KS1
Meet the Teacher Meeting
Meet The Staff

Class Teachers
Becca Ehrlich  Grasshoppers Class Teacher
Chrystal Vidal  Beetles Class Teacher
Sophie Tait  Butterflies Class Teacher
Jacob Barnes  Dragonflies Class Teacher
Mary Deavin  Cover and Intervention Teacher

Teaching Assistants
Kim Squires, Ana Garrido Gigorro, Amal Ahmed, Tanya Santos Lopes, Lee Strode, Gem Saunders

Additional Adults
Liz Ghamar, Mireille Alwan & Syra Sowe– Assistant Head Teachers
Mandy Aplicano – Leader of Learning for SEMH/ Rainbow
Edina Dias Souza – Leading of Learning for Children, Families & the Community
Jordan Lawal & Dean Farrell– PE Coach
Tom West– Music Teacher
News

- Nursery refurbishment
- Reception outside classroom development
- Lower playground equipment
- Building work for the ARP
- SIP published shortly
Important Information

The School Day

8:45am – soft start

9am – school starts

9-10:35am - first session

10:35- 10:50am - break

10:50-12noon – second session

12noon-1pm – lunch

1-3:30pm - third session

3:15pm- gates open for all parents/carers. Children will come to the line at 3:30pm.

Please wait on your child’s line at the end of the day as it is important that the class teacher knows who they go home with.
Attendance & Punctuality

Attendance & Punctuality are extremely important in ensuring your child reaches their potential; if they’re not at school, they’re missing key learning opportunities!

- If your child is sick please:
  - inform the school before 9am on the morning of the first day of absence
  - phone the absence line on 0207 722 8500 / email: attendance@primrosehill.camden.sch.uk
  - keep the school informed if your child’s absence persists

- We want to achieve over 96% attendance each week! This will continue to be monitored weekly in Achievement Assemblies & in the newsletter.

Lyra Semshedini
Admissions & Attendance Officer
Our **Behaviour Policy and Procedures** encourage mutual respect through a code of acceptable behaviour understood by everyone in the school.
Primrose Promises

Use your growth mindset

Include others

Be respectful

Take responsibility

Look after our environment
Rewards

Rewards are given to praise children for acting responsibly and for following the Golden Rules. Other systems include:

- Class Dojos
- Star of the Week
- Achievement Assembly
- Phase & Class Celebrations
- Showing another adult
- Good as Gold
What happens when things go wrong?

- Reminded of school rules
- Firmer warning
- Time out to other class
- Further time out to Phase Leader
- Time out to member of the SLT / LoL SEBN

Red Card
- Hurting another child deliberately
- Extremely violent behaviour / vandalism
- Fighting
- Leaving the classroom without permission to an unknown location / running away / refusing to return to class within a specified time (e.g. five minutes)
- Swearing at an adult or a child

....Reflection
Assessment & Progress

- Summative and formative assessment throughout the year
- Monitoring and Pupil Progress Reviews
- Parent consultations and reports
- Year 1 - Phonics Check in June
- Year 2 - KS1 SATs - all of May. Reading & Maths Tests and Writing Teacher Assessment.
SEN SUPPORT
SENDCo, parents and teachers will meet to agree:

- *Specific interventions and targets for your child*
- *Outside agency support for your child*
- *Additional adult support in school*

syra.sowe@primrosehill.camden.sch.uk
School Budget

Comparatively, PH is doing ok financially. Other local schools are suffering.

We had a budget shortfall of £292k when setting the budget - affected by rising pension and operational costs, multiple maternity leaves, unfunded pay rises, general increase in expenditure and less than inflation income plus reduction in SEN funding.

Our key points:

• Strong pupil numbers - other local schools seeing falling roll
• High SEN - both challenge & a strength
• Reduce support staff
• ARP - brings additional income and building benefits
• Nurseries
• Additional income through external work
• Changes are inevitable - not replacing Art or French at present / reduction in cover teacher days, curriculum budgets, school journey, reduction in bought in therapy and general slicing of all budget cost centres.
Year 2 parents to Beetles classroom
Important Information

PE  Friday - Children must to come to school in their P.E. kit.

Extra PE  Thursday - Children must to come to school in comfortable clothes and sensible shoes.

TALK TO TEACHER
Monday  3:15pm

LIBRARY DAY  Tuesday

Children must bring a book bag or rucksack every day.
The Curriculum & How We Work
A Broad, Balanced and Creative Curriculum

Investigating

Practising

Questioning

Collaborating

Playing

Exploring and experimenting
Encouraging independence, confidence and co-operation

Working with an adult

Working independently

Working and playing co-operatively

Working with a friend

Learning Outside
Topics

Space
Who am I? Who are you?
Superheroes and the environment
Animals
Pirates
Where the Wild Things are
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>8:45 - 9:00</td>
<td>Soft Start: Reading/grazing/phonics during register</td>
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<tr>
<td>10.15 - 10.35</td>
<td>Phonics</td>
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<td>10.35 - 10.50</td>
<td><strong>Playtime</strong></td>
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<td>10:50 - 11.15</td>
<td>Maths - Number to 10</td>
<td>Maths - Number to 10</td>
<td>Maths - Number to 10</td>
<td>Maths - Number to 10</td>
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<tr>
<td>11.45 - 12.00</td>
<td>Handwriting input</td>
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<td>12:00 - 1:00</td>
<td>Lunchtime</td>
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<td>1:00 - 1.30</td>
<td>Handwriting</td>
<td>Library</td>
<td>Handwriting</td>
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<tr>
<td>1:30 - 2.10</td>
<td>Guided reading</td>
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<tr>
<td>3.00 - 3.30</td>
<td>Story</td>
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<td>Story</td>
<td>Show and tell</td>
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</tbody>
</table>
Home Learning

Home learning will go out on Fridays every two weeks - children will have one week to complete and return it.

- It will contain spelling words to practise
- A maths game
- A phonics game

Children are to read every night and complete their reading diaries.

They will also have a weekly book provided by the teacher.

Friday ------ 1 week to complete -------> Friday ------ 1 week for checking -------> Friday
Given out    due    next round given out
<table>
<thead>
<tr>
<th>Your spellings.</th>
<th>Look and copy.</th>
<th>Cover and write.</th>
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Practise writing your words in a short sentence here.

Name: _____________
Weekly reading: guided group

Primrose Hill Primary School

Year 1 School to Home Weekly Reading Diary

Name:____________________

Class:____________________

Reading at home with your child makes a crucial difference to their reading skills. Each week your child will bring home a reading book which has been chosen by the class teacher and read with your child in class. The book will have been carefully selected by the teacher to suit the child's learning that week. It may be that a book will provide more or less challenge in order to focus on the learning intention that has been highlighted. Please be aware that although decoding (blending the words) is important, talking about books is a vital part of learning too and may be the focus for that week.

The title of the book will be written in the diary and a particular focus for your reading together will be highlighted. Please help your child with their reading by trying to concentrate on the focus as well as enjoying reading together.

Your child will also be bringing home a book of their own choice every day from the class reading area. Please share these with your child.

Please make sure you that you return the completed homework diary, together with your child's book bag every day.

Glossary

<table>
<thead>
<tr>
<th>Adjective</th>
<th>A describing word</th>
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</thead>
<tbody>
<tr>
<td>Blending</td>
<td>This is when a child finds and knows phonemes and merges them together to make a word</td>
</tr>
<tr>
<td>Consonant</td>
<td>Any letter which is not a vowel (e.g. l, p)</td>
</tr>
<tr>
<td>Consonant blend</td>
<td>Two consonants blended together e.g. pl/tr.cr</td>
</tr>
<tr>
<td>Decoding</td>
<td>This is when a child sounds out a word using their phonemic knowledge</td>
</tr>
<tr>
<td>Grapheme</td>
<td>This is a letter which represents a sound (phoneme)</td>
</tr>
<tr>
<td>High frequency word</td>
<td>These are words that appear most frequently in written print form</td>
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<tr>
<td>Phoneme</td>
<td>This is the sound a letter makes. There are different types of phonemes. Digraph: 2 letters that make one sound, e.g. sh, ch, th, ng Trigraph: 3 letters that make one sound e.g. air, ear, igh</td>
</tr>
<tr>
<td>Prefix</td>
<td>A prefix comes at the beginning of a word and changes the meaning e.g. disagree, disagree</td>
</tr>
<tr>
<td>Segmenting</td>
<td>This is when a child splits a word up into its different phonemes and understands which grapheme represents the phoneme</td>
</tr>
<tr>
<td>Suffix</td>
<td>A suffix comes at the end of a word and changes the tense or meaning of the word e.g. play + ed = played</td>
</tr>
<tr>
<td>Syllable</td>
<td>A syllable is a single unit of written or spoken sound that makes up words e.g. trade</td>
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</tbody>
</table>

As you read with your child please help them to focus on the highlighted statement.

Please read this poem/story/non-fiction book to your child

Please read this book together

Please listen to your child read

Child's comments:
Tell us about your book this week

Did you enjoy the book?

Adult's comments
Daily reading at home
Plastic wallets

Containing:
Reading diaries
Guided reading book
Spelling books
Home learning

No water bottles, no bananas
QUESTIONS?

- Please remember to refer to the school’s website for:
  - Letters Home
  - Presentations
  - Dates on Calendar
  - Clubs Information
  - All Policies & Procedures