




Western
Primary School
CREATING SUCCESS STORIES

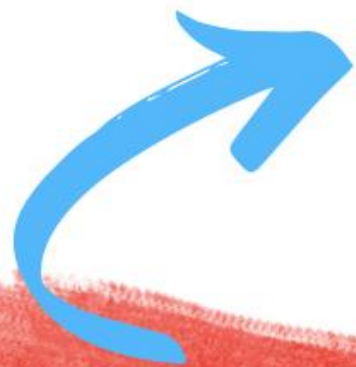


WELCOME TO KEY STAGE ONE

WESTERN PRIMARY
SCHOOL


Western
Key Stage One
SUCCESS IN OUR HEARTS

At Western, we aim to develop kind, ambitious, curious, confident and successful young people who are excited about their futures.



**OUR SCHOOL
VISION**



Our school values
Kindness Honesty Respect



6 CHARACTERISTICS OF AN EFFECTIVE LEARNER

1

Ambitious

2

Collaborative

3

Curious

4

Reflective

5

Resilient

6

Resourceful



Mr Fraser-Smith

SENCO

Inclusion Manager



At Western, we take a whole-school approach to Inclusion. *Every* member of staff is an essential part of the Inclusion Team.

For children who may need extra provision to support their development, the following is available:

- Learning Support
- Literacy interventions
- Maths interventions
- Reading Intervention/ Accelerated Reading
- Pre-teach and Catch up lessons
- SALT- Speech, Language and Social communication
- Anxiety Interventions
- Quiet Room for 1:1 pastoral care
- Family support work
- 1:1 emotion and well-being mentoring
- Attendance support



SPECIAL EDUCATIONAL
NEEDS AND INCLUSION

At Western, we understand that all children are individuals and that they learn in different ways. We believe in being proactive and seek to identify any learning difficulties children may have as early as possible.

MEET THE TEAM



Mrs Coverdale
Emotion and Wellbeing Mentor



Mrs Byrne
Emotion and Communication Coach



Mrs Bland
Family Support Worker



Mrs Coxon
Emotion and Wellbeing Mentor

KS1 Learning Support Team



Mrs Coghlan
Inclusion Team



Mrs Hughes
Inclusion Team



The Junction

Signposting you to SUCCESS through ...

School & Learning Support

Emotional Wellbeing

Friendship Guidance & Restorative Approaches

Staying Safe

Home-School Links



Safeguarding culture at Western

The safety and wellbeing of our pupils is always the number one priority for everyone working at Western.
There is a whole school approach to safeguarding which underpins all aspects of school life.

Staff take part in regular safeguarding training and our comprehensive Safeguarding policy is available for parents and carers on our website.

Mr Broad is our **Designated Safeguarding Lead** and is supported by four deputy DSLs.

DSL



Mr Broad
Headteacher

Deputy DSL



Mrs Magill
Reception

Deputy DSL



Mr Fraser-Smith
The Junction

Deputy DSL



Mrs Bland
The Junction

Deputy DSL



Miss Thompson
Nursery & The Hive

Safeguarding culture at Western

This culture is underpinned by the following elements of our practice:



- Safeguarding is everyone's responsibility.
- Safeguarding arrangements are effectively communicated with stakeholders in a way that is accessible to all.
- Everyone works with '*professional curiosity*' and an attitude that '*it could happen here*'.
- The approach is child-centred, considering, at all times, what is in the best interests of the child.
- Pupils are confident they will be listened to, respected, taken seriously and well supported.
- There is a safe working culture that ensures all pupils, at all times, are safe.
- Staff and volunteers, children, young people and their families, treat each other with respect and are comfortable about sharing concerns.

Western's Behaviour Policy

Our school is a **safe** place for pupils and staff where we are **kind**, **respect** each other, and are **honest** when we make mistakes. We understand that **actions** have **consequences**, including opportunities for learning, reflection and forgiveness. We are **compassionate** towards each other and take the time to explore and understand the reasons behind different behaviours.



- Whole-school review
 - Revised policy
- Individual procedures to address physical incidents
 - Anti-bullying policy

KS1 Team

TEACHING
TEAM



Miss Ward
Year 1
KS1 Leader



Miss Wray
Year 1



Mr Hebblewhite
Year 2



Miss Mead
Year 2

KS1 Team

SUPPORT
TEAM



Mrs Smith
KS1/KS2 until
maternity



Mrs Frostick
Year 1



Miss Mogg
Year 2



Mrs Spencer
Year 1



Miss Tiassey
Year 2



Mrs Read-Rowlands
Year 2



Mr Roslin
Year 2



Distinguished School

Recognised by Apple as a distinguished school for continuous innovation in learning, teaching, and the school environment.

Why do we use iPads at Western?



Mr Hebblewhite
Digital Lead



On a Friday afternoon, Mrs Reilly and Mrs Gwilliam alternate between Y1 and Y2 on a half-termly basis to teach French and music.

PPA Staff



Mrs Frostick
Year 1



Miss Tiassey
Year 2



Mrs Reilly
French



Mrs Gwilliam
Music

This will be the time when the teachers have their planning, preparation and assessment time. Mrs Frostick and Miss Tiassey will teach the classes on the other side of French or music to allow the teaching team a full afternoon.

- 1 A clearly labelled, waterproof coat
- 2 A clearly labelled water bottle
- 3 Fully charged school iPad
- 4 PE kit, worn on our PE day, needs to be labelled with their name
- 5 PE kits consists of a top, emblazoned with Western's school logo, that corresponds with your child's house colour. Plain black tracksuit bottoms, shorts, skirt, leggings or skort, plain white socks and trainers. **Strictly no jewellery.**

Things to bring to
school



READING AND PHONICS IN KS1

Our school has chosen *Little Wandle Letters and Sounds Revised* as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.



Mrs Howes

Reading Lead 22/23



We're teaching every
child to read with
Little Wandle Letters
and Sounds Revised

A complete SSP validated by
the Department for Education





Phonics is making connections between the sounds of our spoken words and the letters that are used to write them down.

TERMINOLOGY

Phoneme

Trigraph

Blend

Grapheme

Digraph

Split vowel
digraph

Segment

PHONICS LESSONS

Gradually our children will learn the entire alphabetic code:



Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk * words with -s /s/ added at the end (hats sits) * words ending -s /z/ (his) and with -s /z/ added at the end (bags)	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo or or ur ow oi ear air er * words with double letters * longer words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 * longer words, including those with double letters * words with -s /z/ in the middle * words with -es /z/ at the end * words with -s /s/ and /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants * CVCC CCVC CCVCC CCVCV CCVCV * longer words and compound words * words ending in suffixes: -ing -ed -en -ed -ed -ed -ed	said so have like some come love do were here little says there when what one out today

Keep up programme
Rigorous assessments
(half-termly)

Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 Phase 5 lail ay play lowl ou cloud lail ay toy leal ea each	Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

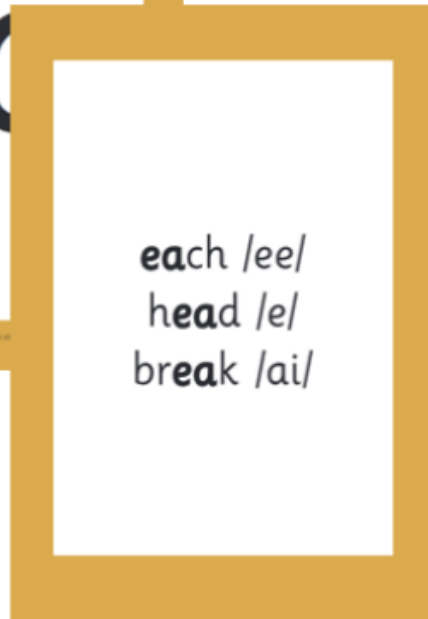
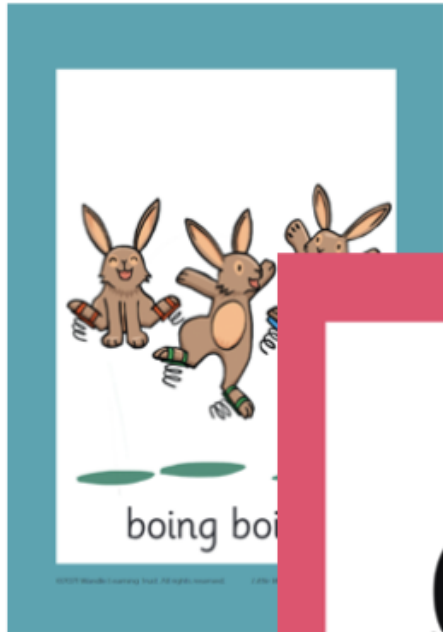
*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
lur/ lr bird ligh/ le pie lool/ lyool ue blue rescue lyool/ u unicorn loal/ o go ligh/ i tiger lail/ a paper leel/ e he lail/ a-e shake ligh/ i-e time loal/ o-e home lool/ lyool u-e rude cute leel/ e-e these lool/ lyool ew chew new leel/ ie shield lor/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
leel/ y funny lel/ ea head lwl/ wh wheel loal/ oe ou toe shoulder ligh/ y fly loal/ ow snow	any many again who whole where two school call different thought through friend work

How we make learning stick



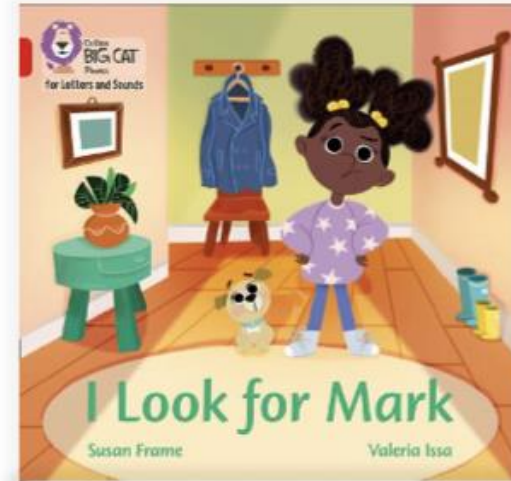
READING PRACTICE SESSIONS

How do we teach reading in books?



Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups
- Assessments are carried out to match children to the appropriate book. This is their home reading book.



Little Wandle Letters and Sounds Revised Reception Child assessment

Autumn 1

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l

sat man hug red peck

HOME READING BOOKS

- Subscribed to an e-library.
- Child should be able to read their book with no parent help.
- If they can't read a word, parent is able to read it to them.
- Talk about the book and celebrate their success.



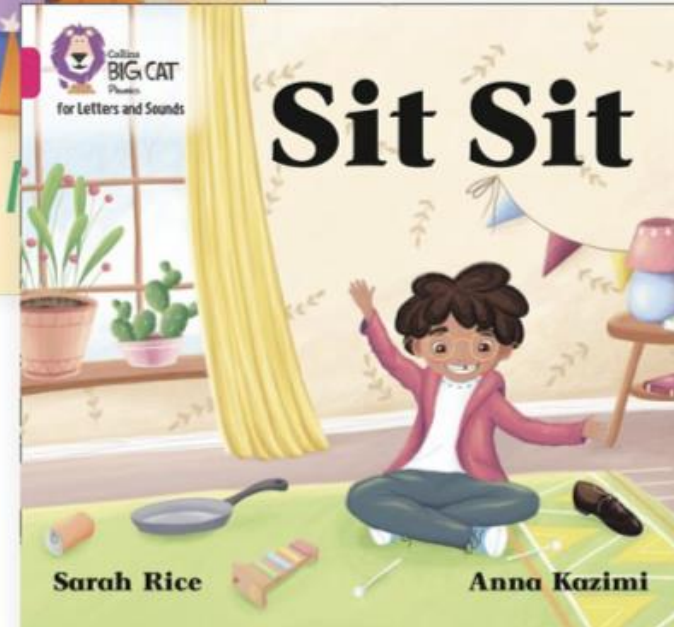
Books going home



Phonics book



Library book



Reading a book at the right level



This means that your child should:

- Know all the sounds and tricky words in their phonics book well
- Read many of the words by silent blending (in their head) – their reading will be automatic
- Only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.



Read to your child

The shared book is for **YOU** to read:

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
 - Introduce new and exciting language
 - Encourage your child to use new vocabulary
 - Make up sentences together
 - Find different words to use
 - Describe things you see.



The most important thing you can do is read with your child



Reading a book and chatting had a positive impact a year later on children's ability to...

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



Supporting your child with phonics

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>



**Phase 2 sounds taught in
Reception Autumn 1**



**Phase 2 sounds taught in
Reception Autumn 2**



**Phase 3 sounds taught in
Reception Spring 1**

EXPECTATIONS IN KS1



All children to wear the correct school uniform.



Ideally, children with long hair should have it tied back.







No jewellery, especially on PE days. It is part of our legal Risk Assessments that earrings are **not** to be worn during PE lessons. Watches are allowed, provided they are not a Smart watch with a camera.



Please use the red book bags or a small rucksack of an equivalent size to the book bags.

EXPECTATIONS IN KS1

-  Children must come into school in their PE kit on their PE day.
-  Fruit is provided in the classroom for the children to have at break time.
-  iPads should come into school fully charged.
-  Late arrivals must sign in at the office. Doors close at 8:55am.

BEGINNING AND END OF DAY ROUTINES

In KS1, we encourage the children to become more independent. We would expect the children to come into school on their own. They will be responsible for getting their water bottle out of their book bag and placing it in the designated area. They will also be responsible for putting their iPad in their tray.

At the end of the day, teachers will only let children go once they can see parents. If someone other than you is picking up your child, **please** tell us in the morning or ring the school office. If in doubt, we will always keep your child and try to contact you as soon as possible.



TOPICS FOR THE YEAR

The topics are varied and cover a wide range to ensure that children are motivated and stay engaged with their learning.

We will begin each topic by asking a key question and the learning across each term will focus on holistically answering this question.

For example, the topic for the first half term is 'Ourselves' with the key question being 'Who am I and where do I come from?'

As a teaching team, we create knowledge organisers which includes fundamental facts, key vocabulary and key dates about the topic.



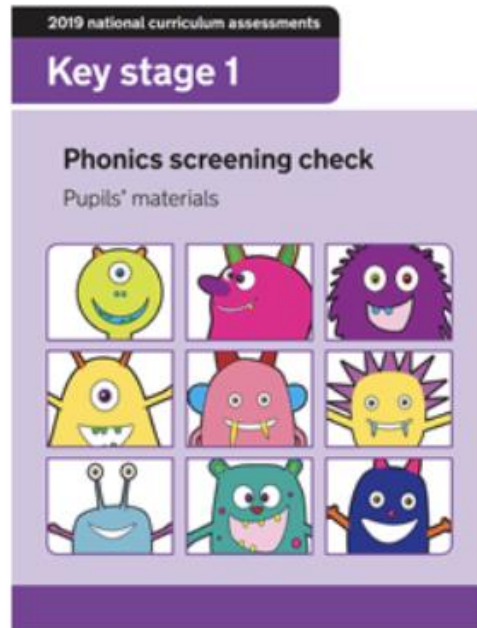
Autumn 1	Autumn 2
Ourselves <i>Who am I and where do I come from?</i>	London <i>What makes London so special?</i>
Spring 1	Spring 2
Survival <i>Could I survive an expedition?</i>	The Past <i>What came before us?</i>
Summer 1	Summer 2
Plants <i>How does your garden grow?</i>	Africa (Y1) / Australia (Y2) <i>Where would you rather live?</i>

STATUTORY TESTING

Parent/ Carer information evenings will take place in **March** for Y2 and **May** for Y1

Y1

Phonics Screening Check



Y2

End of KS1 SATs



A TYPICAL DAY IN KS1

8:50-9:05	9:05-10:00	10:00-10:20	10:20-11:30	11:30 - 12:00	12:00 -1:00	1:00 - 3:00	15:00-15:10
Register	Guided Reading Practice	B R E A K	English input and activity	Phonics	L U N C H	Maths/English Topic PE Art Science DT History Geography Music ICT French	Story Home time

KS1 assembly will be on a Monday morning with Mr Broad.

PE will be on a Thursday morning/afternoon.

Swimming for Y2 will be a Tuesday afternoon.



At Western, we have the fantastic coaches from Sporting Influence. PE will be on a Thursday for the whole Key Stage but will alternate between AM and PM, on a half-termly basis, in order for both year groups to benefit from the coaching provision.

Miss Wray
PE Lead



Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of learning	Invasion Games	Gymnastics	Dance	Ball Skills	Athletics	Striking & Fielding
Sporting Influence Coaches	✓		✓		✓	

Y2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of learning	Invasion Games	Throwing & Catching	Gymnastics	Ball Skills	Athletics	Cricket
Sporting Influence Coaches		✓		✓		✓

PSHE IN KS1

(Personal, Social and Health Education)



Miss Ward
PSHE Lead

Family and relationships

Learning how to: form respectful relationships with others, deal with conflict and bullying and the importance of challenging stereotypes.

Health and wellbeing

Learning strategies for looking after their mental and physical health, including: healthy eating, relaxation techniques, sun safety, immunisation facts and the benefits of sleep.

- Taught weekly

- Aims of the lessons are to develop the knowledge, skills and attributes of children so they can keep themselves safe, healthy and prepared for life in modern Britain.

- RSHE (Relationships, Sex, Health Education)

- Relationships teaching became statutory in September 2020. Mental wellbeing, internet safety, physical health and fitness, changing bodies is all delivered in an age appropriate way.

Safety and the changing body

Learning: how to administer first aid in a variety of situations and about safety around medicines, online and road safety and the changes which occur during puberty,

Citizenship

Learning about: human rights and the rights of the child, democracy, diversity and community and protecting the environment.

Economic wellbeing

Learning how to make decisions when it comes to spending, budgeting and saving money and exploring different career choices.



SPELLINGS

This year, spellings to learn at home will be scaled back.

Over the year, the children will learn the Y1 and Y2 Common Exception Words and prefix/suffix ending rules, which are set out in the National Curriculum. We will not be sending home phonics phase words.

We will post the weekly spellings on Spelling Frame and on your child's Showbie folder on a Monday. A spelling test will be completed in your child's spelling book the following Monday. This spelling book will remain at school. The children will upload a picture of their marked spellings to Showbie, so you can identify which spellings they may need further support with.

Please support your child when they are learning their spellings and encourage them to put the word into context in a sentence. This could be written or verbal.

Spelling Frame has a number of games available to support spelling.

www.spellingframe.co.uk

HOMWORK MENUS

Homework Menu

Please hand books in on Friday 26 October

Maths

Practise writing numbers ensuring they are formed correctly (0-100)

English

Make a book about their families. You could include photos, profiles and family activities.

Art/DI

Draw/ paint or make a replica of your house or houses.

Ongoing

Please hear your child read as often as possible.
Practise weekly spellings.
Practise 2, 3, 5 and 10 times tables.

Science

Help to make a healthy dinner. Practise weighing out ingredients.

PSHE/ SMSC

Me and my relationship

Draw a timeline of the changes that have happened to your body since birth.

History

Visit a local historical place for example
Knaresborough Castle,
Valley Gardens.

This year, children will have a homework menu posted in their homework folder on Showbie. The homework menu will be uploaded at the start of a new half term. We are using a homework menu so that the children can have some independence and choice over what activities they complete.

Homework is optional but we encourage at least 2 of these challenges to be completed over the half term. The homework will be looked at by one of the teaching team.

Our aim is to make these activities fun and engaging. The activities will always be linked the key question for that term and we will give a deadline date for any chosen pieces to be uploaded to Showbie.

We will also post reminders on Classlist when we have uploaded a new menu.



LIBRARY BOOKS

Along with the phonics level reading book, your child will also bring home a 'reading for pleasure' book from our amazing KS1 library.

Your child can change this as often as they like and choose from a wide variety of genres, including chapter books and non-fiction texts.

If you have any school library books at home, please return them as soon as possible.



TRIPS AND VISITS

Trips and visitors are a vital part of enhancing our curriculum offer. We aim to plan trips well in advance, particularly when there is an associated cost. We may require parent helpers but please be aware that you will require an up-to-date DBS check, which can be acquired through the school office.

Letters will be sent out in advance with the costings and further details. We are obliged to ask for a voluntary contribution but would like to make parents aware that if there are not enough contributions received, we may have to cancel the trip.

We also welcome parents into school to support our children's learning. If you are able to help by, for example, talking to the children about an experience you may have had or a job that you do, which supports our current topic, then please get in touch with your child's class teacher.





Reading

As emphasised all evening, spend whatever time you can reading with your child. Please speak to your child's class teacher if you are facing some challenges in getting your child to read at home.

Common Exception Words

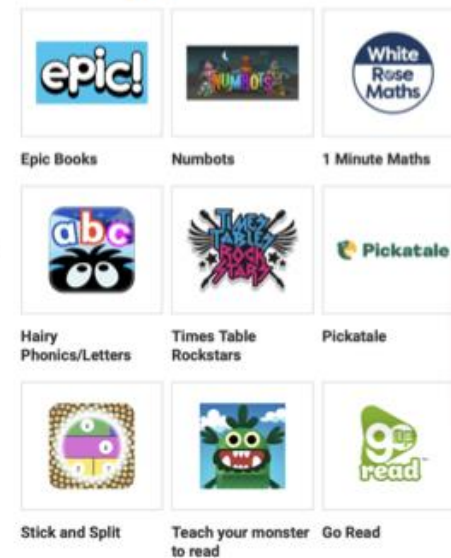
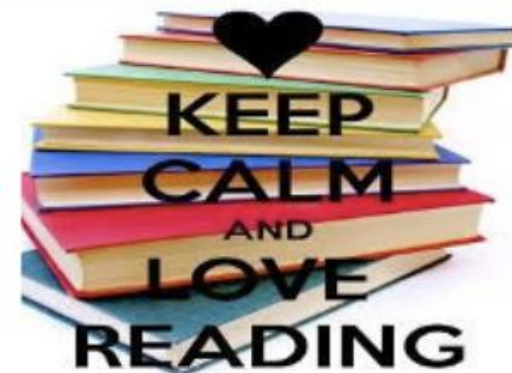
Your child will have word lists, which includes words that appear frequently in texts and words they will use almost daily in their learning. The children should be able to read and spell automatically by the end of Y1 and Y2.

Maths

By the end of Y1, children should be able to count in 2s, 5s and 10s and be able to recall their doubles and halves to 20.

By the end of Y2, children should know their 2, 3, 5 and 10 times table and be able to recall these facts out of numerical order.

What can you do
with your child at
home?

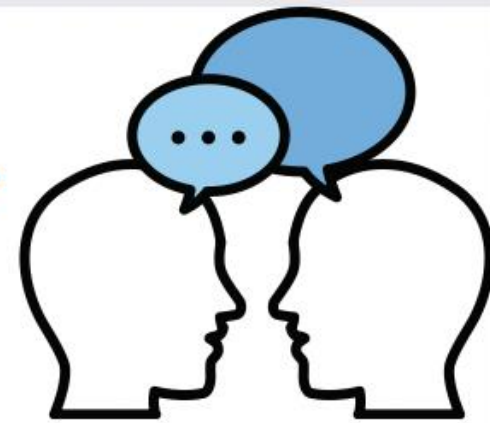


COMMUNICATION

@PrimaryWestern
@KS1Western

@Miss_Ward1
@MissWray21

@HebblewhiteMr
@MissMead

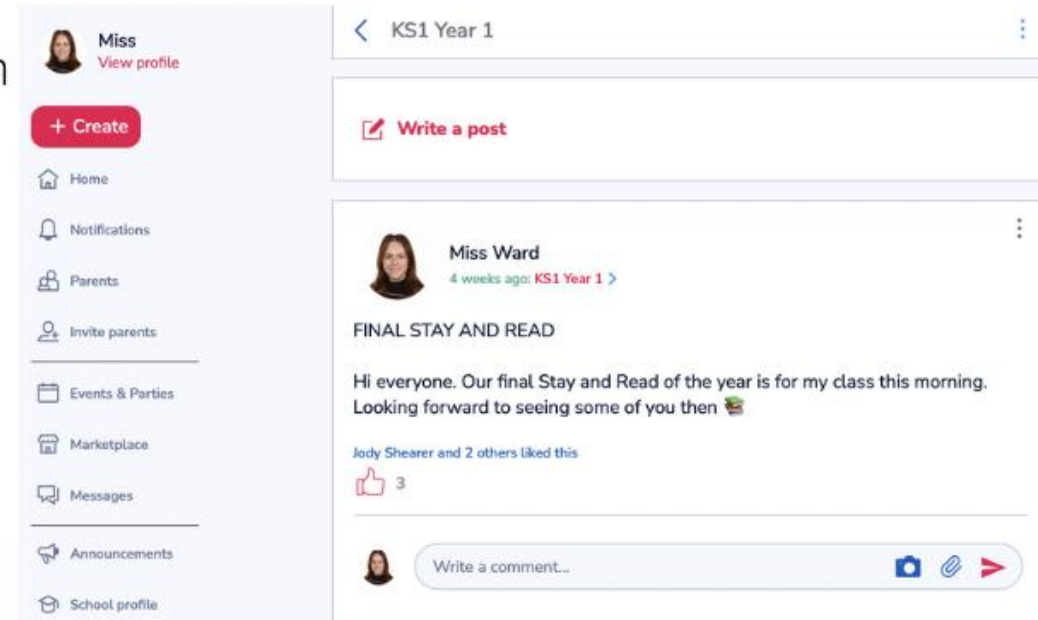


Teachers use Classlist as the main form of communication to parents. Please ensure you are all signed up. If you have any specific questions, please message your child's class teacher on the message service.

We also have our year group email addresses year1@wes.rklt.co.uk and year2@wes.rklt.co.uk that you can use to contact the teaching team.

You can also follow the KS1 team and class teachers on Twitter, using the Twitter handles above, where we regularly post photos of children's work and the learning going on.

Please check your consents on Arbor.



THANK
YOU

Please don't hesitate to get in contact if you
have any questions.