



Parent meeting
Monday 8th September 2025



Our School Values

Be Kind.

Be Brilliant.

Have an **I can** attitude.



I can show pride in everything I do.



I can be polite and show respect to others.



I can be a good listener.



Our Team



Our teachers are Miss Henson and Miss Wright.

Our Senior Teaching Assistant is Mrs Barker – she also teaches each class.

Our Learning Support Assistants are Mrs Ellis, Miss Lloyd-Bithell and Miss Milner. They work across both classes.

Communication

Messages may be sent to your child's class teacher via ARBOR and by email - please regularly check your junk folder in case some slip through the net. The office staff operate with discretion and confidentiality and will pass messages to the appropriate teaching staff.



If you wish to arrange a meeting with a class teacher, please message on Arbor or speak to Mrs Robinson and Mrs Healey.

Staff members will be on the doors at the start of the school day and dismissal.

Parents evening

Parents evening will take place on Tuesday 14th October and Thursday 16th October. Further details will be sent nearer the time.





Gold Tokens

Showing an “I can”
attitude in lessons and
around school.



Blue (Ocean) Tokens

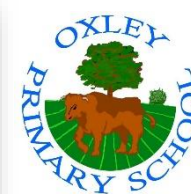
Being Brilliant and Kind at
lunchtimes.



Green Tokens

Green Cards & exceptional
effort and behaviour.

Oxley Rewards



Every year, each house votes on a charity. They work together to create events to fund raise.

Oxley Houses



Our Library



The School Day



- Register / wake and shake
- Whole class lesson
- Independent choosing time
- Assembly/break
- Whole class lesson
- Independent choosing time
- Lunch
- Whole class lesson
- Independent choosing time
- Story time
- Home time

Registration

Children can arrive between 8.35 and 8.45. gates are closed promptly at 8.45 ready for registration.

Assemblies

Whole School assemblies take place at **10:15am** every day and are taken by members from the teaching team. Our Oxley **#Starsoftheweek** celebration and **#sportspersonoftheweek** assembly is held on Fridays.

The logo for Oxley Primary School is circular. It features a green tree and a brown cow standing in a green field. The words "OXLEY" and "PRIMARY SCHOOL" are written in blue capital letters around the top and bottom of the circle, respectively.

	08:45-09:00	09:00 – 10:15		10:15 – 10:30	10:30 – 10:45	10:45 - 11:00	11:00 - 11.45	11.45 - 12	12:00 – 13:15	13:15 - 13:25	13:25 – 13:45	13:30 – 15:00	15:00-15:15		
Monday	Registration/ morning reading	Phonics	Continuous Provision		Assembly DC	Playtime	Maths whole class	Maths guided groups Continuous Provision		Lunch	Registration / Story	Whole class input (Topic)	Continuous Provision Topic Guided groups	Story	
Tuesday		Phonics	Maths whole class	Maths guided groups Continuous Provision	Assembly Rota		Literacy whole class	Literacy guided groups Continuous Provision				PE		PSHE	
Wednesday		Phonics	Maths whole class	Maths guided groups Continuous Provision	Assembly Nicola R		Literacy whole class	Literacy guided groups Continuous Provision				Whole class input (Topic)	Continuous Provision Topic Guided groups		Story
Thursday		Phonics	Maths whole class	Maths guided groups Continuous Provision	Assembly Singing- LW		Literacy whole class	Literacy guided groups Continuous Provision				Whole class input (PSHE)	Continuous Provision Topic Guided groups		Story
Friday		Phonics	Literacy whole class Continuous Provision		Assembly (Star of the week) DC		Outdoor Learning Library		Funky Fingers			Music		Story	

Phonics



Our school uses the:

Oxford Reading Tree Floppy's Phonics programme

**By Oxford University Press
and Debbie Hepplewhite**



Phonics

Daily phonics session

- Review sounds already taught
- Teach new sound / grapheme
- Practise handwriting and reading words with new sound
- Apply – write new sound within a word or sentence

























Children are grouped according to their level

The children are assessed regularly

One of their reading books will be matched to phonics level

Level 1+

Floppy's Phonics

s  sun	a  apple	t  teddy	p  pan
i  insect	n  net	m  man	d  dog
g  gate	o  octopus	c  cat	k  key
-ck  duck	e  egg	u  umbrella	r  rabbit
h  hat	b  bone	f  fish	-ff  cuff
l  lion	-ll  hill	-le  bottle	-ss  dress

Phonics



How can you help?




















Using pure sounds

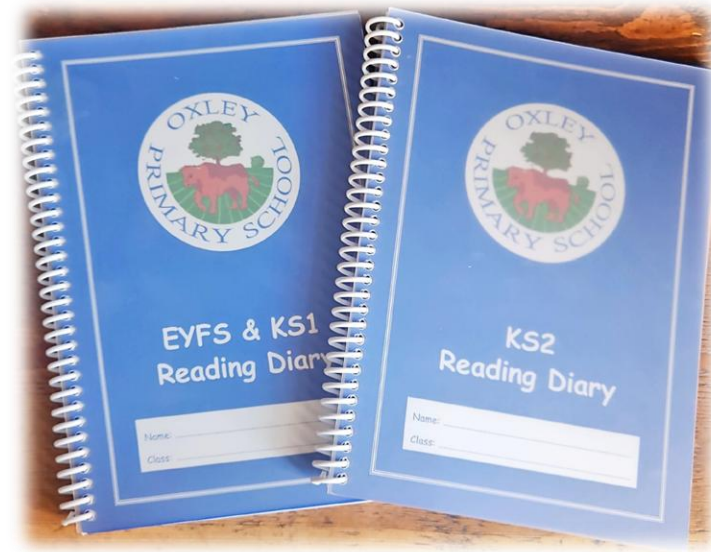


Use pictures matched to each sound as a prompt if your child can't remember the sounds. These are in the reading diaries.

Level 3



ai  aim	ee  eel	-igh  knight	oa  goat
-oo  cook	oo  spoon	ar  arm	or  fork
ur  purse	ow  owl	oi  oil can	ear  ear
air  hair	-er  builder	er  herbs	-ue  rescue
-ue  glue	-ure  pure	-ture  picture	



Our Oxley expectations are that our children read a *minimum* of three times a week.

- The children have 2 reading books a week.
- One is a phonics book for them to read themselves. The other may need to be shared together.
- For every two reads at home the children get a tick on their Quest board. The further they travel round the board, the more rewards they will achieve. At the end of the game, they will choose a brand new book to take home.

Reading matters

Reading

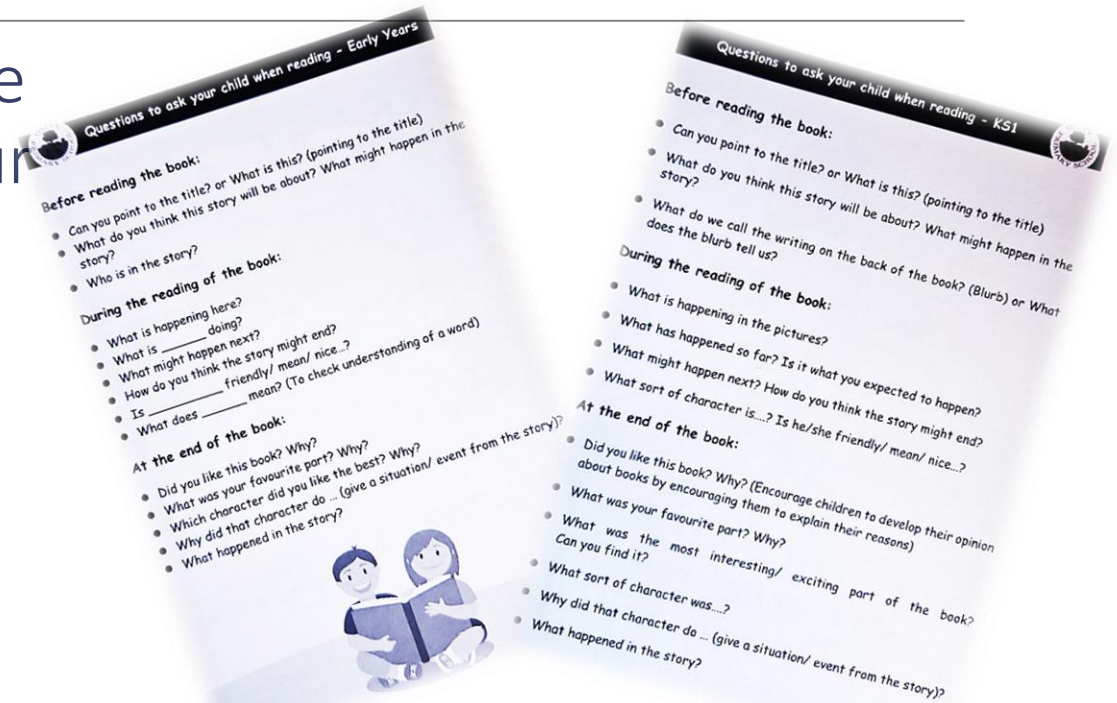


How can you help?

You play an enormous part in fostering a love of books and an enjoyment of reading in your children.

Conversations and key questions will help when reading with your child.

There are some questions to support in the reading diary.



Reading in Year 1



We begin every day with reading. This may be sharing a book, ordering pictures listening to a story. This creates a calming start whilst developing skills.

Reading takes many forms: poetry, novels, fiction and non-fiction comprehensions, films, song lyrics and pictures.

The children learn a skill throughout the week and are given opportunities to apply this skill to different situations.

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise



Reading Questions

Types of questions vary.

For example: EYFS may work on visualisation to comprehend the text and 'draw what they see' whilst Year 1 (who have learnt this skill) may work on questions that require a longer written response.

What is the setting?

What happened on
that page you have
just read?

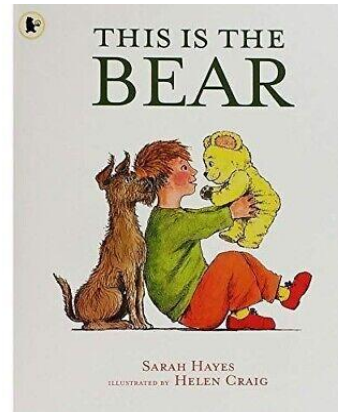
How is the character
feeling? How do you
know?

Who are the
characters?

What will happen
next? Why do you
think that?

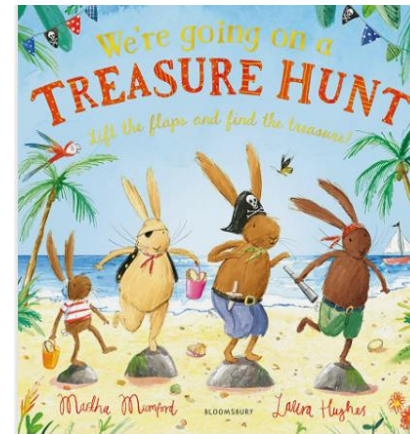
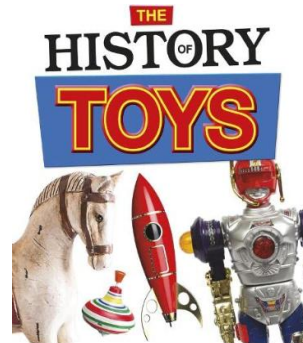
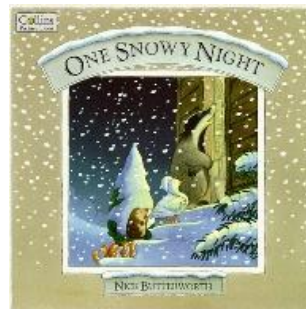
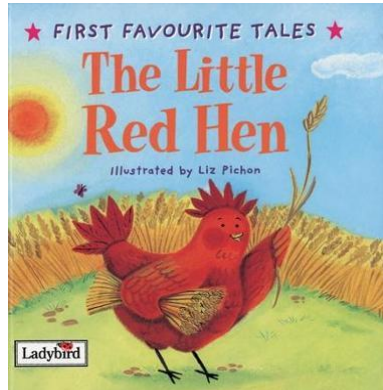
Is this telling a story
or giving information?

Literacy: Novel Study



Writing is taught through novels where we also combine skills of phonics, grammar and reading.

The children are taught various genres of fiction and non-fiction writing and are given opportunities to develop their own writing and independence.



Grammar in Year 1

1. What nouns can you see?	2. What verbs have been used?	3. What punctuation have I missed?
4. What determiners do you see?	a black dog jumped in the muddy puddle	5. What preposition has been used?
6. How many adjectives do you see?		

Grammar is taught every day at the start of an English lesson. This will recap taught skills and allow for consolidation of prior knowledge.

There are also discrete lessons to focus on certain aspects.

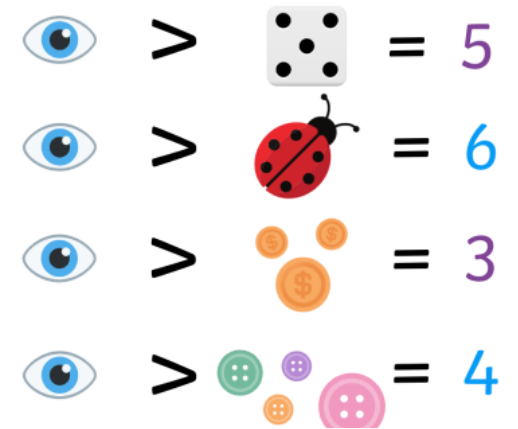
Types of questions vary. The children need to be able to identify grammatical aspects such as verbs, nouns, adjectives etc. However, they also need to be able to identify sentence types and missing punctuation by the end of year 1.

Maths



- We take a Mastery approach following the Mastering Number programme for EYFS and White Rose for Year 1.
- We spend a great deal of time securing subitising, counting, place value, calculating with numbers the children are comfortable with
- Shape and pattern and Measures including time, length, weight, capacity are also covered.

Subitising



Maths

EYFS

Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5
Focus	Subitising	Counting, ordinality and cardinality	Composition	Subitising	Comparison
Set 1	Subitising within 3	Focus on counting skills	Explore how all numbers are made of 1s Focus on composition of 3 and 4	Subitise objects and sounds	Comparison of sets - 'just by looking' Use the language of comparison: <i>more than</i> and <i>fewer than</i>
Autumn 2	Week 6	Week 7	Week 8	Week 9	Week 10
Focus	Counting, ordinality and cardinality	Comparison	Composition	Composition	Counting, ordinality and cardinality
Set 2	Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5	Comparison of sets - by matching Use the language of comparison: <i>more than</i> , <i>fewer than</i> , <i>an equal number</i>	Explore the concept of 'whole' and 'part'	Focus on the composition of 3, 4 and 5	Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20

Year 1

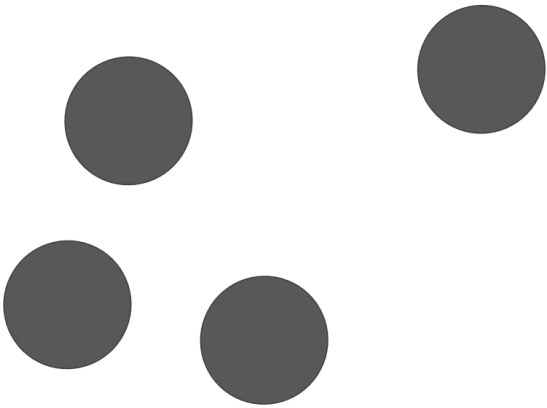
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value (within 10) FREE TRIAL VIEW					Number Addition and subtraction (within 10) VIEW					Geometry Shape VIEW	Consolidation
Spring term	Number Place value (within 20) VIEW		Number Addition and subtraction (within 20) VIEW			Number Place value (within 50) VIEW		Measurement Length and height VIEW		Measurement Mass and volume VIEW		
Summer term	Number Multiplication and division VIEW			Number Fractions VIEW		Geometry Position and direction VIEW	Number Place value (within 100) VIEW		Measurement Money VIEW	Measurement Time VIEW		Consolidation

Maths questions

Types of questions vary. For example: We focus on securing understanding to 10 in EYFS and to 100 in Y1. The children will not be accelerated onto new curriculum content before they are secure.

EYFS example

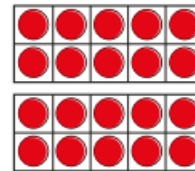
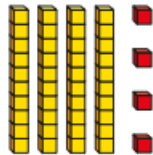
*What do you see?
How do you see it?*



Year 1 example

Write $<$, $>$ or $=$ in each circle.

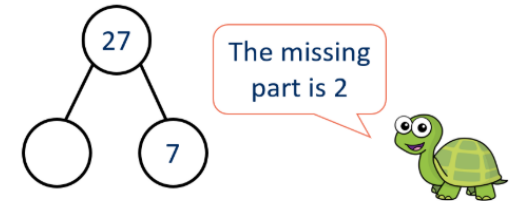
24




3 tens and 14 ones



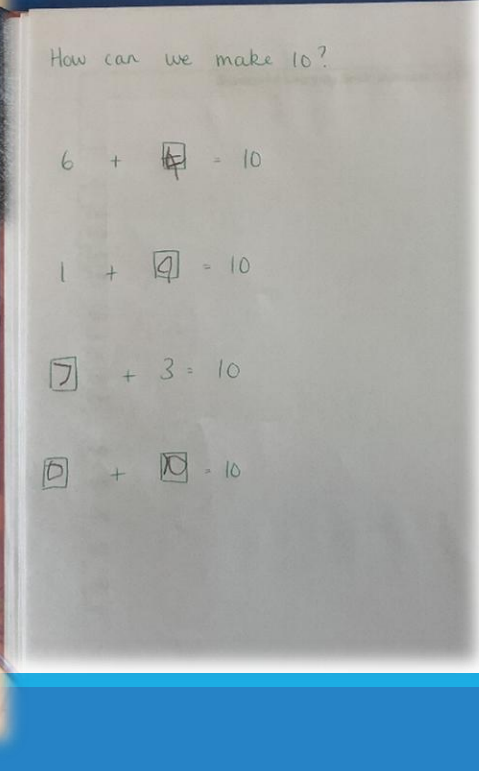
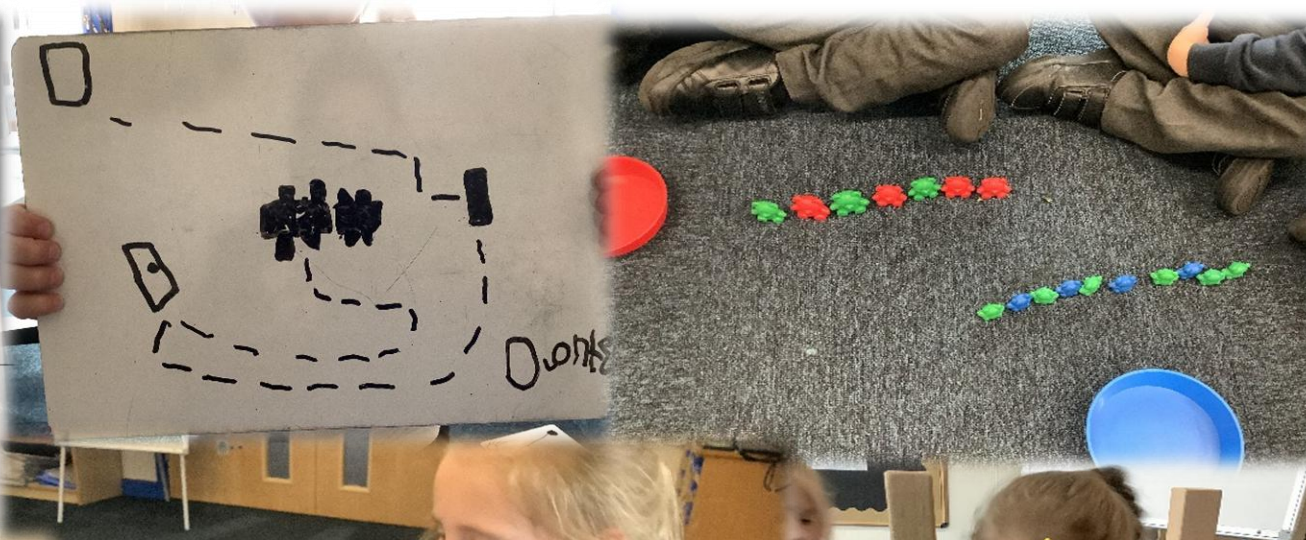
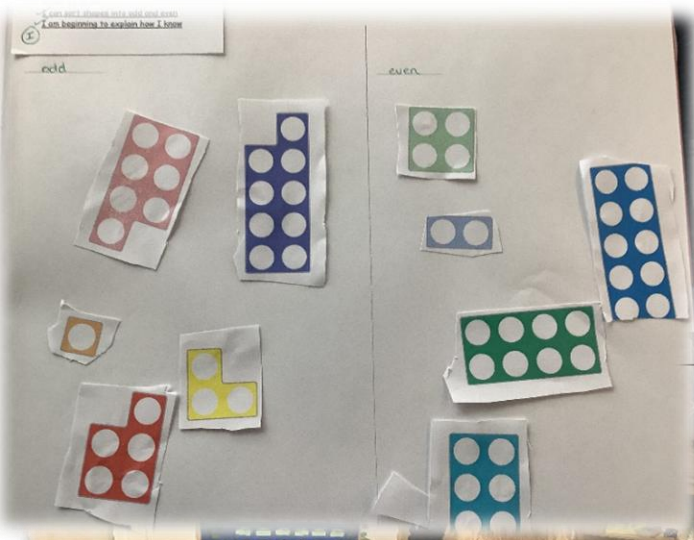
An example of a reasoning question so the children can apply their knowledge.



Have a think 

Do you agree with Tiny?

I agree/disagree with Tiny because...



Maths

How can you help?

There are many ways you can help your child with their maths...

- Talk about numbers you can see to and from school – which is the largest/ smallest?
- Practise recognising numbers in the environment such as birthday cards; house numbers; prices in shops
- Look at door numbers – are they odd or even?
- Use the language of amounts...do you have more or fewer?
- Share stories about numbers or sizes.
- Count small groups of objects
- Practise counting to 10
- Sing number rhymes or songs
- Naming shapes of real life objects
- Make collections...can you find me 3 stones; 5 leaves etc
- You could watch *Numberblocks* on CBeebies iPlayer and talk about what is happening in the episode. They have online games to play too
- Complete jigsaw puzzles
- Build with blocks
- Look at, share and talk about maps

Foundation subjects



We learn through a variety of exciting project and topic based themes on a two-year cycle.

These are this year's themes:

- What is it like to be me?
- What happens in Autumn?
- What makes cold places cold?
- What is a castle and what will I find there?
- What will I find in the sea?
- How have toys changed over time?

Subject	Unit 1 What is it like to be me?	Unit 2 What happens in Autumn?	Unit 3 What makes cold places cold?	Unit 4 What is a castle and what will I find there?	Unit 5 What will I find in the sea?	Unit 6 How have toys changed over time?
Understanding the World (Science)	FS: My body Y1: The Human Body	Seasonal changes Autumn	Seasonal changes Winter	FS: Natural World Y1: Plants and animals	Seasonal changes Spr/Sum Y1: Living things and their habitats	Materials
Understanding the World (History/Geography)	Family History – then/now		Contrasting location - a cold place		The UK and its seas	History of toys-timelines
Understanding the World (RE)	F6 What times/stories are special and why?		1.3 Why does Christmas matter to Christians?	F3 Why is Easter special to Christians?		1.2 Who do Christians say made the world? Include 1.9 How should we care for the world and for others, and why does it matter?
PSED Penguins	Myself & My Relationships Beginning and Belonging		Citizenship Me and My World	Healthy and Safer Lifestyles Healthy Lifestyles	Myself & My Relationships My Emotions	Healthy & Safer Lifestyles My body and growing up
PSHE Koalas	Friends and Family	Working Together	Healthy Lifestyles	Rights and Responsibilities	Managing Change	RSE
Expressive Arts and Design (Music)	Pulse		Rhythm	Pitch		Technology, Structure and Form
Expressive Arts and Design (Art/DT)	Art - Self portraits – drawing and in 3d (vegetable faces)	DT - Autumn Textiles	Art - Night time collage -wax resist	DT – building castles	Art – exploring watercolours	DT – Teddy Bear's Picnic
Computing	iPads – take and edit photos		iPads – programming e-Safety		Laptops – mouse skills – click, drag, drop Creating digital content - drawing	
Gross Motor PE	Introduction to PE Fundamental Movement	Dance	Ball Skills	Fundamentals Invasion	Gymnastics Athletics	Games Striking and Fielding
Fine Motor	Build hand and wrist muscles		Develop effective grip of pencils and tools		Use one hand consistently for fine motor tasks	

Our curriculum encompasses objectives for EYFS and Year 1 children across the year.

PE

- PE kits to be in school each week
- Children will typically take part in two PE lessons per week – one will take the form of an outdoor learning session
- The children will go home in their PE kit on a Tuesday.
- Please ensure all kit is labelled.

Homework



- The reading diary and reading Quests

We ask that the children read at least 3 times a week at home...this is their main homework!

- Year 1 have weekly spellings to learn and are encouraged to play on Numbots
- We may set other small homework tasks through the year – we will share these on Arbor.



Assessments

Reception baseline assessment

Schools must complete the reception baseline assessment for each child in the first 6 weeks after they enter reception.

Early years foundation stage profile assessment

Schools must complete the early years foundation stage profile assessment between April and June of the academic year in which children turn 5, which is usually the reception year.

Assessments

Year 1 Phonics Screening Check

Schools must administer the phonics screening check within the 1-week period from **Monday 8th June 2026**.

This is a 40 word reading test completed 1:1 with an adult.

There will be an information meeting for parents about this in the Spring Term.

General Messages

- It is a good idea for children to have a spare set of underwear to be kept in their book bag just in case of accidents...we will gladly receive donations of clothing – especially socks and underwear that your children may have grown out of.
- The EYFS children will receive their first reading book in a couple of weeks time. For now, you could use book bags are ready to keep any spare clothing in there.

Snacks

Following government guidance on healthy eating and to meet our Healthy School's award, we are asking that children only bring an item from the list below for their morning snack and try to vary choices across the week:

- Whole or sliced fruit
- Vegetable sticks, e.g. celery, carrot, pepper, cucumber etc
- Bag of plain popcorn
- Meat (i.e. Mini Pepperami) / cheese snack
- Plain rice /corn cakes or Bread sticks



The children receive
free fruit each day
in school until the
end of Year 2.

Drinks



Water bottles

- We provide water bottles for the children in school.
- Please do not send juice as water bottles have a habit of leaking.

Milk

- Children can have free milk daily until they are 5.
- Please order and pay through coolmilk.com if you wish your children to have milk after their 5th birthday.

Instagram



If you do not follow us already, please do and check out all the amazing things that are happening in school day to day.

Thank you!

- Thank you for coming along today to hear the information about the year ahead.
- Thank you also for your patience at the end of the day as we dismiss the children – we are trying hard to learn all of your faces!
- The children are settling extremely well and we are proud of them all!