



St. Stephen's C.E. Primary School
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Building Each Other Up in Love and Learning

Monday 13th September 2021

Dear Parents/Carers,

We hope that you and your families have had a restful break and that your children are ready and keen to start their new academic year. As a staff team, we are already looking forward to the excitement and new opportunities which getting to teach a new class of children brings - especially after all that has happened in 2021 so far!

Normally we would be gathering for a Curriculum Evening in school at this time of year to discuss all the exciting opportunities Year 1 brings for your child but due to current guidelines this sadly was not possible. The Year 1 meeting was held on Wednesday 8th September at 6pm online via Google Meet. We hope that it gave you both an understanding and an insight into life in Year 1.

Religious Education and Worship

This year we are excited to continue with our new school values. These are: friendship, thankfulness, kindness, forgiveness, respect (for the environment), service and peace.

Each year group has been allocated with a spiritual value. During RE lessons and Class Worship time children will have the opportunity to learn and reflect upon their value using a range of resources, such as Biblical stories and verses, world news and events, and personal experiences.

The children will also be encouraged to take ownership of their year group value by thinking about how it could be implemented into the school and wider community, for example raising money for charities or helping the school to be more eco-friendly. The spiritual value for Year 1 is thankfulness.

Reading

It is impossible to over emphasise the positive impact that reading has on your child's education and development. This key life skill, when learned and enjoyed at an early age, will improve your children's independent writing, expand their vocabulary, broaden their viewpoint on life, improve their concentration and expand their imagination. For these reasons, we would ask that you devote a little time each day for reading together with your son or daughter. Whatever form these sessions take: whether you share a book, take it in turns to read, listen to your child read or you are there to pose questions about what has been read, this is one of the best ways you can help your child flourish as a learner! Your child will be allocated a reading book that is matched closely to their phonic knowledge to enable children to build up their fluency. The allocated book should be read and discussed with your child. Please aim to return the book twice per week for changing. Your child's first reading book and their new reading diary will be allocated once your child has been read with over the next full school week.



Spelling

The children will be taught two phonics spelling sounds each week and a weekly spelling test based on the spelling sounds taught the previous week, will be given on a Monday. As part of your child's homework, we would like the children to learn a list of 6 spellings. We don't expect the children to have to record their learnt spellings unless they wish to, but we do encourage daily practice using a variety of learning techniques.

Homework

This year all homework will be posted online via the Google Classroom and other online platforms that your child is already familiar with (Readiwriter, Mathletics, Accelerated Reader). Homework will be set on a Monday and this does not need returning on the Google Classroom. The weekly activities to be completed are:

- 6 spellings (5 based on the weeks spelling sound and a common exception word).
- Daily reading
- A set Mathletics activity

If your child struggles with the homework or has found a particular task difficult, please inform your child's teacher via email in order for the teacher to be able to see which concept they need to work on with your child.

Equipment

We would also like to emphasise that school bags should be either the school book bags or the school rucksacks only. Your child does not need to provide any of their own stationary as this will be provided in school.

As usual, please can you check that your child has the following:

- Plimsolls/trainers, shorts and a t-shirt for PE lessons (all labelled)
- Trainers, tracksuit bottoms and a spare pair of socks for Games.

PE and Games

Our PE and Games are as below. Please may we ask that children attend school on these days in their St. Stephen's PE kit.

- Topaz PE - Monday
- Garnet PE - Thursday
- Year 1 Games - Monday

Staff

The staff for the classes are as follows:

- Topaz – Ms Collins, Miss M and Mrs Maddison (Monday only)
- Eagle – Mrs Warburton (Monday-Wednesday), Mrs Easton (Wednesday-Friday), and Miss Windsor

Communication

Please continue to use our year group email to communicate with your child's class teacher.

year1@st-stephens.richmond.sch.uk

With very best wishes to all of you,

The Year 1 Team

Questions to Support Progress in Reading

Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.

What was happening at the beginning of the story?

What is 'animation'?

True/False based on text

How many...

Give one example...

Which character...

Choose the best word to fill the gap...

Deduce, infer or interpret information, events or ideas from texts

Explain the use of the word...

What impression do you get of the feelings of this character from the text?

Why did...?

Fill in the thought bubble: what might this character have been thinking?

Why did he feel...?

How did the character feel before... and after...?

How did the characters feelings change?

Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.

Label these parts of the text

How do the timeline / image / diagram / layout make it easier to understand?

Why is this element in bold / underlined / in italics?

What would be a suitable heading for this text?

Explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.

Why does the writer use the word...

What words help the reader to imagine...

Which phrase best describes...

Why is the word ... in inverted commas?

