



# Oakley Infant School

Welcome to the Year One  
Information Presentation

# Meet the team

Mrs Barrett



Mrs Robson



Miss Milne



Mrs Meyer



# We are a rights respecting community

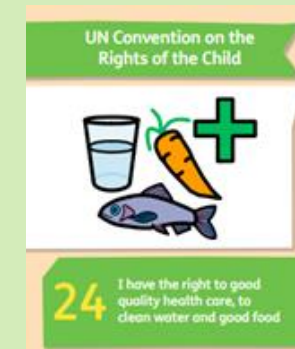
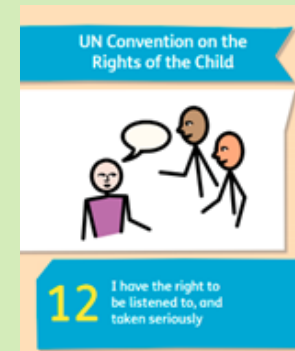


Strive, thrive and achieve together

# Our fundamental rights

- We model and use the language of rights.
- We have 7 'focus' rights we share and explore with the children

- The right to a family
- The right to clean water
- The right to nutritious food
- The right to a home
- The right to an education
- The right to play
- The right to reliable information from the media



# Oakley Infant School Golden Rules

We are a rights respecting school and we follow these golden rules.



- We are gentle
- We listen
- We look after property
- We are kind and helpful
- We are honest
- We work hard

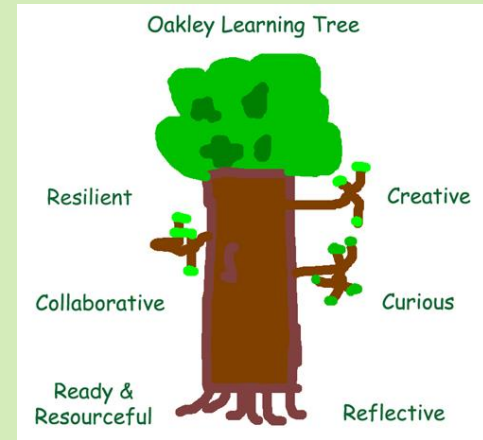
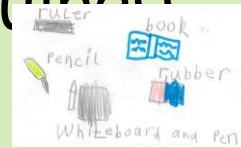
Golden Time on a Friday afternoon is a privilege for those children who keep the golden rules.



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# Our Learning Values

- Resilience
- Ready and Resourcefulness
- Reflection
- Collaboration
- Curiosity
- Creativity



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# Expectations



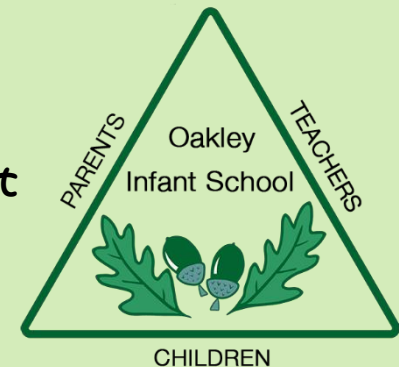
\*We encourage the children to be independent and deliver simple messages to the adults.

\* Be able to do up their coat independently.



\* Be able to change for PE independently

\* Please make sure they have a water bottle and a coat each day.



# PE

- Year 1 PE days are Tuesday and Thursday.
- Children need a PE kit- indoor and outdoor, including trainers. Please check that footwear fits when your child brings their kit home at the end of each half term.
- Please make sure everything is named.
- Earrings must be removed at home if your child is unable to take them out independently.

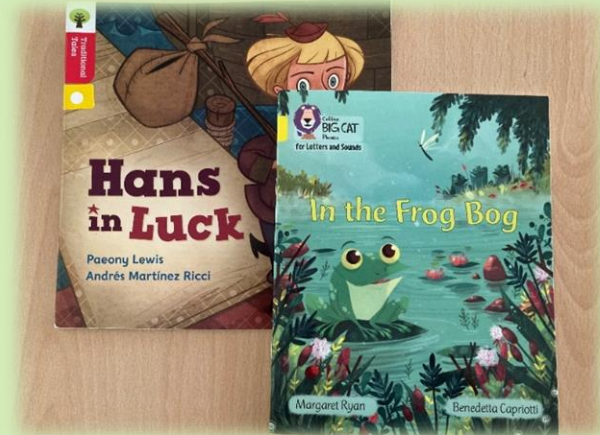


# Library

- Sycamore and Maple library day is on Tuesday.
- Please ensure the library book is in the book bag on Tuesday.

# Expectations – Book Bag

- Book Bags need to be in school each day.
- They should contain:
  - Independent Reading Book
  - Reading diary
  - Talk homework book
  - Library book



# English



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# English: Phonics



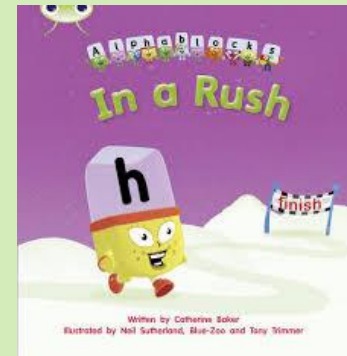
Phonics is central to your child's early reading and writing.

It teaches discrete sounds, which are then put together to form words e.g. r-ai-n.

Your child will work in a class with other children with a similar phonics knowledge.

Your child will be allocated a Bug Club E-book to practice the week's learning at home. Follow the guidance on the front and click on the 'bugs' to answer comprehension questions.

# English: Reading



## Book bands



At this time of the year, the expectation is that the children will be reading at yellow band.

By the end of Year 1, the expectation is that children will be reading at orange band or above.

Your child will read at least twice per week at school during Guided Reading. If they are not yet meeting the expected level then they will be given additional support and read more frequently.

# Enjoy reading with your child



**Before and during reading**

**1 Say the sounds**

h b f f f  
l l s s

**2 Blend the sounds**

Say the sounds, then the word.

t - u - b . tub  
h - o - p - s . hops  
f - i - ll . fill  
m - e - ss . mess

**3 Read the tricky words**

I into

Point out the tricky bit of the word (e.g. the 'v' in 'into' sounds like) and then blend the rest.

**Meet the Alphablocks**

We are the Alphablocks. We each have our own special sound. When we get together, word magic happens! When we make a word, we say our sounds in fun and then blend them together.

**Talk together**

Ask the children to read the title and look at the cover picture. What kind of mess do they think the story will be about? Ask if they have ever made a mess at both home and then blend them together.

**Vocabulary check**

On page 3, check that the children realise that 'tub' is another word for 'bath'.

**While you read**

- Listen to the children reading the book. Ask them to say the sounds and blend them in order to read words they do not recognise.
- On page 5, what do the children think is going to happen next? Turn the page to see if they were right!
- On pages 6-7 encourage the children to read the text and speech bubbles with lots of expression.
- On pages 6-7, ask the children to find D. Which character is he looking at? If D. What do the children think he is going to do?

**A Big Mess**

Written by Joe Elliot  
Illustrated by Neil Sutherland, Blue-Zoo and Tony Trimmer

The expectation is that your child will read **AT LEAST** four times per week at home. This should be recorded in their reading diary.

# Phonics Check

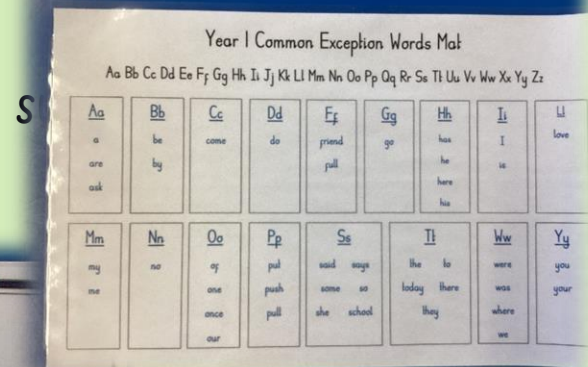
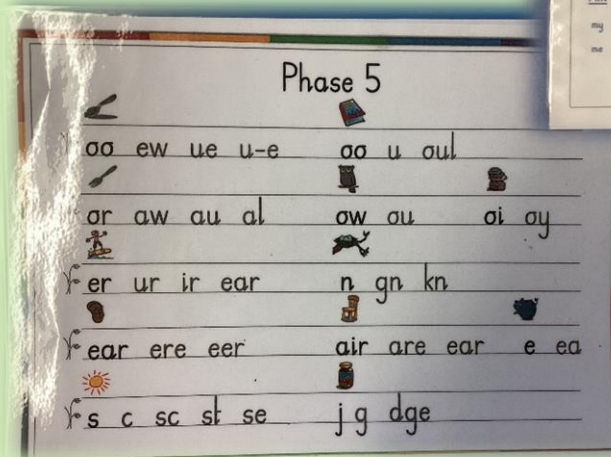
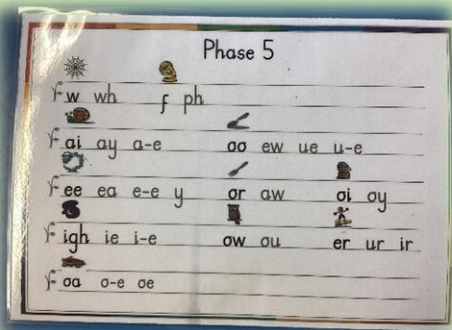
- 40 words to read- real and nonsense
- Emphasis on blending using phonemes
- Assessment in June 2025.

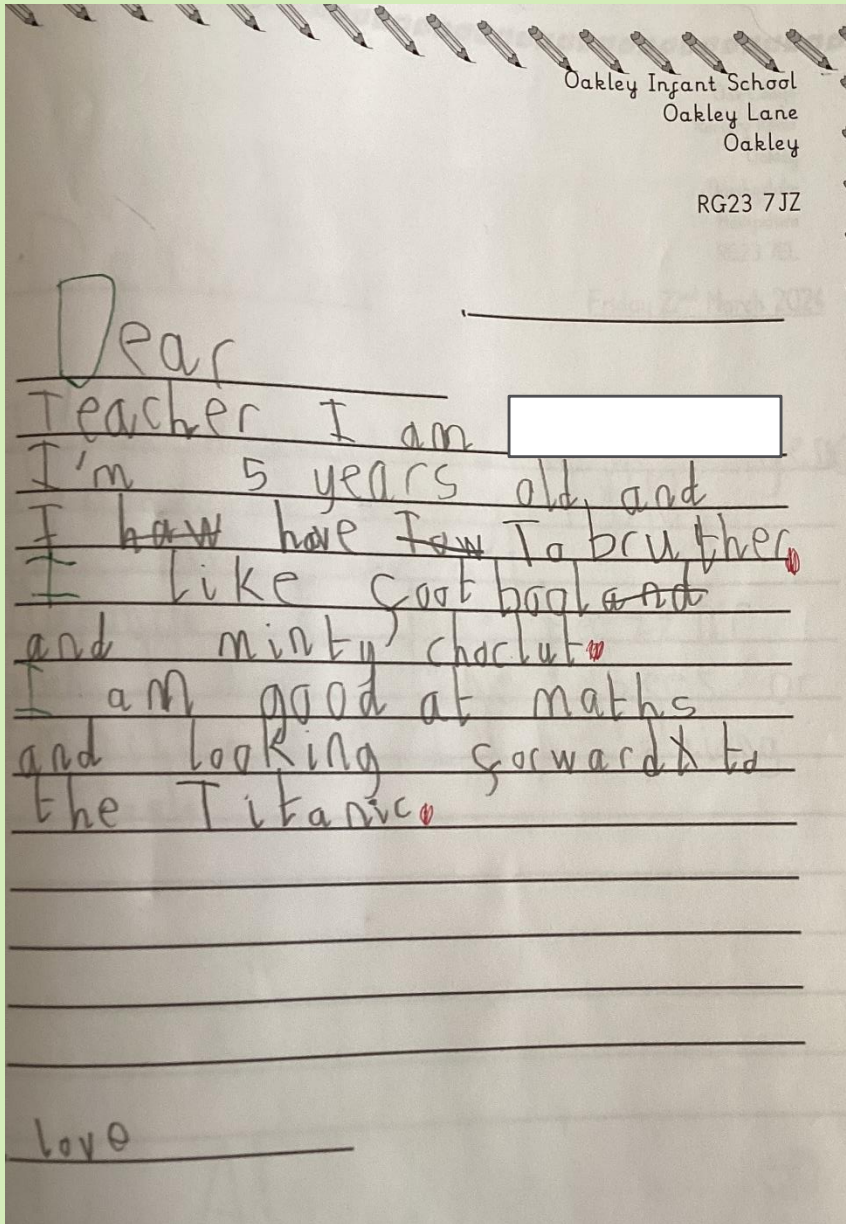


# English Writing

- Sentence Construction – Capital letters and full stops!
- Read and spell Year 1 common exception words
- Encourage your child to be creative at home work.
- Sound mats can be helpful in

and praise their





## Writing

Children explore different genres of writing using appropriate vocabulary, grammar and punctuation.

- Punctuate sentences using: capital letters .  
? !
- Use learnt sounds to make phonetically plausible attempts at spelling unknown words
- Spell common exception words correctly
- Use present and past tense
- Extend sentences using a variety of conjunctions e.g. and and because
- Use suffixes correctly, e.g. ing and ed

# English: Kinetic letters

Handwriting focuses on four main threads

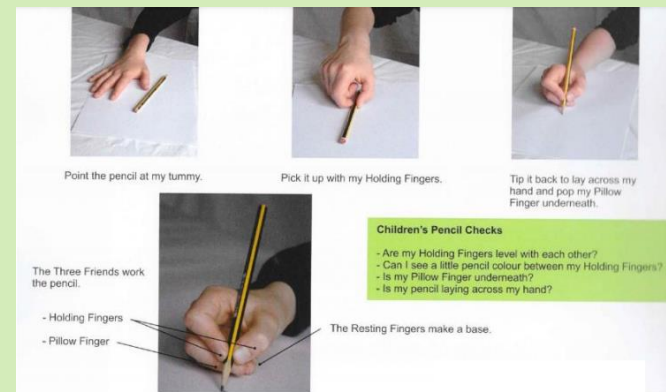
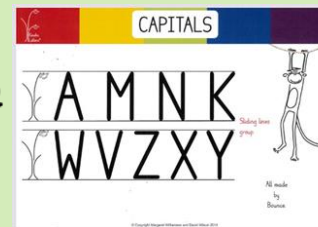
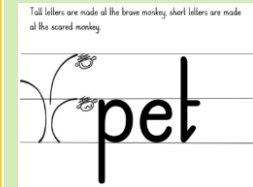
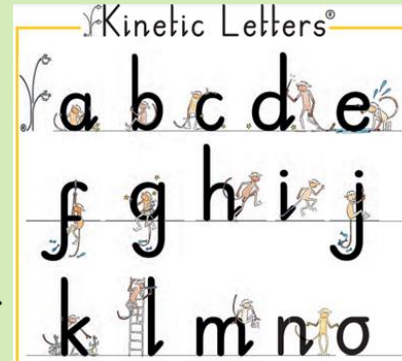
- Making bodies stronger
- Learning the letters

The movements to form the letters begin with whole body movements. This moves to writing them on whiteboards and finally on paper. The children will then apply learnt letters to a set of 'target' words. The progression continues as the children learn how to form capital letters.

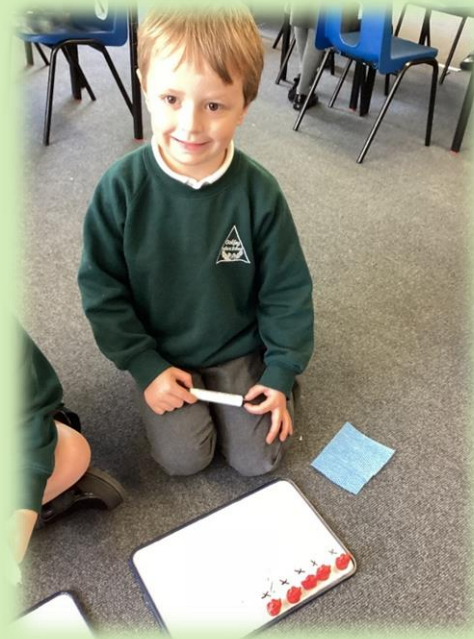
- Flow and fluency

Letter movements are minimized to help a fluent writing style to develop. There are no lead-in strokes.

- Holding the pencil



# Maths



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# Maths Mastery - *Pace not race!*

- \* Number - Place Value
  - Addition and Subtraction
- \* Geometry - Shape
- \* Measurement - Length and height
  - Mass and Volume

\* Deepen learning with the ability to build on learning and make connections.

- \* Whole Class teaching
- \* Broken into small steps
- \* Chilli challenges and support



18 has 1 ten  
and 8 ones.

# Concrete-Pictorial-Abstract



- **Concrete** (using equipment) allows discovery
- **Pictorial** (drawing) allows conceptual understanding
- **Abstract** allows a shorter and more efficient way to represent numerical ideas using symbols.
- Stem sentences - \_\_\_ more than \_\_\_ is \_\_\_\_.

# Topic Overview



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## Autumn 1- Settling In

Stop, Look and Listen



Autumn 2 – Our Toy Story Christmas

Spring 1 – Once Upon a Time



Spring 2 – Bow and Curtsey!

Summer 1 – Wish you were here!

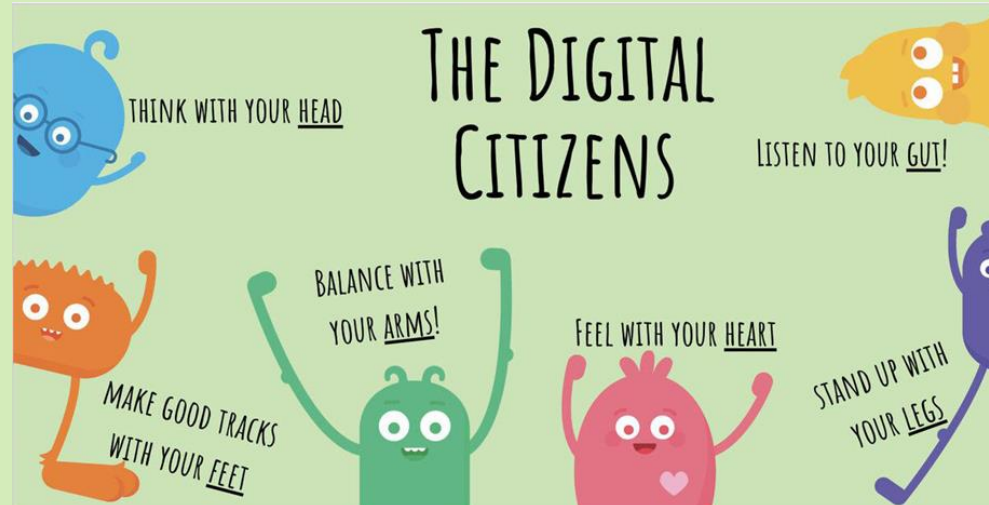


Summer 2 – Food Glorious Food  
Shiver Me Timbers!

# E-Safety



- Requirement of the curriculum.
- We have been teaching the children to use the 'Digital Citizens' when using a device. For example, 'Arms' helps us to remember to balance our time online and we teach children to 'listen to your Gut' if you feel worried or uncomfortable about something you see online.
- We reinforce the message of 'tell a safe adult if something is worrying you'.




# Spelling

## Common exception words

**Phonics overview**

This half term we will be focusing on the following words and phonics. Please practise these at home.

Please continue to read the Bug Club books that have been allocated to your child as this will support their phonics learning.



**Phonics focus for Week 3 Autumn 1**

Phonics focus for Week 3 Autumn 1	Common Exception words for this week
/c/ written 'c' card, cod, cuff	no go so
/c/ written 'k' keep, kit, milk	
/c/ written 'ck' duck, rocket	
/c/ written 'ch' chemist, ache	
language session	

This will explain what we are learning in school and explain how you can support at home.

These spellings must be learnt every week and will be tested on Thursday. They will be revisited regularly.

# What will be sent home?

- Independent reading books
- Knowledge organisers contain key information and vocabulary for every topic (through newsletters)
- Phonic overviews include common exception words that will be tested at the end of every week (after half term). The expectation is that your child will be able to read and write all of them by the end of Year 1. The full set can be found at the front of the reading diary.

- Knowledge organisers and topic grids

**Year 2 – Geography Autumn 1**  
**Oakley Under Investigation**


- Oakley is located in Hampshire, England.
- England is part of the United Kingdom and Europe.
- Physical features are natural features such as rivers, lakes, woods.
- Human features have been made by human activity such as houses, villages, the school, playground.
- North, South, East and West are compass points and can be used to locate places.
- Features on a map are represented by symbols in a key.

Map

Aerial view

**Key vocabulary**

Word	Definition
Key	Explains the meanings of symbols.
Symbol	A mark or picture that shows what something is on a map.
Compass	An instrument to show the directions north, south, east and west.
Country	An area of a country.
Country	A country is a land controlled by a single government.
Continents	A large continuous piece of land, often involving bits of countries. There are seven continents of the world.



- Phonic overviews

**Phonics overview**

This term we will be focusing on the following words and phonics. Please practise these at home.

Please continue to read the Bug Club books that have been allocated to your child as this will support their phonics learning.

Phonics focus for week 1 Autumn 2	Common exception words for this term
'oa' written 'ow' Snow, throw, borrow	I
'oa' written 'o-e' Hole, rope, globe	you
'oa' written 'o' and 'oe' Cold, post, tip toe	was
Language Session	of
Long 'oo' written 'ew' Screw, drew, flew	is
	his
	has

- CEW Spellings

Test on 13<sup>th</sup> October

Focus: th

thin	
this	
that	
with	
path	
bath	

# SEND



Mrs Miller  
SENCO



• We follow a plan, do and review cycle to obtain the best outcomes for children.

• Work closely with outside agencies.

• If your child has an Education, Health and Care Plan (EHCP) we will work in collaboration to best provide the provision in the plan and review your child's progress.

Speech and Language

Educational Psychology

Occupational and Physio Therapy Services

CAMHs

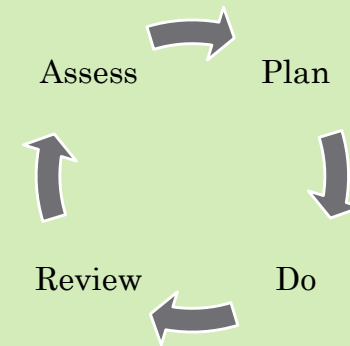
Specialist Advisory Teachers

School Nursing Team

Primary Behaviour Service

Portage

Outreach Schools such as Maple Ridge







• The school website details the SEND information report and links to websites with useful information for parents.

### Important Information

Please click the links below to read the school's SEND Information report and policy.

-  [SEND Policy 2023.pdf](#)
-  [SEN Information Report 2023.pdf](#)
-  [Local Offer](#)

### Parent Advice

-  [Parent Advice](#)  
Important SEND advice, support and information in Hampshire - SENDIASS
-  [Place2Be](#)  
Practical parenting advice
-  [Welltschool](#)  
Advice for supporting children with mental health and medical needs
-  [Bernardo's - Hampshire Healthy Families](#)

If your child is receiving support they will have a learning support plan. This will detail targets and review their progress. Your child's class teacher will share this with you.

My Learning Support Plan						
Name		Class		Targets Agreed By:		
Things I want to get better at: Things I am good at:						
Date	My targets 	What do I need to do? 	By when 	Who's going to help me and when? 	How did I get on? 	Shared with parent 

- Please let us know about any relevant information to support your child e.g. whether a referral has been made or they have an appointment. This also includes any relevant family or prior history.
- Please make sure your child has regular eye and hearing tests as this is often the first thing that outside agencies ask e.g. speech and language.
- If you need support with completing paper work for referrals please do not hesitate to contact me.
- Any concerns – please speak to us.
- You can email the office or speak directly to class Mrs Miller as SENCO.



# Other

- Pupil Premium
- Term time absence
- Website and communications
- Breakfast and After School Club
- PSA- Kathy Gare
- Friends- AGM- 9 October

# School Development Priorities

## Attendance- a Government priority

- Only at school for 39 weeks (190 days)
- Monitor attendance closely- drop below 95%, repeated illness and lateness
- Arbor App
- 97%- 5 days off across a school year
- 95%- 10 days off across a school year
- 90%- 20 whole days across a school year (persistent absentee)
- Lates- 15mins late each day = over 10 days off school

# Other

- Pupil Premium
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# Talk to us!



Mrs Barrett



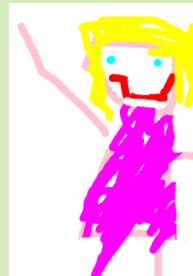
Miss Milne



Mrs Hutchings



Mrs Robson



Mrs Meyer

**Be involved**