Meet the Teacher

Year One

Bumblebee Class



Meet the Team



Miss Phillips
Class Teacher



Mrs Hodges
Nursery Nurse



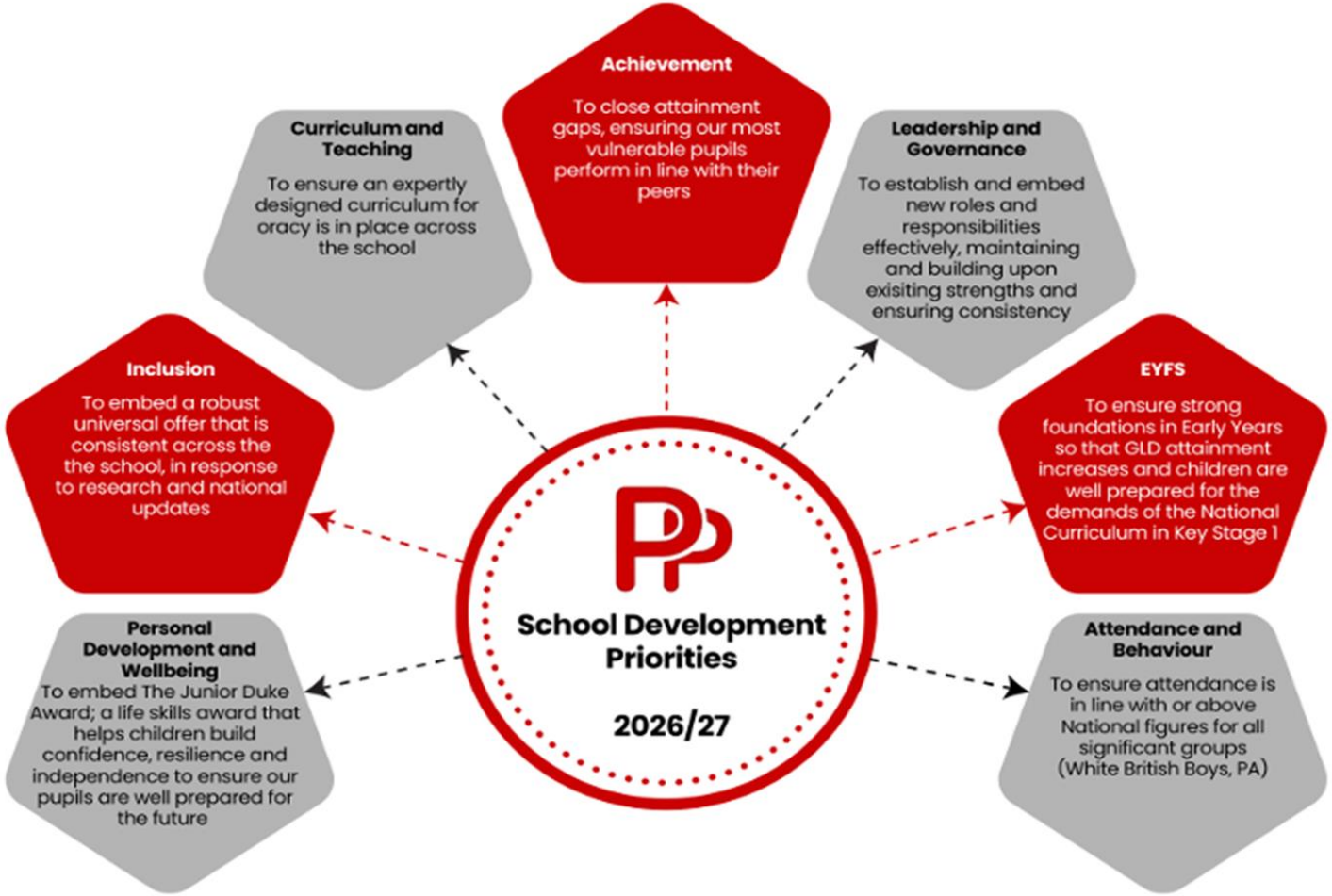
Miss Crane
Teaching Assistant

Vision


At Parsloes, our curriculum is built around...
Language Acquisition
Empowering Experiences
Active and Hands-on Learning
Relevance to our Diverse Community
New Knowledge and Skills

School Priorities 2026-2027





Parsloes Safeguarding Team

Designated Safeguarding Lead (DSL): **Mrs Deville**

Contact details: **kdeville.301@bdcs.org.uk**



Safeguarding Team:

Mrs Deville (DSL), Mrs Johnson (DDSL), Miss Lipman (DDSL), Mrs Pearce, Miss Rehling and Mrs Seaton – DSL trained



Deputy DSL: **Mrs Johnson**



Deputy DSL – **Miss Lipman**

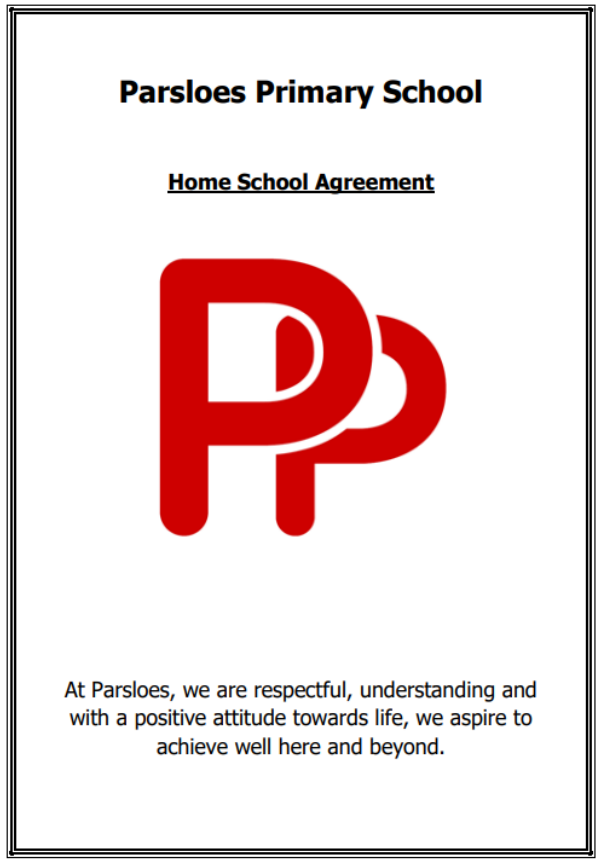


Safeguarding Governor – **Mr Richard Hunter**



Home / School Agreement

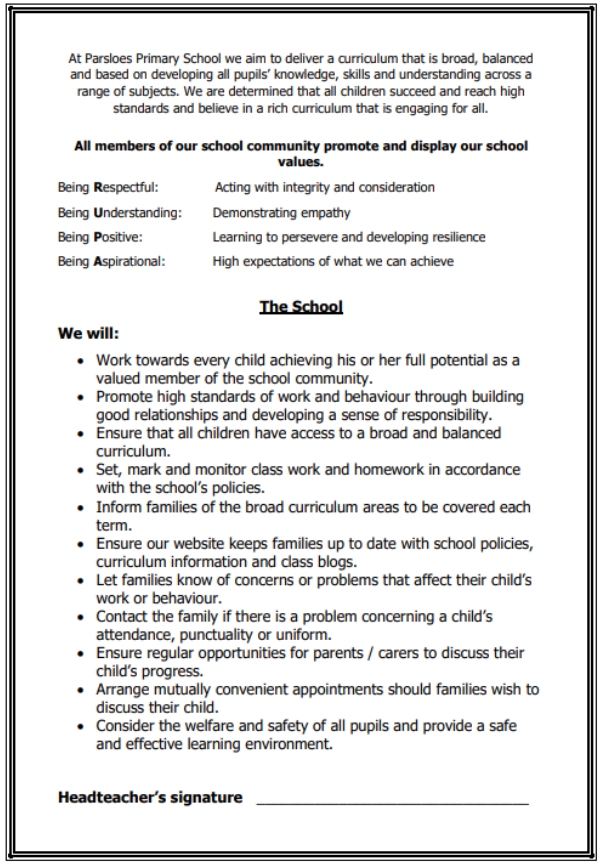
Our *Home School Agreement* is available on our website.
This is signed by all parents / carers at enrolment.



Parsloes Primary School

Home School Agreement

At Parsloes, we are respectful, understanding and with a positive attitude towards life, we aspire to achieve well here and beyond.



At Parsloes Primary School we aim to deliver a curriculum that is broad, balanced and based on developing all pupils' knowledge, skills and understanding across a range of subjects. We are determined that all children succeed and reach high standards and believe in a rich curriculum that is engaging for all.

All members of our school community promote and display our school values.

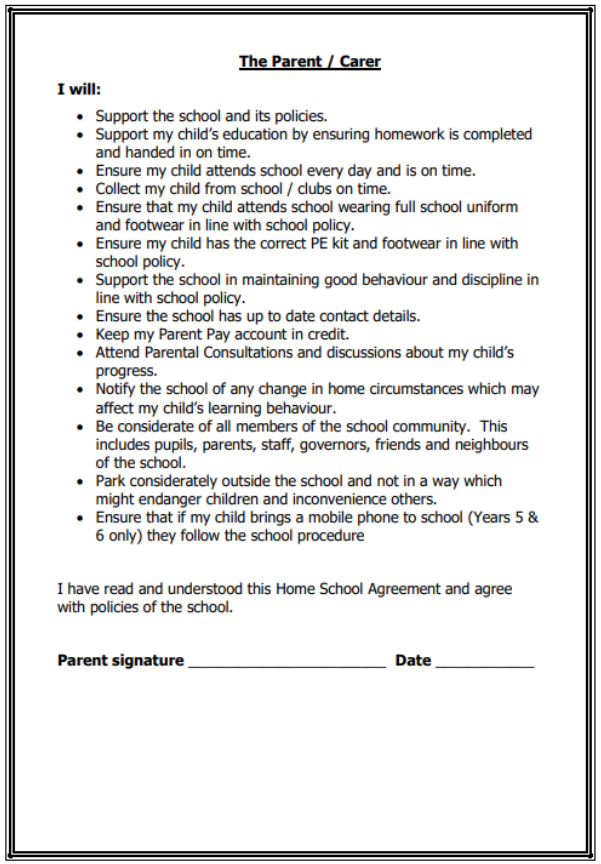
Being **R**espectful:	Acting with integrity and consideration
Being **U**nderstanding:	Demonstrating empathy
Being **P**ositive:	Learning to persevere and developing resilience
Being **A**spirational:	High expectations of what we can achieve

The School

We will:

- Work towards every child achieving his or her full potential as a valued member of the school community.
- Promote high standards of work and behaviour through building good relationships and developing a sense of responsibility.
- Ensure that all children have access to a broad and balanced curriculum.
- Set, mark and monitor class work and homework in accordance with the school's policies.
- Inform families of the broad curriculum areas to be covered each term.
- Ensure our website keeps families up to date with school policies, curriculum information and class blogs.
- Let families know of concerns or problems that affect their child's work or behaviour.
- Contact the family if there is a problem concerning a child's attendance, punctuality or uniform.
- Ensure regular opportunities for parents / carers to discuss their child's progress.
- Arrange mutually convenient appointments should families wish to discuss their child.
- Consider the welfare and safety of all pupils and provide a safe and effective learning environment.

Headteacher's signature _____



The Parent / Carer

I will:

- Support the school and its policies.
- Support my child's education by ensuring homework is completed and handed in on time.
- Ensure my child attends school every day and is on time.
- Collect my child from school / clubs on time.
- Ensure that my child attends school wearing full school uniform and footwear in line with school policy.
- Ensure my child has the correct PE kit and footwear in line with school policy.
- Support the school in maintaining good behaviour and discipline in line with school policy.
- Ensure the school has up to date contact details.
- Keep my Parent Pay account in credit.
- Attend Parental Consultations and discussions about my child's progress.
- Notify the school of any change in home circumstances which may affect my child's learning behaviour.
- Be considerate of all members of the school community. This includes pupils, parents, staff, governors, friends and neighbours of the school.
- Park considerately outside the school and not in a way which might endanger children and inconvenience others.
- Ensure that if my child brings a mobile phone to school (Years 5 & 6 only) they follow the school procedure

I have read and understood this Home School Agreement and agree with policies of the school.

Parent signature _____ **Date** _____

School Uniform

To purchase the uniform, including the P.E. Kit, book bags etc. please visit Premier Schoolwear's website www.premierschoolwear.co.uk Uniform can be purchased and either delivered to your home or school. If you require any additional information, please speak to the school office.

COMPULSORY UNIFORM

BOYS
Grey tailored trousers
Plain white polo top (with collar)
Red school sweatshirt (with Parsloes motif)
Plain grey socks
Plain black **shoes (NO Trainers)**
No dyed hair or shaved fashion hairstyles

GIRLS
Grey pleated skirt or grey tailored trousers
Plain white polo top (with collar)
Red school sweatshirt (with Parsloes motif)
Grey tights
White socks
Plain black **shoes** (flat heel with a back, **NO Trainers**)
Red or white hair accessories
No dyed hair or shaved fashion hairstyles

NURSERY
Children in the nursery are required to wear plain black jogging bottoms, a plain white polo top (with collar) and a red school sweatshirt (with Parsloes motif).

Well-fitting non-slippery shoes like trainers worn with socks.
No shoes with laces should be worn until your child can tie them independently.

BAGS
Parsloes Book Bag only. **Please do not send your child to school with any other bags, or back packs.**

School Uniform

OPTIONAL SUMMER UNIFORM (from April to October)

Children may wear the main uniform all year round, but during the hot weather boys and girls may wear grey tailored shorts with the white school polo shirt.

Girls also may wear a red gingham checked **dress** (not 2-piece suit) with white socks.

PLEASE NOTE:
All cardigans and sweat shirts must have the Parsloes Primary School motif. All shoes should have a back, should be flat heeled and BLACK. Please only have laced shoes if your child can do up their own laces otherwise have ones with velcro. Any clothing underneath the uniform especially in the winter months must not be seen, this includes long sleeve tops and leggings.

The only jewellery pupils may wear are **studs** in pierced ears. These need to be removed by the child for all PE lessons (it may be easier to keep earrings out on P.E. days). Watches may only be worn if pupils know how to tell the time. Pupils wearing nail varnish or make up will be asked to remove it for the following day.

COMPULSORY P.E KIT

Red shorts (not cycling or Bermuda)
Plain white round necked T-shirt
Black plimsolls

Plain black track suit bottoms & a plain black sweatshirt (over their white P.E. t-shirt) may be worn during the cold weather for outdoor P.E. Long hair must be tied back in accordance with health and safety regulations.

General Information

- Wrap around Care (after school) – see a member of the Office staff for more information
- Morning club – from 7.45am – £4.50
- Lunch – healthy lunch only. No chocolate, fizzy drinks, no peanut products
- Snacks at break time
- Water bottles
- Behaviour / reward systems (Stay on Green)

Attendance and Punctuality

- Gates open in the morning at 8.40am. Please walk your child around to the black gate where they will be met by a member of staff.
- School finishes at 3.15pm and children are collected at the black gate unless walking home alone.
- Regular attendance is crucial for your child to settle and achieve well in school. The most important lessons happen first thing in the morning.
- The gates close at 8.50 – after that time your child is late for learning.

Communication

- We will mainly communicate through the method of ParentMail. This means you need to ensure that you have signed up to this, so you receive all relevant information for your child/children.

- We do not take cash as a school, so all payments need to be done on ParentPay.

- Please contact the school office if you are having difficulty with either of these.

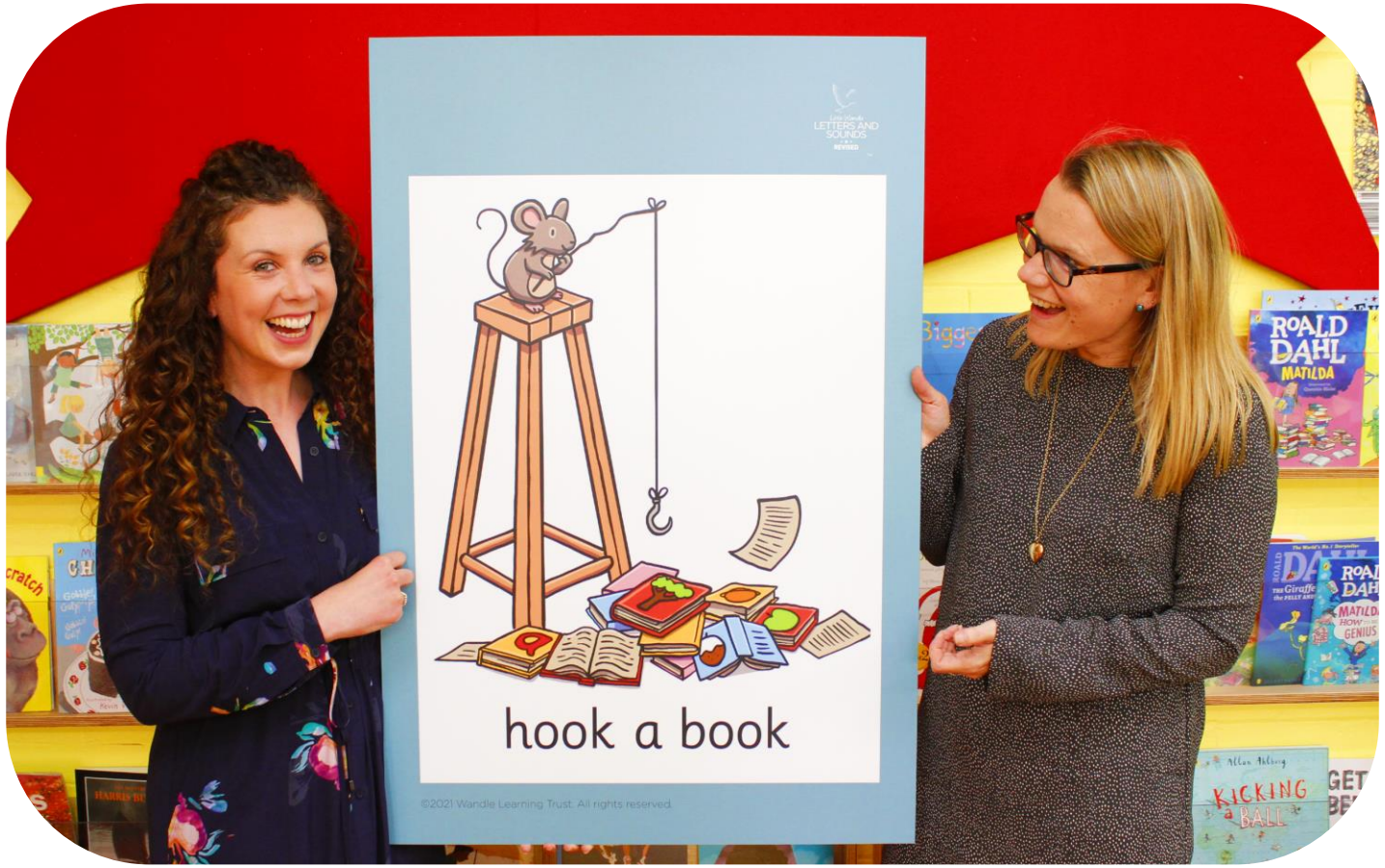
Website

Our Website includes important information about our school and curriculum. We have a weekly newsletter for additional information that includes weekly posts from each year group.

www.parsloesprimary.co.uk

Little Wandle Letters and Sounds Revised

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



Terminology

- Phoneme
- Grapheme
- Digraph
- Trigraph
- Blend
- Segment
- Adjacent consonant
- Split digraph

The progression

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 ck 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** ar 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 CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est	said so have like some come love do were here little says there when what one out today

Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 **Phase 5** /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ 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
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ 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
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow	any many again who whole where two school call different thought through friend work

This year we are teaching Phase 5

In Phase 5 children learn:

- new graphemes for the sounds they already know
- that the same grapheme can have alternative pronunciations.

The ‘Grow the code’ lessons support children with reading and spelling these alternative spellings.



How we teach Phase 5

Reading words

Children will be able to:

- blend independently
- blend in their heads with increasing fluency and confidence.

They will also begin to distinguish between different phonemes/graphemes.



Tricky words:

- have unusual spellings e.g. all, people
- are taught in a systematic way.

Children will begin to learn how to read Phase 5 tricky words.



Phase 5 tricky words

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ 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 i some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	any many again who whole where two school call different thought through friend work

How we make learning stick







Spelling

- This term, your child will be taught how to spell words every day using the graphemes they have been taught so far.



- They will practise writing a dictated sentence.

- Handwriting is referred to but is taught at other times of the day.

Spelling

- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.

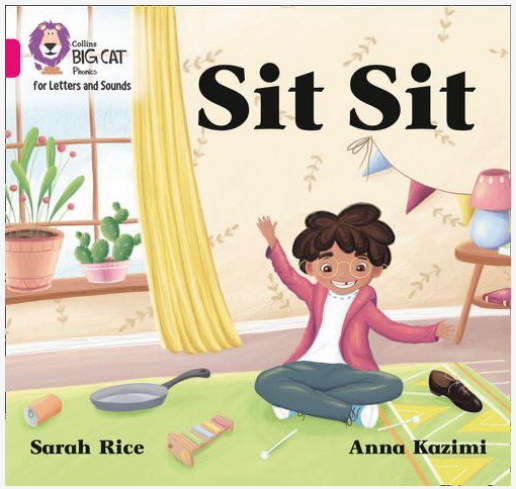


How do we teach reading in books?

Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups.







We use assessment to match your child the right level of 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



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.

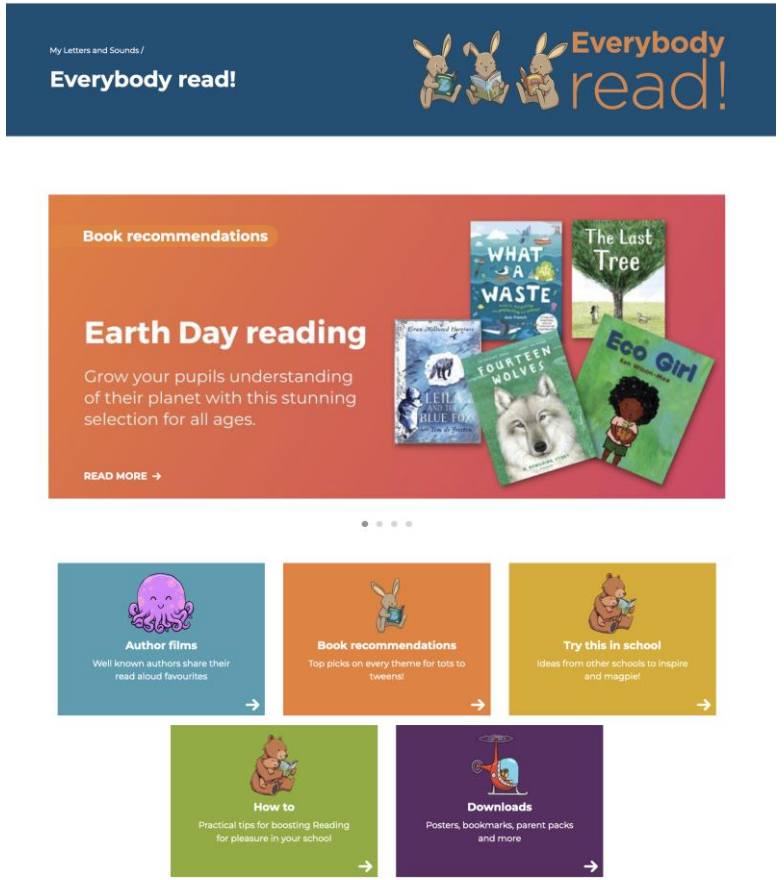


The most important thing you can do is read with your child

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

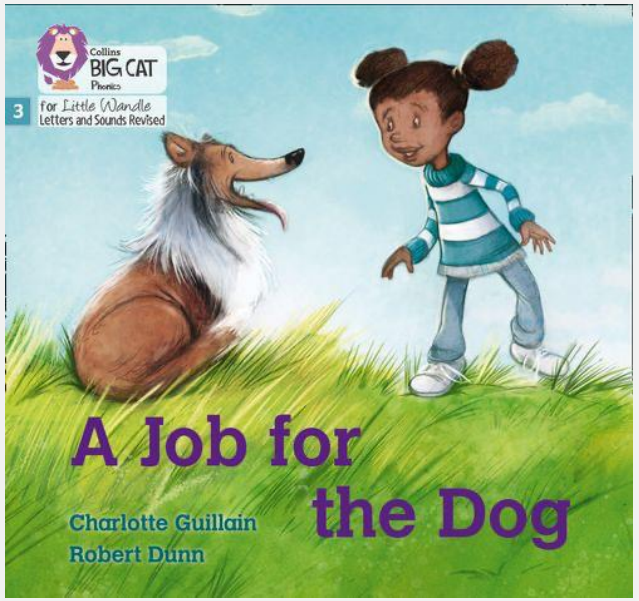
- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

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

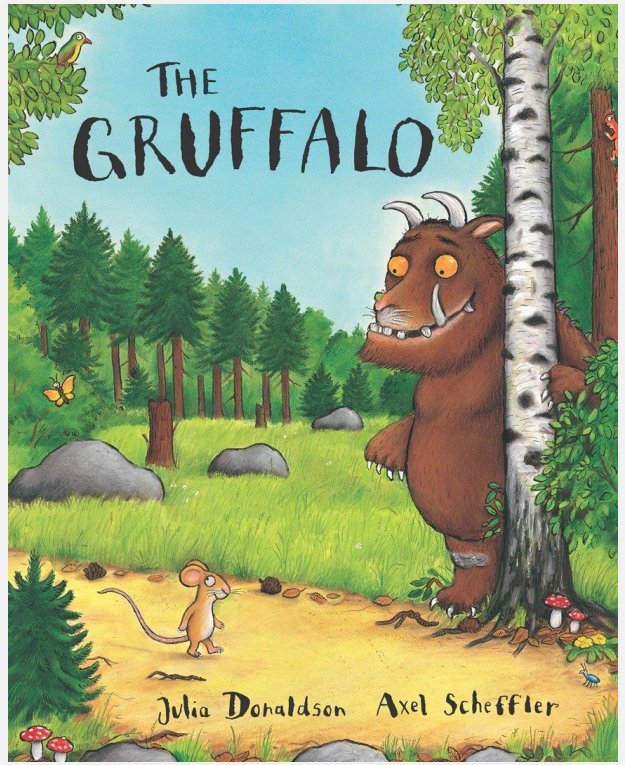


Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J

Books going home







Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- If they can’t read a word, read it to them.
- Talk about the book and celebrate their success.



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.



Supporting your child with phonics

Videos



Phase 2 sounds taught in Reception Autumn 1



Phase 2 sounds taught in Reception Autumn 2



Phase 3 sounds taught in Reception Spring 1



How to say Phase 5 sounds

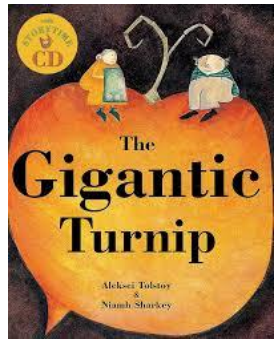
Phonics Screening Check

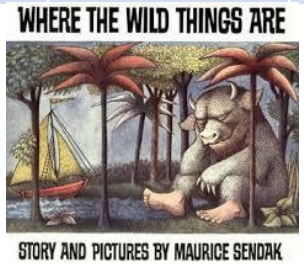
- Takes place in the Summer Term – further information to follow.
- The phonics screening check assesses children on how well they can decode certain words.
- Decoding means sounding out an unfamiliar written word.
- To do this, children will need to be able to recognise letters and the sounds that they represent.
- This is an important part of achieving reading fluency!
- A follow up meeting will be held later on in the year to provide you with more details.

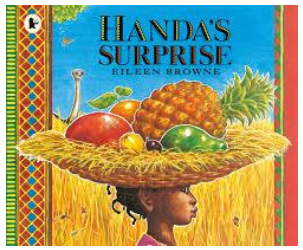
Writing

- We follow the TalkforWriting scheme of work, focusing on a core text for the half term. This prioritises oracy, which is part of our school's vision.

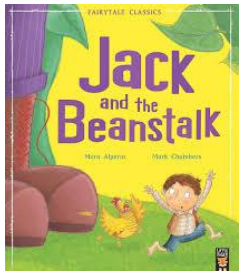
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Gigantic Turnip	Where the Wild Things Are	Handa's Surprise	Lost and Found	Jack and the Beanstalk	Snail and the Whale

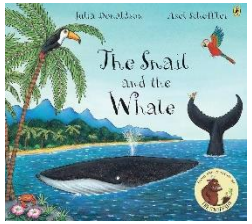






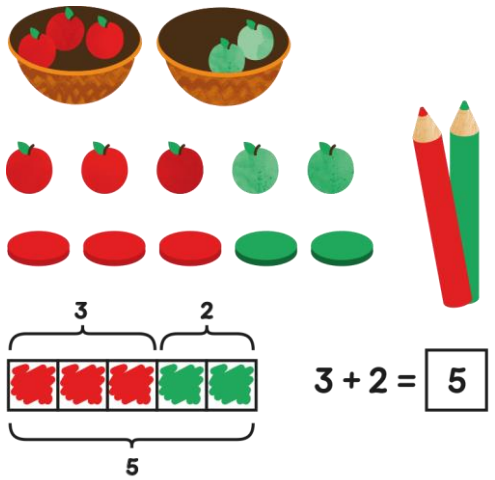






Maths

- We follow a Maths Mastery approach to deepen understanding.
- In lessons we use a Concrete, Pictorial and Abstract (CPA) approach to teaching.
- We also develop or Mastery of Number through extra short burst lessons.



Wider Curriculum

Year 1	AUTUMN 1 What's in the Toy Box?	AUTUMN 2 On the Move	SPRING 1 Sensational!	SPRING 2 Into the Unknown!	SUMMER 1 Fee Fi Fo Fum!	SUMMER 2 Oh, I do Like to be Beside the Sea

- We will be exploring a range of subjects linked to our termly topics including: materials, seasons, the Wright brothers, senses, plants, sea animals and food.

PE

- We teach PE twice a week; at least one lesson will be taught by a specialist PE coach.
- Outside PE kits - plain black tracksuit & sweatshirt over white t-shirt.
- Inside PE kits – plain white t-shirt and red shorts.

<u>PE days</u>

Bumblebee – Monday and Thursday

Ladybird – Monday and Tuesday



- No earrings to be worn on PE days and there is an expectation for all children to be full PE kit.

Homework

- We will be sending home weekly spellings linked to the Little Wandle phonics scheme. Please practise these with your children.

- Reading is a priority and children are expected to read at least three times a week. Please sign their Reading Record book to indicate that you have heard them read. We will be checking their Reading Records daily.

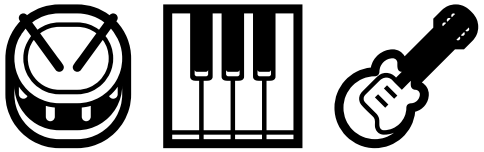


- Library Books/Reading Books

- Creative homework may be set on a half-termly basis.

- Numbots daily - Log ins will be in the front of their reading records

- Time for talk – Linked to PSHE Lessons.

Rocksteady Music School 

- Weekly music tuition (30minutes) with a range of instruments
- All instruments for lessons are provided (choose from vocals, keyboard, drums, guitar or bass)
- Receive an Ofqual-regulated music qualification at the end of the programme
- Opportunity to learn and perform in a band with your friends
- Lessons take place during the school day
- Everybody is welcome (even if you have no musical experience!)
- End of term concerts for friends and families

Visit rocksteadymusicschool.com to sign up

Extra-Curricular Clubs

- We have a wide range of clubs on offer for our pupils. These take place before and after school. These include Cooking, Art, Wellbeing, Bright Minds (Reception only), and Homework club.

- We also have a wide range of Sports Clubs including Football, Dance and Multi-sports.

- Information is sent at the beginning of every academic year via Parent Mail. Please see a member of the school office if you require any further information.

How to Help at Home

How to support your child in Year 1

- Read with your child every day and ask them questions about the story.
- Help your child to learn all of their number bonds to 10.
- Support your child to learn all of their times tables up to 12x12.
- Practise the spellings which your child may come home from school with, ready for our weekly 'Spelling Quiz'.
- Discuss with your child topics covered in school, using the half termly parent overviews.
- Encourage conversation through talking about your day.



Thank you.

Are there any questions?