



Wodensfield

Primary School

Welcome to Year 1

Information for parents at the start of a new school year

Meet the Team



Mrs Anderson

Year 1 Class Teacher

Mrs Moore-Patrick

Year 1 Class Teacher

Miss Parry & Mrs Dhaliwal

Year 1 Support

Mrs Richards

1A Class Support



Mrs Johnson

1MP Class Support



Our Vision and Values



Wodensfield Vision and Values

Our school mission statement "AIM TO BE THE BEST YOU CAN" is at the heart of everything we do at Wodensfield.

School Vision Statement

- We believe in inspiring and empowering all children to become independent, lifelong learners.
- Enabling them to become confident citizens, who make a positive contribution in the wider world.

We will achieve this by offering an inspirational curriculum which engages, enriches and excites learners in a stimulating and nurturing learning environment.

School Values

Our school vision is underpinned by our values and behaviours.

- We believe that by listening and learning from each other; we will be **AIMING TO BE THE BEST WE CAN BE.**
- We have a collective responsibility; **TREATING OTHERS AS WE WOULD LIKE TO BE TREATED OURSELVES.**
- We work together as a team.
- We reflect on our actions in order to learn and improve.

Our School Rules

Our school rules reinforce our values and behaviours.

All members of our school community work together to demonstrate that we are:

READY RESPECTFUL & SAFE

These values and behaviours reflect the

"WODENFIELD WAY"

A well-educated Wodensfield Pupil can...

By working together, we will ensure your child is equipped to embrace the opportunities awaiting them in every stage of their educational journey.



Transition to Y1 from Reception

- Transition details from Reception
 - Key information shared about the children from their previous teacher.
 - Transition booklets
 - Transition days
- Data is available to help build the ‘bigger picture’

The school Week

	8.40 – 8.50	8.50-9.20	10.30	10.30-10.45	10.45	12.00 -1.00	1.00-1.15	1.15	2.15
Mon	REGISTRATION (8.40)	Whole School assembly	H/Wr	RWI (9.45-10.30)	PLAYTIME	English	DINNERTIME	PE	Maths
Tues		English 9.00-9.45	RWI 9:45-10:30	ASPIRE (+RW) PSHE (LRI)				Science (1.00-2.30)	Storytime
Wed		Maths 9.00-9.45	RWI 9:45-10:30	English				Art	RE
Thur		Maths 9.00-9:45	RWI 9:45-10:30	English				Geography/History	Forest School (Wild tribe)
Fri		Praise Assembly (Infant Hall)	Storytime RWI 9:45-10:30	11.00-12.00 Music (SB+RW) Computing (LRI)				Maths	Storytime

English

In year 1 we focus heavily on 'the basics' to get the beginning of their writing journey off to a solid start. Areas such as:

- Letter formation
- Spacing
- Ascenders (d) and descenders (p)
- Punctuation like capital letters / full stops / exclamation marks and question marks
- We will be focusing on conjunctions 'and' and 'but'.

English

We will be focusing on a variety of texts including fiction, nonfiction and poetry.

We will continue to develop independent writing skills through gaining a greater understanding of specific writing features such as:

- adjectives,
- verbs
- nouns

We will be reading, retelling, sequencing, role playing and reinventing a range of new and familiar stories and non-chronological reports.

We will be linking our writing to our History and Geography topics like Dinosaurs, British Isles, Victorian Toys and looking at how life was different in Victorian times, Maps and mapping, climate, houses and homes.

We also make relevant links to science e.g. Leafman.

We will concentrate on handwriting, forming letters correctly, working on sizing and shape and improving overall presentation.

Through our Writing Journey, children build up a bank of interesting vocabulary and spelling, punctuation and grammar skills. They use their new skills during the 'Big Write'.

Writing

Over the year, the children will produce a range of written work (primarily in their English lessons). These will be a mixture of fiction, non-fiction and poetry pieces.

Teachers will assess each child's piece and produce an overall judgement at the end of each term.

Children need to evidence a range of skills in their written work. They also need to be able to evidence neat, joined handwriting and a good grasp of the spelling rules.

Reading is one of the best ways to support your child's writing.

Writing



Learning Objective:

Partner Write

21.9.23

LO: To write a simple description of Leaf Man.

- Use an adjective.
- Use a verb.

Each Learning Objective (LO)

- Date
- Focus for the lesson
- Tips to support learning

Writing working wall

English Working Wall

What
Who
When
Where
Why
How

Verbs
running floating
drifting
jumping
flying
zooming
twirling
gliding
spinning
following

Class Text


Adjectives
flowery fruity
grassy pretty
big huge
tall deep
icy frozen
Cold
spotty pointy
beautiful
strong

noun
butterfly, dice, giraffe, ball, girl

verb
running, jumping, playing

adjective
cake, diamond, grapes

leaf **ducks**
orchard **chickens**
squash **cabbage**
wind **potato**
river **turkey**
fish **lake**
carrot **mountain**
geese **field**
marsh **butterfly**
cow **pumpkin**
meadow



This piece shows what is expected by the end of Year 1.

on Monday 27th February
we dressed up in
Victorian clothes. The
first activity was the
Victorian school. Miss
Somers was so strict and
we wrote on a chalk
board. Next we washed
clothes with Miss Jones
using a dolly maid and
a washtub. We hung
clothes on a washline.
Then we made toast
with Miss Gray and
Miss. The toast was
delicious. Finally we did some
weaving with Miss Taylor
and Miss Khan. It was

Within this piece, the child demonstrates the following:

- EXS 1: write simple narratives about personal experiences
- EXS 2: use simple sentence structures
- EXS 3: use the co-ordinating conjunction 'and'
- EXS 4: use adjectives (hard, delicious, strict)
- EXS 5: features of a recount
- EXS 6: most sentences demarcated accurately
- EXS 7c – many words spelt correctly (toast, wash, maid, made, weaving)
- EXS 7d – many c/e words spelt correctly – we, was, the, so, a
- EXS 8 – most lower-case and capital letters in the correct direction
- EXS 8a – appropriate sized spacing between words

There is no/little evidence of:

- EXS 6b: Begin to use question marks and exclamation marks
- EXS 7a and 7b – plurals and use of 'un'

Next steps:

- Include a range of ambitious vocabulary.
- Re-read to make proof-reading corrections (capital letter missing from the first sentence and for a name)
- Begin to use ? and !.

Reading

- We will organise a separate Reading Meeting this term.
- Children will have weekly 1:1 reading of their home reading book with an adult in school and we would ask you to continue to support reading at home at least three times a week. We also have an online subscription to Oxford Owl and will be rolling out our subscription to RWI Online.
- Children will participate in daily phonic sessions to build up their phonic knowledge of sounds, blending and spelling.
- The children have a list of common exception words in their yellow reading record book. Through the year we will focus on them so the children are secure in their reading and spelling of each of them by year 2.
- This year we will focus on developing comprehension of what they read, sequencing, predicting, retrieval and inference.

Maths

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Autumn term	<p>Number</p> <p>Place value (within 10) FREE TRIAL</p> <p>VIEW</p>					<p>Number</p> <p>Addition and subtraction (within 10)</p> <p>VIEW</p>					<p>Geometry Shape</p> <p>VIEW</p>	<p>Consolidation</p>	
Spring term	<p>Number</p> <p>Place value (within 20)</p> <p>VIEW</p>	<p>Number</p> <p>Addition and subtraction (within 20)</p> <p>VIEW</p>			<p>Number</p> <p>Place value (within 50)</p> <p>VIEW</p>	<p>Measurement</p> <p>Length and height</p> <p>VIEW</p>	<p>Measurement</p> <p>Mass and volume</p> <p>VIEW</p>						
Summer term	<p>Number</p> <p>Multiplication and division</p> <p>VIEW</p>	<p>Number</p> <p>Fractions</p> <p>VIEW</p>	<p>Geometry Position and direction</p> <p>VIEW</p>	<p>Number</p> <p>Place value (within 100)</p> <p>VIEW</p>	<p>Measurement Money</p> <p>VIEW</p>	<p>Measurement</p> <p>Time</p> <p>VIEW</p>		<p>Consolidation</p>					

Interventions in Year 1

We aim to run a range of Learning Boosts in Year, providing opportunities for children to catch-up and keep up. We also identify children who are working at or have the potential to achieve greater depth and build in additional opportunities for these pupils to be challenged. These will primarily be focussed on Maths and English.

Examples include:

- Echo reading (to support fluent reading and comprehension)
- Maths fluency
- Handwriting
- Helicopter stories
- Priority readers - reading boost, phonic boost

Foundation Subjects

- Monday - PE
- Tuesday - Aspire PE
- Wednesday - Art and RE
- Thursday - Forest School
- Friday - Computing and Music



Wednesday Mornings 8:40 - 8:50am

Home-learning

Home learning consists of the children completing Mathematics and Oxford Reading Buddy activities independently.

We will be using Education City to set Science activities.

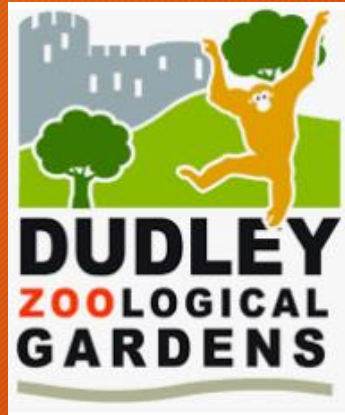
We encourage our families to read together 3 times a week. Also, to make a note in the reading record.

How can you support your child? Ways you can make a difference.

- Support with homework
 - Provide an appropriate space for home-learning (if possible)
- Reading at home
 - Talk about what they are/have read
- Provide time for Athletics and mental Maths
- Spend 5 minutes every day to practise spellings
- Encouraging independence
 - Build their resilience and strategies for working through challenges
- Links to games on websites (see [school website](#))

Enrichment (educational visits, clubs)

Year 1 Trip :
Dudley Zoo.



Family Picnic in
Summer Term.

Clubs

- Board Games - Monday
- Arts and Crafts - Monday
- Football- Tuesday
- Gymnastics - Thursday
- Dance - Thursday

Assessment Weeks

DON'T PANIC!

	Who?	What?	When?
Autumn	Reception	Baseline Baseline visit	First 6 weeks of term
	Y2-6	NFER (Tests 1) (Reading and Maths paper) (Spelling/CEW)	w/c 25/9/23
	FS & KS1	CEW Phonics/RWI	
Teacher Assessments to be uploaded by 1/12/23			

	Who?	What?	When?
Spring	Y1	NFER (Tests 1) (Reading and Maths paper) (Spelling/CEW)	w/c 19/2/24
	Y2 and 6	NFER (Tests 2) (Reading and Maths paper)	w/c 19/2/24
	Y3-5	Collins Reading assessment and White Rose termly assessment (Spelling/CEW)	w/c 19/2/24
Teacher Assessments to be uploaded by 15/3/24			

	Who?	What?	When?
Summer	Y6	SATs	w/c 13/5/24
	Y1, 3-5	NFER (Tests 2) (Reading and Maths paper) (Spelling/CEW)	w/c 20/5/24
	Y1	Phonics	TBC
	Y2	Own assessments	June 2024
Teacher Assessments to be uploaded by 21st June 2024			

Mental Health and Wellbeing

22

- We know that in order for children to succeed academically their mental health and wellbeing is vital.
- At Wodensfield all staff are committed to supporting your child to be the best they can be.
- Our curriculum aims to encourage children to develop the skills, knowledge and understanding they need to understand their feelings and be resilient to the challenges they encounter.
- We work with the Reflexions team who offer group and one to one support if needed.
- Together with our child's class teacher and teaching assistants, Miss Jamieson is also available to offer pastoral support.
- Mrs Walker is the schools Mental Health and Wellbeing lead.
- [Parenting Smart: mental health advice for parents : Mentally Healthy Schools](#)



Every Day at Wodensfield Matters Attend to Achieve



School starts at
8.40am
The register closes
at 8.50am.
Learning starts at
8.50am

Every Minute Counts

LATENESS = LOST LEARNING

(Figures below are calculated over a school year)

5 Minutes late each day	3 days lost!
10 Minutes late each day	6.5 days lost!
15 Minutes late each day	10 days lost!
20 Minutes late each day	13 days lost!
30 Minutes late each day	19 days lost!

How can you encourage and help your child to be ready to come to school in the morning?



Make sure they understand the importance of good attendance and punctuality



Discuss any problems they may have at school- inform their teacher about any concerns or difficulties. (See contact details)



It really helps to have everything ready for school the night before (bag packed, clothes ready, etc)



Make any appointments (Dentist, GP) for after school where possible



Make sure they have a good healthy breakfast

Communication is key

- Ways to get in touch;
- Email: Class teacher Y1teacher@wodensfield.org
- Telephone: 01902 556350 to make an appointment to speak to the classteacher or a member of the Senior Leadership Team
- Attendance: 01902 556350- select attendance option
- Email: office@wodensfield.org

Any questions?