



Parent meeting  
Tuesday 16<sup>th</sup> 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.



# Staffing

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**Class teachers in the Meerkat class are Mrs Palmer (Mon-Thurs) and Mrs May (Fri)  
Class teacher for the Owl class is Miss Evans.**

**Support staff for the Meerkats: Mrs Harcourt and Mrs Rees**

**Support staff for the Owls: Mrs Rees and Miss Neal**



**We will work collaboratively throughout the year across a range of projects and will all work together to ensure your child's time in Key Stage 1 is a happy one.**

# Communication

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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.

Dates for  
your  
diary.....

## Parents evening

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

# The School Day



## Registration

Registration for all children takes place at **8:45 am**; however, our classroom doors open at **8:35 am** to allow time for our children to organise their belongings before morning work begins.

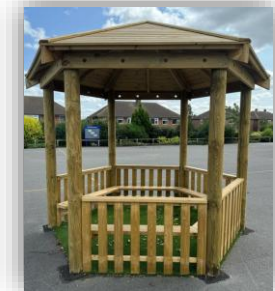
School Gates will be locked promptly at **8:45 am**. Children arriving after this time must be accompanied to the office where they sign in and record their lunch requirements for the day.

## Assemblies

Whole School assemblies take place at 10:15am every day and are taken by various staff members. Our Oxley **#Starsoftheweek** celebration assembly is held on Fridays where we celebrate a range of achievements.

## Lunch times

- Penguins and Koalas 12:00pm – 12:30pm
- **Meerkats and Owls – 12:15pm – 12:45pm**
- Key Stage 2 – 12:35pm – 1:15pm



Other activities throughout the week: badminton, tennis, golf, football & dodgeball. There is also the quiet Zen Den available.

# 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 Peperami) / cheese snack
- Plain rice /corn cakes or Bread sticks

Children in Years 1 and 2 are entitled to free fruit which is provided by school.



## Water bottles

- Please make sure that your child has a named water bottle in school everyday.
- Please do not send juice as water bottles have a habit of leaking and this gets sticky!.





## 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



**STEPS FOR STEPS**

**WHEN?** Friday 17th March

**WHAT?** Being as active as we can

**WHY?** To raise money for charity

**DONATE BY**

Scanning this QR code

**WATER'S CHARITY NON-UNIFORM DAY FRIDAY 23<sup>RD</sup> MAY**

Water's House Captains have arranged a whole school non-uniform day on Friday 23<sup>rd</sup> May to raise money for LOROS.

**50P-£1 SUGGESTED CASH DONATION**

**LOROS**  
Leicester, Leicestershire & Rutland

Earlier in the year, each house voted for their charity. Water chose LOROS who work tirelessly to provide special and unique care for over 2,500 people across Leicester, Leicestershire and Rutland.

**Ice lolly Charity Sale**

Monday 7<sup>th</sup> July 3-4.15 pm

Suggested £1 donation per lolly

**Fire & Water's Non-uniform event**

Friday 22nd March Suggested £1 donation

RSPCA CANCER RESEARCH UK

House Captains would like to invite **ALL CHILDREN** to wear their own clothes to raise as much money as they can for the charities below. All donations will be split between the two charities.

**Charity sweet sale**

3.15pm in the Playground

Thursday 26th June £1 suggested donation per bar

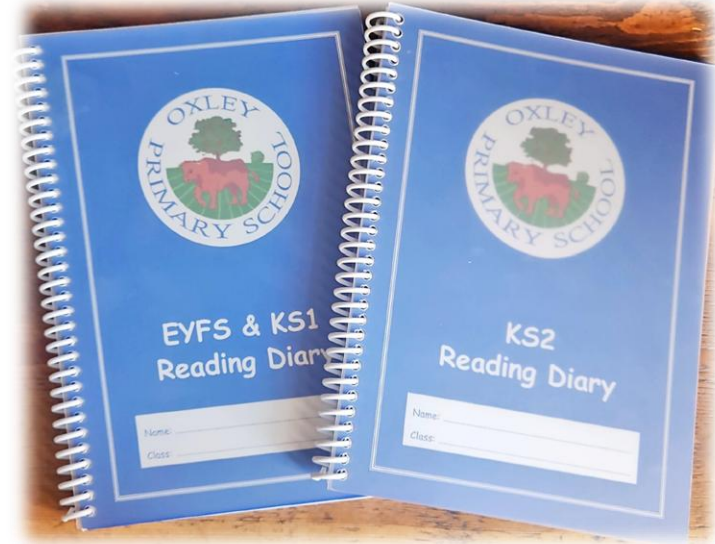
# Oxley Houses

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



# Our Library





Our Oxley expectations are that our children read a *minimum* of three times a week. This can be a school reading book, library book, comic or a shared bedtime story.

# Reading matters

# Typical Timetable

KS1 – Owl's Timetable Autumn 1 2024-25



	08:45-09:00	09:00 - 10:15	10:15 - 10:30		10:45 - 11:10	11:20 - 12:15		13:15 - 13:25	13:30 - 14:00	14:00 - 15:00
Monday	Registration/ morning reading BR/LC - Target readers/1:1 intervention	English	Assembly DC	Playtime	NNS	Fluency/ Maths	Lunch	Registration - Handwriting	Science	Music
Tuesday		PE w. HL	Assembly		NNS	English			Guided Reading	Fluency/Maths
Wednesday		English	Assembly NR		NNS	Fluency/ Maths			RE (PPA)	PE (PPA)
Thursday		English	Assembly Singing- LW		NNS	Fluency/Maths			Geography	PSHE
Friday		English	(Star of the week) DC		Maths – Arithmetic & Key skills	Handwriting			Art	Guided Reading

## PE

- PE kits to be in school every Monday
- Children will typically take part in two PE lessons per week
- Meerkats – Tuesday and Wednesday
- Owls – Wednesday and Thursday
- Kits will be sent home on a Friday to be checked/ washed.
- Please ensure all kit is labelled.

# Foundation subjects



## Year 1 & 2 Cycle B Long-term plan



Subject	Unit 1		Unit 2	Unit 3		Unit 4		Unit 5		Unit 6
Science	The Human Body	Materials	Sustainability	Seasonal change	Animals	Living things and their Habitats	Plants	Sustainability	Seasonal change	
History	History Makers: Heroes or villains?				How has my locality changed over time?					
Geography	What is the Geography like where we live?				Why don't penguins need to fly?					
PHSE	Family and Friends		Working Together	DATE (Drug, Alcohol and Tobacco Education)		Rights and Responsibilities		Managing Change	Relationships and Sex Education	
Music	Music Technology: Handbells (Y1) Boom Whackers (Y2)									
	Rhythm		Pitch				Technology, Structure and Form			
RE	Who is Jewish and how do they live?		What do Christians believe God is like?		Who is a Muslim and how do they live?		What makes some places sacred to believers?			
Art	Explore and Draw		Expressive Painting				Music and Art			
Design & Technology	<u>Mechanisms</u> Carnival Floats		<u>Textiles</u> Teddy's New Wardrobe				<u>Food Technology</u> Teddy's Picnic			
Computing	<u>Computer Systems and Networks</u> Information Technology Around Us		<u>Programming A</u> Animations (Yr1)				<u>Programming B</u> Quizzes			
PE	Fundamentals/Fitness		Gymnastics/Ball skills	Dance/Team Building		Net and Wall/Target games		Striking and Fielding/Invasion		Athletics

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

Throughout the subjects, we have tailored our curriculum to allow for creativity and ownership.

End of unit assessments may take various forms; essays, posters, stop-motion animations, presentations or quizzes.

This plan along with our termly overviews can be found on our class pages on the school website.

# Phonics

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Our school uses the:

## Oxford Reading Tree Floppy's Phonics programme

By Oxford University Press  
and Debbie Hepplewhite



# Phonics

Level 1+

Floppy's Phonics

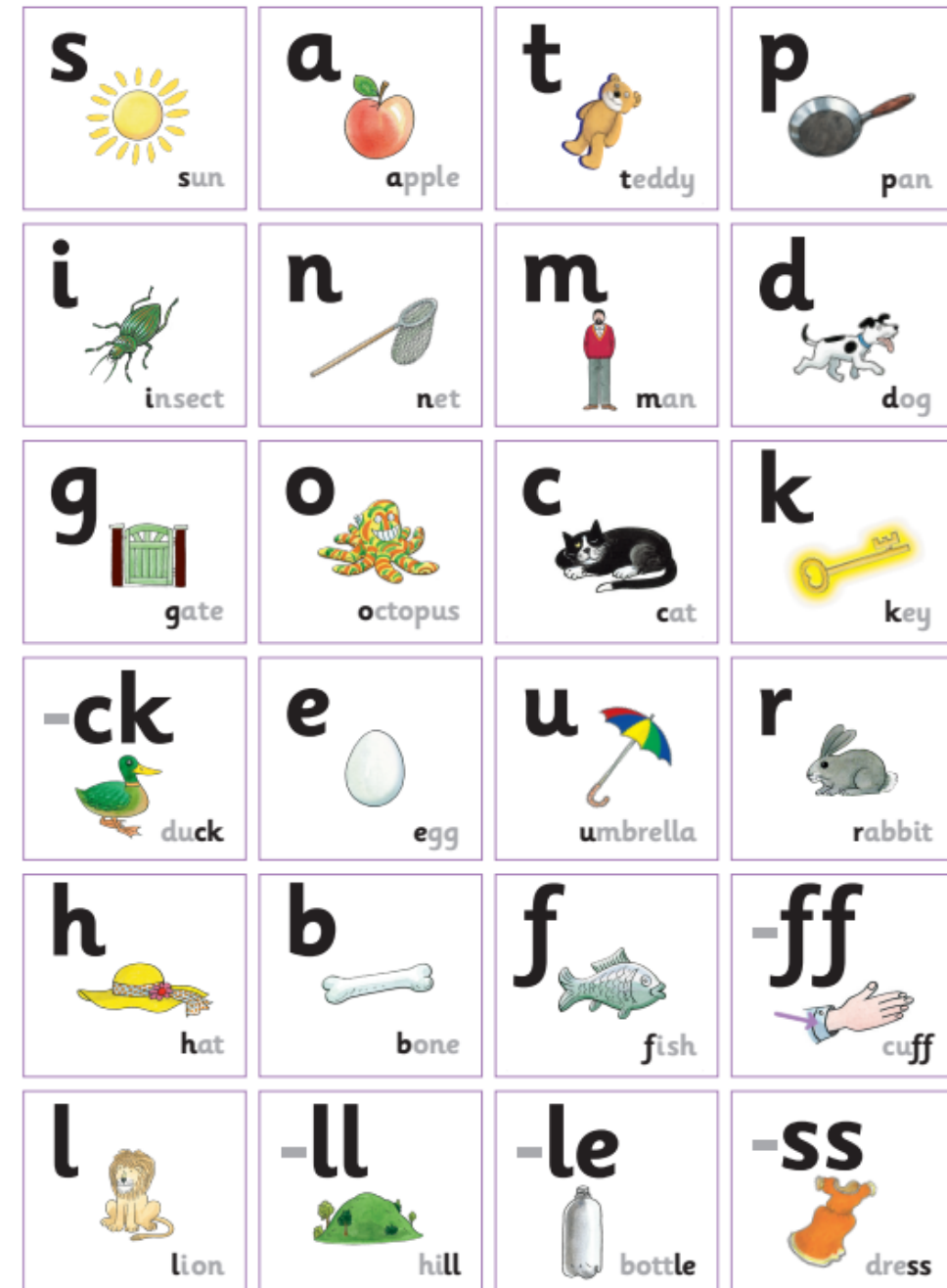
## Daily phonics session

- 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

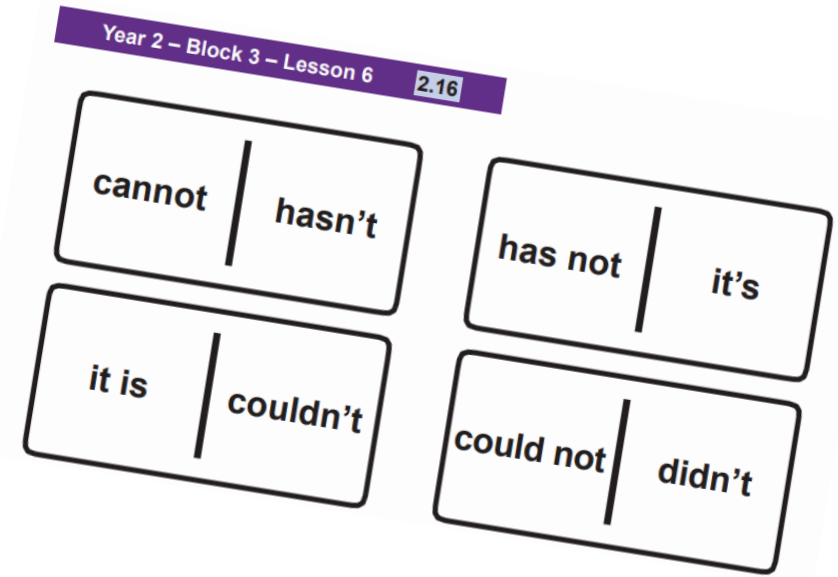


# Spelling: Year 2

At Oxley, from Year 2 we follow the No Nonsense Spelling scheme.

## Pupils should be taught to spell by

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learning some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular), for example, the girl's book
- distinguishing between homophones and near homophones
- adding suffixes to spell longer words, for example, '-ment', '-ful', '-less', '-ly'
- applying spelling rules and guidelines, as listed in English Appendix 1
- writing from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.



Any children who did not pass the phonics screener in Year 1 will access additional intervention alongside No Nonsense Spelling lessons.

# Phonics

# How can you help?



## Using pure sounds

Oxford **OWL**





















How to pronounce  
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



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

# English: Reading



We begin every day with reading. This may be visiting the library, looking at an extract or inferring thoughts and feelings from a picture. 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.



Poppy poppy what do you say?  
Wear me on Remembrance Day.

Poppy poppy what do you tell?  
Many soldiers in battle fell.

Poppy poppy what should we know?

That peace on earth should grow, grow, grow.



## RETRIEVAL FOCUS

1. Who wrote 'In Flanders Fields?'
2. What date did The Great War end?
3. Who set up the Poppy Appeal?
4. How many Poppies are now sold every year?

# Reading Questions

Types of questions vary. As a school we use VIPERS and adapt our lessons to meet the children's needs. For example: **Year 1 may work on visualisation to comprehend the text and 'draw what they see' whilst Year 2 (who have learnt this skill) may work on SATS style questions.**



1. What happened before this picture?
2. How did the house get on top of the dragon? Who tied it onto the dragon's back?
3. Is the dragon happy about this?
4. How do the girl and the dragon know one another?
5. Why is the girl sitting on top of the house and not inside it?
6. Is anyone else inside the house?

Story Information	How I Pictured the Scene

9 Think about the whole text.

Put ticks in the table to show which sentences are **true** and which are **false**.

	True	False
People like lime ice cream more than any other flavour.		
People think ice cream cones were invented in the United States of America.		
The King of England held a feast in his castle.		
A penny lick is a new ice cream flavour.		

7 "Nothing special is happening," he sighed.

This tells you Sami was feeling...

Tick **one**.

worried.

happy.

relaxed.

disappointed.

Put the following events from the story in the correct order by numbering them 1 to 6:

- \_\_\_ The girl climbed onto the slanted, blue-tiled roof of her house.
- \_\_\_ The dragon blinked his enormous amber eyes and let out a rumbling purr.
- \_\_\_ The colourful kites tugged playfully at their strings tied to the chimney.
- \_\_\_ The dragon began to stroll across the soft, grassy hills.
- \_\_\_ The wild wind whipped the girl's messy brown hair around her face.
- \_\_\_ The girl giggled, wearing a bright purple dress and a cheeky grin.

**V**ocabulary  
**I**nfer  
**P**redict  
**E**xplain  
**R**etrieve  
**S**equence or Summarise

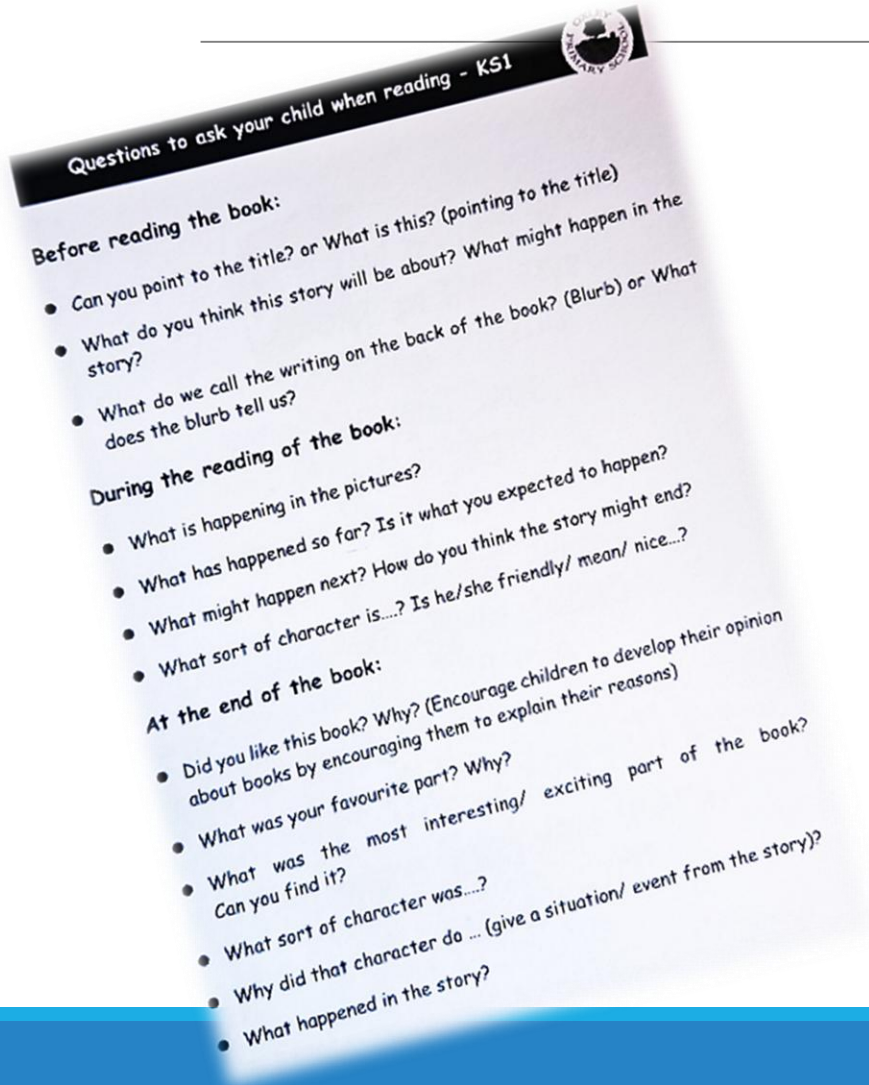
# Reading

# How can you help?

Reading aloud with your child is one of the most important ways to support reading fluency.

Asking questions to gauge if they understand what they have read is extremely helpful. This can range from retrieval questions (**Where did the children visit?**) to more complex inference questions (**Why do you think the children were scared?**)

**There are some questions to support in the reading diary.**



# 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-fictional writing and are given more opportunities to develop their own style and independence. We always focus on audience and purpose: who are we writing for and what is the purpose of the piece? To entertain, to inform, to persuade?



Diary entries

Non-chronological reports

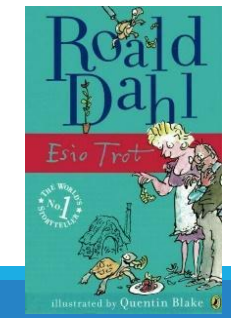
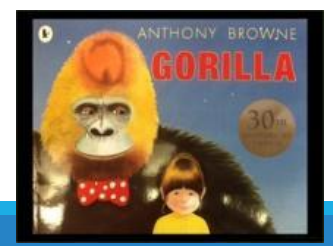
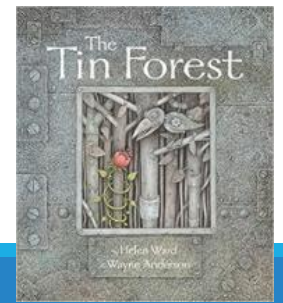
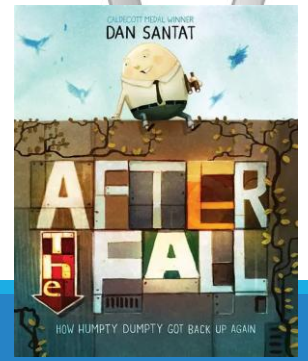
Setting/character descriptions

Stories

Poetry

Letters home

Explanations





# English: Grammar

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.

# Grammar questions

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 2.**

What type of sentence is below?

A wild forest surrounded the castle.

Tick one.

a question

an exclamation

a statement

a command

Circle **one** word in the sentence below that can be replaced with the word because.

Ava wore her sun hat when it was hot.

1 mark

Tick one box to show where a **comma** should go.

Marek saw donkeys cows and sheep at the farm.

↑

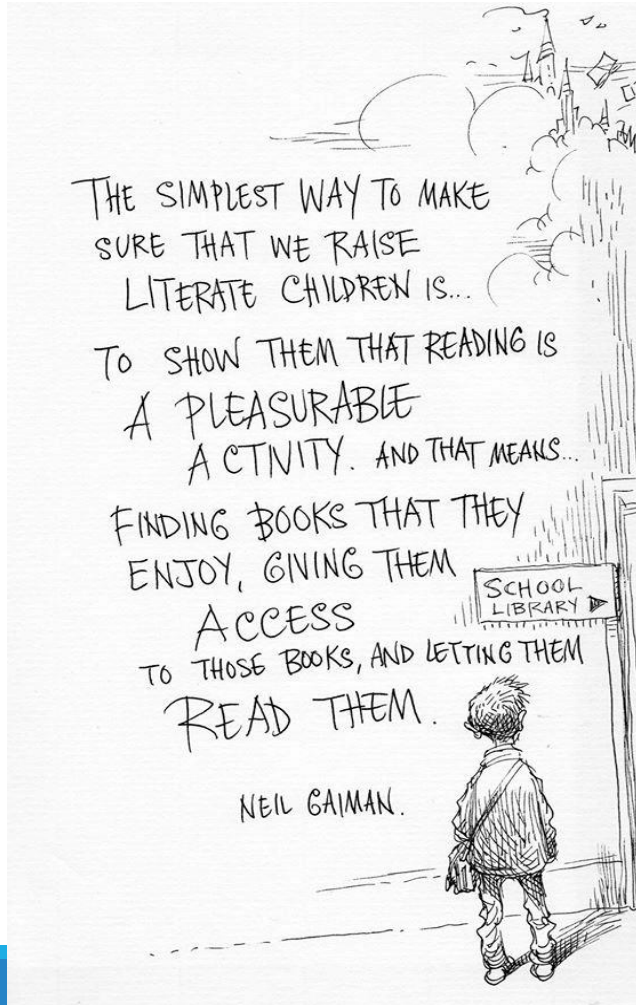
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# English

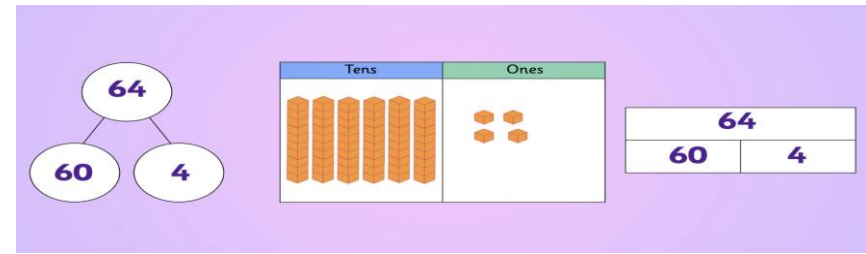
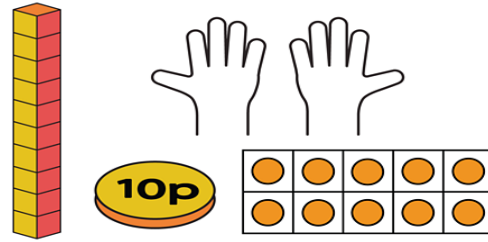
# How can you help?



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

- ❑ **Reading** lots of different text types such as newspapers, having subtitles on their favourite TV programmes etc.
- ❑ **Conversations** and encouraging them to ask questions
- ❑ Asking them to help you with **writing** shopping lists, postcards etc.
- ❑ Encourage they keep a diary.

# Maths



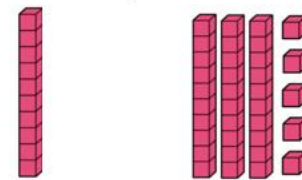
Number Place value (within 20) FREE TRIAL VIEW	Number Addition and subtraction (within 20) VIEW	Number Place value (within 100) VIEW	Geometry Shape VIEW	Number Place value VIEW	Number Addition and subtraction VIEW	Geometry Shape VIEW		
Number Addition and subtraction (within 100) VIEW	Number Multiplication and division VIEW	Measurement Length and height VIEW	Statistics VIEW	Measurement Money VIEW	Number Multiplication and division VIEW	Measurement Length and height VIEW	Measurement Mass, capacity and temperature VIEW	
Measurement Money VIEW	Number Fractions VIEW	Measurement Time VIEW	Measurement Mass, capacity and temperature VIEW	Number Fractions VIEW	Measurement Time VIEW	Statistics VIEW	Geometry Position and direction VIEW	Consolidation

Every maths lesson begins with a fluency and/or reasoning starter to allow us to consolidate and practise prior learning.

Maths is taught every day.

Your child is taught the curriculum and skills for their year group through the White Rose maths curriculum planning.

1. 45 can be partitioned into:



\_\_\_\_\_ and \_\_\_\_\_

2.  $10 + \underline{\quad} = 10$

3. 5, 10, 85, \_\_\_\_\_, \_\_\_\_\_

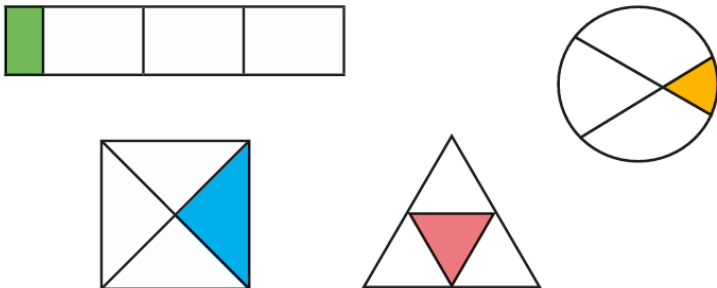
4. The number 18 has \_\_\_\_\_ tens and \_\_\_\_\_ ones.

# Maths questions

Types of questions vary. As a school we use WHITEROSE and adapt our lessons to meet the children's needs. For example: Year 1 may work **finding halves and one quarter** whereas Year 2 will **find  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{3}{4}$  and  $\frac{1}{3}$  and read/write these as fractions.**

## Year 1 example

3 Tick the shapes that show one quarter.



## Year 2 example

5



I have  $\frac{1}{3}$  of £30

Ron



I have  $\frac{1}{2}$  of £30

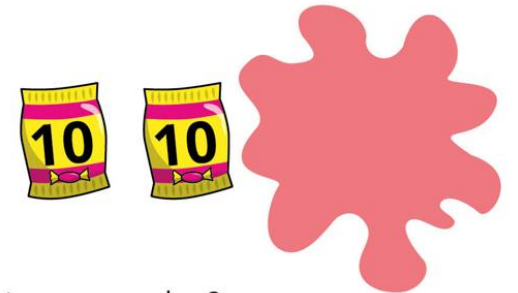
Mo

Who has more money?

How do you know?

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

There are 32 sweets in total.



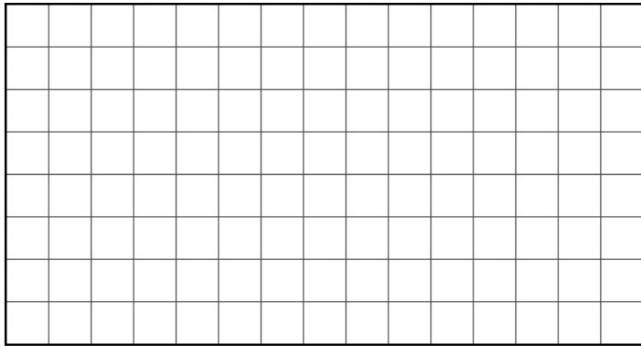
How many sweets are covered up?

Will all the sweets be in a bag?

# Maths

# How can you help?

$33 + 34 = \boxed{\phantom{000}}$



$\frac{1}{2} \text{ of } 26 = \boxed{\phantom{000}}$

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

- ❑ **Mental arithmetic** is a big focus in school. Can they help you select coins in a shop when paying for things or save up an amount of money to pay for something? As you go upstairs to bed, can you count in a different (2s, 5s or 10s) times table each night? **Talking about time at home is really helpful too!**
- ❑ **Real life conversations** support their understanding that maths is not just 'something for school'. For example, knowing how to measure and weigh ingredients or how to share something equally (this works very well with food!)
- ❑ **Times Tables**

# Homework



In Year 1 and 2, homework expectations are three weekly reads as well as allowing your child time to access Numbots (Year 1) or TTRS (Year 2) to develop number and multiplication fluency. Additionally, weekly spellings will be sent home each Thursday based on phonics (Year 1) or spelling rules (Year 2) – these will be tested the following Thursday.

# Assessments

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## Year 1 Phonics Screening Check

Schools must administer the phonics screening check within the 1-week period from Monday 8<sup>th</sup> 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. If your child is not successful in passing when in Year 1, they will reattempt the check in Year 2.

# Assessments

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## Year 2 SATs

These tests are no longer statutory assessments.

They are not externally submitted however the Government is still producing test papers for schools to use for internal assessment. We will continue to use these tests as it is a good way of preparing children for assessments later in their school journey.

We will administer the assessments in June. Tests will include two reading papers, arithmetic, mathematical reasoning, grammar and spelling.

Any children in Year 2 who did not pass the phonics screening check will complete this within the one week testing period (Monday 8<sup>th</sup> June 2026)

# Instagram

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