

# Y1/2 Meet the Teacher

Miss Thorp  
Moonlight

# The KS1 Team

As well as your child's class teacher, there are other members of staff within KS1 who will be working with your child this term.

- Mrs Jackson (Rainbow)
- Mrs Elliott (Starlight)
- Mrs Holt (KS1)
  
- Teaching assistants:  
Ms Kendal, Miss McGlone, Mrs Smith (Moonlight)  
Mrs McCrea, Mr Martin, Mr Foster (Rainbow)  
Mrs Laws and Mrs Kemp (Starlight)

# Learning in Year 1 and 2

In the autumn term your child will be covering the following:

- **Maths:** place value, addition and subtraction.
- **English:** traditional tales - Goldilocks and the Three Bears and stories with familiar settings.
- **Phonics:** Y1 Floppy Phonics scheme
- **Spelling:** Y2 spelling patterns and some phonics intervention to close any gaps in understanding.
- **PE:** games, athletics (Autumn 1) and dance and gymnastics (Autumn 2)
- **Music:** Harvest festival songs
- **RE:** What can we learn about Christianity from visiting a church and why are gifts given at Christmas?
- **PSHE:** Being Me and Celebrating Difference.

# Foundation Learning

Some of the foundation subjects will be taught through a cross-curricular approach to make learning more engaging for children and to spark their curiosity.



This half term our focus question is

**‘Where is our school located in Chester-le-Street?’**

Within this we will explore the human and physical features of Chester-le-Street (geography), structures (D&T) and everyday materials (science).

We aim to allow children to take a more proactive role in their learning. We want to engage children through the use of visitors, visits and practical activities to enthuse learning.

Further information about our foundation approach will be shared with you.

# PSHE

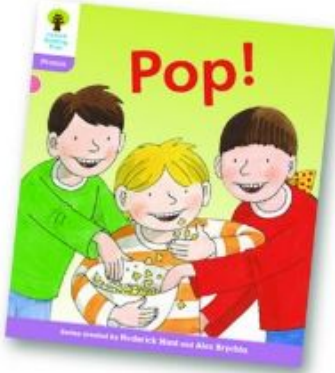


At Red Rose, we follow the Jigsaw programme to deliver our PSHE and RSE curriculum. More information regarding the units can be found on the school website under Personal, Social, Health and Character Education.

[https://www.redroseprimaryschool.com/curriculum\\_2019/subjects/](https://www.redroseprimaryschool.com/curriculum_2019/subjects/)

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# Reading



- A home reading book closely linked to their Floppy's phonics/ Oxford Reading Tree level.
- Your child should be able to segment and blend words within this book in order to read.
- Every time your child reads their book, a comment/signature should be recorded in their home-reading record. Your child receives a reading raffle ticket each time this is seen.
- The home reading book should be read **3x times** by your child. Your child's fluency and pace should improve each time the book is read. Their need to break words down should reduce.

# Reading 3 times



## Decoding

- Use the inside cover of the book to tune the child into the text they are about to read and to practise the taught GPCs.
- Read the book with the child focusing on the decoding of words and recognition of sight vocabulary.



## Build fluency and comprehension

- Reread the text with the child to develop their fluency. Reminding children of their Floppy's Phonics strategies when segmenting and blending. Refer to 'ff as in cuff' if a child is struggling.
- Encourage children to reread sentences to develop fluency and pace.
- Begin to relate the words in the book to the images.



## Fluency and reading comprehension

- The child's fluency should be building as this is the third time the text has been read.
- Encourage children to reread sentences to develop fluency and pace.
- Use the text and images to check a child's understanding of what they have read. Use VIPERS questioning to support.

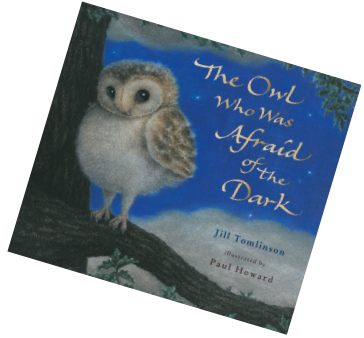
# Reading - Accelerated Reader Book



- If your child is deemed a fluent reader (ORT Level 10) they will take a star reader test which assesses their ability to comprehend.
- They will be given a reading age and banding. Once they have received this, the children will then be able to select an accelerated reading book which they would like to read from their particular band.
- Your child is expected to read this both at home and school until they are confident they understand the book.
- They should record a comment in their reading book each time they read (e.g. Title of the book- read pages 20-30).
- Once your child has read the book, they can take an AR quiz at school. They are given instant results on their quiz.
- Your child needs to achieve three 80% or above results in a row to move up to the next level point. This is monitored by staff in school.
- Termly star reader assessments are carried out to ensure they are reading at the correct level.



# Reading for Pleasure

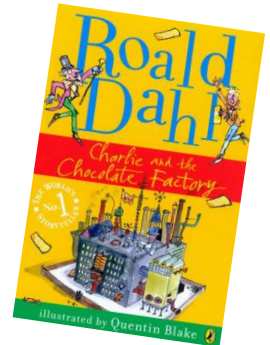


- A free choice class book / library book to share with an adult to promote a love of reading and to expand your child's exposure to new vocabulary.



# Reading Expectation

- Home-reading books must be in school every day.
- We will be assessing children regularly and moving children up reading stages. This will be based on your child's fluency and their ability to answer comprehension questions about the text they are reading.
- Children should be reading every day (even if it just one page).
- Whole class reading weekly and independent reading opportunities daily
- Reading buddies and interventions will continue to take place to support reading.
- Please encourage your child to read anything and everything!



# Homework Expectation



- Homework will be issued on a Wednesday and be due back on a Monday.
- Reading :
  - Oxford Owl reading books. (Accelerated Reading books only for children deemed a fluent reader (ORT Level 10)
  - A free choice book from the classroom or library
  - Some children will also have access to Lexia and a phonics wallet
- Phonics/English:
  - Y1 half termly sight and helpful words on Spelling Shed
  - Y1 Floppy's Phonics online zone to consolidate learning
  - Y2 weekly spelling rule on Spelling Shed
  - Y1 and Y2 Nelson Handwriting Sheet.
- Maths:
  - Numbots app - number fact fluency
  - CGP Arithmetic Maths book
- All homework is to be completed in their homework books.
- A tick will be placed on your child's homework to confirm it has been seen. Any misconceptions your child has will then be addressed through class/individual teaching.

# PE Days



- PE Days - Monday and Thursday
- Commando Joes - Thursday
- PE Uniform -
  - Plain white T-Shirt
  - Plain black or navy shorts
  - Plain black / navy long bottoms
  - Red sweatshirt / cardigan or grey Red Rose PE hoodie
  - Trainer
  - **Clothing should not display any sports logos**
- Children are to come into school wearing their PE kit on the day they have PE/Commando Joes.

# Upcoming Visits/Visitors

- Commando Joe weekly
- Geography fieldwork visit in the local area looking at human and physical features
- Science - material walk
- Beamish Museum - History and Art (Norman Cornish)

# SEND

- A letter will be sent out this week regarding SEN plan reviews this week. Parents will be able to book an appointment to review the previous plan and discuss targets and support for the autumn term.
- Review meetings will take place on Wednesday 20th September from 15:30 - 17:00

# Twitter

- To keep updated on activities that we are doing you can follow our Twitter Feed either on the 'Our Class' section of the website or, if you have a Twitter account by following us on @RedRoseKS1
- Our main school Twitter handle is @RedRosePrimary



# Helping with your child's learning



## READING

- Read with your child each night.
- If your child gets stuck on a word, encourage them to: sound it out, use picture clues for help, *or* look for smaller words inside
- Discuss unfamiliar vocabulary. What does that word mean? Let's look it up! Can you use it in a different sentence? What word could the author have used instead?
- Make predictions. Look at the front cover together. What do you think this story will be about? Read a couple of pages of the story. What do you think will happen next? What makes you think that?
- Look at how the text links with other stories. Is this like anything we have read before? How is it the same? How is it different?
- Ask questions about the text. Can you remember what happened at the beginning of the story? Who is the main character? How do you think he feels?

## MATHS

- Develop a positive attitude towards maths.
- Recognise maths in everyday life

Money - Allow children to handle coins. What coins have you got? How much have you got altogether? Look at receipts together. Can you find the cheapest item? Count up the shopping and count out change.

Time - Practise telling the time together. Discuss what time of day you might do different activities e.g. going to school.

Shape - Carry out a shape hunt around the house. What shapes can you find?

Measures - Look at measuring equipment together e.g. scales, rulers, tape measures. Measure out ingredients together.

- Continue to support children to learn times table facts as these link with many areas of mathematics.



# Helping with your child's learning

## WRITING

- Practise and learn weekly spelling lists. Make it fun! Have competitions. Make silly sentences. Allow children to write the words in fun ways (bubble writing/ painting/ using playdough).
- Encourage opportunities for writing where you can e.g. shopping lists, letters to family or friends, notes or reminders etc.
- Celebrate children's stories that have written or pieces of writing they have completed independently. Celebrate small successes in writing.
- Encourage use of dictionaries for spell checking.
- Encourage using online thesauruses to find alternative word choices.
- Allow children to use computers for word processing if you have a computer at home.
- Remember that good readers become good writers. Talk about words the author has used and what impact they have.

