



KS 1 Curriculum Meeting

Thursday 22nd September 2022





Agenda

- Welcome to KS1 and an introduction to the teaching staff
- What our day looks like in KS1
- How we teach reading and writing in KS1
- How we teach Maths in KS1
- How you can support your child at home
- Our KS1 wider curriculum including online safety
- Time to visit classes and chat to teachers





Our classes and staff

- In KS1 we have 5 classes – 2 Year 1 classes, 2 Year 2 classes and a split Year 1 and 2 class.

Giraffe Class



Crocodile Class





Our classes and staff

There are other staff that work each class during the week whom you might hear about too!

Cheetah Class



Zebra Class



Penguin Class





So how does the split class work?

- Children are put into the split class based on friendship groups not ability – there is the same range of ability in Cheetah as any other class.
- Children are taught the same lesson/ curriculum as the other classes in their year group – the class is often split into 2 groups of 15 for writing and maths.
- Mrs Rylands plans and monitors all the children’s attainment working closely with Miss Fricker who is a very capable HLTA who shares some of the teaching – as do the HLTAs and TAs in the other classes.
- The children are taught some sessions as a whole class – such as PE – with differentiated outcomes.
- We ensure that children in Cheetah get the same opportunities as all other children in their year group – and often they get a few extra treats!





Our School Day - Mornings

- We get busy at school and usually include these sessions each day – although these change in length and timing throughout the year.



Writing



Maths



phonics



Quick Maths



playtime



Collective Worship



Story and snack time





Our School Day - Afternoons

- The children have a lunch break from 12.15 – 1.15 – They eat their lunches in the hall and play on the field or in the playground.



Active Reading



PE / DPA



Enquiries



RE



PSHE



Computing



Snack and story





Teaching Reading at CCI



- We teach an Active Reading session each day in school
- During Active Reading we aim to read with each child in a group each week – that might be the teacher or Teaching assistant
- We read with each child individually once a month
- We also support those children who are finding their reading journey more tricky by reading with them more often in school
- We have reading assistants who read with some children each day





Active Reading at CCI



- Active Reading is a session where we aim to have each child in the class actively reading.
- We often share a text which links with our enquiry or our writing – we use this text to learn reading skills such as
- Year 1 – To link what they read or hear to their own experiences
- Year 2 – Orally retell stories
- We use different activities and group work to ensure that all children are able to access the activities because all children learn to read at different rates.





Individual Reading at CCI



- We have to ensure that children are not only reading the words in the books that we share but also that they **understand** what they are reading - we ask the children to recap the story, answer questions about the characters and events in the books and predict what might happen next.
- We use something called benchmarking, which is a reading assessment scheme, to support us when we are looking at your child's level.
- Please have a chat with your class teacher if you are ever worried about the level that your child is reading on.
- Please don't forget that the reading scheme books are not the only books that your child can read – the library is a great resource as children are in KS1 and begin to develop their own interests in different authors and styles of writing.
- Now the children are in KS1 they change their reading books themselves. They can change their book each day when they come into school – if it helps your child to remember you are welcome to send them in with their book in their hand to ensure that they do change it!





Teaching writing at CCI



- We have a writing session each day.
- These look quite different in Year 1 and Year 2, particularly at this time of year!
- All children are encouraged to have a go at some writing each day – either in their writing session, through phonics sessions or when they are accessing continuous provision.
- We also ensure that children, particularly in Year 1 have the opportunity to do other activities that support the development of their fine motor control such as cutting, threading and model making.





Writing in Year 1

- At the beginning of the year we have a short input together on the carpet each day followed by half of the class recording some writing, while the other half are accessing continuous provision that supports their writing skills. The next day we swap the class over so your child records writing every other day
- As the year moves on, we increase the amount of writing the children are doing in a session and then the frequency so that they are writing each day and are ready for Year 2!
- Initially all children work in a group with an adult and again as the year progresses we encourage the children to become more independent in their writing – at the pace that suits them.





Writing in Year 2



- At the beginning of year 2 many children are able to write more independently but often need a little support to get going or to develop their sentences.
- All children are encouraged to write each day but this is not always in their books – it can be in groups on large paper, on whiteboards or sharing ideas on post it notes.
- Some children are not yet ready to write independently and staff in the class ensure that those children have the support they need to develop those more independent skills.





Teaching writing at CCI



- We use key texts to support and inspire writing in our classes
- By reading and rereading the texts that we use the children become very familiar with the characters, setting and storyline, providing them with a starting point for their writing.
- We encourage children to write for a purpose – for example an invite, a letter to some one we know, a story for the younger children in school.
- We ensure that children write fiction, using their imaginations and also non-fiction, using structure and facts.





Spellings at CCI



- We are using a mastery approach for learning spellings.
- That means that we keep overlearning, keep revisiting the same words to ensure that spelling them correctly becomes a habit.
- At the start of a term we send 2 words home, the following week we add 2 more and so on throughout the term. These are practiced each day at school and we ask that you do the same at home.
- On a Friday we have time to ensure that children are spelling these words correctly – we play bingo, picture clue games, team games to check that children are using those spellings accurately.
- This mastery approach means that all children have the opportunity to experience success with their spellings as work on them together.





Supporting independence in Writing



When you visit the classrooms you can see the resources that we use to support children to become independent writers. These resources are consistent across the school to ensure that children are scaffolded from one year to the next.





Marking at CCI



- We use consistent marking across the school.
- We use a green highlighter to highlight successes in the children's work.
- We use a pink highlighter to identify areas where children have an opportunity for new learning – they might have made a mistake that they can learn from for example.
- Children are encouraged to use a purple polishing pen to improve their work – this is often after a teacher had given them verbal feedback as they work.

