



Welcome to our Parents' meeting

September 2025

Meet the team



Mrs Cameron

Class Teacher



Mrs Pardoe

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
 - ▶ 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!

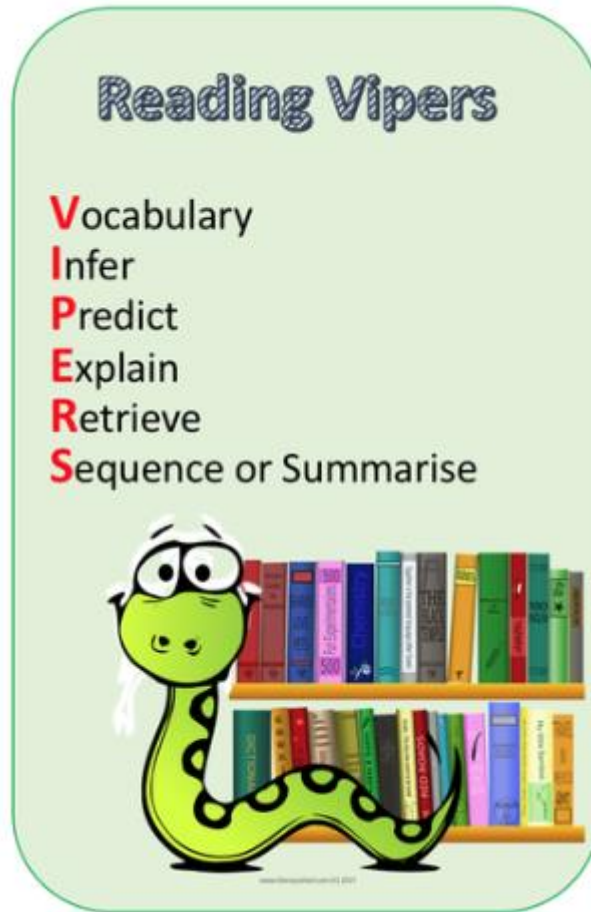
What if my child comes across a word that they can't read straight away?

- 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



1DJ - Tuesday
1JC - Thursday

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.
- ▶ Reading books will come home on a Wednesday to be returned the following Wednesday.

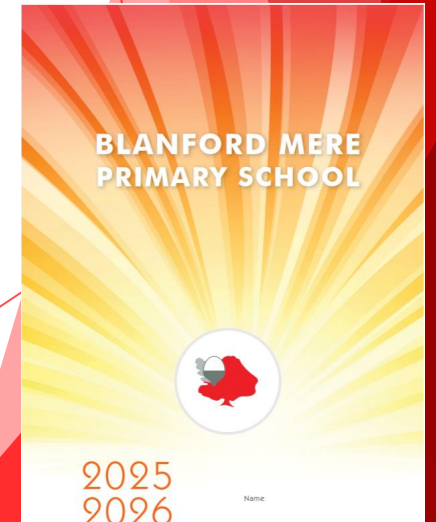


Online homework

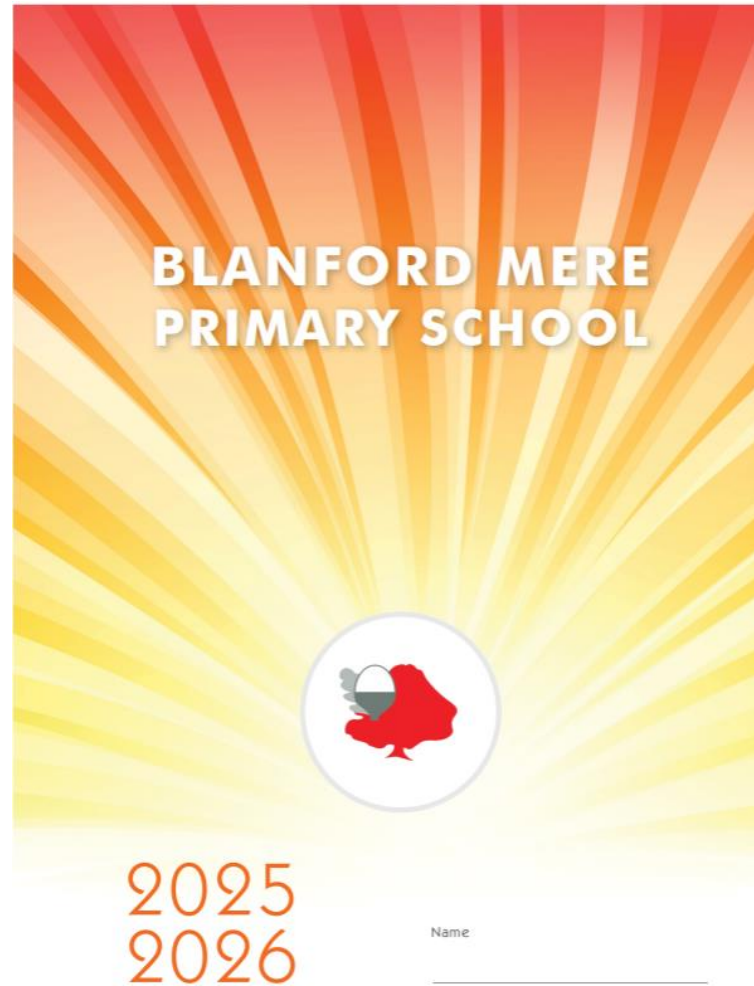
- Mathletics
- Spelling Shed
- Numbots.



- Log ins for the above are put in the inside cover of the planner.

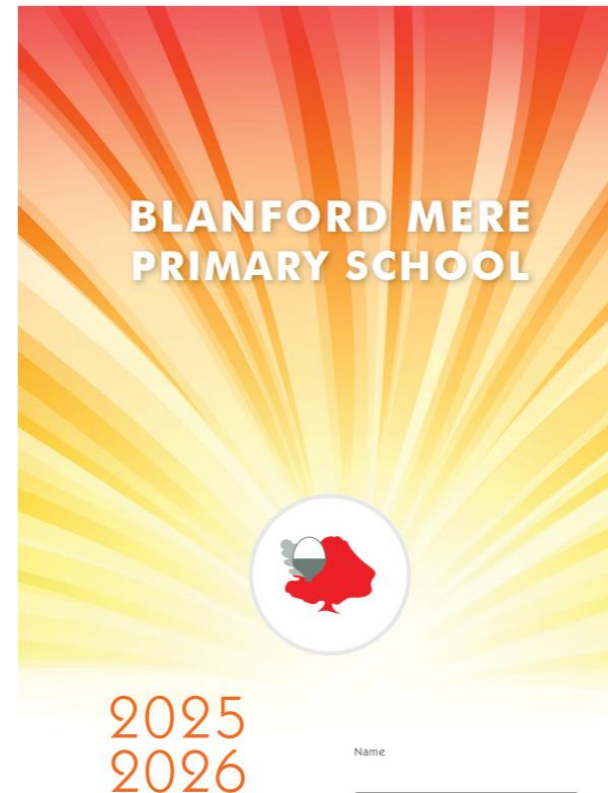


Planners



Planner content

- English glossary of terms – helpful for grownups as well as children!
- Writing – Alan Peat Sentences
- Maths Visual Calculation Policy
- Maths aids
- School's assessment policy
- Year group specific spellings
- Staying safe online



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

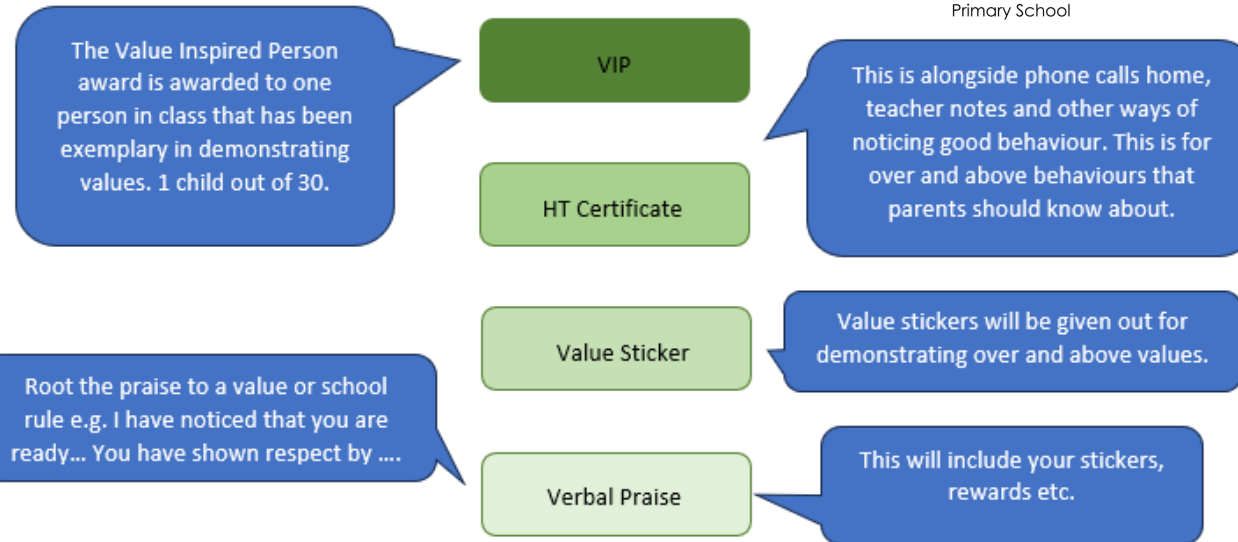


Shared Values Day

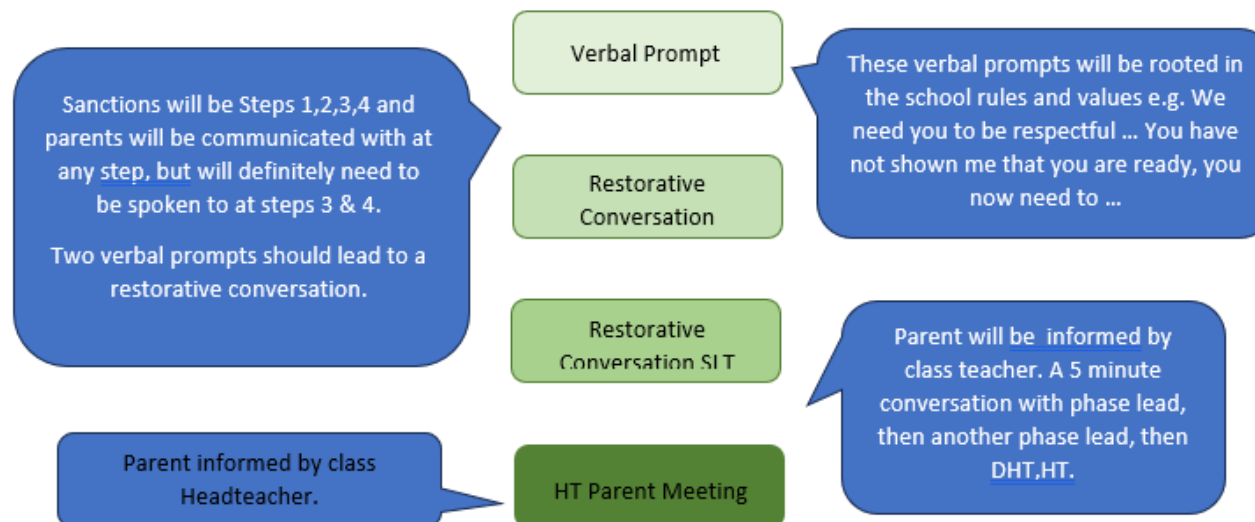


S	 Self-belief
H	 Honesty
A	 Achievement
R	 Respect
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D	 Determination

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+		13+	
 Facebook	 Snapchat	 WhatsApp	
 Instagram	 Twitter		
 TikTok	 Kik	17+	18+
 YouNow	 Yubo	 Sarahah	 MeetMe
 House Party	 Monkey	 YOLO	 LiveMe

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 device as well as the app itself. If you decide you don't want your child to see ads, you can turn them off. However, this means you won't be able to use the YouTube Premium which will remove adverts on your child's device. It's worth noting that this doesn't stop ads from appearing on your child's device as they can still see ads on other devices.
- BE AWARE OF UNSUITABLE CONTENT**
YouTube Kids has a filter to remove content that is deemed inappropriate. However, it's not perfect and some inappropriate content can still be seen. It's worth noting that some inappropriate content can still be seen on the app.
- RESTRICT VIEWING TIME**
The YouTube Kids app provides you with the option of setting up a timer to restrict and limit your child's viewing time. This can be set to 15, 30, 45, 60, 90, 120, 150, 180, 210, 240, 270, 300, 330, 360, 390, 420, 450, 480, 510, 540, 570, 600, 630, 660, 690, 720, 750, 780, 810, 840, 870, 900, 930, 960, 990, 1020, 1050, 1080, 1110, 1140, 1170, 1200, 1230, 1260, 1290, 1320, 1350, 1380, 1410, 1440, 1470, 1500, 1530, 1560, 1590, 1620, 1650, 1680, 1710, 1740, 1770, 1800, 1830, 1860, 1890, 1920, 1950, 1980, 2010, 2040, 2070, 2100, 2130, 2160, 2190, 2220, 2250, 2280, 2310, 2340, 2370, 2400, 2430, 2460, 2490, 2520, 2550, 2580, 2610, 2640, 2670, 2700, 2730, 2760, 2790, 2820, 2850, 2880, 2910, 2940, 2970, 3000, 3030, 3060, 3090, 3120, 3150, 3180, 3210, 3240, 3270, 3300, 3330, 3360, 3390, 3420, 3450, 3480, 3510, 3540, 3570, 3600, 3630, 3660, 3690, 3720, 3750, 3780, 3810, 3840, 3870, 3900, 3930, 3960, 3990, 4020, 4050, 4080, 4110, 4140, 4170, 4200, 4230, 4260, 4290, 4320, 4350, 4380, 4410, 4440, 4470, 4500, 4530, 4560, 4590, 4620, 4650, 4680, 4710, 4740, 4770, 4800, 4830, 4860, 4890, 4920, 4950, 4980, 5010, 5040, 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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?

