



Welcome to our Parents' meeting

September 2026



Miss Lewis

Class Teaching Assistant



Mrs Cameron

Class Teacher

Meet the team



Miss Jordan

Class Teacher



Mrs Penn

Class Teaching Assistant



Mrs Davis

Class Teacher



Purpose and aims



- To meet your child's new teacher and to answer any questions you may have
- To provide the expectations for the end of the year in terms of the curriculum
- To explain the purpose of planners
- To clarify information about the school – based on parent questionnaire feedback

School Life



A typical school day



	8.55 – 9.05	9.05-9.30am	9.30-10.30am	10.30 am-10.45 am	10.45-11.40	11.40-12pm	12.00-1.00	1.00-1.05pm	1.05-1.20pm	Foundation Subjects 1.05-3.15pm		
Monday	Registration	Phonics	English	BREAK	Maths	Reading	LUNCHTIME	Registration	Assembly - KC	SCIENCE	MUSIC	Class story

Expectations of the academic year



- We will now explore the curriculum content for Year 1.
- This is an overview of the year group of the relevant National Curriculum objectives.
- Essentially, each year group needs to be able to read and spell at their level. There are copies of the spellings relevant for each year group in the front of the planner. These are not exhaustive lists.

Year 1 Curriculum content – a general overview

- Maths
- English (Phonics, handwriting, sentence structure)
- Science
- Computing
- History
- Geography
- Art
- Technology
- Music
- P.E
- PSHE
- RE
- Forest school

Topics

Autumn Topic Theme – Very Important People

Spring Topic Theme – Highlands and Homelands

Summer Topic Theme – Land and Sea

In all topics we try to follow a direction that is child-led.



Curriculum Content:



- ▶ Reading:
 - ▶ Word Reading
 - ▶ Comprehension
- ▶ Writing:
 - ▶ Transcription (spelling)
 - ▶ Handwriting
 - ▶ Composition
 - ▶ Vocabulary, grammar and punctuation
- ▶ Maths:
 - ▶ Number and Place Value
 - ▶ Addition and Subtraction
 - ▶ Multiplication and Division
 - ▶ Fractions
 - ▶ Measurement
 - ▶ Geometry

Little Wandle

Your child's reading journey **Year 1**

Your child is on their journey to becoming a skilled reader. In Reception, they learned all of the single letter sounds, the consonant digraphs and some vowel digraphs (digraph: two letters, one sound) and trigraphs (three letters, one sound).

In Year 1, children will learn the remaining graphemes in the *Little Wandle Letters and Sounds Revised* programme. These are alternative spellings for the sounds that they already know. The children will become more fluent readers and will read increasingly challenging texts.

All for the love of reading

- Teaching children the skills of reading will increase their will to read.
- Children who love reading, choose to read.
- Reading develops children's vocabulary, understanding of the world and empathy.
- A love of reading is the biggest indicator of future academic success! To develop a love of reading, children must have the skills to read, which is why we teach them using phonics.

What is my child taught in school?

- In Year 1, children are taught a 30-minute phonics lesson every day.
- They will also have an opportunity to apply their phonic knowledge to reading a book (matched to their level), at least three times a week.
- Your child may need daily additional practice to help secure their learning.

What can I do to support my child at home?

- Listen to your child practise reading their phonics book to develop their fluency.
- Read to your child daily – choose books that you can enjoy together. The love of reading books we send home are a great place to start.
- Ask your child's teacher if you need extra help with supporting your child – that's what we're here for!

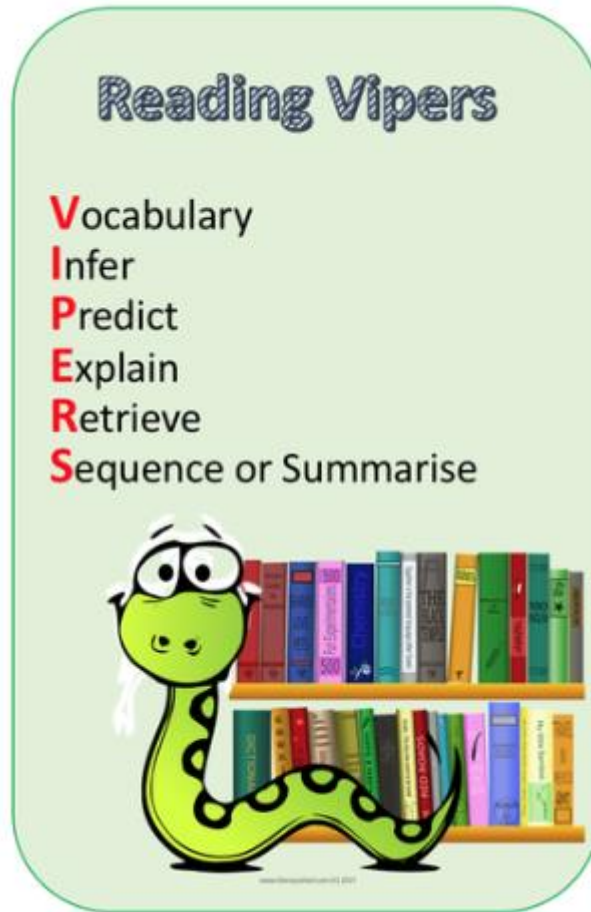
What if my child comes across a word that they can't read straight away?

- If your child is unsure of a word, ask them to sound it out and then blend.
- Ask them if they can spot any digraphs (two letters, one sound) or trigraphs (three letters, one sound) before decoding the word.
- Never ask your child to guess words using the pictures or initial sounds as clues. If they are really struggling just read the word to them.

My child is reading the books fluently at home, do they need a more challenging book?

- No! We want children to be able to read fluently and not find reading a chore.
- Once they can read fluently, they can focus on adding expression when reading aloud and showing their understanding of the book. Use the prompts on the back page of the books to check your child's understanding.

Alongside using Little Wandle, we assess the children's reading skills through a range of strategies which include more than just being able to read the words. This includes 'VIPERS'.



P.E Kits



Attendance



Above 97%: Less than 6 days absence a year – Less than 30 Hours of Learning Lost
Excellent attendance! These young people will almost certainly get the best levels/grades they can, leading to better prospects for the future. Pupils will also get into a habit of attending school which will help in the future.

95%: 10 days absence a year – 50 Hours of Learning Lost
These pupils are less likely to achieve their target levels/grades and will start to find it difficult to maintain a habit of attending school regularly. Pupils who take a 2-week holiday every year can only achieve 95% attendance.

90%: 19 days absence a year – 95 Hours of Learning Lost
The Government classes pupils in this group as "Persistent Absentees", and it will be almost impossible to keep up with work and achieve their target levels/grades. Parents of young people in this group could also face the possibility of legal action being taken by Dudley Council, including the issuing of Penalty Notices and Fines.

Homework

- ▶ Homework will be set weekly on a WEDNESDAY, this should be completed by the following TUESDAY.



Online homework

- Mathletics
 - Spelling Shed
 - Times Tables Rock Stars.
 - Numbots.
- Log ins for the above are put in the inside cover of the planner.



Spelling Shed



Planners



Planner content

- English glossary of terms – helpful for grown-ups as well as children!
- Phonics grapheme chart
- Writing – Alan Peat Sentences
- Maths aids
- School's assessment policy
- Year group specific spellings
- 5 ways to wellbeing



Behaviour Curriculum



S	 Self-belief
H	 Honesty
A	 Achievement
R	 Respect
E	 Enjoyment
D	 Determination



The Blanford Mere Way



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	SELF-BELIEF	HONESTY	ACHIEVEMENT	RESPECT	ENJOYMENT	DETERMINATION
All year groups from Nursery to Year 6	Explicit teaching of the full 'Blanford Mere Way' curriculum content	Ongoing revision of content	Longer recap of 'Blanford Mere Way' curriculum content	Ongoing revision of content	Longer recap of 'Blanford Mere Way' curriculum content	Ongoing revision of content

We believe that as our children practise these behaviours over time, they become habits that positively shape how they feel about themselves and how other people perceive them.

The Blanford Mere Way



Wonderful Walking

We know that we use **Wonderful Walking** to keep everyone **safe** in school and to make sure the learning of other children is not disrupted as people move around school.



Facing forward,
Walking at a steady pace; in a
straight line,
Hands behind your back,
Without talking during
learning time.



Super Sitting

We know that **super sitting** ensures that everybody is **ready** and able to learn without distractions.



Sitting up straight with legs
crossed,
Facing forwards with hands in your
lap,
Looking at the speaker,
Lips closed.



Legendary Lines

We know that **legendary lines** keep everyone **safe** in school and make sure the learning of other children is not disrupted as people move around school.



Our steps to Legendary Lines:

1. Face forward.
2. Stand in a straight line.
3. Hands behind your back
without talking.



The Blanford Mere Way



Marvellous Manners

STEPS

Say full names when addressing members of staff.

Thank You – children know that they should say 'thank you' when they receive something or someone does something nice for them.

Excuse Me – children know that they should always use 'excuse me' if someone is in their way or they want to say something to someone when they appear busy.

Please – children know that they should always say 'please' when they are asking for something.

Smile – children know that they should demonstrate self-belief and be positive and upbeat when talking to adults and each other.



Tremendous Transitions

We know that **tremendous transitions** ensure a safe, calm and purposeful learning environment for all. They help to maximise learning time and create a sense of order and routine within the classroom and around school.

Our steps to Tremendous Transitions:

- 1) We are silent — to listen to instructions.
- 2) We are ready — to make the transition.
- 3) We are swift— to action the transition.

Examples of transitions may be moving from the carpet to tables; handing out books; lining up at the classroom door or leaving assemblies etc.



The Blanford Mere Way

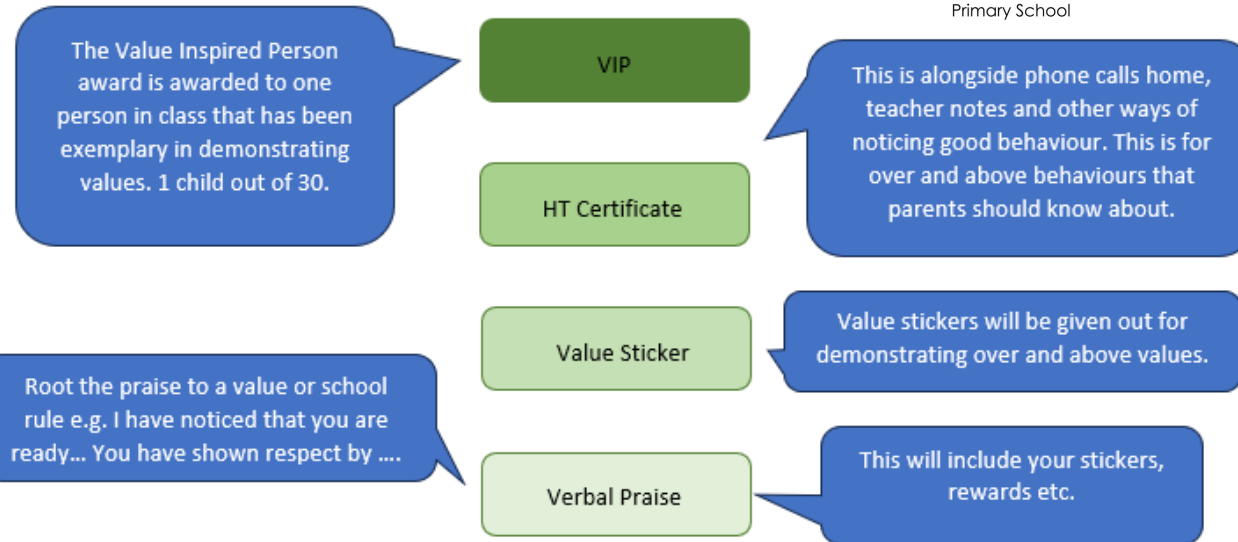


Shared Values
Day

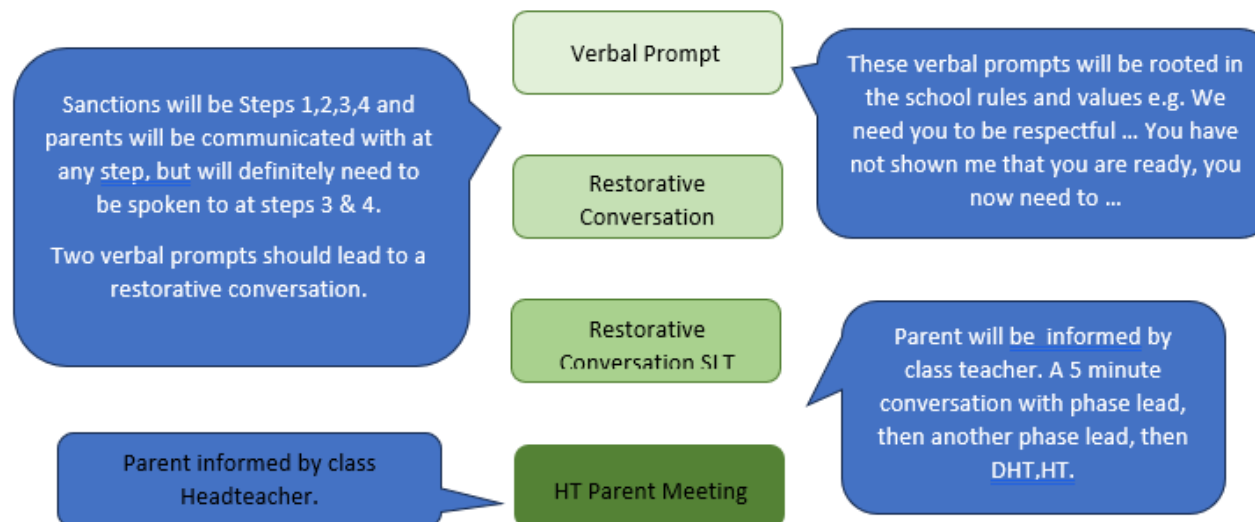


S	 Self-belief
H	 Honesty
A	 Achievement
R	 Respect
E	 Enjoyment
D	 Determination

BLANFORD MERE REWARDS & SANCTIONS CHART



BE READY BE RESPECTFUL BE SAFE



The Blanford Mere Way



Sanctions

At Blanford Mere, we have developed a consistent and robust behaviour curriculum that allows children to be taught and retaught expected behaviours. We believe in a consistent and immediate response to the behaviours that we do not wish to see.

If a child is not demonstrating the behaviours that we would like to see a **verbal prompt** will be given. This prompt will signal to children that they need to rectify their behaviour and respond appropriately. At this point, we would hope that the child is now demonstrating the right behaviour.

However, if this is not the case, a short **restorative conversation** will be had with the child at this point or at the end of the session. We believe it is the immediacy of the response, not the weight of the sanction that matters. During the conversation we will connect with the child, acknowledge the undesirable behaviour, discuss how this behaviour can be improved and move forward.

If this behaviour continues, a **restorative conversation with a member of the senior leadership team** will take place with the child. This will take place during a break or lunchtime session.

If all of these restorative approaches have not had the desired effect, a **meeting** will be arranged by the Headteacher with the child and their parents/carers.

This information will be recorded on a behaviour log and monitored by the Senior leadership team.

Anti-bullying

S – Several

T – Times

O – On

P – Purpose



Online Safety



- ▶ Talking about online safety
- ▶ <https://www.nspcc.org.uk/keeping-children-safe/online-safety/talking-child-online-safety/>
- ▶ Setting up parental controls
- ▶ <https://www.nspcc.org.uk/keeping-children-safe/online-safety/parental-controls/>

Online Safety – Social Media

APPS AND THEIR AGE RATINGS

13+		16+	
 Facebook	 Snapchat	 WhatsApp	
 Instagram	 Twitter		
 TikTok	 Kik	 Sarahah	 MeetMe
 YouNow	 Yubo	 YOLO	 LiveMe
 House Party	 Monkey		

In June 2026, the UK Government announced plans that, from Spring 2027, under-16s will no longer be able to use certain social media platforms.

The policy aims to reduce exposure to harmful content and improve children's wellbeing.

The exact list of affected platforms and implementation details are still being developed.

Online Safety

<https://nationalonlinesafety.com/guides>



What Parents & Carers Need to Know about **YOUTUBE KIDS**

YouTube Kids is a child-friendly version of YouTube which offers a colourful and easy-to-navigate environment that's suitable for young children. This app is easily accessible and available for mobile devices, which can be downloaded without needing the YouTube app on the device. Despite YouTube Kids seeming like a very child-friendly platform, it has raised concerns over its advertising and inappropriate content seeping through the curation process.

SETTING UP

- Download the YouTube Kids app and connect your own YouTube channel.
- Input your child's name, age and birth month.
- Select the types of videos you want to include for your child based on their age and your own personal choice.
- If you decide to approve the content yourself, the app will present you with sample videos for you to accept and reject.
- Once you've made your choice, you're ready to use the app!

Advice for Parents & Carers

- REMOVE ADVERTISEMENTS**
YouTube Kids advertises on your child's screen and offers a personalised 'For You' feed. You can't turn off ads, but you can remove ads from the 'For You' feed by tapping on the 'X' icon in the top right corner of the screen. This will remove the ad from your child's feed, but it won't remove it from the rest of the app.
- BE AWARE OF UNSUITABLE CONTENT**
YouTube Kids has a 'Safe Search' filter that removes videos that are deemed inappropriate for children. However, it's not perfect and some inappropriate content can still slip through. Parents should monitor their child's viewing history and use the 'Report' button to flag any inappropriate content.
- DISABLE SEARCH OPTION**
YouTube Kids has a search bar, but it's not recommended for young children. Parents should disable the search option to prevent their child from searching for potentially inappropriate content.
- RESTRICT VIEWING TIME**
YouTube Kids has a 'Screen Time' limit that can be set by parents. This will restrict how long your child can use the app each day.
- MONITOR WATCH HISTORY**
YouTube Kids has a 'Watch History' feature that allows parents to see what their child has watched. This can be useful for monitoring their child's viewing habits.
- WATCH TOGETHER**
Parents should watch videos with their child to ensure the content is appropriate and to discuss any potentially inappropriate content.

Meet Our Expert
Claire Davies is a parent and a member of the National Online Safety team. She has experience in using YouTube Kids and has provided advice on how to keep children safe while using the app.

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#WakeUpWednesday

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What Parents & Carers Need to Know about **WHATSAPP**

WhatsApp is the world's most popular messaging service, with around two billion users exchanging texts, photos, videos and documents, as well as making voice and video calls. It's a free app that can be downloaded from the App Store or Google Play. However, it's not just a messaging app - it's also a social network where users can share their lives with friends and family. This makes it a popular app for young people, but it also means that it can be used to spread misinformation and engage in cyberbullying.

WHAT ARE THE RISKS?

- SCAMS**
Fraudsters occasionally send WhatsApp messages pretending to be other people, encouraging the user to click on a link to win a prize. These links can lead to phishing sites or malware.
- DISAPPEARING MESSAGES**
WhatsApp has a 'Disappearing Messages' feature that allows users to set messages to disappear after a certain amount of time. This can be useful for privacy, but it can also be used to hide inappropriate content.
- ENABLING FAKE NEWS**
WhatsApp has been used to spread fake news and misinformation. Users should be encouraged to think critically and not share anything they haven't verified.

Advice for Parents & Carers

- CREATE A SAFE PROFILE**
Parents should ensure their child's profile is private and that they have a strong password.
- EXPLAIN ABOUT BLOCKING**
Parents should explain to their child how to block someone who is harassing them.
- REPORT POTENTIAL SCAMS**
Parents should encourage their child to report any suspicious messages to WhatsApp.
- LEAVE A GROUP**
Parents should encourage their child to leave any groups that are not safe or appropriate.
- THINK ABOUT LOCATION**
Parents should encourage their child to think about their location when using WhatsApp.
- DELETE ACCIDENTAL MESSAGES**
Parents should encourage their child to delete any accidental messages.
- CHECK THE FACTS**
Parents should encourage their child to check the facts before sharing anything.

Meet Our Expert
Helen is a parent and a member of the National Online Safety team. She has experience in using WhatsApp and has provided advice on how to keep children safe while using the app.

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What Parents & Carers Need to Know about **MINECRAFT**

Minecraft is a beloved classic of modern gaming. First released in 2011, this open-ended 'sandbox' game of building and exploration still has over 140 million players who happily return to play it at least once every month. Minecraft has also been utilised for much more than just entertainment: it's sometimes used in schools to teach children coding, and it's also employed as a tool for computer-aided design, which is another valuable skill. Encouraging creativity and problem solving, Minecraft has plenty to offer gamers of all ages, and it's available on almost all video game platforms.

WHAT ARE THE RISKS?

- PUBLIC SERVERS**
Joining a public network (called a 'server') lets your child potentially interact with strangers through text chat. Some servers focus on building, while others are dedicated to role-playing - encouraging direct player interaction. Anyone can join public servers and connecting to one is relatively simple. Public servers in addresses (and therefore someone's location) are easy to find with search engines.
- GRIEFING**
Some people in Minecraft delight in purposefully damaging or destroying another player's creation. This is called 'griefing' and is a form of bullying. It's intentionally spoils someone else's experience in the game by deleting hours of their work and forcing them to start from scratch. Many public servers treat griefing as a severe offence and frequently ban offenders.
- ADDICTIVENESS**
Minecraft's gameplay is relatively simple, and the outcome when a child has built something new, for instance, can be extremely gratifying. This can make the game highly addictive. It's easy to lose track of time while playing Minecraft, so parents should encourage young players to forget about other activities like homework or enjoying family time.

Advice for Parents & Carers

- RESEARCH CONTENT CREATORS**
There are a lot of Minecraft content creators who release helpful videos about the game on YouTube. Not all of them, however, are suitable for children. Watching these content creators' channels yourself first is a safe way to find appropriate Minecraft videos to share with your children. This also helps you learn more about the game itself, and how your child plays it.
- CHOOSE THE RIGHT MODE**
Selecting 'Creative' or 'Peaceful' mode allows children to play Minecraft without having to contend with enemies. It's also a great way for you to get used to playing the game with them, since the difficulty level is lower. This allows you to work together on a long-term project, creating something special without the threat of menacing zombies or creepers damaging your build.
- ENCOURAGE BREAKS**
It's easy for the hours to fly by while your child is playing Minecraft, so reminding them to take regular breaks is essential. This is a useful way for them to learn good time management, which they'll benefit from as they get older. It will also teach them to play Minecraft in moderation - keeping addictive behaviour and allowing them to manage their play better.
- TALK ABOUT STRANGERS**
At some point in their lives, almost everyone needs to have contact with a stranger online. Talking to your child about online safety, therefore, is a natural 'on' to having a plan to play for dealing with any hostile or difficult strangers. Ensure that your child knows never to tell a stranger about themselves online, and that they should come to you straight away if they do encounter a problem.

Meet Our Expert
Claire Davies is a parent and a member of the National Online Safety team. She has experience in using Minecraft and has provided advice on how to keep children safe while using the game.

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Making an appointment



- ▶ We like to work together with parents; teachers may ask to see you at the end of the day to talk with you and your child. This may be to highlight things they've done well, support their learning or to discuss a behavioural issue. We work together to resolve issues.





Some Year 1
fun to look
forward to!



Finally...



Any questions?

