



Welcome to the Year 1 Parent Workshop

Rachel - Phase Leader and Deputy Head Teacher

Josie - 1 Green Teacher and Year group Leader

Raeesah - 1 Blue Teacher

Jasmina and Claire - 1 Yellow Teachers

Esther- 1 Green (Friday)

Cassie and Susan- 1 Red Teachers

Attendance

Please be punctual when dropping your child off in the morning and collecting them at the end of the day.

Children will carry out handwriting, reading and other morning activities between 8:45 and 9am in class so do try to get here sooner rather than later and ensure your child is in class by 9am 😊

If your child has not been collected by 3.10pm, you will need to go to the school office and collect them from the late gate.

Please remember that:

- Holidays will not be authorised during term time unless there are exceptional circumstances.
- You must phone everyday that your child is sick.



Termly overview

This term we are learning :

English:

We will be focusing on developing reading and writing skills including:

- learning Level 5 phonics
- discussing, acting out and understanding the stories read to us.
- orally rehearsing sentences.
- reading simple sentences.
- writing simple sentences.
- Using suffixes and prefixes to change the meaning of words

Mathematics:

Number: Place Value (beyond 10)

Number: Addition and Subtraction (within 20)

- Use a number line to count on and back.
- Practically add amounts and manipulatives to find a total.
- Develop their understanding of what happens to an amount when you take away.
- Solve mathematical word problems

Science:

Our bodies, senses and everyday materials.

History and Geography:

The children will be looking at timelines of the present and past. They will find out more about explorers from the present and past and what an explorer does.

What is the weather like in the UK? Children will explore where they live and what the weather is like here.

RE:

Christianity, who is Christian and what do they believe.

PSHE:

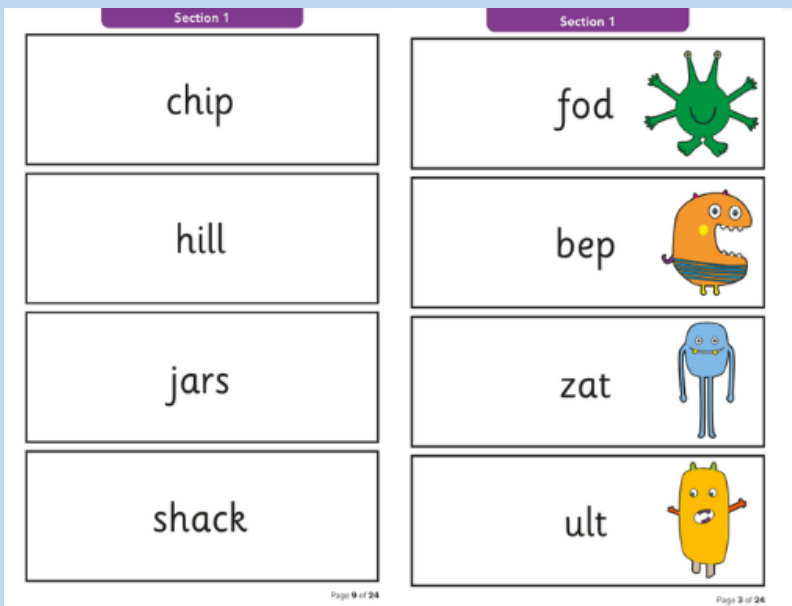
Family members and the role they play in our lives.

Y1 Statutory Assessments:

The Phonics Screening Check is a brief, statutory assessment administered to year 1 pupils in England to assess children's phonics decoding skills. This will be carried out the week beginning 8th June 2026.

The check involves reading 40 words aloud, including both real words and pseudo-words (nonsense words), to gauge their ability to apply phonics knowledge. It helps identify children who may need extra support with reading and decoding.

Throughout the year we will be carrying out similar assessments to ensure children are on track. If your child is at risk of not meeting age related expectation for phonics, you will be informed and your child will be offered additional support.



“The check will be focused solely on decoding using phonics. The check will confirm individually whether pupils have learned phonic decoding to an appropriate standard by the end of Y1 and identify pupils who need additional support from their school to catch up.”

Y1 Phonics Screening Check (DfE)






What is Phonics?

- At Cranbrook we follow the Twinkl Phonics Scheme
- Synthetic phonics is a method of teaching reading and writing where words are broken up into units of sounds 'phonemes'. Children learn to associate a written letter with each sound. Sounds are then joined or 'blended' together into words for reading or whole words are broken down 'segmented' into their sounds for writing.
- Sounds are taught in a prescribed order starting with level 2 - level 5.
- Twinkl Phonics videos are available on You Tube and on our school website. These can support you in supporting your child in learning the sounds and actions we teach in school.
- In school the children have a 25 minute daily phonics lesson every day which is followed by a reading session with the teacher in small groups. During this session children apply their phonic skills and new sound learnt in the lesson.
- Children are assessed regularly to ensure progress is being made and gaps can be identified.

How you can support your child's phonics Learning:

- Encourage reading at home by sharing books and stories daily.
- Practise the new sounds your child is learning using the 1:1 phonics reading book your child brings home. Remember to use letter sounds to support your child, not letter names.
- Help your child with their phonics work and practice writing simple words and sentences. Access TWINKL and play phonics games for Levels 3-5. Focus on polysyllabic words with your children such as; l-u-n-ch-b-o-x.
- Read and remember common exception words to improve your child's reading and writing. These words cannot be phonetically sounded out.
- Look for familiar words in the world around you. When your at the supermarket can your child find words on your shopping list or recognise words on the shelves?
- Talk to your children about anything and everything!

Reward and Consequence systems

 Cranbrook Primary School	
Behaviour – Rewards and Consequences	
When you make the correct choices expect...	Rewards as behaviour improves
Praise Merits Gold Merit Certificates – (Reward from HT) Stickers Whole class rewards Achievement of the week Values Award of the Week Showing work to another teacher Showing work to Phase Leader/ SLT <u>**Share & celebrate good behaviour with parents/carers**</u>	
Every day is a fresh start	Neutral Start
If you break the school rules and make wrong choices then expect...	
Reminders (verbal & non-verbal) Stage 1: Warnings & reminders (x2) Stage 2: Time out in class (5 Mins) Stage 3: Time in another class (10 mins) Stage 4: Time out with Phase Leader/SLT Stage 5: Time out with HT or DHT Stage 6: Internal suspension Stage 7: Green Letter to parents/carers Stage 8: Behaviour Contract Stage 9: Fixed term suspension Stage 10: Permanent exclusion <u>**Share poor behavior choices with parents/carers**</u>	Consequences if behaviour deteriorates

Online Safety:

What children in the early years are doing online

Children are now more digitally savvy than ever before. Their use of digital devices is commonplace with apps like **YouTube Kids** becoming a destination of choice for 72% of children aged 3 to 4 according to a recent [Ofcom report](#).

Research also shows that children are moving away from watching TV, opting for video-on-demand content on video-sharing platforms to watch cartoons, mini movies and songs.

The impact of device use on children's development in the early years

Ongoing research suggests there are both **positive and negative developmental outcomes**.

Benefits of screen use include:

- Opportunities to promote creativity and learning language development
- Improvement of numeracy and literacy skills
- Greater understanding of the world
- Development of digital skills

Challenges of screen use include:

- Impact on children's ability to control their emotions
- Displacement of activities that promote social interactions vital for development
- Risk of exposure to inappropriate content

Termly Safeguarding Newsletters are produced with helpful tips for parents.

They are available on the school's website.

Talk about the use of artificial intelligence (AI) with your child.

All children acknowledge and agree to abide by Cranbrook's AUP (acceptable use policy)

Set up parental controls

Talk to your child/ren and create boundaries/rules with them!

Useful websites:

<https://www.internetmatters.org/>

<http://www.safetynetkids.org.uk/personal-safety/staying-safe-online/>

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/parental-controls/>



- **ZIP IT** – Keep your personal stuff private and think about what you say and do online
- **BLOCK IT** – Block people who send nasty messages and don't open unknown links and attachments
- **FLAG IT** – Flag up with someone you trust if anything upsets you or if someone asks to meet you offline.

Think about screen time

*Weekly Online Safety Discussion Sessions take place during morning tasks.

Use YouTube Kids instead of YouTube.

