



WELCOME

Years 1/2 Parent Meeting
Wednesday 9th September

Be Kind. Be brilliant. Have an I can attitude.

The team



Class teachers in the Giraffe class are Mrs Palmer (Mon-Thurs) and Mrs May (Fri).

The class teacher for the Elephant class is Miss Evans.

Support staff across both classes will be: Mrs Harcourt, Miss Lloyd-Bithell, Mrs Rees and Mrs Lawrence.

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.



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We really value good communication between home and school. You can contact your child's class teacher through Arbor. Please remember to check your junk folder regularly too, just in case any messages from us find their way there!

Our office team are always happy to help and will make sure any messages are passed on to the right member of staff, with discretion and confidentiality.



If you would like to arrange a meeting with your child's class teacher, simply send us a message through Arbor or speak to Mrs Robinson or Miss Healey in the school office.

You'll also find members of the team on the doors at the beginning and end of the school day, so there are plenty of opportunities to have a quick word with us.

Parents' Evening

Our autumn Parents' Evenings will take place on Tuesday 13th October and Thursday 15th October. This is a chance to catch up with your child's teacher(s), hear how they are settling in and discuss their progress so far. We'll send out further information, including how to book your appointment, nearer the time.



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@oxley_primary



If you don't already follow us, please do! It's a great way to keep up with all the wonderful things happening at Oxley each day and see what our children have been getting up to.

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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 10:15 am every day and are led by various staff members.

Lunch times

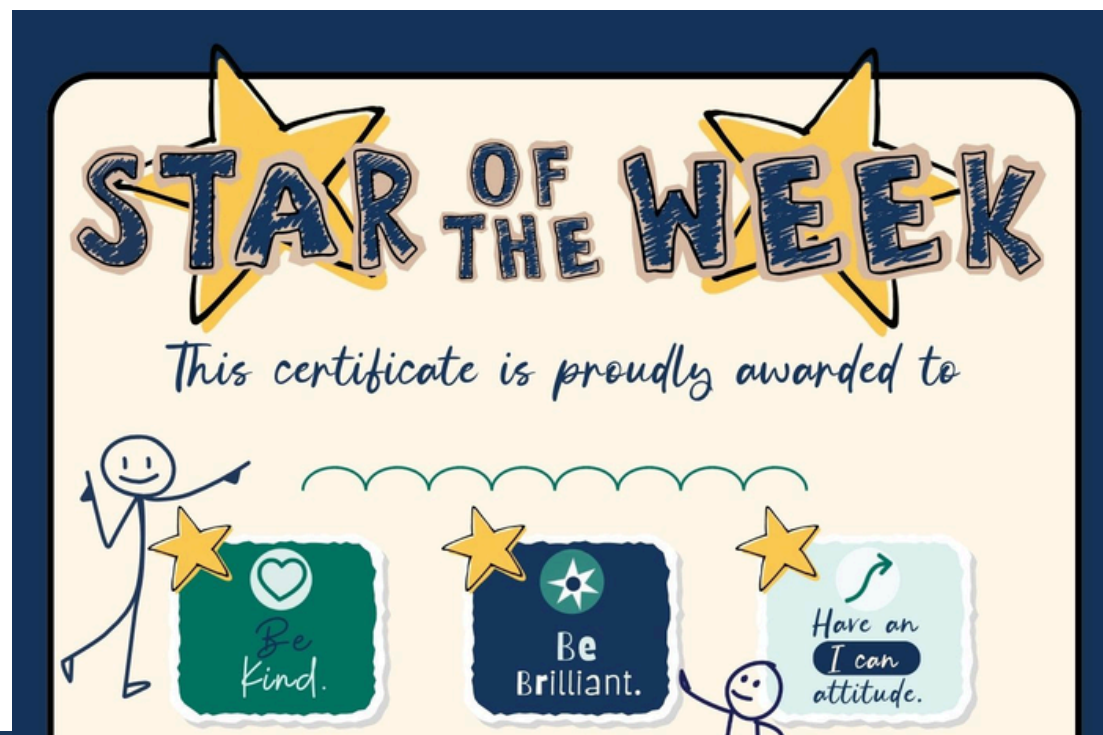
Reception: 12:00 pm

Everyone else from 12:15 pm – 1:15 pm

Lunchtime finishes at 1:15 pm

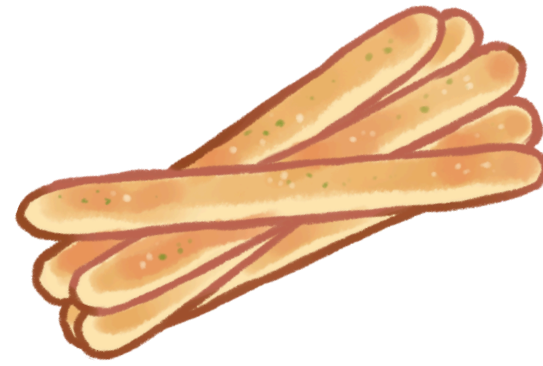
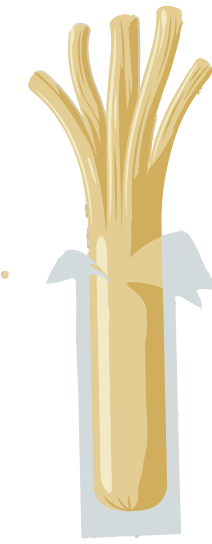


Other activities throughout the week:
badminton, tennis, golf, football & dodgeball.



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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 breadsticks



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.

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PE kits to be in school every Monday

Please ensure all kit is labelled.
session.

Children will typically
take part in two PE
lessons per week.

- Giraffes – Monday
and Tuesday
- Elephants –
Monday and
Wednesday

Kits will be sent home
on a Friday to be
checked/ washed.

	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

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Reading Matters

At Oxley, we ask that all children read at least three times each week. In Years 1 & 2, reading together at home makes a huge difference. Please listen to your child read, help with any tricky words and chat about the story together.

Just a few minutes, little and often, helps build confidence, fluency and a love of reading. Please remember to sign their reading diary too!



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English: Phonics

Our school uses: Oxford Reading Tree Floppy's Phonics programme

- 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

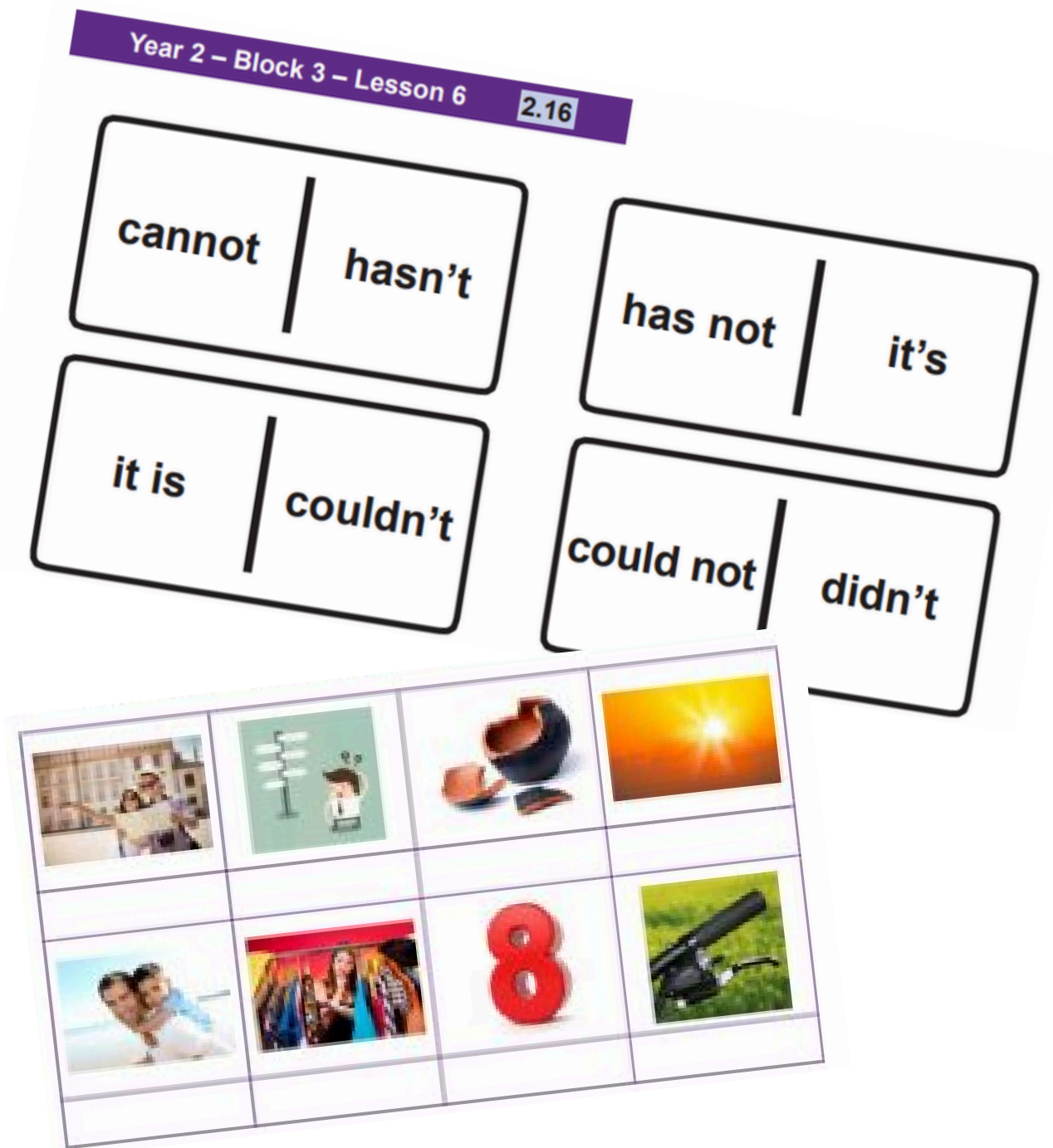


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From Year 2, we follow the No Nonsense Spelling Scheme.

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.

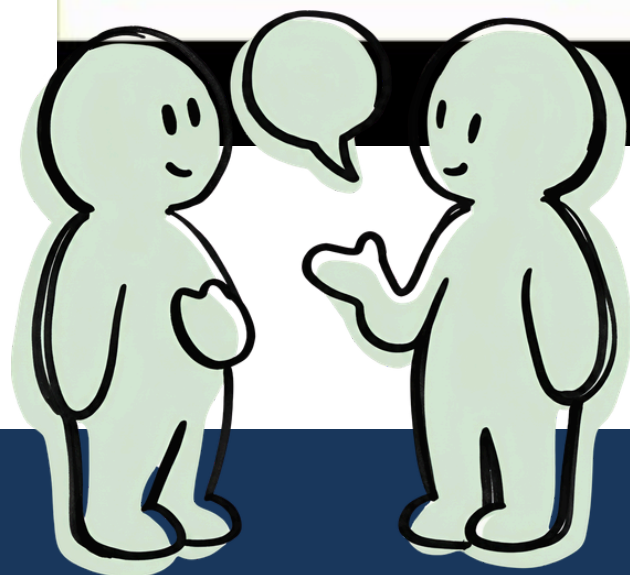


How can you help?



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

Using pure sounds



Level 3

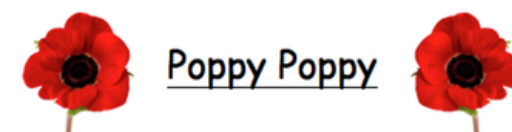
Floppy's Phonics

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	

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



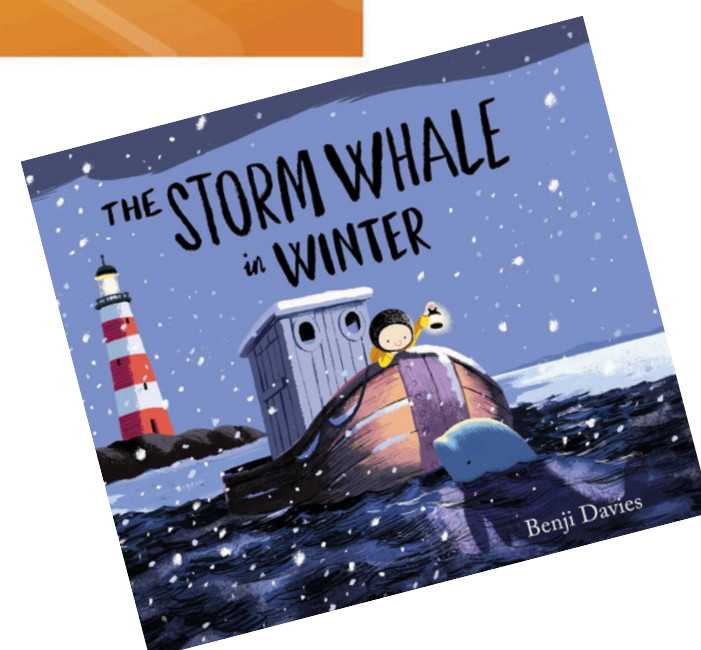
Poppy poppy what do you say?
Wear me on Remembrance Day.

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.

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



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?

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.

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English: Grammar

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 Time!



1

What nouns
can you see?



Today's Investigation

a black dog jumped in
the muddy puddle

2

what verbs
have been
used?

4

Which
punctuation
have I
missed?

3

How many
determiners
are there?

5

How many
adjectives
can you see?

6

Is the
preposition
'the' or 'in'?
Why?

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Writing is taught through high-quality novels, bringing together writing, grammar and reading skills.

Children experience a range of fiction and non-fiction and are encouraged to become increasingly confident and independent writers. We focus particularly on audience and purpose – thinking about whom they are writing for, why they are writing and how this influences their vocabulary, grammar and level of formality.

Non-chronological reports

Diary entries

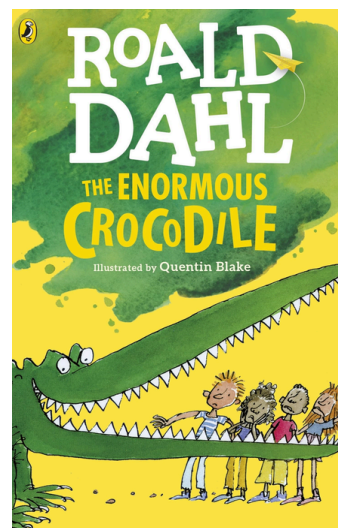
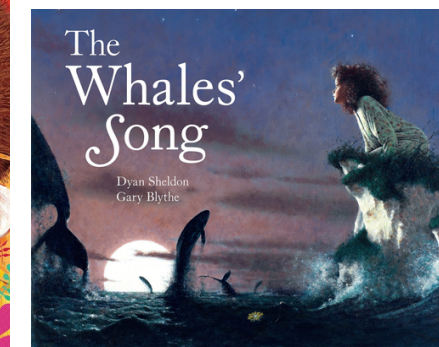
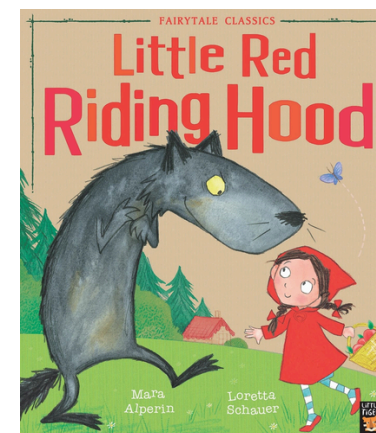
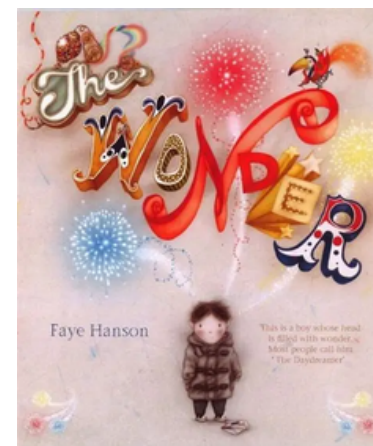
Setting/character descriptions

Stories

Letters home

Poetry

Explanations



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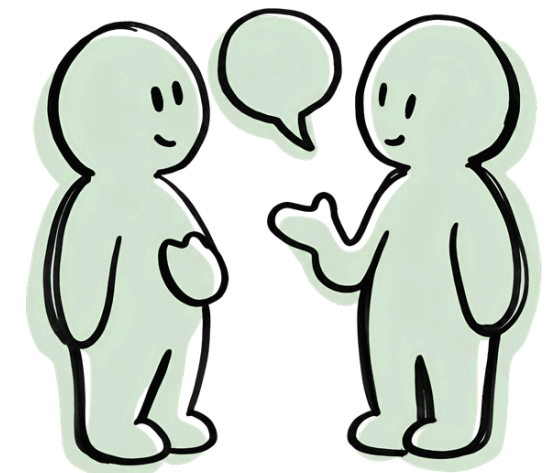


How can you help?

The most valuable thing you can do is read and talk together. Encourage your child to read regularly and chat about what they have read – their favourite characters, new vocabulary or what they think might happen next.

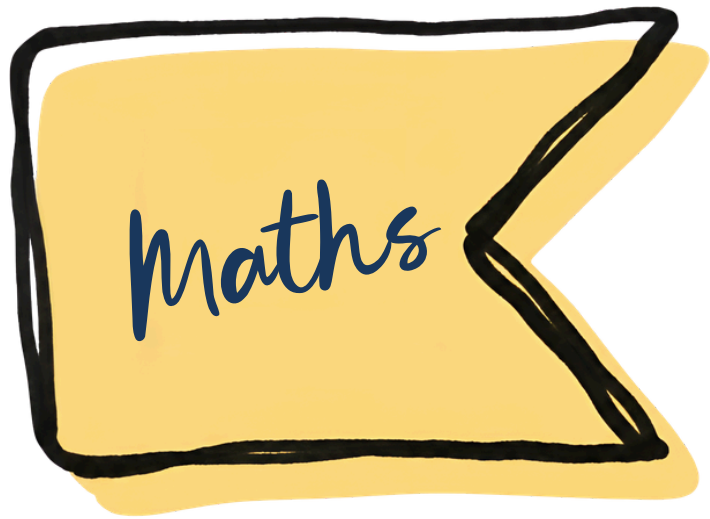
You can also help by:

- Encouraging them to read a variety of books, magazines and texts.
- Practising weekly spellings little and often.
- Talking about interesting new words and what they mean.
- Encouraging writing for real purposes – shopping lists, messages, reviews or stories.
- Helping them check their own writing for spelling, punctuation and whether it makes sense.



Most importantly, show an interest in what they are reading and writing. A quick conversation can make a big difference!

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Maths is taught every day.

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

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

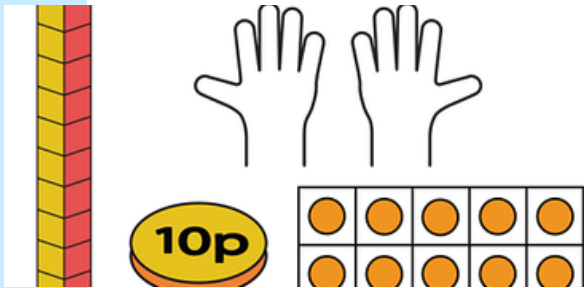
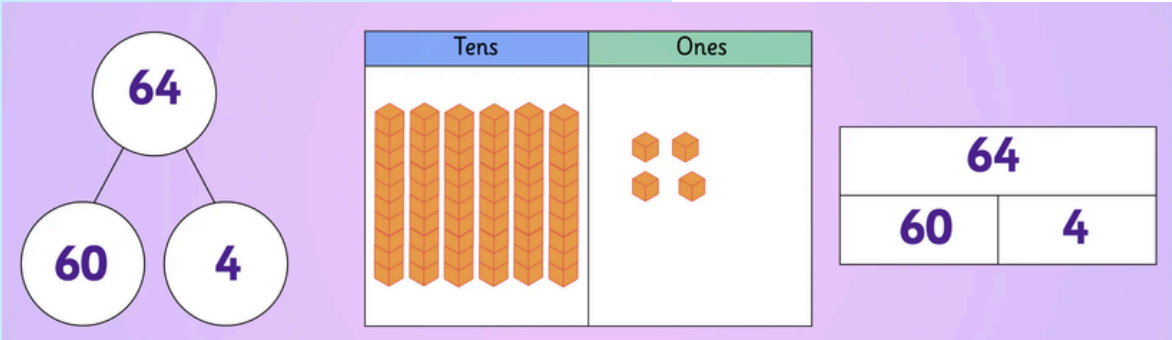
1. 5 tens and 9 ones = _____

2. Double 4 = _____

3. 100, 90, 80, _____

4. $28 = 10 + \underline{\hspace{1cm}}$

5. What time is it?

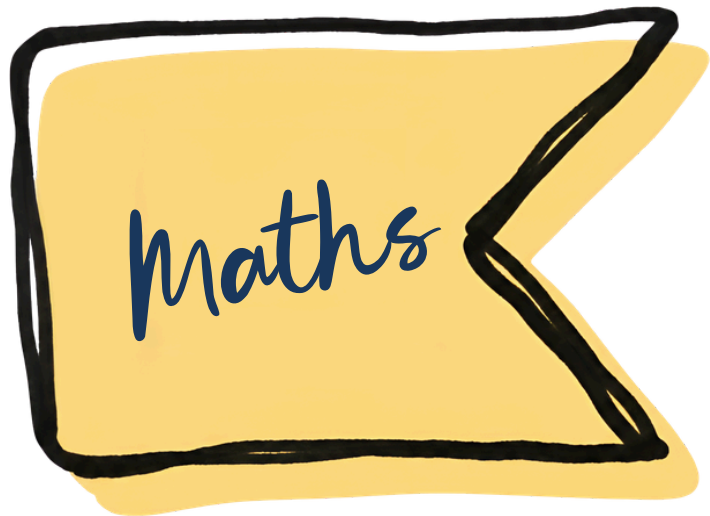


Number Place value VIEW	Number Addition and subtraction VIEW	Geometry Shape VIEW
Measurement Money VIEW	Number Multiplication and division VIEW	Measurement Length and height VIEW
Measurement Mass, capacity and temperature VIEW		
Number Fractions VIEW	Measurement Time VIEW	Statistics VIEW
Geometry Position and direction VIEW	Consolidation	

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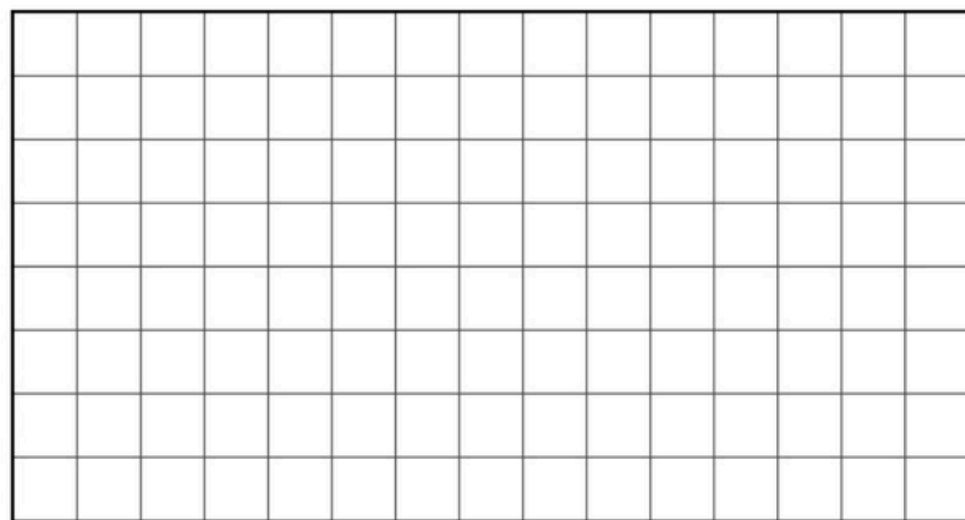
Number Addition and subtraction (within 100) VIEW	Number Multiplication and division VIEW	Measurement Length and height VIEW	Statistics VIEW	Consolidation
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Measurement Money VIEW	Number Fractions VIEW	Measurement Time VIEW	Measurement Mass, capacity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

$33 + 34 =$

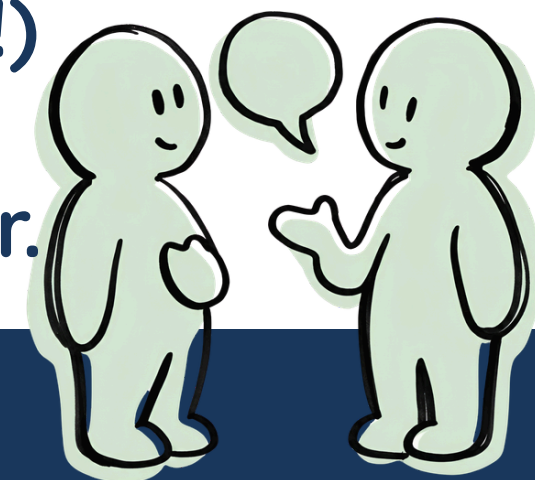


There are many ways you can help your child with their maths.

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!)

Measures Enjoy baking and cooking food together.



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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 Friday based on phonics (Year 1) or spelling rules (Year 2) – these will be tested the following Friday.

New Curriculum Spelling Lists Years 1 and 2

the	come	go	mind	clothes	past	sugar
a	some	so	floor	cold	father	could
do	one	by	because	gold	class	would
to	once	my	kind	hold	water	sure
today	ask	here	behind	told	again	eye
of	friend	there	whole	every	grass	should
said	school	where	any	great	pass	who
says	put	love	child	break	plant	Mr
your	are	push	wild	steak	path	Mrs
they	were	pull	most	busy	bath	parents
be	was	full	both	people	hour	Christmas
he	is	house	children	pretty	move	everybody
me	his	our	climb	beautiful	prove	even
she	has	door	only	after	half	
we	I	poor	old	fast	money	
no	you	find	many	last	improve	



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Year 1 Phonics Screening Check



Schools must administer the phonics screening check within the 1 week from Monday 14th June 2027.

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.



Year 2 Assessments



Year 2 assessments are no longer statutory, and results are not submitted externally. However, we will continue to use the Government assessment materials to help us understand how children are progressing and prepare them gently for future assessments.

These will take place in June and will cover reading, maths, grammar and spelling. They will be completed in a calm, familiar environment with no unnecessary pressure placed on the children.

Children who did not meet the expected standard in the Year 1 Phonics Screening Check will also complete this again during the week beginning Monday 14th June 2027.

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