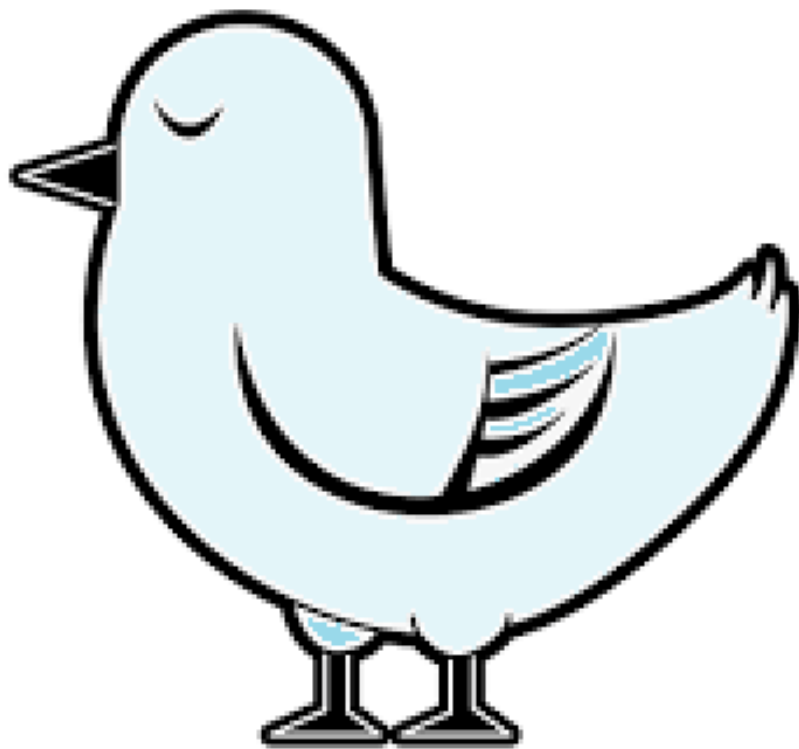




Houghton Conquest
Lower School
Growing together

Parent Handbook 2020/21



Doves Class

Dear Parents / Carers,

Welcome to a new year at Houghton Conquest Lower School. I am sure we are in for an exciting year of growth and development. I know I am very much looking forward to it.

I hope you find this booklet useful and that it helps you to support your child's learning in Doves class.

A key element to ensuring this year is as successful as possible for your child is a strong link between home and school. I will be sending home reading books, spellings and key words to practise regularly at home. You can also find more ideas in this booklet to help further support your child's learning at home. Should you need to contact me you can do so by informing the school office, writing a note and putting this in your child's book bag, or via telephone call. I am always available at home time each day for short messages or you can also ask for an appointment if more time is needed. You can also email me directly at doves@hcschool.org.uk and I will respond within twenty-four hours. Urgent messages should be delivered to the school office.

We are looking into ways to hold parents evening in a covid secure way, more information to follow. This will allow for a fantastic opportunity to discuss your child's progress and see their work.

Thank you for your support.

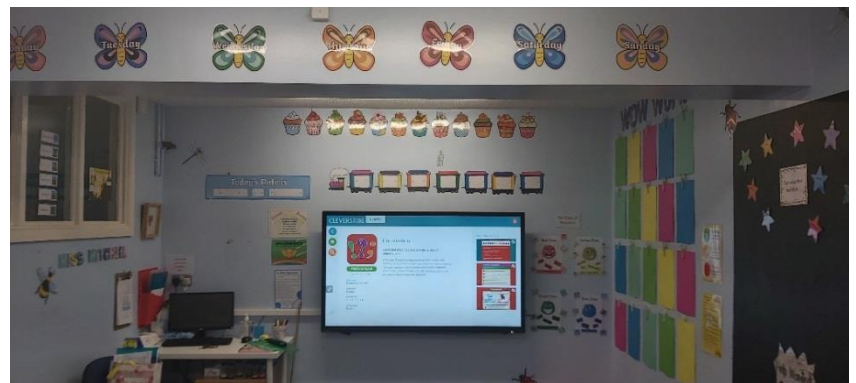
Miss I Mitchell

Doves Class Teacher

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Our Classroom



Maths Area



Creative Station



Writing Corner



Key Information

People who can help us in Doves Class

Miss Mitchell - Class Teacher



Mrs Warner - PPA Cover

School drop off / pick up

We have introduced staggered start and finish times. Please walk up the one-way system and stop at the white box by the green gate. At this point, your child will be sent to you by a member of staff.

Drop off	9.10am
Collection	3.00pm



Topics

Autumn - Into the Woods

Spring - Fire and Ice

Summer - Wild and wonderful



Forest School

Throughout the year all the children in the school will have the opportunity to attend forest school. Your child must come equipped with wellies, waterproof coat and spare clothes (hats, gloves and scarfs in winter). More information regarding dates will follow.



P.E

This year Doves will have P.E on a Thursday. Please ensure your child arrives wearing the appropriate PE kit. Your child may also wear tracksuit bottoms to cover their legs and their school jumper.



Behaviour

Staying on **Green** but going for **Gold!**

How it works:

There is a display in every classroom, on this display every child has a star with their name on. Every day the child starts fresh on green. If a child makes good choices and displays our school values, they are rewarded by moving their name to the gold star and receive a golden ticket.

If a child makes wrong choices they:

- Receive a polite reminder
- A verbal warning
- Move their name to amber face (lose 5min play as a consequence)

If the behaviour is continued (or serious) they move to the purple face and must see the headteacher, parents will also be informed.

Our behaviour system allows children to reflect on their actions, attitudes and behaviours. If they change their behaviour to a positive one, they can move back up the chart.



Doves Class Timetable

Autumn 2020-21

	9.10	9.10 - 9.15	9.15 - 9.35	9.40 - 10	10 - 10.15	10.15 - 10.45	10.45 - 11	11 - 11.45	11.45 - 12	12 - 1.15	1.15 - 1.20	1.20 - 2.15	2.15 - 2.45	2.45-3
Monday	Register / Morning Task/challenge/ SEMH activity	Circle Time	Phonics	Maths Mastery Input	Break	Maths Book Work	Assembly in class - Set activities sent	Literacy	Guided Reading	Lunch	Register / SEMH activity	Science	Continuous Provision / Interventions	Story Time
Tuesday			Phonics	Maths Mastery Input		Maths Book Work		Literacy	Guided Reading			History / Geography	Continuous Provision / Interventions	Story Time
Wednesday			Phonics	Maths Mastery Input		Maths Book Work		Literacy	Guided Reading			RE/PSHE	Continuous Provision / Interventions	Story Time
Thursday			Phonics	Maths Mastery Input		Maths Book Work		Literacy	Guided Reading			PE		Story Time
Friday		Friend on Friday	Phonics	Maths Mastery Input		Maths Book Work		Spelling Test	Art/DT			Music	Golden Time	Story Time

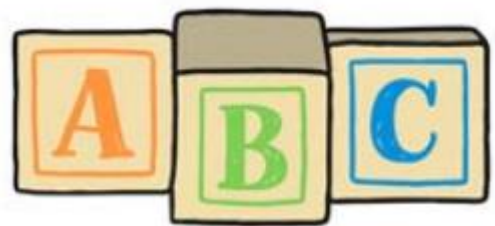
Phonics

What is Phonics?

Children begin to learn phonics (sounds) in Early Years both Nursery and Reception. Once children begin learning sounds, these sounds are used orally to identify and make words. They will then begin to learn the letters which make each of the sounds and these are used to read and spell words. For this reason, the first initial sounds that are taught are 's', 'a', 't', 'p', 'i', 'n'. These can immediately be blended for reading to make simple CVC words (consonant, vowel, consonant) e.g. sat, pin. Children then develop segmenting for writing skills; breaking the word into sounds to spell it out.

What is the Phonics Screening Check?

Children in Year 1 throughout the country will all be taking part in a phonics screening check during the same week in June. Children in Year 2 will also take the check if they did not achieve the required result when in Year 1 or they have not taken the test before.



What Happens During the Screening?

The test contains 40 words. Each child will sit one-to-one and read each word aloud to a teacher. The test will take approximately 10 minutes per child, although all children are different and will complete the check at their own pace. The list of words the children read is a combination of 20 real words and 20 pseudo words (nonsense words).

Pseudo Words (Nonsense Words)

The pseudo words will be shown to your child with a picture of an alien. This provides the children with a context for the pseudo word which is independent from any existing vocabulary they may have. Pseudo words are included because they will be new to all pupils; they do not favour children with a good vocabulary knowledge or visual memory of words.

How Can I Help My Child at Home?

- Play lots of sound and listening games with your child.
- Read as much as possible to and with your child.
- Encourage and praise - get them to have a 'good guess'.
- If your child is struggling to decode a word, help them by encouraging them to say each sound in the word from left to right.
- Blend the sounds by pointing to each one, e.g. /c/ in cat, /p/ in pat, /ng/ in sing, /ee/ in been.
- Discuss the meaning of words if your child does not know what they have read.

Home Learning

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)
- Home Spelling book: 3 times a week (5 minutes each time)
- Key words: 3 times a week (5 minutes each time)
- Learning Log activities (optional)

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 on **Mondays** and **Thursdays**. Reading records will be checked every day and stamps will be awarded to those children who have read three or more times at home that week. Once six stamps 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.

Thank you for your feedback in your child's reading record - this is really helpful!

Home Spellings

Your child will bring home a 'Home Spellings' book which is to be completed three times per week. A list of spellings can be found at the beginning of each main page and should be practised three times during the week with the date at the top of the column. Please fold the pages to help your child follow our Look, Cover, Write, Check strategy (See spelling book for information on this strategy). Please ensure your child brings their Home Spelling book into school each day as I will be checking them at random intervals.

Spellings will be set on a Monday and will be collected in on a Friday.

Key Words

Key words will be sent home in sets; please can you show your child the words and ask them to repeat what they see. This is a short activity and is aimed to build fluency in your child's ability to recall these common words. These words will be tested in school on a bi-weekly basis and updated on the following Monday.



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 task.

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. Your child will have the opportunity to share their work with the class - I can't wait to see it!

How can I do my work?

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



Learning Log Guidelines



Presenting my learning

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

When are they due?

Learning logs are handed out at the start of the term for each new topic. To ensure your child receives tasks for the next topic please return the book to school by the 'due date'. Your child will also have the opportunity to share their work on set days.



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



Involve me and I learn."



- Benjamin Franklin

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

Learning Logs / Show and Tell

As part of the Speaking and Listening Area of Literacy, your child will have the opportunity to speak to the rest of their class for about 2 or 3 minutes every week. When listening, they will have the opportunity to respond to ideas expressed by their peers. We will have a fortnightly rotation of show and tell / learning logs, dates for the Autumn term can be found below.

Learning Logs

In the Learning Log just a couple of drawings/photographs with a caption or two will be sufficient. If your child wants to do more than this, please use no more than the double page with the topic label. We aren't judging the best handwriting or spelling; we are looking for imaginative ideas expressed by the children through pictures and words. We hope you will enjoy spending time with your child talking about each learning log topic with your child. Just a reminder these are not compulsory, however they do play a huge part in developing the children's confidence, fine motor and communication and language skills.

When completing learning logs please:

- encourage children to sound out words for themselves rather than just giving them words to trace or copy.
- use coloured pencils or crayons to colour
- use a separate piece of paper if you would like to use felt-tips or paints, and stick this in
- feel free to stick in items such as tickets, photographs, leaflets, stickers, natural objects etc.

Show and Tell

For the weeks when there are no Learning Logs in school, children may bring one item in to show their peers and to talk about. This item may remain in school for a few days until it has been shared with the rest of the class.

To be handed in the week beginning..	Show and Tell / Learning Log
5 th October	Learning Logs: Family Tree
12 th October	Show and Tell
19 October	Learning Logs: Natural Objects
Half Term	
2 nd November	Learning Logs: Nocturnal Animals
9 th November	Show and Tell
16 th November	Learning Logs: Woodland Art
23 rd November	Show and Tell
30 th November	Learning Logs: Musical Woodland
7 th December	Show and Tell
14 th December	Learning Logs: Stories Set in the Woods

Our Reading Scheme: Explained

Our reading books are arranged into colour coded boxes which link to the National Curriculum. Last year the Friends of Houghton Conquest funded some wonderful new reading resources for your children to use at home.

We use a variety of 'reading schemes' in our school including Rigby Star, Project X and Oxford Reading Tree, to support independent reading. We have a clear reading progression system that runs through the school and we regularly assess the pupil's progress against this to implement additional support and/or challenge. Teachers talk to the children regularly about their strengths and areas of development and communicate with parents via children's reading records. All reading books are colour-coded to indicate level of difficulty.

To promote a love of reading, we:

- Read aloud to children to introduce them to new authors and styles of writing.
- Encourage and model reading for pleasure and establish an appreciation and love of reading.
- Ensure that reading is made fun by teachers and other adults, providing excitement and inspiring the imagination.
- Establish and develop a varied range of texts in the classroom.
- Hold an annual World Book Day event.
- Work with parents and carers to ensure that reading is regularly shared at home, promoted by our reading reward scheme.
- Each class has its own dedicated 'Book Nook' reading space.
- Celebrate a range of authors and illustrators across varying genres.

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.

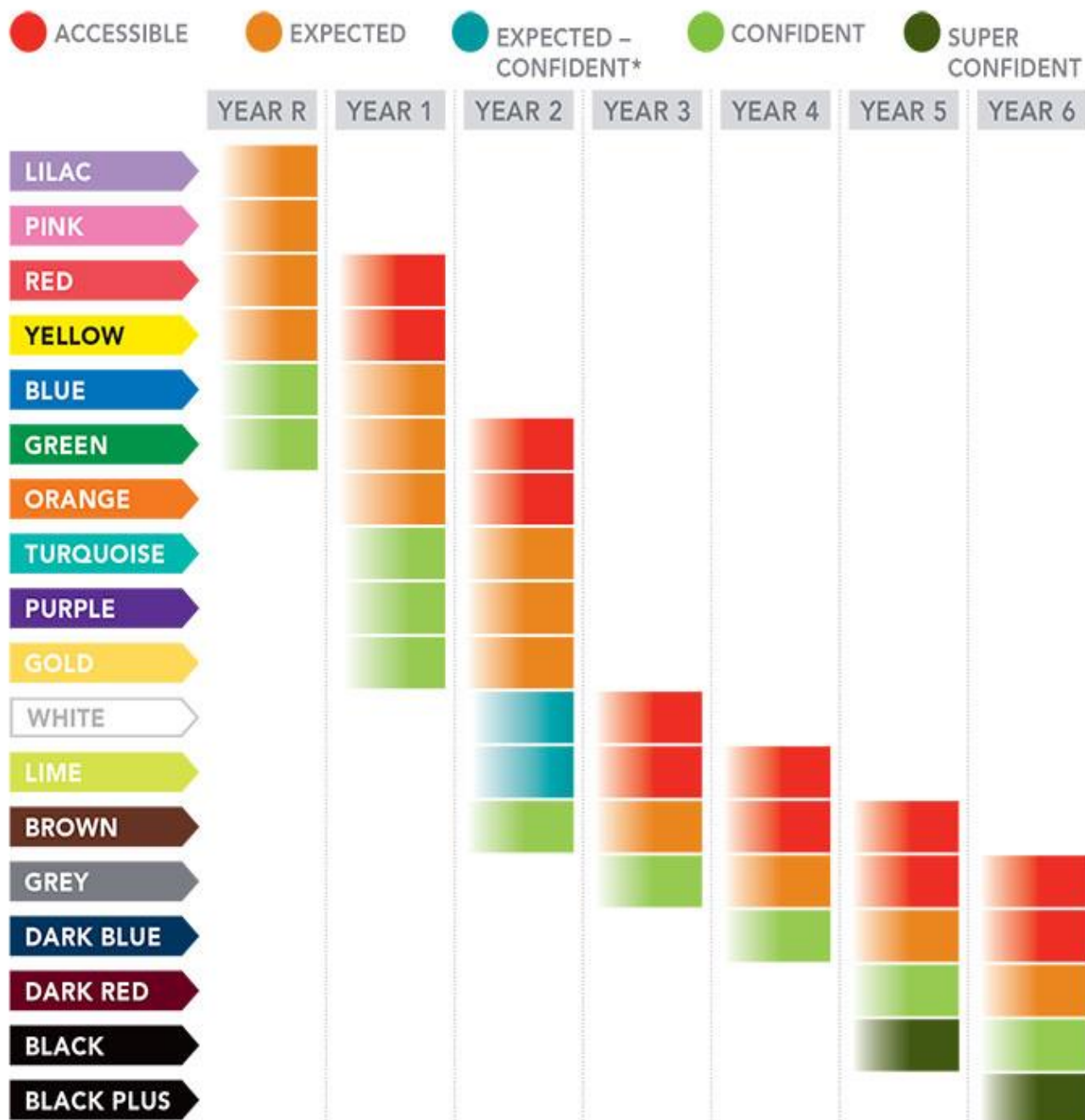
If your child brings home a book which they have read previously, use the opportunity to talk about it - why have they chosen it again, can they remember what happened? Remember, we all like to re-read a good book!

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

Owls should read three times a week for about five minutes each time, making a short note in your child's reading record each time. Stamps/ticks will be awarded to those children who have read three or more times a week, checked every Monday. When the children have gained six stamps/ticks they will receive a Reading Reward for their efforts; these are given out during our Celebration Assembly.

Our Reading Scheme: Colours

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



Reading Strategy's

I use the picture to help me.



"C-A-R-P-E-T"

"CAR-PET"

"CARPET"

I know sounds / blend out words I don't know

I look for smaller words inside words



"tEACHer"



"en-joy-able"

"enjoyable"

I can break words down into syllables.

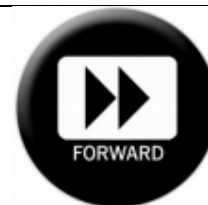
I use punctuation to help me make sense of what I am reading.

? ! "..." , .



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.

Help your child with

reading

I spy

Play 'I Spy' games.
Can you find words beginning with...? Can you find a picture of a ...? How many ... can you see?

Ask questions

Ask questions about the story as you read it e.g. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?

Make it fun

Enjoy reading together. Give characters funny voices and engage with the pictures. Make a game out of finding words that rhyme or start with the same sound.

Be seen

Make sure you are seen reading. Keep books and magazines at easy reach.

Get out

Go to your public library regularly. Find the books you loved as a kid to read together.

Create

Use reading to inspire drawings or new stories.

Go online

Look online & in app stores for appropriate word & spelling games.

Make space

Have a special place or a certain time when you read together.

Read everything out loud.

Books, poems, nursery rhymes, newspaper & magazine articles, food labels...
anything that is close to hand!

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), you read to your child and talk together about familiar stories, also, 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.
- If your child is really struggling, take over the reading yourself so that it remains a fun activity and let the teacher 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.



Reading Questions

These questions are used to help develop your children reading comprehension skills and check their understanding of the text.

Look at the front cover:

What might the book be about?
Who could the main characters be?
Have they you read a book like this before?
Who is the author?



Knowledge

What is happening?
Where did the story take place?
Who are the main characters?
What does the character look like?
Where does the character live?

Analysis

How do you feel about ...?
Why did the author choose these words?
How has the author shown the character is afraid?

Comprehension

What is happening?
What happened at the end of the story?
Who is telling the story?
Which parts of the story do you like best?

Application

Can you think of a story with a similar theme?
Can you think of another story where the character acted this way?



Critical Thinking

What is your opinion about ...?
What evidence do you have to back up your opinion?
What would the main characters think about ...?

Key Words



By the end of year 1 children should be able to read and spell...

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

... Your child will have begun learning these in Reception

These are also called 'High frequency Words'. We divide the 100 words into 10 sets, once your child has read every word in their set by sight; we will send home a new set. These will be tested every other Friday so please ensure your child brings in their current set and try to practise them at home regularly. There are lots of fun ways you can do this such as making up games with the words or writing them using different media and materials such as sand or with water and a paintbrush on the patio.

Help your child with **spelling**

Different media

Provide different media for children to write and make marks with e.g. paint and paintbrushes, chunky markers on large paper, chalk on the pavement or patio, dry-wipe markers on the mirror or using fingers in shaving foam, or custard. You could also encourage children to explore making marks on a computer or tablet device.

Flashcards

Have flashcards, letter tiles or similar items around for children to use to spell out words.

Make a copy

Children could copy out the spelling list in alphabetical order or from shortest to longest.

Grab a dictionary

Have a dictionary to hand for looking up unfamiliar words

Narrow it down

Narrow down long lists and focus on 4 to 5 at a time.

Get moving

Use physical activity - for each letter of the word get children to do a star jump, walk up or down a step, touch their toes etc.

Games

Make the list into a game - try playing hangman, making word searches or coming up with crosswords.

Shout out

Encourage your child to spell words out loud on long car journeys or when walking to school.

Encourage your child to read.

Good readers are often good spellers!

Handwriting Information

We use the Cambridge Penpals scheme for handwriting. Letter formation should be becoming familiar and secure. A reminder of letter formation:

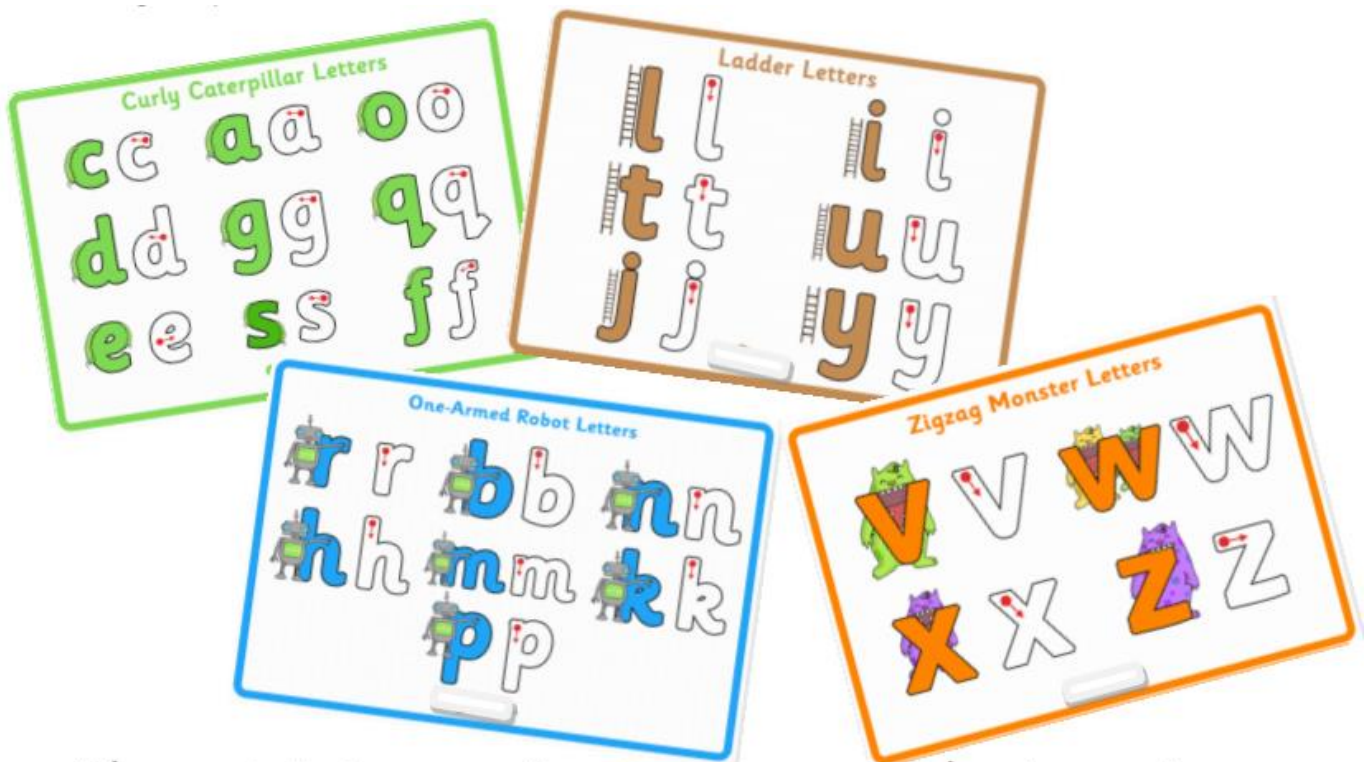
In year 1 the children will learn:

- Where the letter starts
- The letter families (see the image below)

They will also begin to join their letters using:

- Diagonal joins - am, un, lp
- Horizontal joins - op, wi, ot, wh, oo, wa
- Joins from q, joins to and from r, joins to and from s and joins from f.
- Some letters are not joined: b, g, j, p, y, x and z.

To support and encourage the correct letter formation we categorise letters into four groups:



The quick brown fox jumps over the lazy dog.

Here are some useful websites that may help your child with handwriting:

http://www.ictgames.com/sky_writing.html

<http://www.doorwayonline.org.uk/literacy/letterformation/>

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.

At Houghton we use the Power Maths scheme as it is a UK curriculum mastery programme designed to spark curiosity and excitement and nurture confidence in maths. This programme is an enriched approach that cleverly combines interactive teaching tools, rich and quality textbooks, and practice books. It is built around a child centred lesson design that models and embeds a growth mind-set approach to maths and focuses on helping all children to build a deep understanding of maths concepts. It embeds a deeper understanding of maths by utilising concrete, pictorial, and abstract approaches so that pupils understand what they are doing more, rather than learning to repeat routines. Pupils are given the opportunity to fully reason as well as develop fluency.



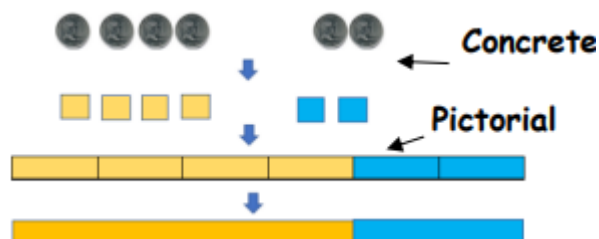
Concrete

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, /).

