



**Houghton Conquest**  
Lower School  
Growing together

# Parent Handbook 2022/23

## Doves Class



Dear Parents/Carers,

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

During the year there may be times when you have questions about your child's learning or there may be things you need to inform school about that may affect your child's learning.

You can contact me by informing the school office, writing an email to [doves@hcschool.org.uk](mailto:doves@hcschool.org.uk) or a telephone call. You can also ask for an appointment if more time is needed and I will get back to you with a convenient time. Urgent messages could be delivered to the member of staff on gate duty.

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 18<sup>th</sup> October 2022 from 3.40pm
- Thursday 20<sup>th</sup> October 2022 from 5.00pm

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

Thank you for your support.

Miss Rolfe

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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)
- Home Spelling book: 3 times a week (5 minutes each time)
- NumBots- 3 times a week
- 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 when your child has completed their book. 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.

## 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 Friday and will be collected on a Thursday.**

## Home Maths learning

Please log into NumBots each week and allow your child to spend time making progress with the questions asked. NumBots is all about every child achieving the 'trip win' of understanding, recall and fluency in mental addition and subtraction so that they move from counting to calculating.

By the end of year 2 children should be able to read and spell...

first	good	home	house	because	ball	bed	not
girl	took	came	about	saw	call	but	got
sister	would	name	out	your	called	dig	did
over	should	made	our	door	school	must	very
water	could	make	now	more	last	just	will
people	put	take	how	or	laugh	much	from
back	push	time	down	live	half	has	his
had	pull	can't	off	love	after	as	him
have	another	want	if	do	next	an	ran
their	brother	don't	boy	new	night	man	many
than	these	jump	where	little	her	once	too
them	with	may	there	old	so	again	two
then	three	that	here	seen	some	help	
when	by	what	were	been	one	who	

We start the process of learning these key words in year 1. We have divided the words into blocks that are sent home with the child. Each week the child will be tested on their ability to read the key words. If they read all of the words correctly, they will receive the next block of words.

# 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!**



# 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 in Doves and should normally be returned by the date set on the activity sheet.

## 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.*”



- Benjamin Franklin

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

# Our Reading Scheme Explained

Our Little Wandle reading books are arranged into fully decodable books which are matched to their secure phonics knowledge. This will enable them to use the GPC's they know to decode the words and, with practice, develop fluency when reading.

Each class has its own selection of books from which the teacher will match to their secure phonics knowledge. The children will read the book in the 3 x practise reading sessions and then will bring home to read to their grown-ups. This book will be changed every Friday and relate to their book they have read in their practise sessions that week. 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.

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.



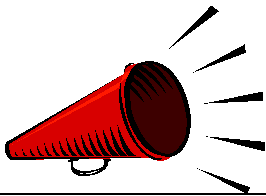


# Phonics

Our Phonics Scheme that we have invested in is "Little Wandle" to support the teaching and learning of Phonics in Doves' class. Each new phoneme will have a rhyme to help support letter formation. The children will have daily phonics lessons at school to teach a new phoneme (sound), support them to write the phoneme (grapheme), blend together to build words and write (segment) the word. They will have 3 x a week practise reading sessions to support decoding (blending the word), prosody (reading with a meaning) and comprehension (understanding the text). They will be provided with the weekly book, from the practise reading sessions, to practise at home. Please try to spend **5 minutes each day** recapping previously taught phonemes using the sound card that will be provided.

# Reading Strategies

I use the pictures to help me.



"C-A-R-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.

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.

## Create

Use reading to inspire drawings or new stories.

## 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.

## 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

## To help your child develop comprehension skills

### Knowledge

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



### 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?  
Which parts describe the setting?  
What problem does the character have?

### Analysis

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

### Application

Can you think of another story with a similar theme? With the same issues?  
Can you think of another story character that acted this way?  
What I did would you borrow from this story if you were to write your own

### Evaluation

What makes a successful story?  
Which one is better? Why?  
Could the story be improved? How?  
Who would enjoy reading this story?



### Being critical

What is your opinion about...?  
What evidence do you have to back up your opinion?  
Have the views in the text affected your opinion?  
What would the main characters think about...?

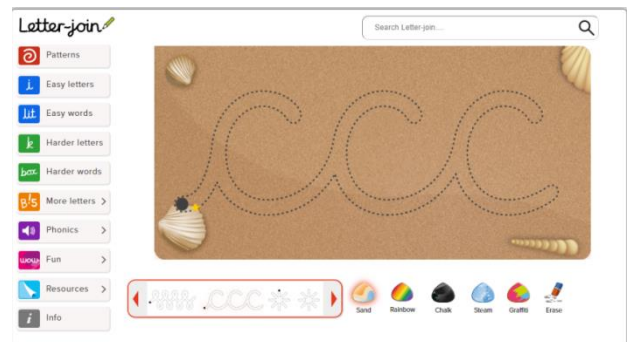


## Handwriting

At Houghton Conquest Lower School we are very proud of our pupil's handwriting and we are working hard to implement our new cursive handwriting style "**Houghton Handwriting**".

We have recently adopted Letter-join's on-line handwriting resource and Lesson Planners as the basis of our handwriting policy as it covers all the requirements of the National Curriculum.

Using cursive handwriting also encourages children to slow down, take care in their letter formation and promotes pride in their work.





# Handwriting at Home

We will be sending home pupil log in details for the Letter-join website to encourage children to practise their handwriting and other literacy related skills at home.

Teachers can set Home Learning Tasks which may include:

- Magic Patterns
- Magic Words
- SoundMatch
- PhonicsMatch
- LetterMatch
- LetterLotto
- Letter Families activity
- Word Search
- Word Bank
- Spelling lists
- Write it Right!
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Children can also watch the word and letter animations as well as practise and explore other handwriting resources on Letter-join.



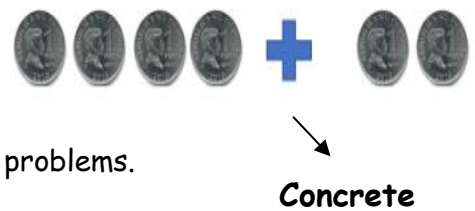
# Maths Mastery

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, 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.

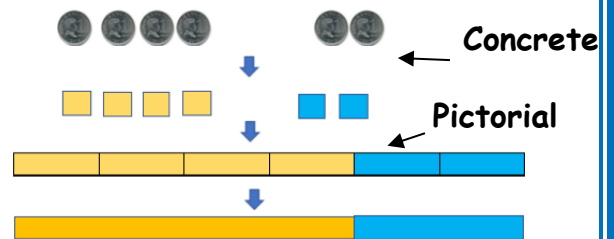
## Concrete

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.



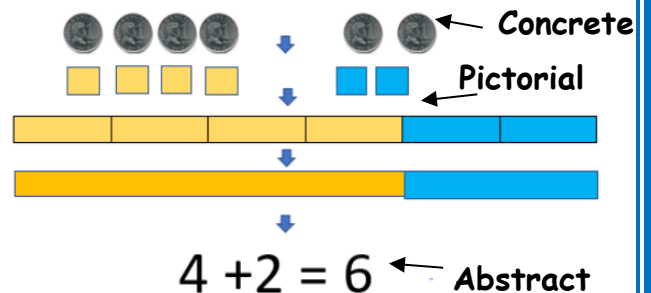
## Pictorial:

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, /).



# Curriculum map

## Literacy:

We will be exploring wellbeing through stories about feelings and group discussion. Children will learn about the characteristics of captions, lists and labels. Then write their own themed around the book 'Not a stick'. The children will then go on to explore stories with a familiar setting 'Bog Baby' in which we will explore adjectives. Later on we will learn about poetry and create our own acrostic poem. The children will create their own recounts and explore the stories of Hansel and Gretel, Little Red Riding Hood and The Gingerbread Man. We will then have a go at writing our own Christmas stories.

## ICT:

The children will learn to use computers more purposefully by logging in and navigating around a computer. They will learn to drag, drop, click and control a cursor using a mouse as well as use software tools to create art on the computer.

## PE:

The children will learn personal skills such as co-ordination and static balance. The children will develop their footwork and balance through different activities. We will promote a growth mind-set and children will learn to follow instructions for simple tasks independently.

## Art / DT:

The children will look at leaf and bark printing and create their own leaf man or leaf animal. We will then go on to explore self-portraits and look at famous artists work such as Andy Warhol, trying to recreate our own pop-art inspired self-portrait.

## Maths:

We will explore the number system starting with place value within 10. We will then learn about addition and subtraction within 10, using different concrete resources to help us explore these concepts.

The children will then learn about 2D and 3D shapes and their properties, also understanding how to sort shapes into different groups.

## Science:

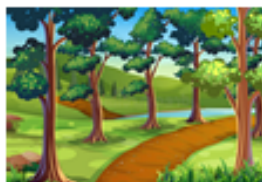
### Animals including Humans

The children will learn about how our bodies change as we get older. We will explore differences in our bodies such as hair colour, eye colour, head and foot size then go on to collect data of our class. We will learn about our senses and become sense explorers. The children will create their own sensory bars and bottles.



## Into the Woods

### Autumn Term



## History / Geography:

Children will explore our local area, learning about physical and human features. To understand what our local area is like as well as basic geographical features. We will focus on simple mapping skills. We will learn about physical and human features found on a map and in our surroundings and learn to draw a simple map using some of these features.

## PSHE:

**Be Yourself:** recognise our positive qualities and celebrate our individuality.

**TEAM:** being part of a team, making good choices, being kind.

## Music:



The children will explore a key song and style, they will learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form.

As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Old-School Hit Hoo tunes.

## RE:

The children will be exploring the religion of Christianity this term, we will learn about their beliefs, places of worship and their key values. We will also listen to key stories and their significance.



## Show and Tell

For show and tell weeks children may bring **one** item in to show their peers and to talk about. This item should be related to our topic of -'Into the Woods'.

Show and Tell /Learning Log	Date to be handed in Week beginning...
Show and Tell (Red and Blue Team)	19 <sup>th</sup> September 2022
Learning logs	26 <sup>th</sup> September 2022
Show and Tell (Green and Yellow Team)	3 <sup>rd</sup> October 2022
Learning logs	10 <sup>th</sup> October 2022
Show and Tell (Red and Blue Team)	17 <sup>th</sup> October 2022
<b>Half Term</b>	
Show and Tell (Green and Yellow Team)	31 <sup>st</sup> October 2022
Learning logs	7 <sup>th</sup> November 2022
Show and Tell (Red and Blue Team)	14 <sup>th</sup> November 2022
Learning logs	21 <sup>st</sup> November 2022
Show and Tell (Green and Yellow Team)	28 <sup>th</sup> November 2022
Christmas Learning Log	5 <sup>th</sup> December 2022
Show and Tell	12 <sup>th</sup> December 2022

# Doves Timetable Autumn - Miss Rolfe

	8:50 - 9:00	9:00- 9:30	9.30 -10:15	10.15 - 10.30	10:30 - 10:45	10:45 – 11:00	11 – 12:00	12 – 1:00	1 -1:10	1:10 – 1.50	1:50 – 2:10	2.10 – 3:00	3:00– 3.10/15
<b>Monday</b>	Register / letter formation/handwriting	Phonics	Literacy	Break	Assembly	Guided Reading/	Maths Mastery	Lunch	Register / EWIC (Everyone Writing in Class)	PSHE / RE	Handwriting/circle time	Continuous provision	Story time/show and tell/get ready for home
<b>Tuesday</b>		Phonics	Literacy			Guided Reading/	Maths Mastery			Art / Music		Continuous provision	Story time/show and tell/get ready for home
<b>Wednesday</b>		Phonics	Literacy			Guided Reading	Computing			Maths		Continuous provision	Story time/show and tell/get ready for home
<b>Thursday</b>		Phonics	Literacy			Handwriting	Maths Mastery			Forest School/ History / Geography		PE	Story time/show and tell/get ready for home
<b>Friday</b>		Phonics	Literacy			Handwriting	Maths Mastery			Science		Continuous provision / Golden Time	Story time/show and tell/get ready for home

# Notes



