



Houghton Conquest
Lower School
Growing together

Parent Handbook

Doves Class 2018/19



Dear Parents/Carers,

Welcome to Doves class!

We hope you find this booklet useful and it helps you to support your child's learning in Doves class so your child can be the very best they can!

During the year there may be questions you would like to ask, please feel free to find myself or any other helper in Doves and arrange a meeting. Any urgent messages can go straight to the office or in your child's book bag and I will pick these up.

There will be consultation evenings in the Autumn and Spring terms which will provide opportunities to discuss your child's progress and see their work. The dates are as follows:

Autumn Term:

- Tuesday 16th October 2017 from 5.00pm
- Thursday 18th October 2017 from 3.30pm

Spring Term:

- Tuesday 5th February 2018 from 5.00pm
- Thursday 7th February 2018 from 3.30pm

Booking information will be available via the office closer to the dates.

Thank you for your support.

Mr Birchall

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Learning at Home in Year One

We expect children in Year One to be completing no more than one hour of homework each week. Children in Doves Class are expected to complete the following Learning at Home on a weekly basis:

- Reading at home: 3 times a week (5 minutes each time)
- Key words: 3 times a week (5 minutes each time)
- Home Spelling book: once per weekend
- Learning Log activities (optional)
- Maths-Whizz: 3 times a week – more information to follow

Reading

Doves should read at home three times a week for five minutes each time; please make a short note in your child's reading record to show they have read. Reading books will be changed when your child has completed their book three times, this allows the child to fully understand and gain a further understanding of the book. Reading records will be checked every day and stickers will be awarded to those children who have read three or more times at home that week. Once six stickers are earned, the child will receive a Reading Reward for their efforts; these are given out during our Celebration Assembly.

Please ask your child questions about their reading to help their progression. Suggested questions are included in this booklet and in your child's reading record.

If your child is reluctant to read or having difficulty, you could read their library book or choose a book together and read to your child. Your child will pick up and learn up to 15 new words per reading session from listening to an adult read.

Home Spelling

Home Spelling books will be sent home weekly. They will be collected on a Friday and handed out again the following Monday.

Key Words

Key words will be handed out in small, manageable chunks as part of reading homework. Your child should be encouraged to be able to read the list and even spell some of these words!

By the end of Year One, your child should be able to read all of the following key words by sight and spell the majority:

off	is	on	it	can	of	at	a	if	an
in	as	got	him	up	his	mum	not	and	dad
get	had	big	back	go	into	to	but	I	put
no	the	then	this	too	look	for	see	that	will
down	now	with	them	they	you	me	we	her	my
was	be	she	he	are	all	by	don't	time	old
house	I'm	children	went	just	it's	help	from	here	saw
very	made	about	came	your	make	day	little	come	were
one	there	so	said	do	have	some	like	called	Mr
asked	Mrs	could	looked	oh	when	their	out	people	what

Once your child is able to read all of the 100 key words by sight, they will receive a sticker and their key folder will be kept for recycling. As they will be able to read more detailed texts, reading at home should then increase to 10 minutes, 3 times a week.

Spellings

As we progress through Year One, your child will complete spellings daily in class. These will be linked to their phonic knowledge and spelling ability. There will be a short assessment of the week's spellings on a Friday.

Home spelling books will be sent home, enabling your child to consolidate their learning within the classroom.

Learning Logs

Learning Logs are one of the ways we promote learning at Home. We hope that your child will enjoy completing the activities and that they encourage you to work with them to complete the tasks.

How they work

Learning Logs are sent home every term. Inside will be a number of **optional activities**, which you may wish to complete to support your child's learning at home. Complete the activity or activities you prefer - the choice is yours!

How can I do my work?

- ✓ Writing
- ✓ Drawing
- ✓ Diagrams
- ✓ Photographs
- ✓ Anyway you see fit - the more creative the better!



Learning Log Guidelines



When are they due?

Learning Logs are handed out during the term of each new topic Year 1 and should normally be returned in the first week of the new term.

Presenting my learning

- ✓ A double page should be used
- ✓ Please only use grey pencil for writing
- ✓ Coloured pencils for colouring - **not** felt tip pens
- ✓ Use rulers to draw lines


"Tell me and I forget. Teach me and I remember.



Involve me and I learn."



**WORK HARD & BE
PROUD OF WHAT
YOU ACHIEVE**

Our Reading Scheme Explained

Our reading books are arranged into colour coded boxes which link to the National Curriculum.

Our scheme does not use the level or stage used by book publishers. Most publishers organise their reading schemes according to their own levelling system so a 'Stage 2' book from one publisher is often not at the same level as a 'Stage 2' book from a different publisher.

Our books are colour-coded according to the level of the vocabulary used in EACH book and therefore books apparently in the same publisher level could be colour coded differently. This also lessens the impact of text size and the number of pictures in a book. Larger text and many pictures do not necessarily mean the book is only suitable for younger children – this is a common misconception.

Each class has its own selection of books from which the children are allocated an appropriate challenge for their ability. Children move onto a different level according to the development of many skills, not just being able to read all the words. There are some reading questions in this booklet to help you discuss stories and books.

If your child brings home a book which they have read previously, use the opportunity to talk about it – why have they chosen it again, can they remember what happened? Remember, we all like to re-read a good book!

Please encourage your child to read lots of different books at home. The children need to discuss many different stories and texts so we would not recommend buying reading scheme books for home.

Our Reading Scheme Colours

All children are different but as a general guide these are where your child is expected to be.

White	Reception				
Navy		Year 1			
Pink					
Brown					
Green			Year 2		
Olive					
Orange				Year 3	
Black					
Cream					Year 4
Maroon					
Sky					



Reading Strategies

I use the pictures to help me.



“C-AR-P-E-T”
“CAR – PET”
“CARPET”

I sound out/blend words I don't know.

I look for smaller words inside words.



“tEACher”



“en – joy – able”
“Enjoyable”

I can break words down into syllables.

I use punctuation to help me make sense of what I am reading.



I go back and read a word or sentence again if I don't understand it.

I read on to see if I can work out the meaning of a word I don't know.



I listen to what I am reading to see if it makes sense.

How can I help my child with reading?

As a parent you are probably helping your child with reading much more than you may realise. If your home contains books, magazines and catalogues that your child sees *you* reading, you are modelling skills they need to learn. If you read to your child and talk together about familiar stories, or if you use printed materials to find things out, then your child already has a head start in this area.

- Remember that **talking** about reading is very important, so if your child is sometimes reluctant to read aloud, discussing a book will also help to develop reading skills.
- Concentrate on **enjoyment** and grasping the meaning rather than absolute accuracy.
- Keep reading time **relaxed**, comfortable and pleasurable in a quiet corner, with the television turned off.
- Talk about the cover and read the title before rushing your child into the text, asking questions such as: what do you think it will be about; what sort of book is it; have you read one like this before?
- Look through the book, noticing interesting pictures and words, then read the opening together.
- Don't correct too quickly. If your child makes an error suggest having another go, searching the pictures for a clue, sounding out the first letter or reading on before you 'tell' the problem word. Try some of the reading strategies on Page 7 of this booklet.
- If your child is really struggling, take over the reading yourself so that it remains a fun activity and let me know.
- When your child brings home a book that has been read before ask for a summary before reading it again, then discuss the book at a deeper level than last time.
- As your child progresses, talk about authors, characters and plots or what new information has been learnt.
- Join your local library and use it regularly. Watch out for storytelling events, summer reads and reviews of new titles.
- Read to your child as often as possible, maybe even your favourite book! Children pick up 15 new words listening to someone else read!

Reading Questions

To help your child develop comprehension skills

It is really important to help your child's comprehension by asking questions about the book they are reading. Here are some ideas of the questions you may like to ask.

Non-Fiction

What do you think the book will be about?

Did you enjoy the book? Why? Why not?

What sort of person would read this book?

What is the contents page for?

Why did they put pictures / photos into the book?



Fiction

Who is the main character?

Where / when is the story set?

What do you think will happen?

Did you like the story? Why? Why not?

What happened in the story?

How do you think the character felt? Why?



Handwriting

We use the Cambridge Penpals scheme for handwriting across the school. As children enter Year One, letter formation should be becoming familiar and secure. Children complete a handwriting whiteboard every morning to practice their skills. A reminder of letter formation:



In Term One, children will practice formation of all lower case and capital letters.

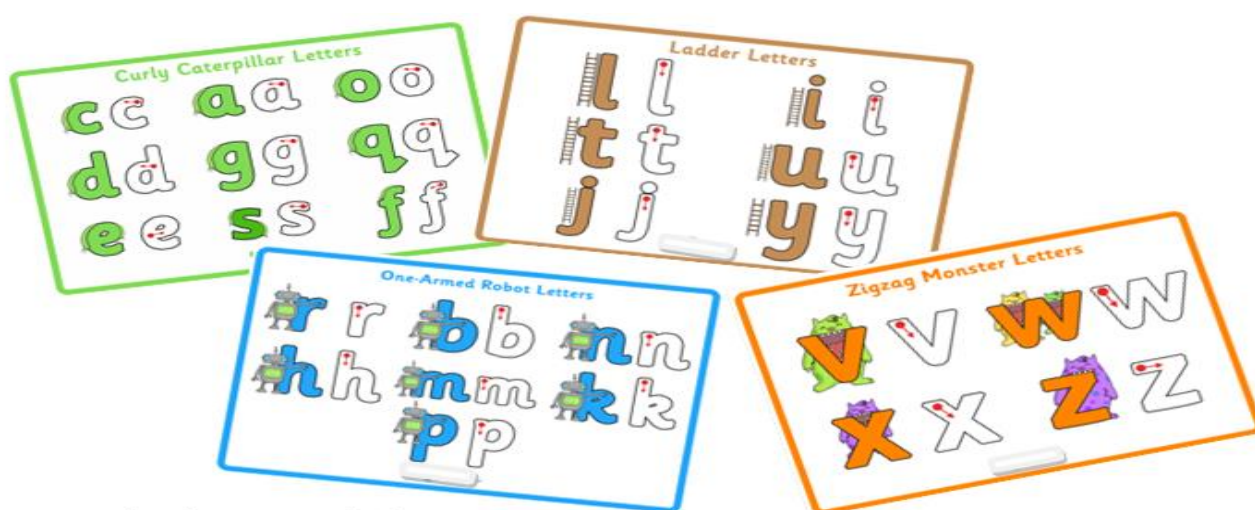
In Term Two, children will start to join some letter pairs:

- Diagonal joins to an ascender – *at, all, th, ch, cl*
- Diagonal joins, no ascender – *in, im, cr, tr, dr, lp, mp*
- Diagonal joins to an anticlockwise letter – *id, ig, nd, ld, ng*

In Term Three, children learn to join more letter strings:

- Diagonal joins, no ascender – *ee, ai, ay, ime, ine*
- Horizontal joins, no ascender – *op, oy, one, ome, oa, og, wa, wo*
- Horizontal joins to an ascender – *ol, ot, wh, oh*

We also group our letters based on how they are formed, this can help children consolidate a group of letters through muscle memory.



Maths Mastery

At Houghton Conquest Lower School, Maths Mastery has been developed to ensure that every child can achieve excellence in mathematics. It provides pupils with a deep understanding of the subject through concrete, pictorial and abstract approaches. This ensures pupils fully understand what they are learning.

Maths Mastery places emphasis on the cumulative mastery of essential knowledge and skills in mathematics. It embeds a deeper understanding of maths by utilising concrete, pictorial, abstract approaches so that pupils understand what they are doing, rather than learning to repeat routines they are given the opportunity to fully reason as well as develop fluency.

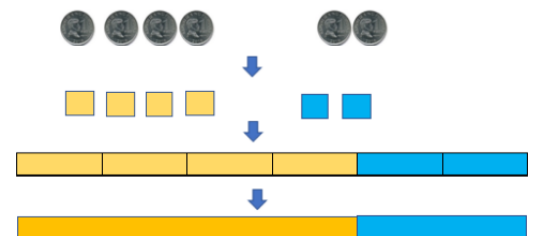
Concrete

Concrete is the '**doing**' stage where they use concrete objects as the model. This approach brings a mathematical concept into reality by allowing children to experience and use some physical resources to reason and solve problems.



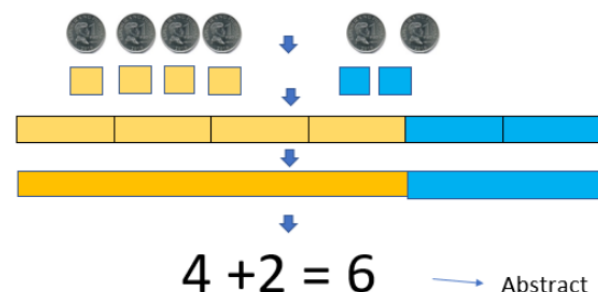
Pictorial:

The pictorial is the '**seeing**' stage where the children see the representations of the objects using varied templates, such as a part whole model or a bar model. It encourages children to see a mental connection between the physical objects and abstract concepts by looking at the pictures, circles, or any model that represents the objects. Building or drawing a model makes it easier for children to visualise the problem.



Abstract:

The abstract is the '**symbolic**' stage, where children can use abstract symbols to model problems. Once a child already has a solid understanding of '*Concrete*' and '*Pictorial*' then we can introduce the '*Abstract*'. In this stage, problems are represented using the symbolic concepts, such as numbers and mathematical symbols, for example the four basic arithmetic operations (+, -, x, /).



Doves Class Visit Costs for 2018-19

Term / Topic	Details	Type of visit	Cost breakdown
Autumn Term <i>Into the Woods</i>	Trip to Maulden Woods Woodland walk to include: <ul style="list-style-type: none"> • Who lives in the woods? • Seasons and cycles • Sensory activities • Building mini dens • Dormouse habitat • Autumn headbands • Woodland responsibility 	Off-site (half day)	Coach: £175.00 Trip: £4.00 per child Cost per child: £13.20
Summer Term <i>Wild and Wonderful</i>	Trip to Woburn Safari Park Road safari to include: <ul style="list-style-type: none"> • Northern Plains, Savannah Grasslands, Kingdom of the Carnivores, Giraffe Junction, African Forest • Safari Park guide on board Foot safari to include: <ul style="list-style-type: none"> • Desert Springs, Elephant Meadow, Sea Lion Cove, Deer Stop, Birds of Prey, Birds in Action, Animal Encounters, Penguin World Land of the Lemurs, Sea Lion Beach, Monkey Business, Australian Walkabout, The Discovery Zone, Sea lion show 	Off-site (full day)	Coach: £275.00 Trip: £8.49 per child Cost per child: £25.60
<p>Costs are based on 2017-18 prices and may increase subject to supplier costs.</p> <p>Permission letters advising of the exact cost will be sent out near to the date of each visit.</p> <p>Please note that the type and number of trips per class takes into account a number of criteria including the age of the children.</p>			



Doves Timetable

Mr Birchall



	8.50	9.00	9.20	9.40	10.30	10.45	11.00	11.15	12.00	1.15	1.25	2.05	2.30	3.00
Mon	Register / Handwriting boards	Phonics	Literacy hour		ASSEMBLY	BREAK	Spelling	Maths	Lunch	Register	RE	Music	Choosing	Show and tell
Tue		Phonics	Literacy hour		ASSEMBLY	BREAK	Handwriting	Maths			PE		French + choosing	Show and tell
Wed		Phonics	Literacy Hour	PHSE	ASSEMBLY	BREAK	Spelling	Maths			Choosing		PE	Show and tell
Thu		Phonics	Literacy hour		ASSEMBLY	BREAK	Handwriting	Maths			Computing		Choosing	Show and tell
Fri		Phonics	Literacy Hour		ASSEMBLY	BREAK	Spelling check	Maths			Creative Curriculum (Art/DT)		Golden Time / Celebration Assembly	Show and tell