

The Oxford Academy

2015 - 2016



Key Stage One Guide for Parents

General School
Rules & Regulations



Key Stage One Guide for Parents

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Key Stage One Guide for Parents

Welcome to Key Stage One. Below is the information that you will need in order to help you in Year One and Two. Please take the time to read this information. It is very important that you know what the expectations of the children will be when they are at school.

Attendance

Students need to come to school on time, every day. Each hour they miss is an hour that puts their education and progress behind. Students need to arrive at school on time (7.45 a.m.). If you are late it doesn't just effect your child's education, it interrupts the teaching that is happening and isn't fair on the rest of the class. It is also important that they are picked up on time (1.45pm).

It is important that students come to school having had a good night's sleep and a full stomach from their healthy breakfast. Please make sure that your child gets at least 12 hours sleep. If children are tired or hungry it will affect their ability to learn.

Food and Drink

Please send your child to school with a healthy snack for snack time. They also need to have some fruit for their lunch. Chocolate, sweets, cakes, fries, burgers, ketchup and fizzy drinks will not be allowed. We encourage the children not to use the tuck shop – they should be getting enough from their lunch and it helps to control their balanced diet.

Uniform

Please ensure your child wears the correct uniform each day. Please also make sure that they wear PE uniform only on days when they have a PE lesson.

Timetables

Copies of timetables will be supplied as soon as possible for the parents so they can see which days PE is held on for each class and also the time available for meetings.

Lines of communication

Please put anything urgent in the homework diary. We will also contact you via this method so please check these daily. A meeting time has been appointed during school hours for any matters that require further discussion. Please phone school to make an appointment as teachers will not be able to see you without an appointment.



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Curriculum

The children will be taught English, Maths and Topic (History, Geography and Science) and KSS from Year 5 by the class teacher. They will then be taught Art, PE, ICT, Arabic and Islamic by specialist teachers.

We are following the British curriculum. **Appendix 1**

Please refer to the Curriculum Information Sheet planning document for information about what your child is doing each week.

We can't stress the importance of speaking in English for the pupils. The more experience they get at speaking English, both at home and at school, the better their chances of making progress.

Reading

We will be using the Oxford Reading Tree programme. As pupils have had a long time off some children may get books that they have already read. This will help them to get back into reading in English. We will move through these books rapidly and move them on as soon as we feel they are ready for it.

It is important that you support their child with their reading at home. The pupils should be able to read the ORT books independently. If they get to a word that they don't know it is important to encourage the child to sound out the word using the letter sounds not names. The children may also bring home books that they cannot read independently. These are their free choice books and they are to be read with their older brothers or sisters or parents. **appendix 2**

You will also find a copy of the first 100 high frequency words in **appendix 3**. These are words that your child needs to know. We suggest that they learn 3 – 5 per day.

Homework

Homework will be given daily. It is important that your child reads daily. You are expected to read with your child at least 5 times a week and get either yourself or your child to write in the reading record book. This will be checked daily by the teacher. If you feel that you would like to do more homework with your child, please refer to the 'home activities sheet' which can be found in **appendix 4**. Speaking and listening to English is the most valuable thing that you can do with your child to help them with the education at home. Please make sure that you speak English to them.

Holiday Absences

If you need to remove your child from school for any reason please write a letter to the Principal requesting the dates that they will be absent for. Please keep in mind that any learning lost through missing school will be detrimental to your child's education.



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DISCIPLINE & REWARD PROCEDURE

Physical punishment will NEVER be used in any form in The Oxford Academy. No child will ever be subjected to emotional stress. Positive strategies for behaviour guidance will be used in order for your child to keep his or her dignity and to strengthen self esteem.

We will:

- ✓ Ensure that each child is provided with a positive model of acceptable behaviour.
- ✓ Tailor responses to the developmental level of the children.
- ✓ Redirect children away from problems, toward constructive activities, in order to reduce conflict.
- ✓ Teach children how to use acceptable alternatives to problem behaviour in order to reduce conflict.
- ✓ Protect the safety of children and staff.
- ✓ Provide immediate and directly-related consequences for a child's unacceptable behaviour.

Dealing with persistent unacceptable behaviour involves an initial consultation with the parents to establish goals and create a partnership to address the behaviour. A second conference may be necessary to outline new approaches and discuss consequences. Any child whose behaviour places her in danger of jeopardizing the health, safety, and welfare of others in attendance will have a parent notified to pick up the child.

We have a responsibility to protect the safety of all children as well as that of staff. Therefore, when a child engages in persistent unacceptable behaviour (examples: biting, violent behaviour and inappropriate language), the following procedure must be followed:

- ✓ Staff will observe and record the behaviour of the child and staff response to the behaviour.
- ✓ Staff will work with parents and other professionals (if needed) to develop a plan to address the unacceptable behaviour.
- ✓ Parents will be asked to sign a contract of good behaviour.

Biting and hitting

Biting and hitting may occur in different areas of the setting. This happens periodically in even the best child care settings and is an unavoidable consequence of group care. When it happens it can be scary, frustrating, and very stressful for children, parents, and teachers. It is not something to blame on the children, parents or teachers and, unfortunately, there are no quick or easy solutions.

Both biting and hitting are normal behaviour for young children who have not yet learned how to deal with strong feelings such as anger, frustration and fear. The safety of all children in our care is a priority. The Early Years Team will do everything we can to prevent a situation where



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this policy must be put into effect. Staff will follow the unacceptable behaviour procedure listed above if biting or hitting occurs.

What teachers do when biting or hitting occurs:

- ✓ Focus on the child who was injured
- ✓ The aggressive child will be redirected
- ✓ Simple language is used "Biting Hurts!"
- ✓ Explain to the child that they need to use gentle touches. Explains what our mouth is used for. Accident/Injury Report will be given to parents of the child who was bitten. The child who bit will have a verbal conference with a staff member in the room. Teachers will track occurrences of biting or hitting. Listing the time of day, reason (if known), and action taken by the staff.
- ✓ Conference with parents will be scheduled.
- ✓ Strategies will be provided to the parents and agreed upon by the lead teacher and parents to reduce hitting/biting behaviour
- ✓ Strategies will be evaluated

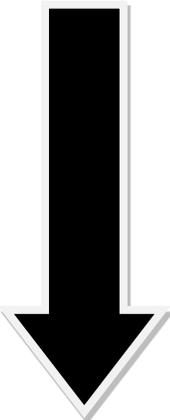
Confidentiality will be maintained at all times (the name of the child who bites will not be released to the parents of the child who is bitten). Biting is a developmentally appropriate behaviour. Delayed punishment does not work. Children do not connect an event of one time of the day to be a consequence of an event, activity, or action of an earlier time of the day. Teachers address the biting incident when it happens and assist the children in appropriate alternatives at that time. We discourage parents from punishing or reprimanding their child later in the day for a biting or hitting incident which occurred at the setting.

ACCIDENT PROCEDURES

Injuries at the setting will be documented and kept on file. If your child is injured while at the setting you will receive a written report telling you what happened and what actions were taken by the staff. Parents must read and sign the reports. The report will be stored at the setting in your child's file.



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Appendix 1

Level	Year Group Association	<p style="text-align: center;">START</p>  <p style="text-align: center;">FINISH</p>
W	Early Years	
1c	Start of Year One	
1b		
1a	End of Year One/Start of Year Two	
2c		
2b	End of Year Two/Start of Year Three	
2a	End of Year Three (as it is a consolidation year)/Start of Year Four	
3c		
3b	End of Year Four/Start of Year Five	
3a		
4c	End of Year Five/Start of Year Six	
4b		
4a	End of Year Six/Start of Secondary	
5c		

Appendix 2

Reading tips.

As we all know, reading is at the top of the list of essential skills for pupils to develop in order for their learning to progress. Ideally, your child should be reading an English text on a daily basis. What they choose to read is their choice. The most important thing is that they want to read, not that they are being forced to read something they don't enjoy. Below is a list of handy hints that could help you when you are reading English texts with your child. Please forgive me if you already do this with your child. I would rather say it 10 times than not at all!! If you have any questions then, please do not hesitate to come and ask me. Thank you!

When your child reaches an unknown word it is really important that they sound out the unknown word themselves first and then blend the sounds back together. They may not always get the word right but this skill will help them to become independent readers as the words become more challenging.

It is important that they use the letter sounds not the letter names (a, b, c not ay, be, see).

For example: cat would be sounded c a t (not see, ay, tee) and then the sounds blended back to cat.

They also need to recognise that the following letters are sounded together to make one sound:
ch, sh, th, ing, ng

When they get to more challenging words, they need to remember the long vowel sounds that they have learnt. This is when 2 or more letters are blended together to make just one sound.



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The sound the letters make	The letters that represent the sound	Example words
Long vowel a	ay, a_e, ai	play, cake, raid
Long vowel e	ee, ea, y	Keep, each, happy
Long vowel i	igh, y, ie, i_e	Sight, fly, pie, site
Long vowel o	o-e, ow, oa	role, tow, boat
Long vowel u	ue, u-e, ew	flue, blue, few
Oi	oi, oy	boil, toy
Air	air, ere, eir	Hair, there, their
Er	er, ur	Better, fur
Ear	ear, eer	Fear, deer
Or	or, al	Born, talk
Ow	ow	How

At every stage of reading, it is crucial that your child can not only read the words, but that they also understand what they are reading. This applies to any text be in fiction, non-fiction or poetry. Here are some questions that you can ask your child whilst they are reading their text to you:

Fiction:

Before they start reading:	Whist they are reading the story:	When they finish the story:
What is the title of the story? What do you think the story is going to be about? Who is the author/illustrator of the book?	What have we found out from reading this page? How do you think the character is feeling? Why do you think that they did that? What do you think you would do if you were them? What do you think will happen next?	What do you like about the story? What happened at the beginning of the story? What happened at the middle of the story? What happened at the end of the story? Would you tell your friend to read this book? Why?

Non-fiction:

Before they start reading:	Whist they are reading the book/page:	When they finish the book/page:
What is the title of the book? What do you think you are going to learn from reading this book? Who is the author/illustrator of the book? Can you find the contents page? What does the contents page tell	What is the title of this page? What do you think we are going to find out from reading this page? What do the pictures tell us? What do the captions tell us? What have we found out so far?	What have you found out from reading that page/book? Would you tell your friend to read this book? Why?



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us?	Why do you think that happens? Are there any words that you don't know the meaning of?	
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Poetry:

Before they start reading:	Whilst they are reading the poem:	Once they have finished reading the poem:
What is the title of the poem? Who is the author of the poem? Are there any illustrations to go with the poem? What do you think the poem will be about?	What have you found out so far? What do you think will happen next? Can you find any rhyming words?	What do you think the poem is about? Is that what you thought the poem was going to be about? Have you learnt any new words from reading the poem? Can you see a pattern of syllables in the poem?

Appendix 3

Home Activities

Below is a list of activities that you can do with your children if they have finished their homework and reading and you wish to do more with them. There are a range of aims for the activities but the most important is that the children are speaking in English and interacting with you. These activities are by no means compulsory so please do not feel that you have to do them with the children.

1. Read books and ask the children questions like: What happens at the beginning, middle, end? Who is your favourite character? How does the character make you feel? How does the book make you feel? Did you enjoy the book and why? Describe a certain character.
2. Play 'guess my number' – 2 players or more. Player one chooses a number from 0 – 100 and gives player 2 two clues. Player two has to guess the number. Words to help are: tens, units, bigger than, smaller than, between, odd, even.
3. Bake a cake/cookies – possibly reading English instructions found on the internet.
4. Go for a walk and talk about the things that you can see around you – count the number of a certain colour car that you see, read road signs, etc.
5. Go for a bike ride and draw a picture and write about it after.
6. Get the children to help fold clothes.
7. Get the children to help with making the dinner – they could peel vegetables/stir cold mixtures.
8. Collect shells on the beach and make pictures with them.
9. Write a letter to their school friends or a friend they may have in another county. Alternatively send an email.
10. Make a book about the family with a page for each person.
11. Watch TV/DVDs together and talk to them about the story and ask them questions.



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12. Talk about an item that they hear on the news.
13. Ask the children to write a menu for dinner time or each day of the week.
14. Play I-spy.
15. Play board games together – e.g. snakes and ladders or ludo.
16. Get the children to design a game that they would like to play in the playground or with their friends when they come around.
17. Write invitations to ask other children around to play.
18. Pelmanism – put a set of playing cards which has lots of pairs face down on the table.
The children have to find a pair by turning them over.
19. Card games – e.g. snap.
20. Get a map of the world and they can put on where they have been and where they would like to go.
21. Make up stories.
22. Listen to music together.



First 100 High Frequency words

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	is	went	when	about
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make



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