
KS1 Parent Information Afternoon

Example timetable

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

School Values

‘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

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



Phonics

Phonics at Vernon Park

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.

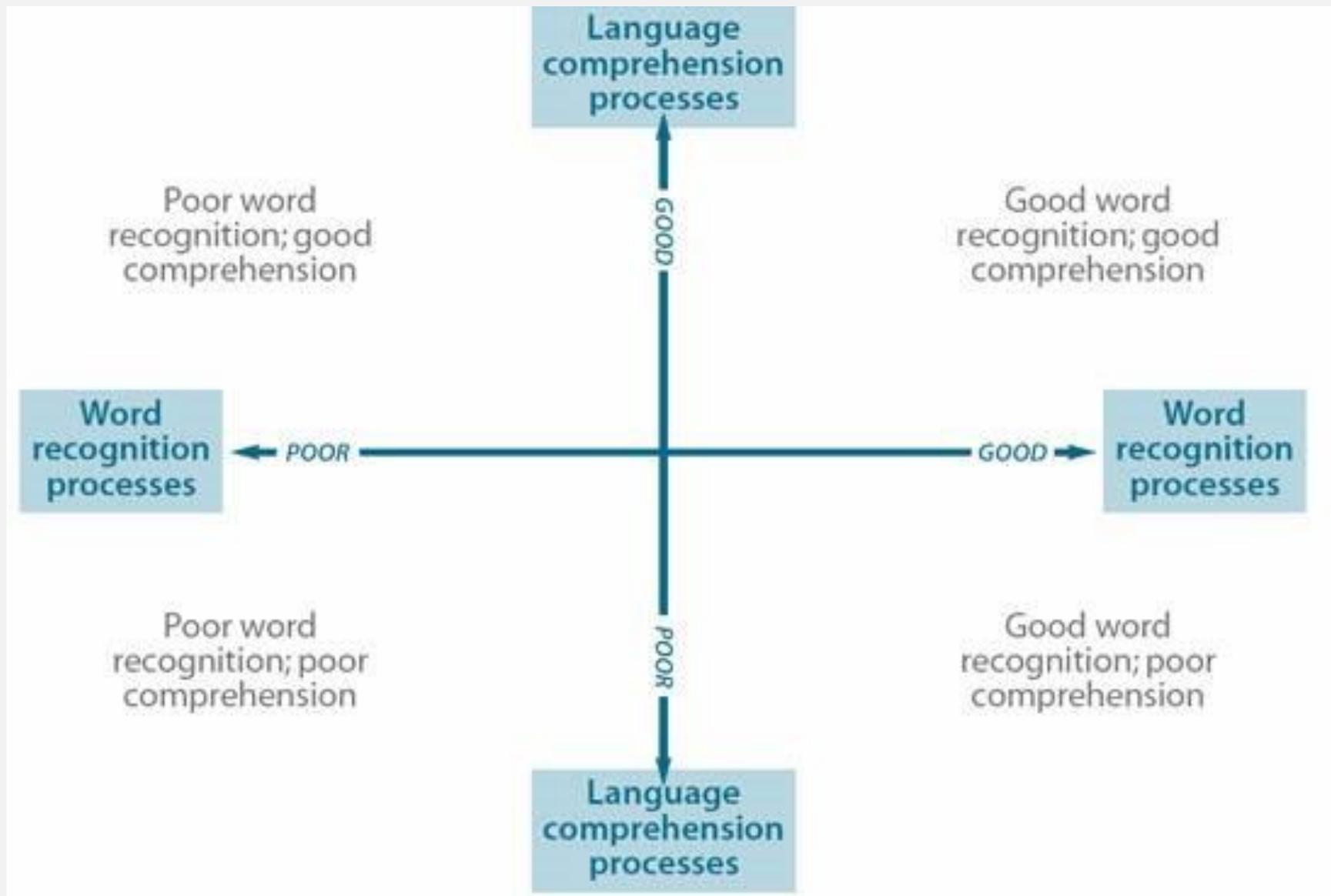
Synthetic phonics is the ability to convert a letter or letter group into sounds that are then blended together into a word.

Phonics in KS1

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 mouse <small>find the mouse</small>	go off and get <small>go off and get</small>
a-e 	i-e 	o-e 	u-e 	aw 
make a cake <small>make a cake</small>	eat and <small>eat and</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 stew <small>chew the stew</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



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



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

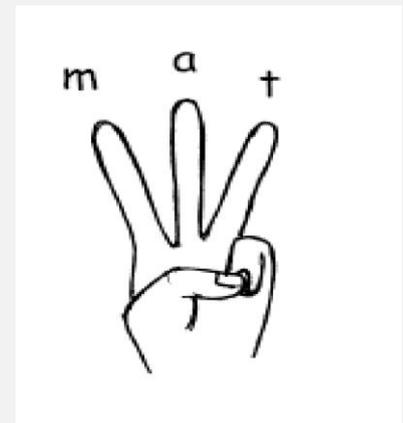


Fred helps children learn to spell as well!

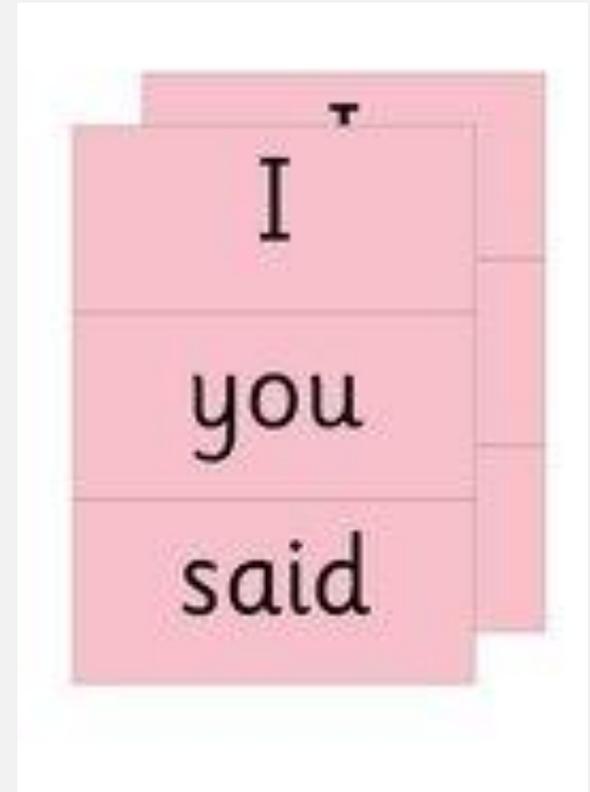
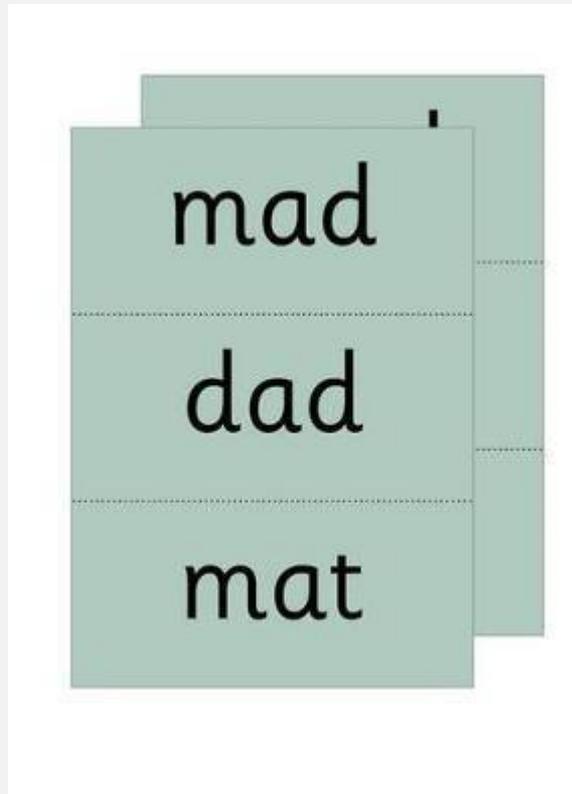
Children convert words into sounds

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

We call this *Fred Fingers*



Green words and red words



Alien words

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

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

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

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?

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!

? Handwriting

Handwriting

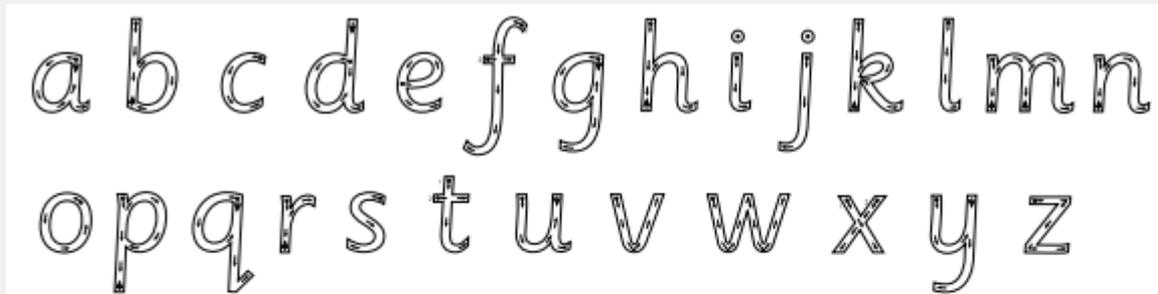
Correct letter formation should become an automatic habit.

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

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

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



Maths

White Rose

Daily lessons in year groups

Maths Mastery



Working with

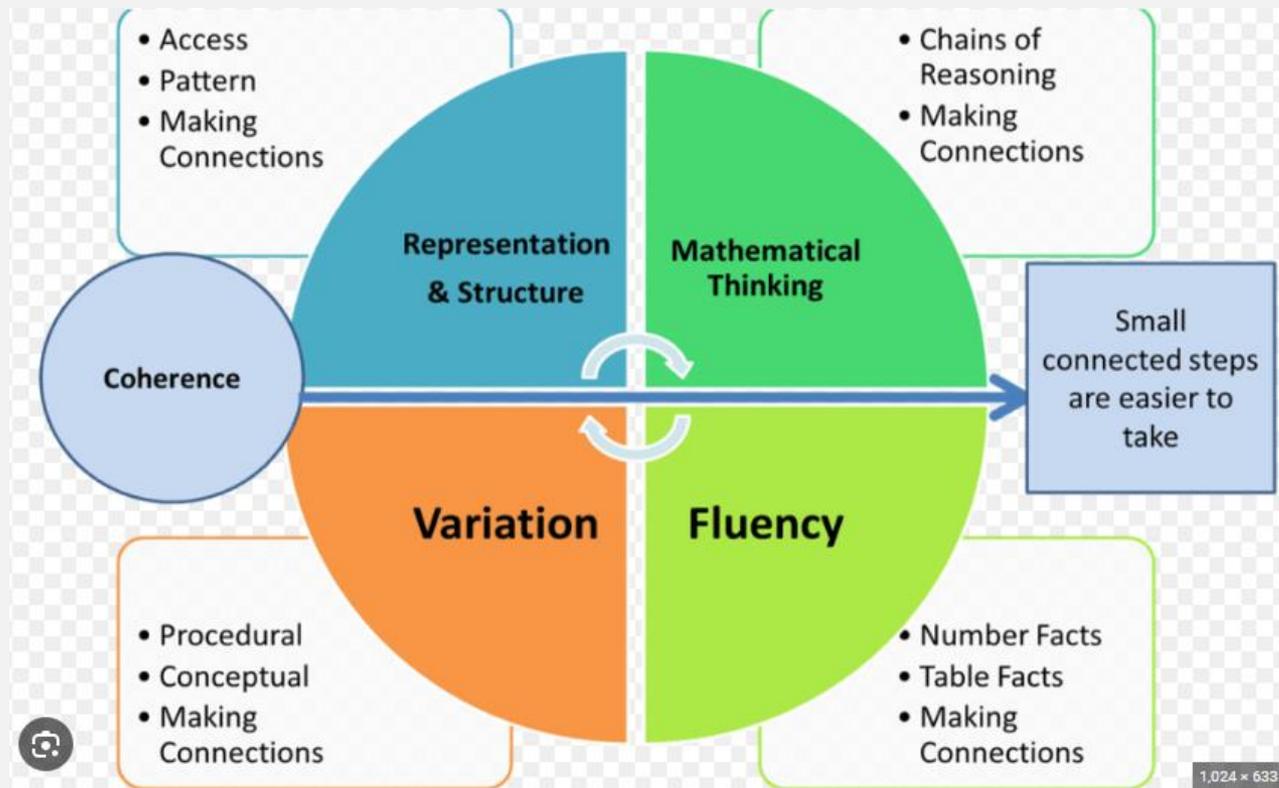
NCETM

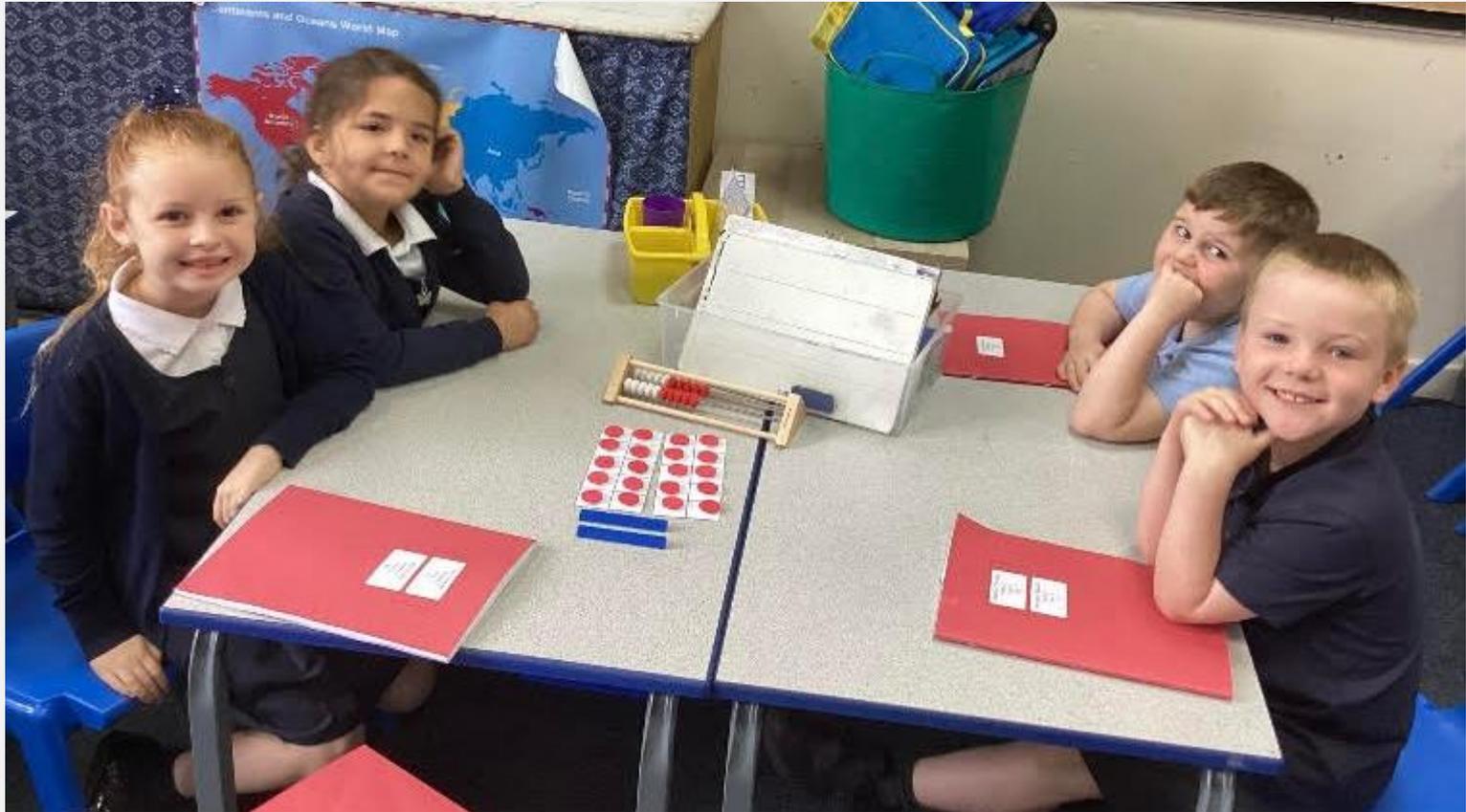
NATIONAL CENTRE FOR EXCELLENCE
IN THE TEACHING OF MATHEMATICS

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

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>

Y2

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](#)

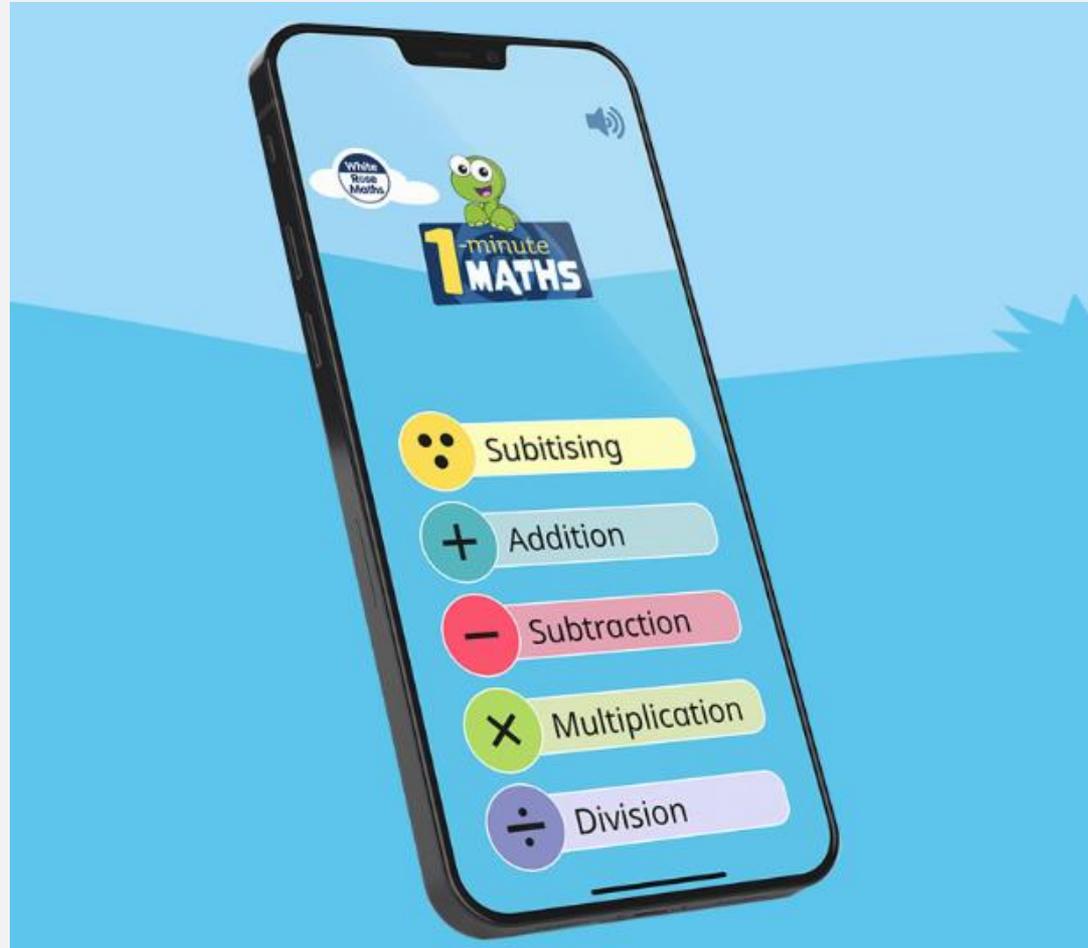
Geometry

Position and direction

[VIEW](#)

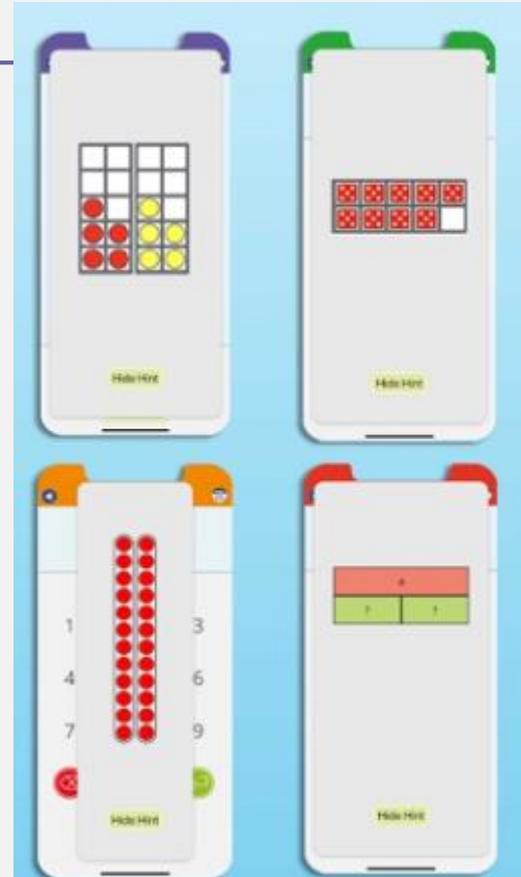
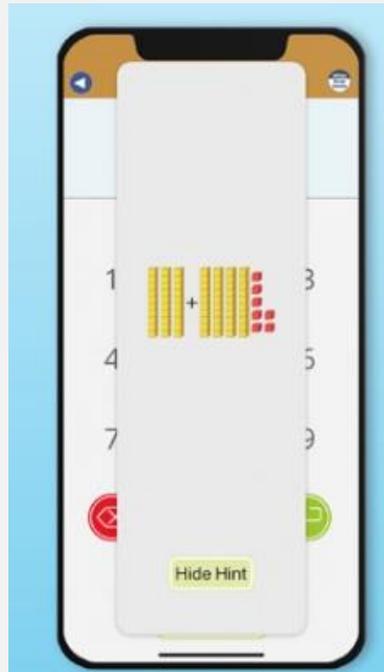
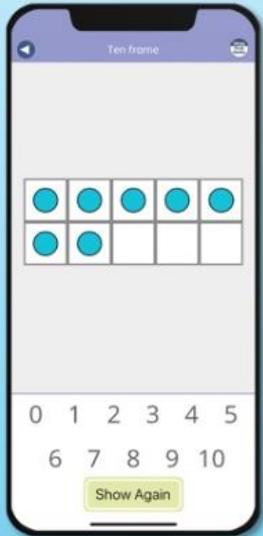
Consolidation

Free maths app



1-minute MATHS

One minute practice a day can make all the difference.



? Homework

Homework

Read 5 times each week.

Phonics sounds and handwriting practise.

Spelling Shed

? online safety

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.