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# KS1 Parent Information Afternoon

# Example timetable

	8.55 – 9.10am	9.10-9.30	9.30 – 10.15am		10.35 – 11.20	11.20-11.40	11.40 – 12.30		1.30-3.15			
MON PPA	Registration	Monday Circles	RWI	Break (10.15 – 10.30am)	Maths	Smile for a mile	English	Lunch (12.30 – 1.30pm)	Class story	PSHE	Music	
	Registration/ Funky Fingers	Guided Reading	RWI		Maths	Smile for a mile	English		Class story	Science	Daily reflection	
	Registration/ Funky Fingers	Guided Reading	RWI		Maths	Smile for a mile	English		Class story	Geography	PE	Daily reflection
	Registration/ Funky Fingers	Whole school assembly	RWI		Maths	Smile for a mile	English		Class story and	Art	PE	
	Parent Readers		RWI		Maths	Smile for a mile	English		Class story	Guided Reading library	2:40 Celebration Assembly	PSHE Check out
TUES	Registration/ Funky Fingers	Guided Reading	RWI		Maths	Smile for a mile	English					
WEDS	Registration/ Funky Fingers	Guided Reading	RWI		Maths	Smile for a mile	English					
THURS	Registration/ Funky Fingers	Whole school assembly	RWI		Maths	Smile for a mile	English					
FRI	Parent Readers		RWI		Maths	Smile for a mile	English					

# School Values

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‘Respectful, Responsible and Restorative’ are the key themes that underpin our philosophy for behaviour at Vernon Park. Our school values are central to both our curriculum and to the day-day life of Vernon Park.

Kindness and Empathy

Friendship and Respect

Honesty and Responsibility

Tolerance and Fairness

Support and Inclusion

Challenge and Resilience

# School rules

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Be kind and helpful,

Be polite and respect everyone,

Look after our school and everything in it,

Have a growth mindset,

Be the best you can be.

We recognise that children respond more positively in their learning and behaviour to praise than sanction; therefore we aim to provide opportunity to celebrate academic, pastoral and sporting achievement for everyone.

Positive	Needs work		
 1 Challenge and Resilience	 1 Friendship and respect	 1 Having a growth...	 1 Honesty and responsibility
 1 Kindness and Empathy	 1 On Task	 1 PE Superstar	 2 Reading 2 dojos
 3 Reading 3 dojos	 4 Reading 4 dojos	 5 Reading 5 dojos	 1 Support and Inclusion
 1 Teamwork	 1 Tolerance and Fairness	 1 looking after our school	 1 perfect presentation



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# Phonics

# Phonics at Vernon Park

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At Vernon Park, we use the Read Write Inc (RWI) scheme as our phonics program.

It is a structured approach with handwriting and spelling aspects included that is taught each day.

Synthetic phonics is the ability to convert a letter or letter group into sounds that are then blended together into a word.

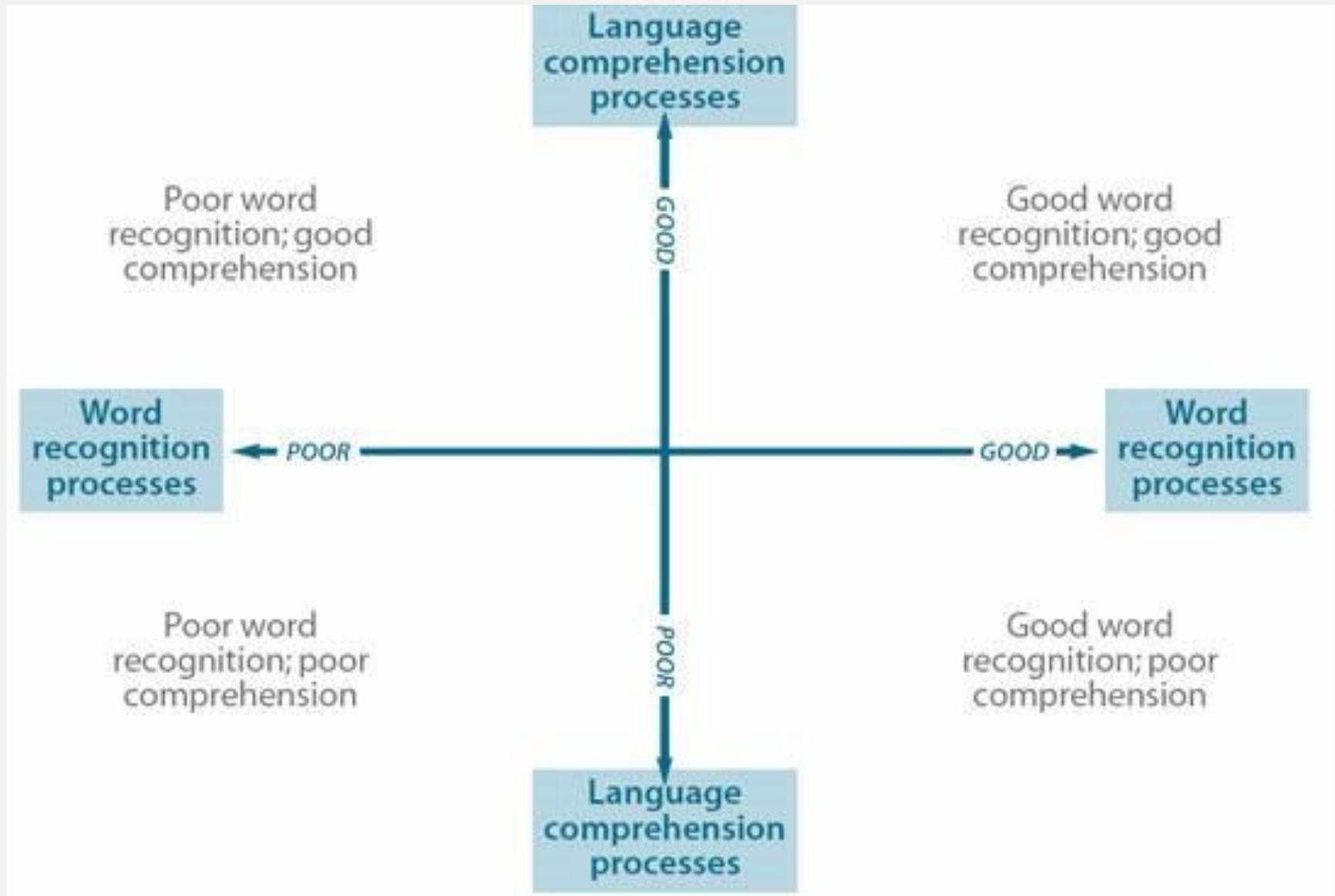
# Phonics in KS1

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In Year 1, children continue to develop their phonic skills in readiness for taking the phonics screening check in the summer term.

Children who would still benefit from the programme in Year 2 and beyond continue learning phonics in this way, before focussing on grammar later on in the year.

# Simple view of reading



# Sounds – children learn the simple code first

## Simple Speed Sounds

Consonant sounds - stretchy

f	l	m	n	r	s	v	z	sh	th	ng	nk
---	---	---	---	---	---	---	---	----	----	----	----

Consonant sounds - bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowel sounds - bouncy

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowel sounds - stretchy

Vowel sounds - stretchy

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

Special friends. Two letters one sound.

# Speed Sounds: complex chart

## The complex English alphabetic code

### Consonants: stretch

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c					
					ce					

### Consonants: bounce

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch											

### Vowels

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-e	y	ī-e	ō-e
					ai	ea	ie	oa
						e	i	o

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

## Set 1 Sounds

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng 
ck 				

## Set 2 Sounds

ay 	ee 	igh 	ow 	oo 
may I play? <small>may I play?</small>	what can you see? <small>what can you see?</small>	fly high <small>fly high</small>	blow the snow <small>blow the snow</small>	poop at the zoo <small>poop at the zoo</small>
oo 	ar 	or 	air 	ir 
look at a book <small>look at a book</small>	start the car <small>start the car</small>	shut the door <small>shut the door</small>	that's not fair <small>that's not fair</small>	whirl and twirl <small>whirl and twirl</small>
	ou 	oy 		
	shout it out <small>shout it out</small>	toy for a boy <small>toy for a boy</small>		

## Set 3 Sounds

ea 	oi 	ie 	au 	e-e 
cup of tea <small>cup of tea</small>	spoil the boy <small>spoil the boy</small>	swim in <small>swim in</small>	find the animal <small>find the animal</small>	go off and get it <small>go off and get it</small>
a-e 	i-e 	o-e 	u-e 	aw 
make a cake <small>make a cake</small>	eat apple <small>eat apple</small>	phone home <small>phone home</small>	high jump <small>high jump</small>	goats at dawn <small>goats at dawn</small>
are 	ur 	er 	ow 	ai 
care and share <small>care and share</small>	run with a purse <small>run with a purse</small>	a better letter <small>a better letter</small>	brown cow <small>brown cow</small>	swell in the rain <small>swell in the rain</small>
oa 	ew 	ire 	ear 	ure 
goat in a boat <small>goat in a boat</small>	chew the straw <small>chew the straw</small>	fire, fire! <small>fire, fire!</small>	listen with your ear <small>listen with your ear</small>	sure it's pure <small>sure it's pure</small>
wh 	ph 	kn 	ue 	
what, what <small>what, what</small>	like a phone <small>like a phone</small>	knock knock, who's there? <small>knock knock, who's there?</small>	come to the rescue! <small>come to the rescue!</small>	

Fred

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Fred helps children learn to read

Fred can *only* talk in sounds...

(Fred can only say *c\_a\_t*, he can't say **cat**)

We call this "*Fred Talk*".

# Blending

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If children understand Fred talk they can blend orally.

Blending is needed for reading.

When reading a word we encourage children to follow three steps:

1. Identify the special friends
2. Fred talk
3. Read the word

# Spelling

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Fred helps children learn to spell as well!

Children convert words into sounds

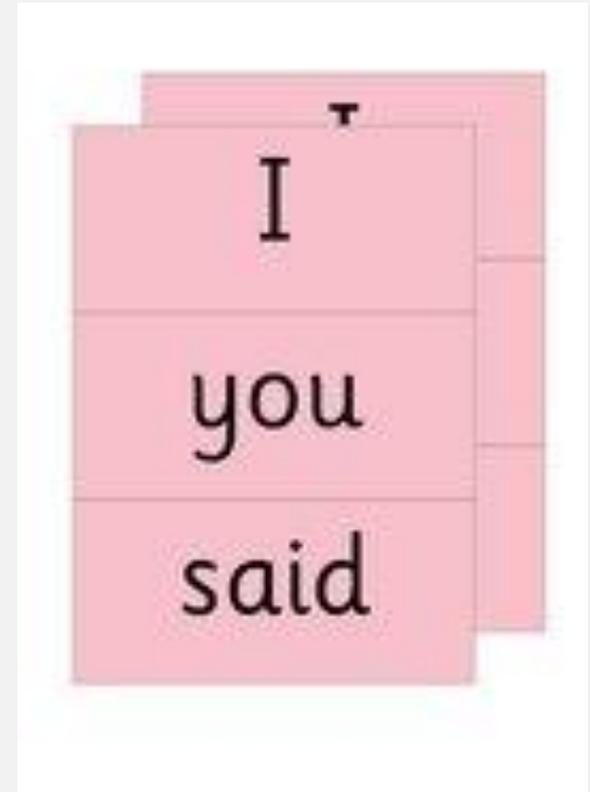
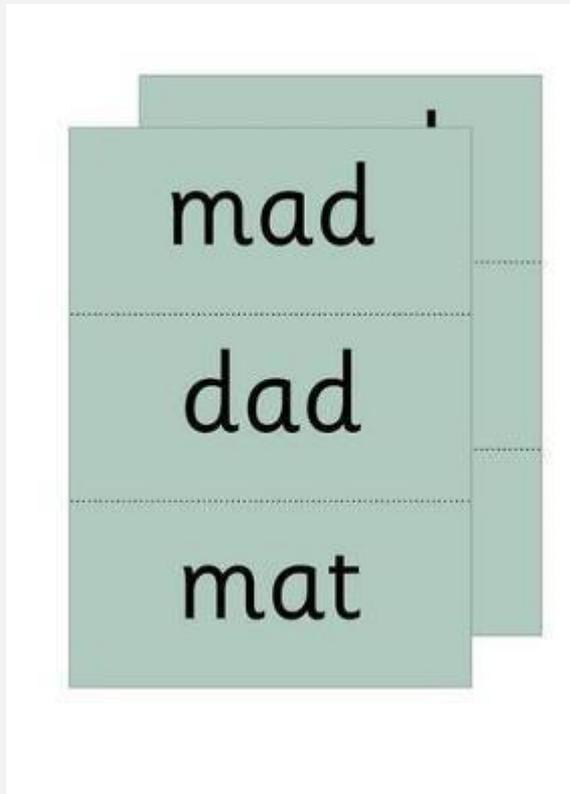
They press the sounds they hear on to their fingers...

We call this *Fred Fingers*



# Green words and red words

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# Alien words

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These words are made up.

They ensure that all children understand the sounds and don't just memorise words.

We assess children on real words and nonsense words to ensure that they have a full understanding.

## Nonsense words



sheb



glight



ched



teb

# Assessment

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We assess children reading every day informally through hearing them read with their partner.

We formally assess each child every half term.

Children are the grouped grouped according to the stage they are at in the scheme.

# Phonics screening statutory test

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The children are tested on their set 1, 2 and 3 sounds through reading 20 real words and 20 nonsense words.

The pass mark is usually high – it currently is 32 out of 40.

If your child scores less than 32, they will re-take the check in the June of Year 2.

This will be administered by Mrs Calhoun.

# Year 2 Grammar and Comprehension

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Year 2 children who passed the Phonics screening last year will be focusing on grammar and comprehension through the RWI books.

The comprehension skills to focus on are:

Retrieval

Vocabulary

Prediction

Inference

Sequencing

# Weekly guided reading in KS1 focuses on these reading skills:

## Complete Comprehension

Key Stage 1 Skills



Word meaning

Read around the target word to see how it is being used in the text.



Retrieval

Touch the answer in the text before you fish it out.

Schofield & Sims



Sequencing

Find the events in the text before you put them in order.



Inference

Use clues from the text and your own ideas to work out the answer.



Prediction

Decide what is most likely to happen next in the text.

### Remember

- Read the whole question carefully.
- Find the key words in the question.
- Look for key words from the question in the text.
- Check that your answer matches the question.

# How can you help your child in KS1?

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Sharing sounds, found at the front of their phonics book.

Reading their books that are sent home five times a week.

Children talk a lot about what they have read to show that they have understood what they have read.

Practising letter formation.

Read, read, read!

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# ? Handwriting

# Handwriting

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Correct letter formation should become an automatic habit.

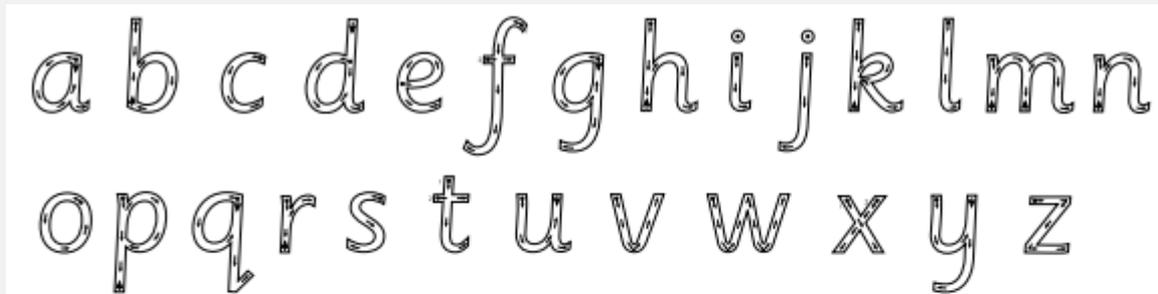
Don't encourage your child to write too small or too quickly. Trying to enforce small handwriting too soon can lead to a very cramped style, which is then difficult to make fluent.

At the very end year 1, children will begin to join some pairs of letters within a word.

# Letter formation

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Correct letter formation for lower-case letters is as follows. The arrows show the direction of your child's pencil:



*Capital letters are formed as follows:*



# Year 2

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Your child will learn all of the basic handwriting joins. However, if your child isn't confident forming all their letters yet, they should concentrate on this before they join.

Once a join has been introduced between pairs of letters (e.g. wh), your child will always be expected to copy the model showing those joined letter pairs whenever they write those letters.

In this way, they will gradually be introduced to the idea of joining more than one pair of letters within a word.



Maisey mountain  
mountain

Around the  
apple,  
down the  
leaf

Slither  
down the  
snake

Round his  
bottom, up his  
tall neck and  
down to his  
feet

Down the  
tower,  
across the  
tower

Down the  
body, dot  
for the  
head

Down Nobby  
and over his  
net

Down the plait  
and over the  
pirate's face

Round her face,  
down her hair and  
give her a curl



All around the  
orange



Curl around  
the caterpillar



Down the  
kangaroos  
body, tail and  
leg



Down and  
under, up to  
the top and  
draw a puddle



Down the  
laces, to heel,  
round the toe



Down the  
stem and  
draw the  
leaves



Lift off the  
top and  
scoop out the  
egg



Down the  
long leg



Down the head,  
to the hooves and  
over his back



Down his back,  
then curl over  
his arm



Down the  
body, curl and  
dot



Down a wing,  
up a wing



Down a horn , up  
a horn and under  
his head



Down up, down  
up



Zig-zag-zig



Round her  
head, up past  
her earrings  
and down her  
hair



Down the arm  
and leg, repeat  
the other side



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# Maths

White Rose

Daily lessons in year groups

Maths Mastery



Working with

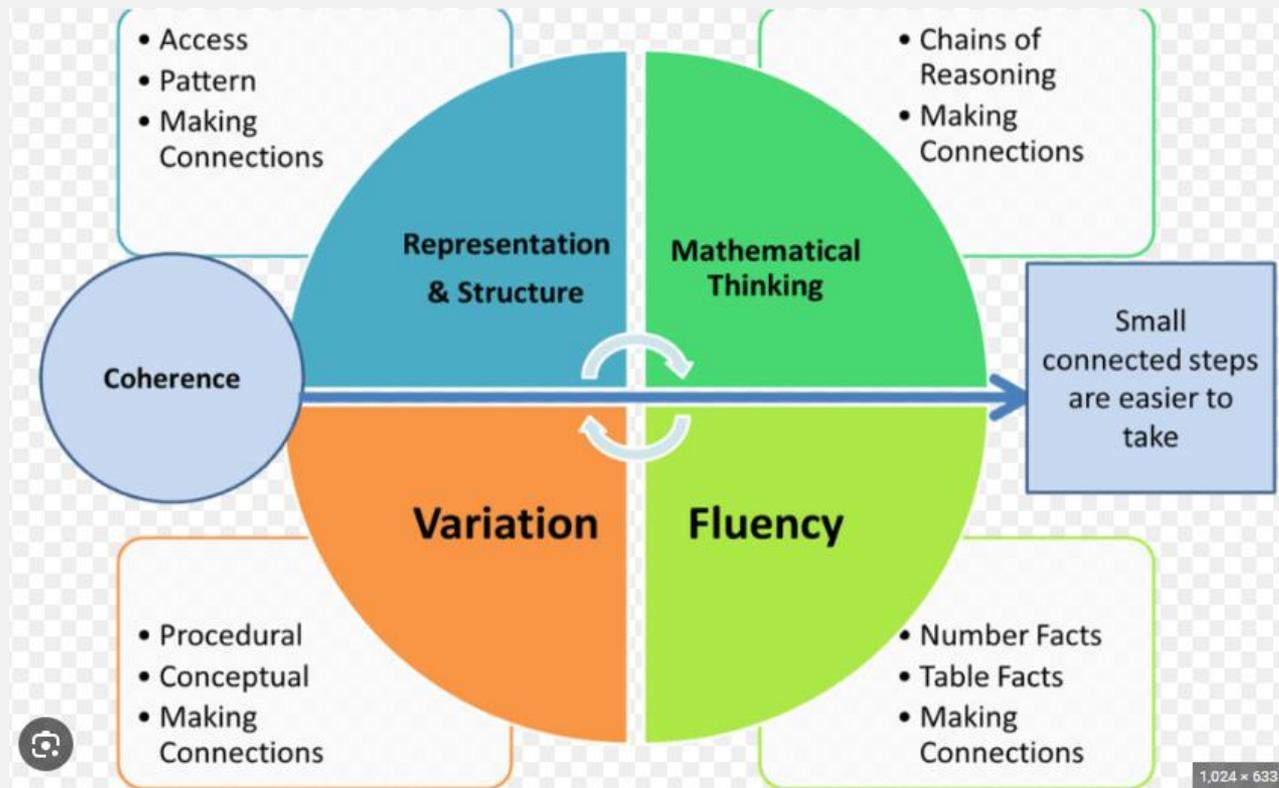
NCETM

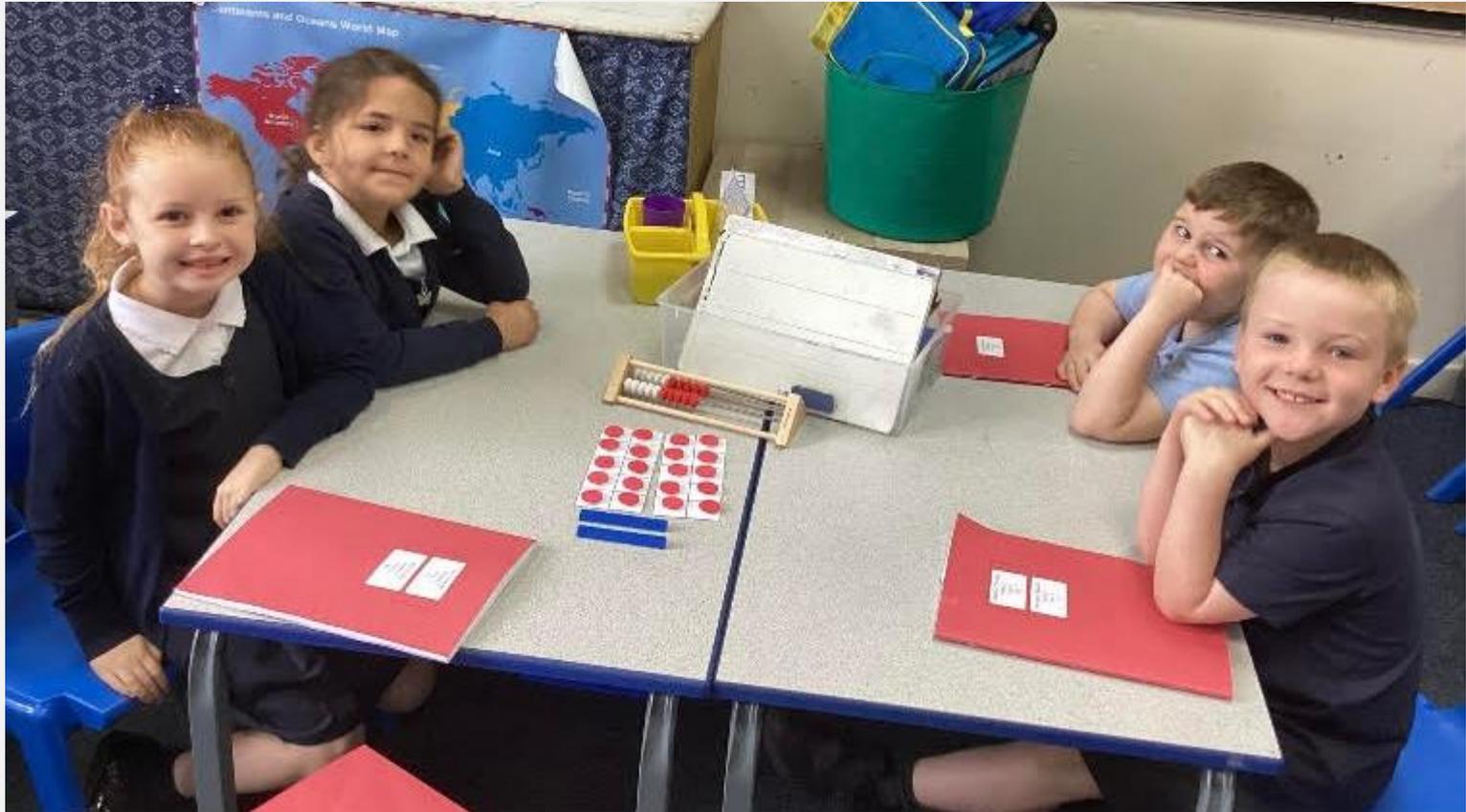
NATIONAL CENTRE FOR EXCELLENCE  
IN THE TEACHING OF MATHEMATICS

At Vernon Park, our teachers are working with the NCETM to become Mastery Specialists so that our pupils can master maths. Teaching for mastery is currently more widespread in primary schools across England, with around 9,000 primary schools engaging with their local Maths Hub, and over 850 primary teachers training as [Mastery Specialists](#).

# The Five Big Ideas

Behind all NCETM work in the field for teaching mastery are Five Big Ideas, all informed by research evidence and classroom experience. The diagram below helps bind these ideas together.





# Y1

<b>Autumn term</b>	<p>Number</p> <p><b>Place value</b> (within 10) FREE TRIAL</p> <p><a href="#">VIEW</a></p>	<p>Number</p> <p><b>Addition and subtraction</b> (within 10)</p> <p><a href="#">VIEW</a></p>	<p>Geometry <b>Shape</b></p> <p><a href="#">VIEW</a></p>	<p>Consolidation</p>			
<b>Spring term</b>	<p>Number</p> <p><b>Place value</b> (within 20)</p> <p><a href="#">VIEW</a></p>	<p>Number</p> <p><b>Addition and subtraction</b> (within 20)</p> <p><a href="#">VIEW</a></p>	<p>Number</p> <p><b>Place value</b> (within 50)</p> <p><a href="#">VIEW</a></p>	<p>Measurement</p> <p><b>Length and height</b></p> <p><a href="#">VIEW</a></p>	<p>Measurement</p> <p><b>Mass and volume</b></p> <p><a href="#">VIEW</a></p>		
<b>Summer term</b>	<p>Number</p> <p><b>Multiplication and division</b></p> <p><a href="#">VIEW</a></p>	<p>Number</p> <p><b>Fractions</b></p> <p><a href="#">VIEW</a></p>	<p>Geometry <b>Position and direction</b></p> <p><a href="#">VIEW</a></p>	<p>Number</p> <p><b>Place value</b> (within 100)</p> <p><a href="#">VIEW</a></p>	<p>Measurement <b>Money</b></p> <p><a href="#">VIEW</a></p>	<p>Measurement</p> <p><b>Time</b></p> <p><a href="#">VIEW</a></p>	<p>Consolidation</p>

## Autumn term

Number

**Place value**  
FREE TRIAL

[VIEW](#)

Number

**Addition and subtraction**

[VIEW](#)

Geometry

**Shape**

[VIEW](#)

## Spring term

Measurement

**Money**

[VIEW](#)

Number

**Multiplication and division**

[VIEW](#)

Measurement

**Length and height**

[VIEW](#)

Measurement

**Mass, capacity and temperature**

[VIEW](#)

## Summer term

Number

**Fractions**

[VIEW](#)

Measurement

**Time**

[VIEW](#)

**Statistics**

[VIEW](#)

Geometry

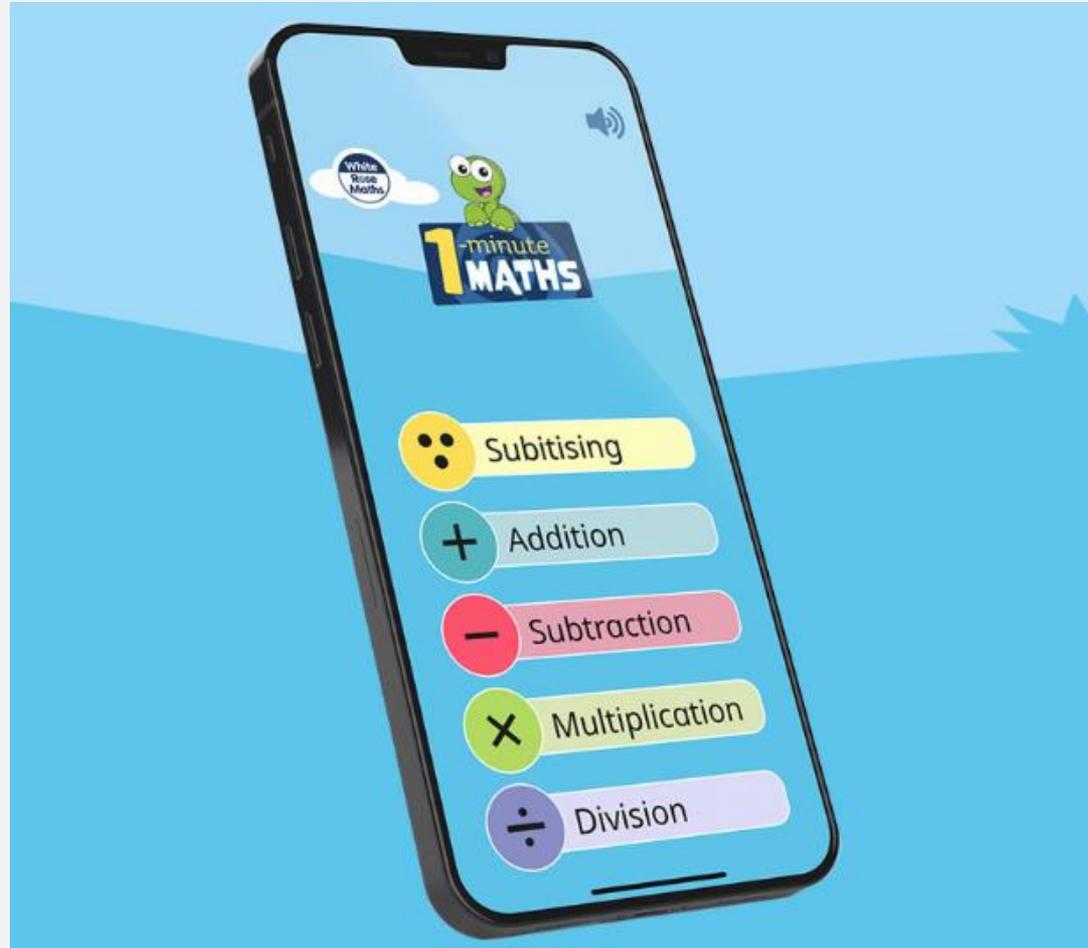
**Position and direction**

[VIEW](#)

Consolidation

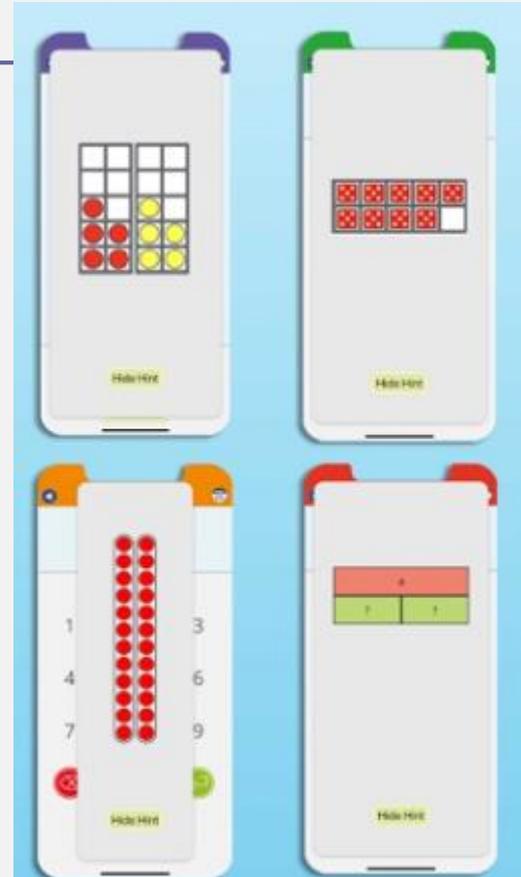
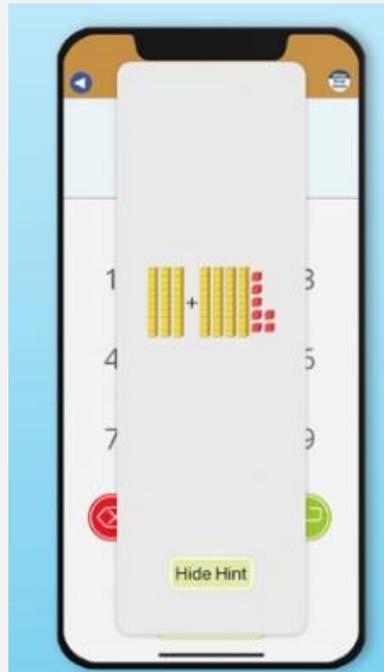
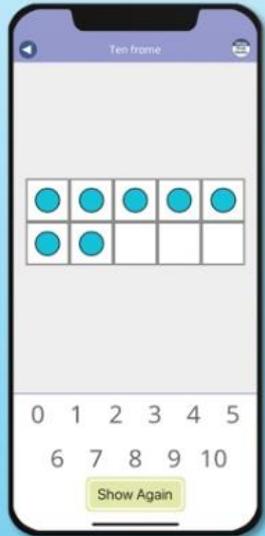
# Free maths app

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# 1-minute MATHS

One minute practice a day can make all the difference.



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# ? Homework

# Homework

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Read 5 times each week.

Phonics sounds and handwriting practise.

Spelling Shed

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? online safety

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In addition to school-led workshops, we are very pleased to offer an online safety workshop with Local Authority lead, Tanya Cross. With the rise in online activity (and a 1000% increase of online safety cases since lockdown) we feel this is an essential opportunity for families to prepare themselves and work together to help keep our school community safe.