



# Welcome to Class 1



Mrs Pullinger

Mrs Arnaud – HLTA

Miss Gregory – TA  
(Mornings)





# Keeping you informed

Every half term you will receive a curriculum newsletter to let you know what is happening via Parentmail; this will also be on the class page on the school website.





# School day

<b>Arrival:</b>	8:30 – 8:50
<b>Register:</b>	8:55
<b>Break:</b>	10:15 – 10:30
<b>Lunch:</b>	11:45 – 12:45
<b>Break:</b>	2:15 – 2:30
<b>End of day:</b>	3:20



# WVPS Curriculum



Our curriculum has been developed with three drivers in mind:

1. Excellence



2. Community



3. Growth



# WVPS Curriculum



## Intent – we aim to...



To provide excellence in education by equipping all children with the necessary skills in reading, writing and mathematics to succeed.



For children to master skills, knowledge and understanding – depth over breadth.



To foster a love of reading by listening to and interacting with a variety of literature, non-fiction and poetry across the curriculum.




To stretch and challenge all children.



For our children to understand and value the communities to which they belong, to appreciate what they have to offer, and to be of service to their communities, shaping futures.



For our children to understand how to be fit and healthy in both body and mind and to understand why it is important.



# Transition

Year 1 is the start of your child's journey on the National Curriculum. We will be running the classroom with the early years principles but with a higher level of challenge. As well as addressing any gaps in the children's learning.

Pupils will complete their work in small focus groups and then access independent learning challenges through continuous provision.

Continuous provision challenges will focus on all areas of the curriculum. With a focus on **communication and language**, **social skills** and **creativity**.

After Christmas we will be moving to more formalised learning to ensure progression and coverage of the Year One curriculum.

# English



Our curriculum is underpinned by reading:

- Class texts/novels
- Reading Rocket challenge
- Phonics
- Daily reading at home
- Outdoor library for break times





# English



This half term the children will have focused English lessons and will complete 3 focus activities a week.

This will increase to 5 after Christmas.

This half term, we will continue with the Drawing Club that the children took part in while in Reception; we will move towards more formal English lessons as the year progresses.

The children will also have daily phonics lessons and handwriting sessions.

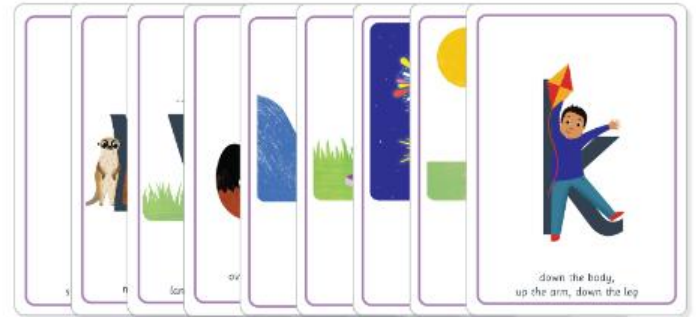




ELS is our phonics programme. It teaches children to read by identifying the phonemes and graphemes (written version of the sound) within words and use these to read words.

There are 44 main sounds and each sound is represented by a grapheme.

These videos are on the [Class 1 page](#) of the website:



It is important we say the pure sounds. If we miss pronounce them, we will make reading harder for our children.

## What is Phonics?

**Phoneme**: the smallest single identifiable sound in a word. For example, in the word 'cat' there are three phonemes c/a/t.

**Grapheme**: the written representation of a sound.

**Digraph**: two letters making one sound. For example, /sh/ in the word 'shop'.

**Trigraph**: three letters making one sound. For example, /igh/ in the word 'night'.

**Split digraph**: two vowel letters split but are split by one or more consonants. For example, /a-e/ in the word 'cake'.

# Daily Phonics Lessons



- Every session has a clear structure. There are the same classroom routines in each lesson.
- All children are supported in the lesson to use their new phonic knowledge independently.
- In every lesson your child will read sentences and phrases that includes the newly learnt sound.
- There will be opportunities for oral blending (c-oa-t), word recognition and writing.
- Phonics will be practised throughout the day to review new sounds and graphemes taught.



# Handwriting



As a school we are going to be having a big push on pupils handwriting as they need to be writing neatly and cursively by the time they leave primary school.

## **Handwriting Expectations:**

- Year R: Pupils work towards a print letter formation.
- Year 1: Pupils consolidate there print letter formation and work towards using a pre-cursive letter formation.
- Year 2: Pupils continue to practice pre-cursive letter formation and start to learn how to join letters, including top, bottom and diagonal joins.

Further support will be offered to pupils who have specific fine motor skill barriers.

# Handwriting



Aa Bb Cc Dd

Ee Ff Gg Hh Ii

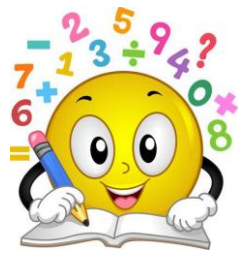
Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz

Pre-cursive letter formation expected to be developed from Year 1 onwards.



# Maths



- This half term the children will have focused maths lessons and will complete 3 focused activities per week. This will increase to 5 after Christmas.
- Topics: Number and place value, addition and subtraction, 2D and 3D shapes, money, position and direction, measure and time.
- Concrete, pictorial and abstract representations to build and embed learning.
- Lessons pitched high to ensure challenge for all.
- Support provided as needed.
- Numbots can be accessed at home. Log in details can be found in the front of your child's reading record.



# PE



PE is taught on Monday by Mrs Pullinger and on a Friday by Exposure Sports.

We have an additional 30 minute active blast session with Exposure Sports on Tuesday; pupils do not require PE kit for this session.

A note or email from a parent is required if a child is unable to take part.

# PE uniform policy



## Physical Education

	Item of uniform
Essential	Black PE tracksuit/shorts/skorts – leggings are not permitted
	<b><u>From September 2023</u></b> House coloured T shirt (with the school logo) <ul style="list-style-type: none"><li>• Ascott – Red</li><li>• Claydon – Blue</li><li>• Hartwell – Green</li><li>• Mentmore – Yellow</li></ul> In the rare occasion that the school needs to make changes to the house that the child belongs to, the school will provide a t-shirt in the correct colour.
	Black plimsolls or trainers (trainers do not have to be black)
	Shoulder length hair to be tied back
	Years 2, 3 and 4: <ul style="list-style-type: none"><li>-Swimming costume (one-piece) or trunks</li><li>-Bag containing a towel and pants</li><li>-Swimming hat (goggles are permitted with written consent from parent/carer)</li></ul>

# Uniform policy



## Year-round, whole school uniform (ages 4-11)

	Item of uniform
<b>Essential</b>	White shirt, polo shirt or blouse with or without the school logo
	Royal blue jumper, cardigan or sweatshirt with or without the school logo
	Royal blue zip up fleece with or without the school logo
	Grey trousers, tailored shorts, pinafore dresses and skirts. Skirts and dresses must be a reasonable length. Leggings are not permitted
	Plain black school shoes with low heels – no trainers
	Plain black/navy/grey/white plain coloured socks/tights
<b>Optional</b>	Pale blue gingham dresses (with or without the school logo) / pale blue gingham jumpsuit
	Plain black cycling shorts may be worn under a skirt or dress
	Hijab – one piece – royal blue
	Headgear - royal blue baseball hats (with or without the school logo), preferably plain white or royal blue brimmed hats

# Uniform policy



## **Headwear**

Headscarves, if worn, should be plain royal blue. They should not require a pin or brooch to secure it. It should fit close to the head and not hang loose. Any hairbands, bows or bands should be functional and not cause any distraction or danger. They should not be decorative or over-sized and be blue, black, white, navy or grey in colour.

## **Jewellery**

Pupils are not permitted to wear jewellery in school. The exceptions to this rule are:

- A suitable watch that will not interrupt learning or cause distraction
- Single ear-ring studs in pierced ears
- Small items of jewellery for religious observance

If your child has pierced ears, earrings should be studs only and must be removed for all PE lessons or covered with tape. Staff are not allowed to remove earrings; pupils will need to do this independently or not wear them at all on P.E. days. Staff cannot take responsibility for the loss or safekeeping of jewellery.

## **Hair**

Haircuts should be smart and suitable for school. Hair long enough to be tied back, must be tied back for PE. Any accessories should be functional, not decorative and be blue, black, white, navy or grey in colour as above. Pupils are not permitted to have 'extreme' haircuts or coloured hair that disrupts learning and is not smart.

## **Make up, cosmetics and temporary tattoos**

Make up and cosmetics are not considered appropriate or consistent with our school uniform. We do not permit such products to be worn by any children, unless there is a specific event for which the Headteacher has given permission. If a child is wearing nail polish/temporary tattoos the pupil will be expected to remove at the office and will be supervised to do so.

## **Non-uniform days**

On non-uniform days, football shirts, cropped tops and hot pants are not permitted.

Should any aspect of their uniform be outside of the policy, children will be given a note to pass to parents. Of course, it may be a one-off or temporary situation which we understand can occur from time to time. However, if it is expected to be ongoing, parents should contact the teacher. If support with meeting the uniform expectations is required, please do contact Miss Forchione via the school office.

# Stretch, challenge and growth mindset



At WVPS we provide an environment in which **all children** are challenged so they can achieve their full potential:

- Learners know what they are going to learn and what they need to do to be successful.
- Learning is challenging, engaging and aspirational.
- Questions extend learning and thinking.
- Curiosity is valued; questions are encouraged.
- Activities give a sense of autonomy to think critically, make decisions, take responsibility and manage risks.
- Opportunities for collaboration and cooperation.
- Develop skills
- Praise is for effort.
- Timely feedback.
- Help children to develop a positive approach and growth mindset.



# Children's Rights

Building awareness and understand through:

Class charter

Assemblies

PSHCE lessons

Other cross curricular opportunities

# Cultural Capital



Cultural capital is the accumulation of knowledge, behaviours and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a child will draw upon to be successful in society, their career and the world of work.

We aim to expand on our pupils' cultural capital in a number of ways including, but not limited to, celebrating and understanding different religions and cultures, learning about well-known artists, composers, scientists and sporting figures, reaching out to our local community and by organising visits that support our school curriculum.


# Cultural Capital



To enhance the children's cultural capital further, each child has an 'Activity Passport' (published by Department Education) on the **back page** of their Reading Record. The passport is full of rewarding and exciting experiences most of which can be easily completed at home.

The activities include making biscuits, rolling down a hill, making a daisy chain and building a den. All we ask is that every time your child completes something on the list, you date the activity on your child's passport as it occurs.

We hope you will enjoy working through this list with your child. Please do keep ticking off the activities throughout the year.

Year 1 

Activity

	✓	Date
1. Record different sounds and ask others to guess what they are	<input type="checkbox"/>	<input type="checkbox"/>
2. Make some biscuits	<input type="checkbox"/>	<input type="checkbox"/>
3. Make and taste chapattis	<input type="checkbox"/>	<input type="checkbox"/>
4. Make a puppet	<input type="checkbox"/>	<input type="checkbox"/>
5. Put on a shadow puppet show	<input type="checkbox"/>	<input type="checkbox"/>
6. Borrow a book from a library	<input type="checkbox"/>	<input type="checkbox"/>
7. Discover what is in a pond	<input type="checkbox"/>	<input type="checkbox"/>
8. Create a piece of art for an exhibition	<input type="checkbox"/>	<input type="checkbox"/>
9. Look up at the stars on a clear night	<input type="checkbox"/>	<input type="checkbox"/>
10. Perform a dance	<input type="checkbox"/>	<input type="checkbox"/>
11. Go on a hunt for some insects or small creatures	<input type="checkbox"/>	<input type="checkbox"/>
12. Make a home for an insect or small creature	<input type="checkbox"/>	<input type="checkbox"/>
13. Create a class collage	<input type="checkbox"/>	<input type="checkbox"/>
14. Create a comic strip	<input type="checkbox"/>	<input type="checkbox"/>
15. Take part in a play day	<input type="checkbox"/>	<input type="checkbox"/>
16. Roll down a hill	<input type="checkbox"/>	<input type="checkbox"/>
17. Make a daisy chain	<input type="checkbox"/>	<input type="checkbox"/>
18. Join an extra-curricular club	<input type="checkbox"/>	<input type="checkbox"/>
19. Build a den	<input type="checkbox"/>	<input type="checkbox"/>
20. Perform in front of your class	<input type="checkbox"/>	<input type="checkbox"/>



Once all activities are complete, your child will become a 'Culture Vulture'.

# Assessment



Pupils attainment and progress will be reported to you as:

## Attainment

B= Below

WT= Working Towards

EXS= Expected

GDS= Greater Depth

## Progress

B= Below

EXS= Expected

BTE= Better than expected

# Homework



## 1. Reading

- Read for 15 minutes each day.
- Record reading in the Reading Record.
- Books are given out on a **Monday** and taken out of folders on a **Friday**.
- Complete a Reading Rocket Challenge. These books are in the classroom and can be borrowed from the library.

Parents can support by discussing reading books with children; sharing the books, articles etc. they read with their children and ensuring children are reading daily.

## 2. Maths

- Log on to Numbots at home.

Parents can support by providing space and time for this; showing an interest and praising children's progress and practising recalling pairs of numbers that make 10, counting in 2s, 5s and 10s and mental maths skills on car journeys, walks to school etc.

# Supporting your child with reading at home



- Children are reading from books that are **entirely decodable**. They will have an owl sticker on the spine. →
- Use pure sounds when decoding words (no 'uh' after the sound).
- Practise reading this book 4 times across the week working on these skills:
  - decode
  - fluency
  - expression
- There is **no expectation** to finish a book in one evening.



To consistently recognise a grapheme (written symbol the represents a sound), we need to read it at least four times. This means we need to read the words many times to build fluency for reading.

# Reading Books



Reading books will be changed on a **Monday**. Books will only be changed if we see that they have read the book at home.

**Reading folders need to be brought in every day.**



Your child will receive 2 books:

1. A decodable book (with an owl sticker on the spine) that they need to read 4 times.
2. A sharing book Which will be a book they have chosen from the library, may not be fully decodable and will not have an owl sticker.

Decodable books will be taken out of reading folders on a **Friday**.  
Class 1 will visit the library on a **Tuesday**.



Over the weekend, enjoy reading a book together.

# Behaviour and Relationships



This year we are launching a new Behaviour and Relationship policy. The policy focuses on a restorative approach which encourage pupils to be able to self-regulate and reflect on their behavioural choices in order to restore their relationships and carry on with their learning.

We will be having a big focus on forming positive relationships between the whole school community.

Our main behavioural expectations for the whole school are:

**We show everyone respect**  
**We are kind and show empathy for others**  
**We persevere**

Pupils will earn dojo points for making positive choices and will work their way up the rainbow depending on how many points they get. When pupils are not making positive choices they will be gently reminded of the expectations by a staff member and may be given some strategies to get them back on track. If behaviour persist they may need to stay in for some of their break/ have time out to take part in a restorative conversation or activity with a staff member.

# Rewards



- Stickers / Achievement Awards
- House Points
- Star of the Week
- Writing weekly certificate
- Reading weekly certificate
- Maths weekly certificate
- Golden Time
- Reading Rocket



# Sanctions



Sanctions for poor behaviour choices:

- Loss of minutes off the next break or lunch time for the majority of poor behavioural choices.
- More serious behaviour issues will result in a conversation with the deputy head or head teacher.



# Attendance

School attendance is a key priority for our school. We aim to ensure all children are in school at least 96% of the time.

Your support in ensuring your child is in school regularly is required.

If children are unwell and therefore unable to attend school, please inform the school office via telephone immediately.

# Diary dates – Autumn 1



## Important Dates

Wednesday 10 <sup>th</sup> September	9am or 5pm Parent meeting about the new behavior policy
Friday 26 <sup>th</sup> September	Macmillan Coffee Morning, Mufti Day, Cake Sale (3:20pm)
Monday 29 <sup>th</sup> September	Harvest food collection – all week
Friday 3 <sup>rd</sup> October	Individual and sibling photographs
Friday 24 <sup>th</sup> October	Last day of half term

## Show and Tell Timetable

12/9/25 – Hartwell

19/9/25 – Mentmore

26/9/25 – Ascott

3/10/25 – Claydon

10/10/25 – Hartwell

17/10/25 – Mentmore

24/10/25 – Ascott

# Communication



If you require a phone call or meeting, please arrange this through the School Office.

I'm always happy to chat things through or answer queries.

Mrs Pullinger

