



Alexandra
Primary School

Aspire, Perform, Succeed

Alexandra Primary School Year 1 Welcome Booklet



Aspire, Perform, Succeed

Our Vision:

Children at Alexandra have high aspirations to be able to perform and succeed at school and beyond

The Curriculum

At Alexandra Primary School, we encourage all children to:

Aspire to be successful learners who enjoy learning;

Perform as well as they can, make progress and achieve, and become confident individuals who are able to live safe and fulfilling lives;

Succeed as responsible citizens who make a positive contribution to society.

We offer a broad, balanced and creative curriculum. We encourage the children to participate in all educational experiences and regularly review the curriculum with the children to ensure it is exciting, motivating and engaging.

English and Maths are the core strands of the national curriculum and are taught daily, while the rest of the curriculum is taught throughout the week.

English



Being literate is a life skill and it is vitally important that all children develop the necessary skills to become successful learners in this area. We encourage the pupils to develop their speaking and listening skills throughout the curriculum as well as providing opportunities for drama and role-play.

Phonics:

Phonics is a way of teaching children to read quickly and skilfully. Children are taught how to:

- recognise the sounds that each individual letter makes;
- identify the sounds that different combinations of letters make - such as 'sh' or 'oo'; and
- blend these sounds together from left to right to make a word.

Children can then use this knowledge to 'de-code' new words that they hear or see. This is the first important step in learning to read.

In Year 1, the children will have phonics sessions daily with some additional support if necessary. This will allow children to recognise spelling patterns to empower them to read and write with confidence. It is an essential skill for both reading and writing. In Year 1, we continue to build on what the children have learned in Reception. The children are expected to be working on / secure on Phase 5 by the end of the year. The children will take part in a phonics screening check in the summer. The children will also have handwriting support to teach them the correct formation of the letters.

More information about Phonics and guides to phonic phases can be found on our website in the 'Learning' section under English.

Reading:

At Alexandra, we believe that the application of effective reading skills underpins learning in all areas of the curriculum and so it is important that all children develop the tools needed to read for meaning. We want children to develop a love of words and language and to read for pleasure so that reading becomes a lifelong habit that has a positive impact on their self-esteem and future life chances.

Each day, children will have the opportunity to read and discuss a range of high-quality texts to develop their comprehension of a wide range of genres and text types. There are eight key strategies that the children can use to develop their understanding of what they read. During our English and Reading lessons, we will teach the children these core strategies.

These strategies are:

- context
- questioning and predicting
- visualisation
- identification of key words and phrases

- identifying an understanding breakdown
- applying key strategies to repair the breakdown
- inference and deduction
- summarising the text

Additionally, each class will have a class novel. This will allow the children to practise the above strategies so that they become confident in using them independently.

The children will soon have access to the school library and will be able to borrow books that are of interest to them to read at home. In addition, they can borrow a banded book from their year group to help practice their reading skills at home.

How can you help?

- Please try to spend 10 to 15 minutes daily (at least 3 times per week) listening to your child read.
- Read to your child regularly; let them listen to the story and model good reading practices. Discuss any vocabulary that may be new to them.
- Discuss the story, characters and settings of the book they are reading to help them understand the text and ask their opinions.
- Your child will bring home their pupil planner every day. Please ensure that you check that they are reading daily and sign it in the space provided.

Any comments you may have about your child's reading, or any issues that you would like to communicate to us, may be recorded in your child's pupil planner on the relevant diary page. Alternatively, you are welcome to email us - please see the school website for details.

Speaking and Listening

Speaking and listening activities are paramount in the children's learning. This allows them opportunities to share their own views and opinions and in turn listen to others. It helps children to develop their confidence, understanding and vocabulary. The Talk for Writing approach uses speaking and listening to enable children to internalise and rehearse vocabulary before they write, which means that children are more confident and also allows their writing to be of a significantly higher quality.

Writing:



Children write and explore a wide variety of writing for different purposes and audiences through Talk for Writing. They read and write Poetry, Non-fiction and Fiction throughout the year. Children write a 'Cold' task where they write an example of a text using what they already know. This allows teachers to assess what children need to know so that children progress. Teachers spend time in lessons reading the text with the children and discussing an understanding of the text.

Children analyse the particular features of the text to inspire them to create their own examples. At the end of each unit of work, children will show what they have learnt through a piece of writing, which is called the 'Hot' task. This will enable both children and teachers to see how much the children have learnt.

We also write in other subjects making cross-curricular links as part of our work on the creative curriculum. At Alexandra, we encourage the children to take increasing care and pride in the

presentation of their handwriting and written work. We will also focus on developing your child's ability to edit and improve their work using a wide range of **vocabulary** and finding opportunities for children to extend their vocabulary. The children will be taught grammar and punctuation throughout the week. It is important that children develop their understanding of the terminology involved in grammar and punctuation to ensure they apply their knowledge every day in their writing.

Maths



At Alexandra Primary School, our curriculum for Mathematics aims to ensure that all pupils have a secure or deeper understanding in the following three strands, fluency, mathematical reasoning and problem solving. Maths lessons focus on the following areas:

- *Number (place value, addition, subtraction, multiplication, division and fractions),*
- *Measurement (Time, weight and length; using the relevant apparatus to measure - clocks, scales and rulers),*
- *Geometry (Properties of shape, position and direction)*
- *Statistics (Data handling, bar graphs).*

Your support in helping your child by reinforcing their learning at school is vital to their development in Maths. A summary of what your child needs to know by the end of the year is in the table below:

<ul style="list-style-type: none"> • Count to and across 100; count in 2s, 5s, 10s from zero; read and write numbers to 100 in numerals
<ul style="list-style-type: none"> • Count out, quantify, compare sizes of sets of objects; order and describe comparative size of numbers to 20; use ordinal numbers
<ul style="list-style-type: none"> • Understand and apply the operations of addition and subtraction and the operations of division and multiplication as equal sharing, repeated equal grouping; find halves and quarters
<ul style="list-style-type: none"> • Represent, memorise and use addition facts to $9 + 9$ and derive related subtraction facts; identify 1 and 10 more/less
<ul style="list-style-type: none"> • Take and compare measurements using common standard units; use language of and tell time to hour and half hour; recognise and use coins
<ul style="list-style-type: none"> • Recognise, describe and name common 2-D and 3-D shapes; use the language of position, direction and movement; make whole, half and quarter turns

It is crucial that you use the correct vocabulary when supporting your child. In Year 1, Maths is taught through practical activities with lots of discussion to deepen your child's understanding. Playing board games, dice games, card games are all part of enhancing your child's learning.

There are some key Mental Maths skills that require further practice at home; these are number bonds to 10, 20 and 100 and the multiplication facts. Your support by helping your child to learn their times tables and related division facts is vital in advancing their knowledge.

They will also be focusing on acquiring a quick recall of number facts, such as number bonds, and how they will apply these to the other strands of the Maths curriculum. These will be taught in class so that the children become fluent and confident in the fundamentals of mathematics, through varied and repeated practice. This develops their understanding and the ability to recall and apply knowledge rapidly and accurately. Sometimes Maths activities will be taking place outside the Maths lessons to reinforce these concepts during morning work and during the soft start to the day.

Additionally, the children will be taught to reason mathematically by applying their mathematics to a variety of word problems, including breaking down problems into simpler steps and persevering in seeking solutions. At this stage, the children will gain a grasp of using the most efficient written and mental methods of calculation. There is also an emphasis in developing pupils' mathematical vocabulary and presenting a mathematical justification, argument or proof. This ensures that pupils build secure foundations by using discussion to probe and clear their misconceptions.

Science:

Two hours of Science is taught per week; here the children will be given the opportunity to explore, predict, experience and investigate.



Music:

Children will take part in weekly music lessons. They will develop the following skills through their Music lessons: Singing, Listening, Composition, Reading notation and Performance.

Topics:

Our topic theme this year will be "Me, you and the world" in the Autumn Term. This topic is about the environment, the world we live in and the about the children as individuals. Please see our year group curriculum overview for more information about each subject.

Computing:

Lessons are taught using computers and iPads in school where the children will be taught how to explore, create, develop and evaluate their own applications and programmes. We have a wide variety of differentiated software packages to enhance and aid all children's learning throughout the school. Each class has access to a range of interactive devices that bring learning to life for the children and allow us access to the wider world to enhance learning.



PE:

Children will receive one indoor session of PE and one outdoor session of PE over the course of the week. Please see the school website for information of your child's PE days.



Children should wear their P.E. kit to and from school on P.E. days. P.E. kit consists of the green APS logo t-shirt or plain white t-shirt, plain black shorts, leggings or tracksuit bottoms and a pair of trainers or plimsolls. In the winter, we would ask the children to wear tracksuit bottoms and have a sweatshirt for outside games. Again, please ensure this is plain in colour with no brands.

If you could kindly write your child's name and class on all items of clothing as these can easily be mislaid.

PSHE:

As well as the knowledge and skills required for the PSHE curriculum, we use PSHE to underpin our school values, build character and teach children the importance of respect and compassion. Spiritual Moral Social and Cultural education (SMSC) is linked throughout our curriculum, which reflects the context of the school community and beyond.

Routines

Morning work:

At Alexandra Primary School, we are always seeking to develop learning and teaching to maximise the support available for children. With this in mind, we have an initiative called 'Soft start'.

Children can come into their classrooms from 8:40am every morning and then complete a thinking skill, a short piece of writing or a Maths activity with registration from 8:55am. This gives children the opportunity to look at the work in their books and respond to any marking comments that staff have asked them to review. Class teachers are in the classrooms from this time. Children will then be able to complete a thinking skill, a short piece of writing or a Maths activity with registration from 8:55am.

Weekly Overviews

On Tuesday of each week, the Weekly Overview will be published on the school website and Google Classroom. On the website, these can be found by clicking on the 'Learning' tab and then the appropriate Year Group on the left-hand side of the page. The weekly overview will set out the planned learning across all subjects for each year group that week. As the week progresses, class teachers may feel that children need to spend more time than they had originally planned for to enable them to grasp concepts securely, so these weekly overviews may change as required.

Homework:

This will consist of English and Maths work linked to lessons taught during the week along with a piece of topic or science on occasions. Homework tasks will be published within the Weekly Overviews each week and should be completed online by the following Monday. Children are welcome to complete their homework before the deadline. If there are any problems or difficulties understanding the work, please do encourage your child to ask us, or please email year1@alexandra.hounslow.sch.uk for any queries.



We expect each child read each day and to take a reading book home to read. Children record what they have read in their pupil planners.

Assessments:

At Alexandra Primary School, assessment is used to identify how well children have understood our curriculum. Our aim is to enable each child to master the skills in reading, writing and Maths so that children are prepared for responsibilities, opportunities and experiences in later life.



Gaps in learning are identified and filled so that children make their expected progress. Children will also be working at greater depth to master curriculum content. A range of assessment tools are used to support this.

Alexandra Primary is using Key Performance Indicators (KPIs) based on standards set out in the curriculum. School is assessing children against age related expectations using the KPIs for their

year group. The following progress indicators based on evidence in books, engagement in lessons and formative assessment will be used:

- Working towards year group expectations (WTS): your child is currently developing age related end of year expectations. This may require additional support.
- Meeting year group expectations (EXP): your child is currently meeting age related end of year expectations.
- Exceeding year group expectations (GDS): your child is currently working at greater depth within related end of year expectations and has a strong understanding of the curriculum.

In June, the children will take part in a Phonics Screening Check, which allows children to apply their knowledge of letters and sounds to read a range of words.

Trips and Visitors:

At Alexandra Primary School, the children are encouraged to take part in a wide variety of trips or workshops both inside and outside school to enrich the curriculum that they are learning in school. Information will be sent to you about the school trip closer to the date of the trip via a letter and permission slip requests.

Communication:

If you have any concerns or queries, please raise them with your child's class teacher or a member of the year group team in the first instance via email communication. We have an open door policy and we welcome any feedback and general enquiries you may have. However, please be mindful that staff need to welcome and dismiss children safely so you may have to make an appointment to see the class teacher or if it is convenient, to email. If you wish to raise any concerns or queries with SLT in school, then please do so via the school office and we will be happy to assist you.

Our school office would really appreciate it if you update your records regularly and let us know as soon as there are any changes to mobile phone numbers, change of address, any change in your child's medical needs and information about who can collect your child at the end of the school day. This is important that we have accurate records should we need to contact you.



It is our belief that we should be working as a partnership and we hope that together we can make this school year rewarding, fulfilling and enjoyable Year 1.

The Year 1 team.
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