

An abstract graphic design featuring various shapes and patterns. On the left, there's a large light blue shape with a dashed pattern. In the center, a white area with a fine dot pattern is surrounded by purple and blue shapes. On the right, a large purple shape with a wavy pattern is visible. The bottom of the image has a light gray background with thin blue lines forming a grid.

Meet the teachers

Adults



Miss Kinally
Bear class – 1K
KS1 Phase Leader

Mrs Orson
Tiger class – 10

Mrs Khatun
TA

Mrs Dobson
TA

Uniform



- White or blue shirts or polo shirts
- Grey trousers or shorts
- Grey skirt or pinafore dress
- Navy blue sweatshirt or cardigan
- Blue and white candy stripe or check shirts
- Black shoes



PE kit

- White polo shirt/ top
- Blue or black shorts/ blue or black joggers f weather
- Plimsolls or trainers
- Please send your child in on PE days wearir



PE



**Indoor PE –
Tuesday
Outdoor PE –
Wednesday (with**

Please name everything



Lunch

- All children in Year R, 1 and 2 are entitled to free school meals.
- Please check the menu on the website and select what your children will be having for lunch.
- These choices can be made weeks in advance.
- Please ensure you have selected what your child is having for lunch

FOOD FESTIVAL
by Aspens

LUNCHTIME

Autumn Winter 2024-25:
9/9, 30/9, 21/10,
11/11, 2/12,
23/12, 13/1, 3/2

TRADITIONAL
Week 2

THE MAIN EVENT
Chicken Meatballs in Tomato Sauce with Rice

MEAT-FREE MAGIC Veggie Dish
BBQ and Sweetcorn Pizza Slice

RAINBOW ALLEY Vegetables and Salads
Wholegrain Pasta Salad and Green salad

BIG TOPPING Filled Jockels
Beans, Cheese

DESSERT TROLLEY
Toffee Apple Sponge and Custard

Monday

Tuesday

Wednesday

Thursday

Friday

DAILY SALAD BOWL
FRESHLY BAKED BREAD,
YOGHURTS AND CUT FRUIT
AVAILABLE DAILY

DAILY SANDWICHES AVAILABLE

PASTA TWIRLER
AVAILABLE EVERY DAY
Topped Pasta
Hot Pasta topped with Homemade Tomato Sauce & Cheese

T1

Birthdays

In class we will support with...





Toys



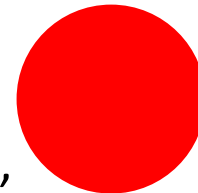
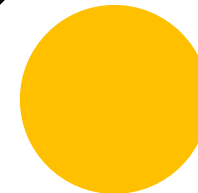
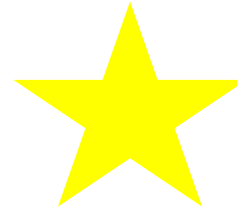
Behaviour

In Bear class,

- We will always sit in Bear position 
- We will listen to who is talking 
- We will put our hand up when we want to talk 
- We will always try our best 
- We will be kind to everyone 
- We will look after our school and planet 

If positive choices are not being made, the child will complete their work in the phase leader's classroom. The phase

Verbal warning
given



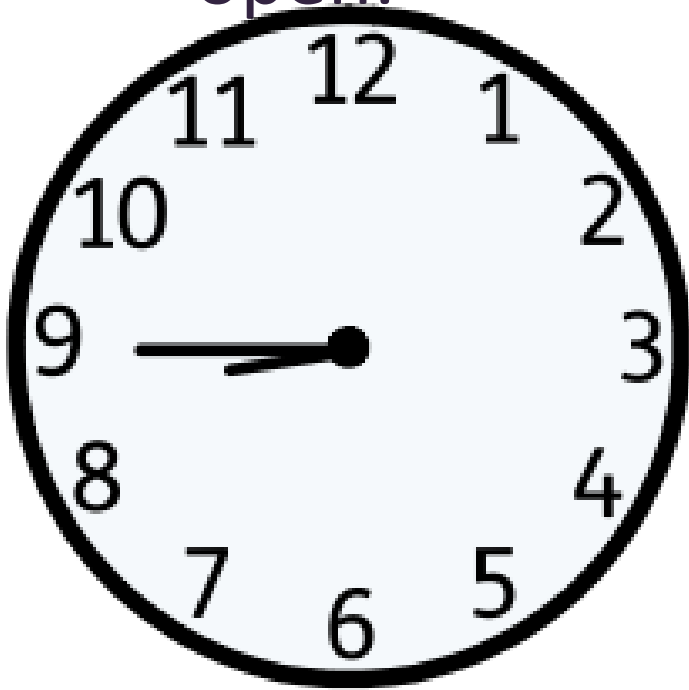
Children demonstrating excellent kindness, helpful behaviour and increasing resilience and effort will move onto the superstar. Every child will start on the green in the morning and after lunch.

Name will move down as a visual prompt to make positive choices & change the behaviour.

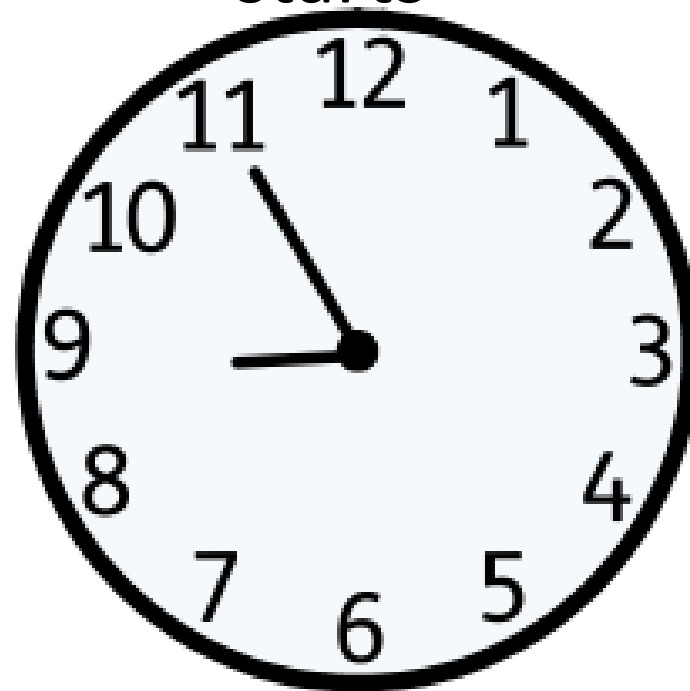
Name will move down and the child will go to the other class for 5 minutes to reflect. Restorative conversation will occur with their teacher. The class teacher will

The school day

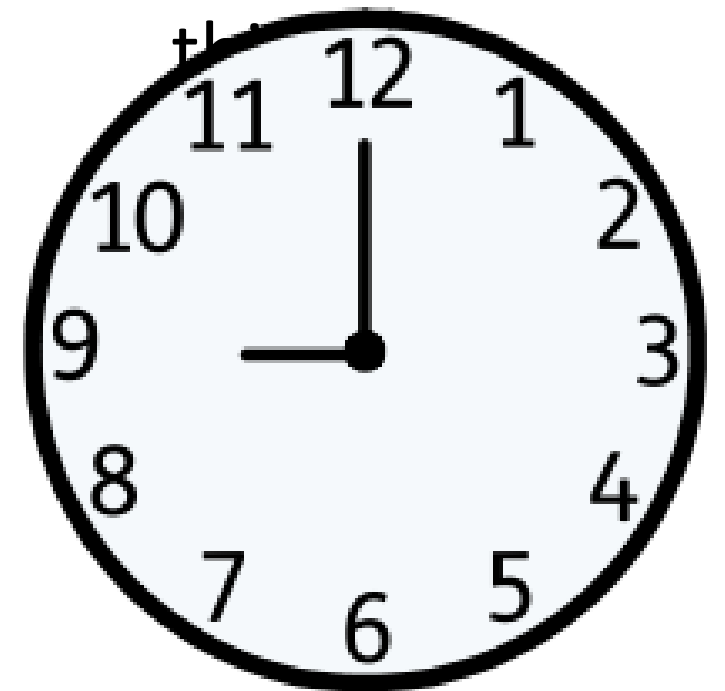
Gates
open:



School officially
starts



Registers close –
marked late after



Home time

3:30

After all of the children have been sent to their adults, this is a perfect time to talk to us about anything!

If you are late, your child will be taken to the office for collection. Please contact the

**Tiger
Class**

**Bear
Class**



Structure of the week

- Monday: singing assembly, Wednesday: assembly and Friday: celebration assembly

- Phonics will take place every day from 1:00 pm (30 minutes)

- Handwriting will take place daily

- Maths and English 4 times a week

- 3 guided reading sessions a week

- Foundation subject in the afternoon

- Discovery time will still happen, but this may not be daily

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

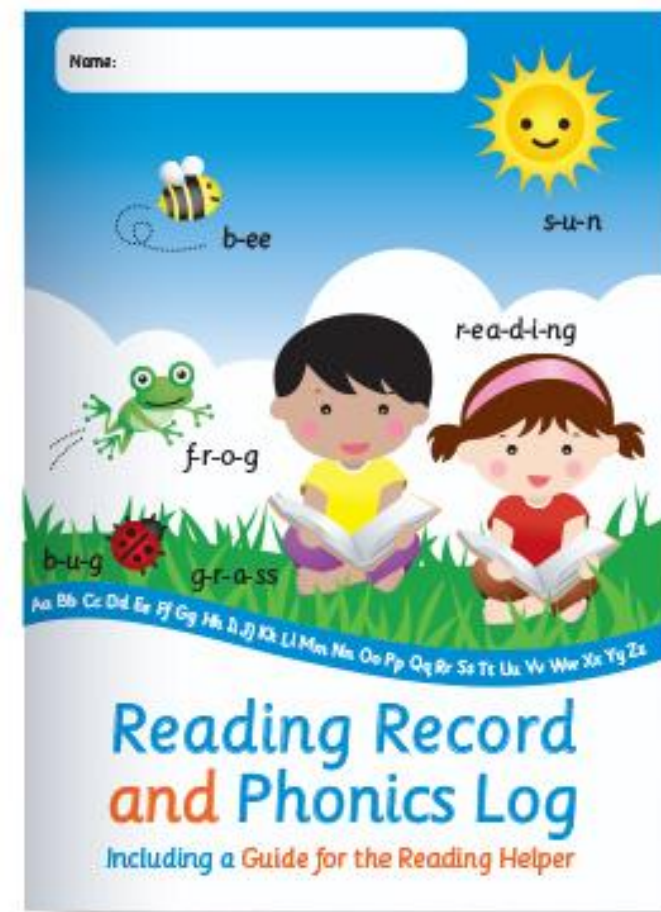
Reading

- Read with your child at least **3 times a week**
- Record any reading in the reading record.
- Encourage your child to sound out and blend if they find it challenging. Progress to whisper blend and to blend in their heads.
- Ensure your child brings their bag with their reading book and record **every day.**
- If the guided reading book is not returned, you will be asked to purchase a replacement book



Reading records

- Every time you read with your child, record it in the record.
- In Year 1, your child still needs the support of an adult to read. This is so you can encourage them to read fluently, support them with the meaning of words, and ask them questions to check their understanding.



Teacher feedback in the reading record

Today your child received a new book and read with an adult.

The focus was: **Decoding**.

Your child...

Can recognise and read phase 4 sounds and words.

Please practise sweepin at home.



Session 1

The reading focus today was: **Prosody**.

Fluency

- Sounding out aloud
- Sounding out in head
- No sounding out

Pace

- Slow
- Developing
- Good

Expression

- Limited expression
- Developing expression
- Good expression



Session 2

The reading focus today was: **Comprehension**.

Question type:

- Vocabulary
- Explanation
- Inference
- Retrieval
- Prediction
- Sequence

I answered my questions:

- Independently
- With support

Session 3



Reading rainbow

- We will check the children's reading records each week.
- Children who have read 3 times at home will be house points and they will move up a step on the reading challenge.
- Children reaching the top of the challenge by the end of each half term will be given a prize.



Phonics support



Little Wandle - Letters and Sounds Year 1 Phonics Home Learning

Phase 3 & 4 (review) / Phase 5 - Autumn 1 Week 1
Focus - Review Phase 3 phonemes



Phase 2 sounds taught in
Reception Autumn 1



Phase 2 sounds taught in
Reception Autumn 2



Phase 3 sounds taught in
Reception Spring 1



How to say Phase 5 sounds

Please support your child to practise and reinforce the phonemes and graphemes we are learning in school. More information and support can be found on the Little Wandle website - <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Phonemes we will be focusing on this week in school -

ai	ee	igh	oa
oo	ar	or	ur
oo	ow	oi	ear

We will be reading and writing words. Can you see this week's focus phonemes?

tail	feel	right	road
food	bar	born	surf
down	join	near	soap

We will be reading and writing sentences. Can you spot any tricky words? Can you see this week's focus phonemes? Can you read these sentences fluently?

The toads feel so cool.

The boot on my right foot is too hard.

I can see foxes in the car lights.

We can go down to the town on the bus.

How to say the Phase 5 sounds
At Phase 5, children learn alternative graphemes for sounds introduced in Phases 2 and 3.

Grapheme and sound	Presentation phase	Phase 5 Grapheme
s	Show your teeth and let the S his out S S S S S	c sh gh se sc
n	Open your lips a little, put your tongue behind your teeth and make the NNNN sound NNNN	en gn
m	Put your lips together and make the MMMM sound MMMMMM	em
c	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say CCE	ch
r	Show the your teeth to make a RRR sound RRR	rr
f	Open your lips a little, put your teeth on your bottom lip and push the air out to make the sound FFF FFF	ff
t	Open your mouth a little, put your tongue up to the top of your mouth, behind your teeth, and press TTT	tt st
j	Produce your lip and show your teeth, use your tongue to your teeth JJJ	jj ggn gp
w	Put your teeth against your bottom lip and make a buzzing sound WWW WWW	ww

Year 1 sounds

Download a guide to how children are taught to say their sounds in Year 1.

[Download](#)

Maths support



Bulletins & Overviews

Subject Information
Booklets

**Maths - Progression of
Skills**

Phonics

Maths support

Home → Curriculum → Maths - Progression of Skills

Maths - Progression of Skills

Please find to the right (under the 'Also in this section' menu) links to YouTube playlists containing video explanations as to how we teach your children the four operations of Addition, Subtraction, Multiplication and Division.

You may find these useful when supporting your children at home.

You will also find attached documents containing written information relating to the progression of skills in Maths.

Addition

PDF File



Mental Calculation

PDF File



Fractions

PDF File



Shape

PDF File



Division

PDF File



Subtraction

PDF File



Multiplication

PDF File



Also in this section

Early Years

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Year 1

By the end of the year I can...

- I know my number bonds to 20
- add one – digit and two - digit numbers to 20
- solve one step problems using addition
- solve missing number problems up to 20

Additional support

To support children in Year 1 we use **concrete apparatus** with a focus on numbers from **1-20**. We get children to move objects to support their addition. We then progress onto **concrete tens frame**. Once confident, we progress onto **pictorial** support with children counting pictures to add together.

Core methods

In Year 1 we start with a **concrete apparatus** of tens frames with children physically moving counters. We then progress on to counters and numicon before introducing addition on a number line. First, we provide a concrete number line so that children can use their fingers to add on. We then progress onto **pictorial** with writing on a given structured number line, before finally being able to independently draw and write our own to support our addition with a focus of numbers from **1-40**.

Beyond expectations

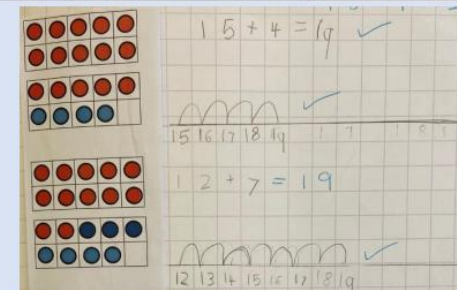
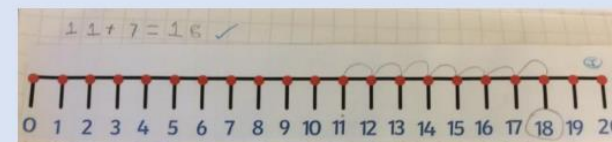
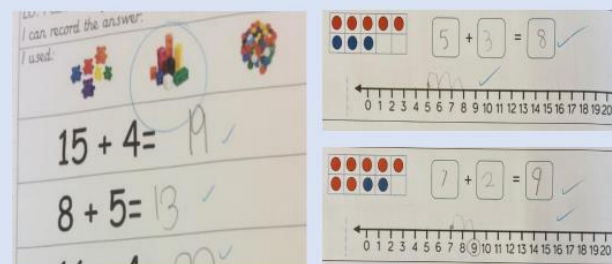
To challenge our children we provide blank number lines, as well as using numbers **up to 100**. We can further challenge our higher attaining children by adding in 2s and 10s.



add together altogether more equal

Year 1

Children's work



Homework & spellings

- Prior to receiving homework and spellings in January, the focus is on recognising phonics sounds, reading at home and learning to read and write the tricky words (common exception words)
- Homework & Spelling will be sent out **after** Christmas
- Children will have 1 piece of homework a week
- We will expect this back by Wednesday
- Spelling will be given out on Fridays and the children will be tested the following Friday



How to help at home

- Read with your child at least **3 times a week**
- Practice reading and spelling the year 1 common exception words
- Practice weekly spellings
- Write sentences with capital letters, full stops and finger spaces
- Practice learning number bonds to 10 and eventually 20
- Practice counting forwards and backwards
- Practice counting in 2s, 5s and 10s

Contact the school

Step 1 – contact the class teacher

1K@portswoodpri.org.uk and 1O@portswoodpri.org.uk

Step 2 – contact the phase leader – Miss Kinally

1K@portswoodpri.org.uk

OR

Contact school office

info@portswoodpri.org.uk



**Any
questions
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