

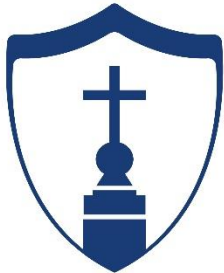


**POULTON ST CHAD'S**  
CHURCH OF ENGLAND  
PRIMARY SCHOOL

**LOVE LEARNING. LOVE GOD. LOVE ONE ANOTHER.**

# Welcome

Diamonds Class  
EYFS and Year 1



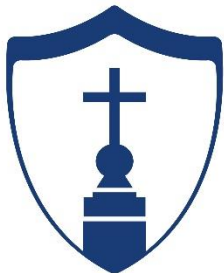
# Welcome to Year

## Staff

Teacher/s: Miss Siddall (Mrs Coulson Tues/  
Weds PM)

Teaching Assistant/s: Miss Eggleston and Mrs  
Yang

Family Support Worker: Mrs Coulson



# Practicalities

- Your child should be wearing summer uniform until half term. If you haven't already done so, please label all of your child's uniform.
- Your child should have a waterproof coat with a hood in school.
- Packed lunch boxes should be labelled. All children should have a named water bottle which contains only water.
- Break times- Fruit is provided free for KS1. KS2 pupils can buy fruit at the Junior Snack Bar (for 20p-40p) and toast is available on a Friday.



# Practicalities continued

- If someone different is picking your child up, please phone the office in advance so that they can inform their class teacher.
- School starts at 8.55am. The gate and classroom doors open at 8.45am. Please drop your child off at the outside door. If your child is late they must enter school via the office and a late form completed by an adult.
- School finishes at 3.15pm.



# Daily timetable in Diamonds

	8.45 – 8.55	9.00 – 9.30		10.05 – 10.25	10.25 – 10.40	10.40 – 11	11 – 11.50	1150 – 1250	1250-1		1- 2.	2-3.15	2.15 – 3.15
MON	Change Book Bags		REGISTRATION	Worship	BREAK	Phonics	English	LUNCH	REGISTRATION	RE	BREAK	PE	
TUE	Worship	Maths		Phonics		English	Art / D&T			Guided Reading			
WED	Change Book Bags			Worship		Phonics	PE			PSHE		Guided Reading/ Handwriting	
THU	Maths			Worship		Phonics	English			Science		Computing	
FRI	Spellings/ Homework			Worship		Phonics	English			History / Geography		Continuous Provision/ Spellings	



# P.E

- In Diamonds Class, your child will have P.E on **Mondays** and **Wednesday**. Please ensure that they come dressed in P.E kit on these days.
- Jewellery must not be worn for PE (earrings must be covered with plasters or taken out by the child)
- Long hair must be tied back during school and all P.E lessons (only plain navy or blue hairbands are acceptable).



# Behaviour

- A copy of our behaviour policy is available on our website.
- It is important that we work together as a partnership and that you understand how behaviour issues are dealt with at school.
- At St Chad's we promote positive behaviour throughout and we have many positive reinforcements in place.
- Children are also chosen for Star Of The Week and Learner Of the Week Awards.
- Our Head Boy and Girl and our Deputy Head Boy and Girl promote positive behaviour.





# Behaviour Continued

- If your child demonstrates poor behaviour in class then they will be given a warning.
- If they have to be spoken to again, then their name will be placed/written on the board.
- If their behaviour issues continue, then they will miss 10 minutes of their playtime.
- If there are issues on the yard or persistent refusals to co-operate , children have 'time out' on the fence.



# Home Learning

- Your child will receive home learning each week for **English** and **Maths**. It is very important that homework is completed and returned on the day requested so that it can be marked and returned with their next homework.
- In Diamonds, spellings are given on a **Friday** and tested the following **Friday**.
- At the start of the year, your child will be issued with login details for **Seesaw** and **Purple Mash**. Please keep these safe and let us know asap if you are having difficulties logging on.
- If you have any problems with accessing technology please let us know straight away.



# Parent Partnership

## Reading

- We expect that your child reads each night. Please sign their new planner as soon as you have listened to them read so that we know whether they are having any difficulties and please send it into school each day.
- Comprehension skills are very important. Please discuss your child's reading book with them and ask quiz questions about the text they have read.
- Our aim is to promote a love of reading!



# Reading

- \* The books are changed twice a week on **Mondays** and **Wednesdays**.
- \* An E-reading book will be provided on a **Friday**.
- \* Your child will have a **Phonics book** and a **Rainbow Read**.
- \* **Phonics Book** – These books are in line with each pupil's phonics knowledge. Your child should be able to read every word by sounding them out.
- \* **Rainbow Read** – A book that could be very challenging for a child to read alone and will need an adult to read some if not most of the book. This a book to encourage reading for pleasure and introduce new vocabulary to your child.

# Expected Outcomes for Year 1 in Reading

## Word Reading

- Sound out words using the phonics taught.
- Read tricky words.
- Read words ending with –s, -es, -ing, -ed, -er, -est.
- Read shortened words (e.g. can't) and understand that the apostrophe is used to show the letter/s that have been missed out (e.g. can not – can't)



# Expected Outcomes for Year 1 in Reading cont.

## Comprehension

- Listen quietly to a book being read aloud.
- Retell familiar stories in their own words.
- Join in with things that the whole class is saying together.
- Say the meanings of some words.
- Check that what has been read makes sense.
- Correct mistakes while reading.
- Predict what could happen next in the story.
- Use existing knowledge to help understand new stories.
- Explain what has been read to them.
- Talk about stories that have been read to them and take turns listening to what others say about them.



# Expected Outcomes for EYFS in Reading/ Writing

## Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

## Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

## Writing

- Write recognisable letters, most of which are correctly formed.
  - Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.



# Expected Outcomes for Year 1 in Writing

## Spelling

- Name the letters of the alphabet in order.
- Use phonics to spell new words.
- Spell tricky words correctly.
- Spell words beginning un- e.g. happy, unhappy.
- Spell words ending –s, -es, -ing, -ed, -er, -est.
- Use some spelling rules.





# Expected Outcomes for Year 1 in Writing cont.

## Handwriting

- Sit at the table and hold my pencil correctly.
- Start and finish letters correctly.
- Form capital letters correctly (e.g. A, B, C).
- Write the numbers 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9.
- Know which letters belong to which handwriting family.

## Composition

- Think of a sentence and say it out loud.
- Write a sentence and check if it makes sense.
- Read writing aloud to others and talk about it.



# Expected Outcomes for Year 1 in Writing cont.

## Vocabulary, Grammar and Punctuation

- Use finger spaces between words.
- Use capital letters at the start of sentences.
- Use full stops at the end of sentences.
- Begin to use question marks (?) and exclamation marks correctly (!).
- Use capital letters for names of people, places, days of the week and the word 'I'.
- Use conjunctions or joining words (e.g. and, but, so)



# Expected Outcomes for Year 1 in Maths

- Read and write numbers to 100 (figures not words).
- Count forwards and backwards to 100 from any number including across 10s boundaries.
- Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols.
- Know all year 1 addition and subtraction number facts fluently including doubles and halves.
- Recognise odd and even numbers.
- Skip count in 2s, 5s and 10s forwards and backwards.
- Recognise and describe common 2d (square, circle, rectangle and triangle) and 3d shapes (cube, sphere, cuboid, pyramid) presented in different orientations.



# Expected Outcomes for EYFS in Maths

## Number

- • Have a deep understanding of number to 10, including the composition of each number.
- • Subitise (recognise quantities without counting) up to 5.
- • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

## Numerical Patterns

- • Verbally count beyond 20, recognising the pattern of the counting system.
- • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally



# Statutory Tests




\* Year 1 Phonics Screening

June 2023



# KS1 Marking Policy

\* Our full marking policy can be found on our website

Symbol	Meaning
A	Objective Achieved
A-	Objective almost Achieved
*	Objective not achieved
	Finger Spaces
CL	Capital Letter
.?!	End Punctuation
	Spelling error
?	Cannot read or does not make sense
	Error
√	Correct
.	Incorrect
√√	Amazing!
→	Next step
VF	Verbal Feedback
I	Independent work

# Reporting to Parents

Autumn Term Parent's Evening-

**Monday 17<sup>th</sup> and Thursday 20<sup>th</sup> October 2022**

Spring Term Parent's Evening-

**Tuesday 7<sup>th</sup> and Thursday 9<sup>th</sup> February 2023**

End of Year Reports

**Friday 14<sup>th</sup> July 2023**



# Open door policy

- St Chad's operates an open door policy. If you have an issue or concern, please discuss it firstly with the class teacher.
- First thing in the morning when the door is opened or when the teacher is seeing the children out at the end of day, is not always the most convenient time to discuss serious concerns.
- You can call the office to make an appointment to see the class teacher or ask for a call back.
- A quick message to the teacher via email is fine. However, we prefer not to communicate via email over serious issues or concerns- these are always best dealt with in person or over the phone.
- In the rare event that the matter cannot be resolved with the teacher, please contact Mrs Bitsakaki.







Thank You  
Any questions?

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