your child arrives before the doors are closed so that they can be in their classroom ready for registration which takes place at 8.50am. If you arrive late and the door is closed you will need to take your child to the main entrance at the front of the school. A member of the office staff will then let your child in and ensure they are entered into the register with a late mark. Please make sure your child is safely in the building before you leave the premises.

*Each year one class will enter and exit the school via a different door where they will be met by a member of school staff.*

**Oak** – Please use the side door near the garden

**Larch** – Please use the main entrance at the front of school

**Beech** – Please use the main entrance at the front of school

A member of staff will be present on the door every morning. They are usually accompanied by the head teacher or deputy head teacher who will be happy to take messages that need to be passed on to the class teacher. It is helpful that any important information or messages are passed on in written note form.

When the children come into the classroom they are expected to change their home reading book, put away their things and choose their lunch on the class computer. They will then start the school day.

### End of the School Day – 3.20pm

The school day ends at 3.20pm. Each class will be led out by their class teacher via the same door they entered in (*Larch will be dismissed via their classroom door near the ramp onto the playground*). Class teachers will only release the children into the care of responsible adults that routinely collect children. We will not release the children to older siblings, unless they are an adult. If there are changes to the usual adult please contact the office before the end of the school day and the class teacher will be informed. Please do not try to collect other people's children for them if their parent or carer is running late. If you are late collecting your child they will be left in the care of the office staff. Please do not be offended if we refuse to hand over a child that does not belong to you. Please understand that we have a duty of care to look after the children and procedures to follow. Please do not allow any children to play on the equipment and leave the playground promptly after collecting your child.

## **ABSENCES**

If your child is unwell please call the school as soon as possible; you can leave a message and tell us why your child is absent.

Please let your class teacher or the office know if your child needs to attend a medical appointment.

Forms to apply for leave are located outside the school office.

## **THINGS TO BRING TO SCHOOL**

### **School Uniform**

The children are expected to come to school in their school uniform. This is to help them feel part of a community and to keep the children looking smart and ready to learn. Our school uniform is as follows:

- Grey trousers or shorts, grey skirt or tunic dress
- White or sky blue polo shirts
- School sweatshirt or cardigan
- Trainers should not be worn – shoes should be sturdy and practical for school life. In summer the girls can wear light blue and white checked dresses.

If you would like to order any of the school uniform please visit the following website. The website contains an up-to-date price list and is sorted by year groups for easy ordering:

<http://walter.gooddies.co.uk/>

Please ensure that all clothing is named to minimise a risk of loss.

### **PE Kit**

The children are expected to bring their PE kits in at the start of the week and take them home again to be washed at the end of the week. The PE kit is as follows:

- White t shirt
- Blue shorts
- Trainers or plimsolls
- For the winter months the children are still expected to go outside unless it is raining. For these months your child can wear longer jogging bottoms and a hoody or suitable longer sleeved top for PE.

Some of the school's PE kit and bag can be ordered from: <http://walter.gooddies.co.uk/>

Please ensure that all clothing is named to minimise a risk of loss.

## Food, Drink and Lunches

### Lunch

Children can have a hot school dinner or choose to bring a packed lunch to school. At the moment hot school dinners are free for all infant aged children.

### Hot dinners

We will send home a menu card for you to decide with your child what they would like to eat. The children will be asked in the morning to order their lunch, choosing from the main meal or the vegetarian option.



### Packed lunches

Please provide lunch in a named bag/box. We are a nut free school so please don't include anything that may contain nuts! As we promote a healthy life style in school, please can you leave any chocolates or sweets at home.

### Water

The children need to bring in a named water bottle, which stays in their classroom which they can access throughout the day. Filled with water only please.

### Snacks

We provide a piece of fruit or a vegetable for every child daily. Please do not send in own snacks.

### Milk

If you would like your child to receive a daily carton of milk please register using the details below.

[registration@coolmilk.com](mailto:registration@coolmilk.com) [www.coolmilk.com](http://www.coolmilk.com) or call 0844 854 2913

Alternatively please contact the school office for a 'Cool Milk' form.



### Allergies/Dietary Requirements

It is very important for us to know about any allergies or food intolerances when your child starts school. If you have any concerns please speak with your class teacher.

## LEARNING AT HOME AND PARTNERSHIP WITH PARENTS

### Homework

#### What is homework?

Homework is anything that children do outside the normal school day that contributes to the learning in response to guidance from school. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning; for example, a parent who spends time reading a story to their child before bedtime is helping with homework.

Homework should not be a chore and should not get in the way of other activities that children may do after school. The homework that we expect to be carried out will not require any special teaching skills but will be an expansion of skills already taught in school.

#### Homework set in Year 1

In Year 1 we set the following homework:

- Weekly spellings that are linked to your child's phonics learning. They will receive a test on these and the results will be sent home.
- Reading at home. A little and often approach at home is best. Ideally we would like you to read with your child on a daily basis for about 10-15 minutes. We ask that you would record this into their reading records that they take home. This is to ensure that we can keep track of their reading at home. We will also record in this book after every guided reading session.
- We may also ask the children to complete research projects at home. This would be linked to an area of learning and the curriculum within school.

#### Helping your child with Reading

- Listening to your child read on a daily basis, at least 10-15 minutes every day. A little and often approach is best.
- Enjoy stories and sharing books together.
- Choose from a wide range of texts, which includes fiction, non-fiction and poetry.
- Talk about the text before, during and after reading. Discuss the character's feelings and actions, the plot, try to predict events and discuss new vocabulary.
- All reading is valuable. This could be books, magazines, newspapers, poetry, comic books and the Internet.
- Encourage free choice. Don't just read books taken home from school; visit the local library or bookshop.

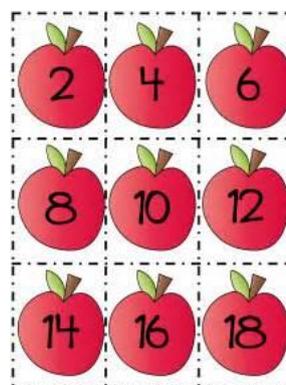


## Helping your child with Writing

- Practise the spellings they are given every week – try to make it fun.
- Encourage opportunities for writing. Write letters, shopping lists, notes, stories, diaries or poems.
- Write together. This will help the children see writing for a purpose and allow them to have a role model for writing.
- Read through the writing with the children. Discuss how they can edit mistakes.
- Always show praise and encouragement for their writing. Mistakes are okay to make, as writing can always be edited.
- Practise letter formation.

## Helping your child with Mathematics

- Count and Play games involving the multiples of 2, 5 and 10.
- Play mental games, including counting different amounts forwards and backwards.
- Encourage children to read and tell the time O'clock and half past
- Counting, including money.
- Taking children and involving them in shopping. This can involve many aspects of mathematics.
- Look for and identify 2D and 3D shapes at home or when out and about.
- Cooking involves the application of many areas of mathematics.
- Play board games.



## Parent Partnerships

At Walter Infant School, we welcome parent or adult support and help from home. We will send letters home requesting help from parents and adults to enable additional opportunities for reading. Throughout the year, Mrs Wheeler will run a session on reading and how you can help in school or at home. You have to attend this training before you can come in to read with the children. Your child's class teacher will send a letter out just before the first half term to invite any parent helpers in with suitable times.

## HEALTH AND WELBEING

First Aid notes- we will send home notes if your child has an accident at school.

We may need to contact you. Please make sure your contact details are kept up to date.



Sickness: Please keep your child at home for 48 hours following the last episode of vomiting or diarrhoea.

Head Lice: Please regularly check your child's hair and treat if necessary. Please could you also let your class teacher know.

## YEAR 1 CURRICULUM



### How is Year 1 taught?

At Walter Infant School Year 1 are taught following the objectives in the National Curriculum via the core subjects of English, Maths and Science. The foundation subjects are planned and taught thematically, which means that all our work or learning that term will centre around a singular theme to help generate ideas. Each term we will publish our Curriculum Overview on the school's website. This will outline what we are teaching and learning in Year 1.

The National Curriculum subjects are:

English - Writing	Taught daily
Guided Reading	The children have one guided reading session in a group weekly, with follow up activities.
Phonics and Spellings	Taught daily
Maths	Taught daily
PE	Taught twice weekly
Science, Geography, History, PSHE, RE, Art, DT, Computing and Music	Forms part of our curriculum at Walter Infant School and taught weekly or regularly.

### Interim Assessment Framework

As such, the children are thoroughly assessed in English (Reading and Writing), Mathematics and Science; this includes how the skills that are taught in these subjects are used throughout the curriculum. Based on the children's learning, work in their books and through the use of tests, the teacher's make an assessment or judgement on their work. We will decide if the children are: working towards age related expectations, working at age related expectations, or working at greater depth. Below are the objectives that the children have to meet to be at age related expectations in year 1 in Reading, Writing, Mathematics and Science

## **Expectation's for the end of expectations**

### **Reading**

*Respond speedily to the correct sound to grapheme for all 40+ phonemes*

*Read many familiar and unfamiliar words accurately by blending sounds*

*Read many common exception words, noting unusual correspondences between spelling and sound*

*Read some words containing taught GPCs with 'ing', 'ed' and 'er' endings*

*Read many words of more than one syllable that contains taught GPCs*

*Read some words with contractions and understand the apostrophe represents the omitted letter(s)*

*Reading age appropriate books – book band Orange or above*

*Check the text makes sense to them as they read and correcting inaccurate reading*

*Discuss the significance of the title and events*

*Make inferences on the basis of what is being said or done in a familiar book being read to them*

### **Writing**

*Spell words (phonetically plausible) containing each of the 40+ phonemes already taught*

*Spell some common exception words correctly*

*Name the letters of the alphabet in order*

*Use letter names when spelling alternative graphemes*

*Use 'ing' where no change is needed in the spelling of the route words*

*Begin to form lower-case letters in the correct direction, starting and finishing in the right place*

*Begin to form capital letters accurately*

*Form digits 0-9*

*Leave spaces between words*

*Join words and join clauses using 'and'*

*Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark*

*Use a capital letter for their name and the personal pronoun 'I' and know they should be used for the names of others, places and the days of the week as well*

*Compose a sentence orally before writing it*

*Sequence sentences to form short narratives*

*Re-read what they have written to check that it makes sense*

## **Mathematics**

*Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs*

*Know and use number bond facts for 10*

*Add and subtract one-digit and two-digit numbers to 20, including zero*

*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*

*Recognise, find and name a half as one of two equal parts of an object, shape or quantity*

*Recognise 2-D shapes [for example, rectangles (including squares), circles and triangles]*

*Recognise 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]*

*Compare, describe and solve practical problems for: length and heights [for example, long/short, longer/shorter, tall/short, double/half]*

*Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than/lighter than]*

*Measure and begin to record lengths and heights*

*Recognise and know the value of different denominations of coins*

*Tell the time to the hour and half past the hour*

## **Science**

*Can ask their own questions about what they notice*

*Can observe changes over time*

*Can notice similarities, differences and patterns*

*Can group and classify things*

*Can carry out simple comparative tests*

*Can use appropriate scientific language to communicate their ideas in a variety of ways, what they do and what they find out*

*Can name and locate parts of the human body, including those related to the senses*

*Can describe and compare the observable features of animals from a range of groups*

*Can group animals according to what they eat*

*Can describe seasonal changes*

*Can name different plants and animals*

*Can use their knowledge and understanding of the properties of materials to distinguish objects from materials and identify and group everyday materials*

## PHONICS AND SPELLING

At Walter Infant School, we use phonics for the prime method for teaching reading and spellings. The children have access to the following phonics card to help them to encode or spell a word. Some words cannot be spelt using phonics and these are known as Common Exception Words. A list of the year 1 common exception words are attached below.



Walter Infant School

Spelling Mat



### Year 1 Common exception words

Year 1 Common exception words

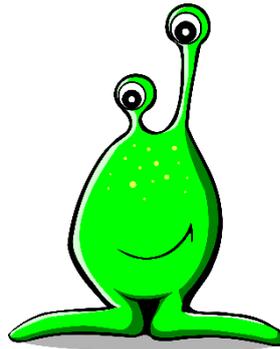
do	the	is	today
to	a	his	says
no	they	has	our
go	said	I	ask
so	love	put	you
he	come	full	your
be	some	pull	house
me	of	push	school
we	are	our	friend
she	here	once	
by	there	one	
my	where	was	

## Phonics Screening Check

Every child in year 1 will be required to sit the phonics screening check in the summer term. The phonics screening check is a short, light-touch assessment to confirm whether individual children have learnt phonic decoding to an appropriate standard. The phonics screening check is a short and simple assessment of phonic decoding. It consists of a list of 40 words, half real words and half non-words, which Year 1 children read to a teacher. Non-words (made up words/alien words) are included because they will be new to all children, so there won't be a bias to those with a good vocabulary knowledge or visual memory of words. Children who can read non-words should have the skills to decode almost any unfamiliar word. The non-words are presented alongside a picture of an imaginary creature, and children can be told the non-word is the name of that type of creature. This helps children to understand the non-word should not be matched to their existing vocabulary.

Examples of words include star, shelf.

Examples of non-words include dov, vead



# Walter Infant School

## Safeguarding Policy & Procedures

We are committed to safeguarding children and have a duty to refer any suspected cases of neglect or harm to the appropriate agencies.

### The Role of the Designated Person for Safeguarding

- Listen and act when adults report concerns
- To make referrals to Social Care if necessary
- Ensure confidential records are kept
- Attend case conferences and provide reports
- Ensure all staff are aware of school's Safeguarding Policy and procedures
- Ensure unexplained absences are referred to the Education Welfare Officer
- Keep themselves up to date with knowledge to enable them to fulfil their role and attend training every two years
- Provide an anonymised report to the Governors once a term
- Notify Social Care when a child is privately fostered
- Ensure that any concerns about a pupil who leaves the school are forwarded to the next school.

### The Safeguarding Children Team at Walter Infant School

Designated Person for Safeguarding is the Head Teacher, Judy Wheeler 0118 978 0825.  
Deputy Designated Person for Safeguarding is the Deputy Head Teacher, Fiona Prickett. The Inclusion Manager is Lucy Ambler.

Your Safeguarding Children Team also links with the Nominated Governor for Safeguarding who is Ghislene Lokucieski.

The welfare of the child is our paramount concern. If you are concerned, report your concerns to the Designated Person for Safeguarding — Judy Wheeler or Chair of Governors - Karen Hampton  
0118 978 0825

For a copy of our full Safeguarding Policy please go to [www.walter.wokingham.sch.uk](http://www.walter.wokingham.sch.uk) or ask at the School Office

Walter Infant School  
**Term Dates 2017 -2018**

**Autumn Term 2017**

<b>Inset Days – School Closed</b>	<b>Monday 4<sup>th</sup> and Tuesday 5<sup>th</sup> September</b>
Start of Term	Wednesday 6 <sup>th</sup> September
Half Term	23 <sup>rd</sup> to 27 <sup>th</sup> October
End of Term	Tuesday 19 <sup>th</sup> December – finishing 1 hour early

**Spring Term 2018**

<b>Inset Day – School Closed</b>	<b>Wednesday 3<sup>rd</sup> January</b>
Start of Term	Thursday 4 <sup>th</sup> January
Half Term	12 <sup>th</sup> to 16 <sup>th</sup> February
End of Term	Thursday 29 <sup>th</sup> March – finishing 1 hour early

**Inset Day –School Closed**                      **Thursday 29<sup>th</sup> March**

**Summer Term 2018**

Start of Term	Monday 16 <sup>th</sup> April
<b>Bank Holiday – School Closed</b>	<b>Monday 7<sup>th</sup> May</b>
Half Term	28 <sup>th</sup> May to 1 <sup>st</sup> June
<b>Inset Day –School Closed</b>	<b>Monday 4<sup>th</sup> June</b>
End of Term	Tuesday 24 <sup>th</sup> July – finishing 1 hour early