

KS1 Parents Meeting

Autumn Term 2021

Miss Willis
Key Stage 1 Phase Leader

The Key Stage 1 Team

Teachers

Miss Wright - 1W
(SENDCo)

Mr Robinson - 1W

Miss Willis - 1/2W

Miss Assiam - 2A

Support Staff

Miss Ledja

Miss Roulette

Miss Hoxha

Mr Kenny

Miss Nicole

Miss Zenuni (phonics)

Expectations

At Essendine all teachers have high expectations of their students. Please help by supporting these values outside of school as well.

These include:

- Presentation of their work, including handwriting
- Presentation of appearance
- Appropriate behaviour in the classroom, the playground, walking around school and including trips



Be Respectful



Be Resilient



Be Responsible

Be Safe

Our Behaviours for Learning

Productivity

Focus

Application

Presentation

Risk taking

PE

1W - Multiskills
1/2W Ball Skills
2A Gymnastics

DT

- Wheels and axis
- (Fairground ride)

PHSE

- Resilience
- Recognising Emotions

RE

Rules and Values

Autumn 1 Toys Events beyond living memory

History

- Know about chronology
- Know how the materials of toys have changed
- Know what my parents and Grandparents toys were like

Computing Online Safety

Music

Sounds interesting- developing children's ability to identify different sounds and use them expressively

Science

Everyday Materials

- Properties of materials
- Comparing materials
- Suitability of materials
- Finding out how some materials can be changed e.g. squashing, bending

PE

1W - Gymnastics
1/2W Multi-skills
2A Ball skills

Art

Draw/Collage

PHSE

RE

Special Journeys

Autumn 2 Hot and Cold Places

Geography

- the equator is where warmer, tropical countries are located
- the equator runs round the centre of the globe
- colder places are at the poles
- cold climate biomes such as tundra, taiga
- warm climate biomes such as desert, tropical rainforest

Computing

Music

Sounds interesting- developing children's ability to identify different sounds and use them expressively

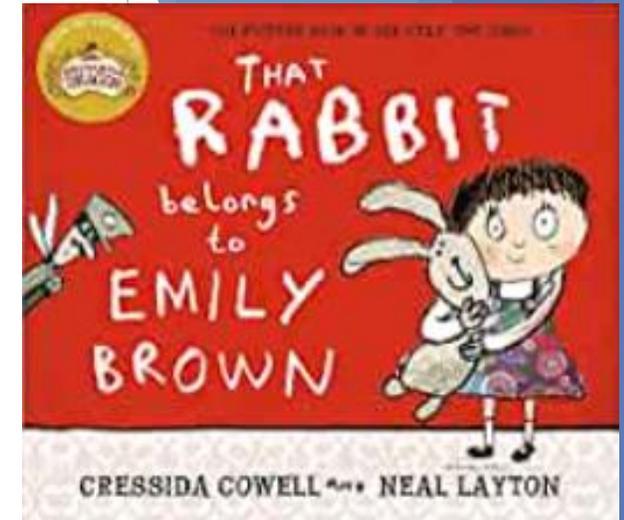
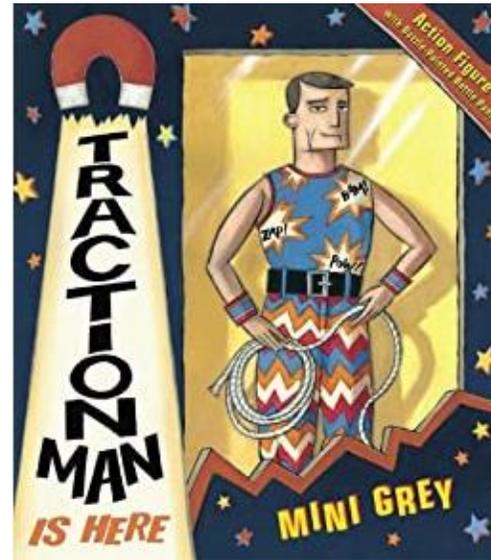
Science

Year 2 - Living things and their habitats

Year 1 - Seasonal Change

English

Autumn 1
Narrative



Autumn 2
1st person Recount
Non-Chronological
report

Maths

The areas we will be covering before Christmas

Year 1

Place value
Addition and subtraction
Geometry

Year 2

Place value
Addition and subtraction
Multiplication
Money

Uniform

Key stage 1 pupils

Essendine navy blue polo shirt

Essendine sweatshirt or cardigan

Black, navy blue or grey trousers with white or black socks.

A navy blue and white check dress with navy, grey or white tights

Black shoes (no boots or trainers)

PE uniform

Navy blue Essendine jogging pants

White Essendine T-shirt

Black pumps or trainers

Homework

All Key Stage 1 children

- Choice board (can be found on website)
- Weekly Spelling
- Daily Reading (phonics book and one to enjoy with an adult)
- Numbots

Year 2

- SAM learning maths activity

Reading

Year 1

- Focusing on improving fluency through phonics books - linked to what is being learnt in school.
- Own choice picture book, to enjoy and discuss. Can your child retell what has been read to them? Can they answer questions that require them to retrieve?
 - Who is?
 - What did....?
 - When?
 - What will happen next?
 - How is feeling?
 - Why did?

Year 2

- For some pupils continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- If your child is a fluent reader, focus on their understanding of what is being read both to them and books that they read themselves.
- Can they make predictions on what they think will happen?
- Can they retell in sequence what they have read?
- Can they discuss and clarify the meanings of words, linking new meanings to known vocabulary?
- Can they make inferences on the basis of what is being said and done?
- Can they answer and ask questions?

Assessments

Teacher ongoing assessments - all curriculum areas

- Observations
- Work in books
- Low stake quizzes

- Discussed with parents at parents meetings
- Reported at the end of the year

Statutory Assessments

Year 2

- Phonics Screening (Nov 21)
- End of Key Stage 1 SATs - Reading, Writing and Maths - May 22

Year 1

- Phonics Screening - w/b 6th June 22

Year 2

KS1 English Reading Test Paper 1

KS1 English Reading Test Paper 2

KS1 English SPaG Test – Grammar/Punctuation

KS1 English SPaG Test- Spelling

KS1 Maths Paper 1 (Arithmetic)

KS1 Maths Paper 2 (Reasoning)

WTS
EXS
GDS

Working towards the expected standard

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*
- read many common exception words.*

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately.

In a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences.

Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words.*

In age-appropriate¹ books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words²
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.

Key stage 1

Pre-key stage 1: pupils working below the national curriculum assessment standard

Teacher assessment framework

PKS1
 PKS2
 PKS3
 PKS4

Standard 1

Language comprehension

In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):

- indicate correctly pictures of characters and objects in response to questions such as 'Where is (the)...?'
- show anticipation about what is going to happen (e.g. by turning the page)
- join in with some actions or repeat some words, rhymes and phrases when prompted.

Standard 2

Word reading¹

The pupil can:

- say a single sound for 10+ graphemes
- read words by blending sounds with known graphemes, with help from their teacher.

Language comprehension

In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):

- demonstrate understanding, e.g. by answering questions, such as 'Where is he/she/it?', 'What is this?', 'Who is this?', 'What is he/she doing?'
- join in with predictable phrases or refrains.

Standard 3

Word reading

The pupil can:

- say a single sound for 20+ graphemes
- read accurately by blending the sounds in words with two and three known graphemes.

Language comprehension

In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):

- respond to questions that require simple recall
- recount a short sequence of events (e.g. by sequencing images or manipulating objects).

Standard 4

Word reading

The pupil can:

- say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes*
- read accurately by blending the sounds in words with up to five known graphemes
- read some common exception words*
- read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence.

Year 1

Phonics Screening

in

at

beg

sum

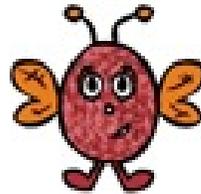
ot



vap



osk



ect



Pass mark

32 out of 40

Please remember that the most important thing you can do is ensure your child is in school on time at **8:45am**.

Our school day ends at **3:30pm**

Doctor's notes are required for any appointments during school time.