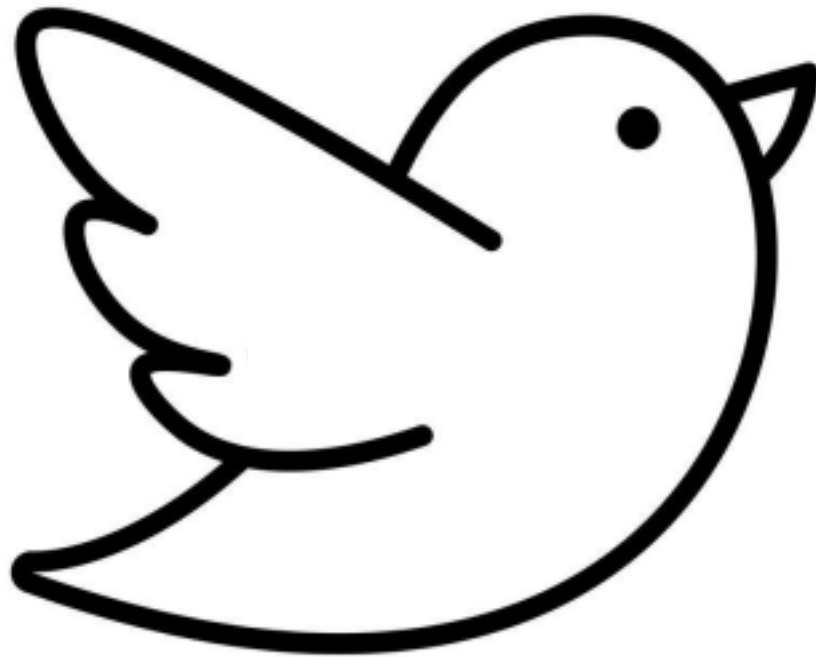




Houghton Conquest
Lower School
Growing together

Parent Handbook

Doves Class



2024-2025

Dear Parents/Carers,

We 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 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 for Autumn are as follows:

- Tuesday 12th November 2024
- Thursday 14th November 2024

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

Thank you for your support.

Miss Rolfe & Miss Dancer

Doves Class Teachers

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Key Information

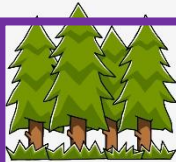
People who help us in Doves Class

Miss Rolfe- Class Teacher (Thursday - Friday)

Miss Dancer- Class Teacher (Monday -

School drop off / pick up

Drop off	8.45am
Collection	3.15pm

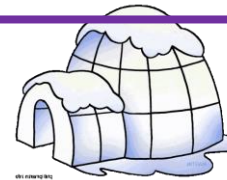


Topics

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 Friday. 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 dove 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 5 min 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

	8.45 - 8.55	9.05 - 9.30	9.30 - 10.15	10.15 - 10.30	10.30 - 10.45	10.45 - 11.40	11.40 - 12.00	12.00 - 1.00	1.00 - 1.05	1.05 - 1.15	1.15 - 2.15	2.15 - 3.00	3.00 - 3.10	3.15
Monday	Spellings	Phonics	Literacy	Break Time	Assembly	Maths	Handwriting	Lunch	Register	Science		Continuous Provision	Story Time	Home Time
Tuesday		Phonics	Literacy			Maths	Guided Reading			History		RE		
Wednesday		Phonics	Literacy			Maths	Guided Reading			Computing	Music	Continuous Provision		
Thursday		Phonics	Literacy			Maths	Guided reading			PSHE	Art	Continuous Provision		
Friday		Phonics	Literacy			Maths	VIPERS			Handwriting	P.E			

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.



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. We will explore the part whole model to help us with make connections between numbers.

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



Science

In Science the children will be learning about different plants and trees. Making observations and comparisons. They will learn about plants that grow in the garden and explore the structure of plants and what they need to grow.

The children will then go on to work scientifically through observing closely, using simple equipment and identifying and classifying.

The children will learn about animals including humans Identifying, naming and labelling the basic parts of the human body and say which part of the body is associated with each sense.



Computing

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 be exploring mixed media to create their own artwork and throughout the term will create lots of work based around our topic into the woods. These include natural stick ornaments, observational drawings, clay, paint mixing and use of natural resources.



Into the Woods Autumn Term

History / Geography

Children will be exploring old and new toys in History this term, they will compare, sequence and explore different toys from across the ages.

In Geography the children will be exploring our local area. They will learn about basic geographical features, simple mapping skills and physical and human features.



PSHE

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

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



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.



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 Hip Hop tunes.



Home Learning

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 **Thursday**. 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). Children will be quizzed on these on a Friday.

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



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. Once your child has completed an activity they may bring it in 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' so we can prepare them for next topics home learning.

“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**

Phonics – Little Wandle

Here at Houghton Conquest, we follow the 'Little Wandle' programme for our phonics learning. 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.

Guided Reading

We also use 'Little Wandle' decodable books to support our guided reading and to send home. These are matched to children based on 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.

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.

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 Thursday 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



Reading Strategies

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 child's 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 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?
What problem does the character have?

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...?



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

At Houghton Conquest Lower School, we are having a big focus on handwriting this year. We will be continuing to use our 'Letter Join' scheme and handwriting will be taught three times a week.

In Year 1 we will be continuing to practise the formation of letters. This encourages children to slow down, take care in their letter formation and promotes pride in their work. We encourage children to practise their handwriting at home, as well as at school.

Below is an example of how we join our letters. We **do not** use lead in lines, as we feel this is an easier progression from printing to joining.



Handwriting at Home

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/>

Printed Plus lower case letters

a b c d e

f g h i j k

l m n o p

q r s t u

v w x y z

Trips

Our summer term topic will be 'Wild and Wonderful'.
We are planning on giving the opportunity for the children
to have an experience outside of school at

Woburn Safari Park.

Roughly £26



WOBURN
Safari Park