



# Duke of Norfolk CE Primary School

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Monday 8<sup>th</sup> September 2025

Dear parents/carers,

Welcome back to another school year, from the Key Stage 1 team. We hope you have had a great summer and are ready for another busy and exciting year.

Our shared aim is for your child to have a happy and successful time in Year 1/2. At Dukes, we feel that openness and honesty are key factors in achieving this and would hope that you would come to talk to us as the first port-of-call should you have any questions or concerns. We will always do our best to help.

In this letter you will find some useful information about Year 1/2 and details of some of the routines in class. Please note that some details (such as P.E, Forest School and library times) will change throughout the year but all information regarding these changes will be communicated to you through the KS1 section of the school website, in our half termly curriculum plans found in the KS1 section of the school website and through your child's class SeeSaw page. Login details for SeeSaw will be shared with you in the first week back. Please sign up as soon as possible so that you don't miss out on any important messages.

## Reading

The children will engage in reading in many ways. They will read texts at an appropriate level in English lessons every day. They will also listen to books being read to them every day during our 'Ten Magical Minutes' sessions. We encourage the children to answer questions making reference to the text and using evidence to justify their deductions and inferences. They will learn to distinguish between layouts, styles and language of different text types. More advanced readers will be looking more at the authors' choice of language, literary techniques, layouts, context, then considering the effect on the reader.

The children who have progressed beyond the school reading scheme and are 'free readers' are responsible for changing their own books and can do so in the classroom library, or bring in books from home or from Glossop library. We do encourage children to try to persevere with books and not to change them too often if they are unfinished. We also recommend that they try a range of text types as this helps to expand their knowledge and interests and also helps them to become more proficient writers. We have an ever-expanding range of texts and can provide titles for reluctant readers or those with specific needs such as dyslexia.

Each class will also be visiting our school library once a week; this will enable them to choose a different book, in addition to their reading book, which they can take home and enjoy. This needs to be brought back into school the following week when the children will then choose another text to take home. Information regarding library slots for each class will be provided in the KS1 section of our school web page & via your child's class SeeSaw page. In addition to this, the parents of children in KS1 will also have the opportunity to read alongside their child when our annual reading cafes take place. Keep an eye on the school newsletter & your child's class SeeSaw page for further details about these.

It is important that KS1 children read **every day**. Reading with your child daily at home will ensure that they will be exposed to a wide range of words. This will help them build their own vocabulary and improve their understanding when they listen, which is vital as they start to read more independently.

Each class also has their own reading journal. The children will take it in turns to bring home the journal to decorate a double



page spread to celebrate a book that they enjoy. Reading journals are sent home every Friday to be shared with the class on the following Friday. This will begin after the October half term holiday.

## Maths

Your child will be taught maths in their own class. Your child's learning will be pitched at an appropriate level to provide the best challenge and support possible. Maths targets are set and reviewed along with each unit of work. All children are expected to achieve the same learning objectives in each year group. Children falling behind will be given extra support and parents will be informed. The more confident mathematicians will be working on the same objectives, but will be given greater depth challenges to expand and develop their understanding at a much broader and deeper level of mastery.

## Topic

We plan a range of topics in all curriculum areas, such as science, history, geography, art, design and technology, music and computing, that are fun and engaging. Each half term we create a curriculum plan of the topics that we will be covering in each of the curriculum areas, which is made available to parents in the KS1 section of the school website. We sometimes link trips, theme days and homework projects to these topics which really help to get the children active and enthused in their learning.

## Statutory Assessments in Key Stage 1

### Year 1 Phonics Screening Check

The Phonics Screening Check will take place over a one week period beginning on Monday 8th June 2026. We will work with each child individually which should take around 8-10 minutes. The check will be made up of 40 words, 20 real words and 20 pseudo (alien) words. The words all use sounds that the children have been learning and revising in their daily phonics lessons. Over the course of Year 1, children are encouraged to sound out the words, spotting "special friends": digraphs (2 letters that make 1 sound) and trigraphs (3 letters that make 1 sound) where appropriate in the words and then blend them back together to say the word aloud. E.g. sh-i-p, ship or n-igh-t, night. Children are allowed to draw the sound buttons on to the check paper to help them spot the "special friends" (digraphs and trigraphs). Again, this is practised daily in Year 1 as part of our phonics lessons. This means the children will be familiar with the context. We cannot, however, give this prompt during the check. A full list of sounds that may be checked are listed below.



## Year 2 Optional SATs

Optional (non-statutory) Key Stage 1 tests will be administered in May 2026. SATs are national tests that children take twice during their primary school life. Firstly, at the end of Key Stage 1 (KS1) in Year 2, and then secondly, at the end of Key Stage 2 (KS2) in Year 6. These standardised tests are actually known as End of Key Stage Tests and Assessments, but most



people know them as SATs (Standard Assessment Tests).

SATs are an indicator of the progress your child has made at school so far. They are **not** a measure of whether your child is passing or failing; they simply show what level your child is currently working to. Unlike KS2 SATs, KS1 SATs don't have to be administered according to a nationally-set timetable in a specific week. Schools are free to manage the timetable and will aim to administer the tests in the classroom in a low-stress, low-key way; some children won't even be aware they've taken them!

### **KS1 Maths SATs**

**Paper 1:** arithmetic, worth 25 marks and taking around 15 minutes.

**Paper 2:** mathematical fluency, problem-solving and reasoning, worth 35 marks and taking 35 minutes, with a break if necessary. There are a variety of question types: multiple choice, matching, true/false, constrained (e.g. completing a chart or table; drawing a shape) and less constrained (e.g. where children have to show or explain their method).

Children are not allowed to use any tools such as calculators or number lines.

### **KS1 SPaG SATs**

Children taking Key Stage 1 SATs may also sit two separate papers in grammar, spelling and punctuation:

**Paper 1:** a 20-word spelling test taking approximately 15 minutes and worth 20 marks.

**Paper 2:** a grammar, punctuation and vocabulary test, in two sections of around 10 minutes each (with a break between, if necessary), worth 20 marks. This will involve a mixture of selecting the right answers e.g. through multiple choice, and writing short answers.

### **KS1 Reading SATs**

**Paper 1** consists of a selection of texts totalling 400 to 700 words, with questions interspersed

**Paper 2** comprises a reading booklet of a selection of passages totalling 800 to 1100 words. Children will write their answers in a separate booklet

Each paper is worth 50 per cent of the marks, and should take around 30 minutes, but children are not be strictly timed, as the tests are not intended to assess children's ability to work at speed. The texts in the reading papers cover a range of fiction, non-fiction and poetry, and get progressively more difficult towards the end of the test. Teachers have the option to stop the test at any point that they feel is appropriate for a particular child.

There are a variety of question types:

- Multiple choice
- Ranking/ordering, e.g. 'Number the events below to show in which order they happened in the story'
- Matching, e.g. 'Match the character to the job that they do in the story'
- Labelling, e.g. 'Label the text to show the title'
- Find and copy, e.g. 'Find and copy one word that shows what the weather was like in the story'
- Short answer, e.g. 'What does the bear eat?'
- Open-ended answer, e.g. 'Why did Lucy write the letter to her grandmother? Give two reasons'

## **Homework**

### **English:**

**Spellings** – Spelling is an integral part of our daily English lessons. The children are taught to use 'Fred talk' for spelling daily whilst following the Read Write Inc. phonics program. When children are introduced to a new word they follow these steps:



- Listen to the teacher say the word and they repeat it.
- They then segment each sound in the word using 'Fred Talk', e.g. ch-a-p, and hold up the right amount of fingers for each sound.
- They then repeat the word using 'Fred talk', touching a finger for each sound before they write the word.
- Finally, the teacher spells the word correctly on the board and the children have the opportunity to 'tick or fix' their own spelling. This is repeated for a number of words every day.

They are also introduced to other spelling strategies, such as syllables, finding words within a word, red rhythms & rules for adding prefixes and suffixes

**For children who have progressed beyond the Read Write Inc. phonics scheme**, spelling homework will be set weekly through the Spelling Shed website. This homework will be linked to the objectives your child will be covering in their daily spelling lessons. Children in the Spelling Shed group will be tested on their ability to spell the focus words they have practised as homework every Friday. Login details for the Ed Shed website can be found in your child's reading record, **but only if/when they have progressed beyond the Read, Write Inc. phonics scheme.**

### Common Exception Words (Red Words)

At the end of the year, all children will be assessed on their ability to read & spell the list of common exception words which can be found in the middle of your child's reading record.

Common exception words are important as they are words that appear frequently in texts and help readers understand what they are reading. Common exception words are **words that do not follow the common phonetic spelling rules children learn in Year 1 and Year 2**. These are also called tricky words as you must learn to recognise them. These words are decodable BUT they often use less common or rare letters to represent the sounds (like 'a' making an 'o' sound when used in was or wash). In the Read, Write Inc. program, these are referred to as 'red words' and are featured in your child's reading books.

To support your child at home, help them to learn to read these common exception words correctly by sight through daily practice. Help your child notice these words when reading. Many creative ways to teach common exception words are featured in this useful video <https://www.youtube.com/watch?v=Ui5hKoEJy-I>.

### **Maths:**

Year 2 children will have maths homework **set every Friday** through the Emile website. Year 1 children will begin to receive maths homework through Emile **in the spring term**. Login details for the Emile website will be added to your child's reading record at the start of the new term. This homework is linked to the objectives that your child will have studied in school during the week. It provides a perfect opportunity for your child to use and apply the skills they have been taught. Please encourage your child to complete this homework every week. In addition, the three children from each class who access and complete the homework the most throughout the week are rewarded by having their photograph added to their class rocket which is part of our whole school Emile display next to the school hall; this is a very high honour & the children love seeing their photographs up on the wall.

### **Other:**

**Occasionally**, we may set a project linked to our topic which will be completed over the term. Please encourage your child to complete homework on time. **Any details concerning projects of this kind will be shared via your child's class Seesaw page or through letters home.**

In partnership with the Derbyshire Fire Service, **children in year 2 will take it in turns to bring Dexter, a cuddly toy replica of the famous fire safety dog, home.** Accompanying Dexter will be a fire safety sheet for the children to complete at home. This can be returned to school alongside Dexter so that your child can share what they have done at home.



## P.E

### P.E times in autumn 1:

Cherry Blossom (Miss Hampson) – Wednesday & Thursday afternoons  
Orange Blossom (Mrs Hargreaves) – Wednesday mornings & Thursday afternoons  
Apple Blossom (Miss Taylor) – Wednesday afternoons & Friday mornings

**Please check the KS1 section of the school website for specific details of P.E lessons as these do change throughout the year in response to timetable changes.**

Please ensure that your child has their correct P.E kit in school on these days and that jewellery is removed as we are not allowed to remove it for them. **Please make sure that all items of your child's P.E kit and their pumps have your child's name in, as this will save a lot of time and prevent mix-ups! P.E is part of the curriculum and all children must participate. If your child cannot participate in a lesson for health reasons, please send a note to their class teacher.**

### Library Times in autumn 1

Cherry Blossom (Miss Hampson) – Friday afternoon  
Orange Blossom (Mrs Hargreaves) – Tuesday afternoon  
Apple Blossom (Miss Taylor) – Thursday afternoon

## Forest School

All KS1 classes will have forest school sessions **later in the year**. Please keep an eye out for a letter home that will be shared via Parent Hub or on the curriculum plans in the KS1 section of the school website for exact times. When your child is in the forest, they must come to school dressed in their forest school gear. They need to be able to take their outer waterproof layer off & they will need to bring their wellies in a **labelled carrier bag** to change into in the afternoon. They should wear their usual school shoes in the morning. **Please ensure that all of their kit is labelled with their name to avoid any potential mix-ups.** If temperatures are on the cold side, they will also need a hat, scarf & gloves.

## Learning Support

In school we carefully monitor children's progress and plan their learning. There will be times when your child needs a boost on their journey and will be offered some focused support. This does not necessarily mean a child is 'behind' or 'struggling'. It simply means we are trying to help them to achieve their potential. Children from all ability groups are involved in intervention sessions. The work done in these sessions will be directly linked to what they are learning in class or their targets for reading, writing and maths. We will not usually formally inform you of intervention sessions as they are part of a child's normal programme of learning, and will consist of very short, focused sessions. Please feel free to come and have a chat if you have any concerns about your child's progress or any extra support they are having. We will contact you if we feel that your child is falling behind the year expectations with ideas about how you can support them at home to close the gaps.

## Behaviour - Rewards and Sanctions

We have very high expectations of behaviour and standards of work in our classes. We expect the children to always put their best effort in and take pride and ownership over their learning and their classrooms. We consistently challenge poor behaviour and make sure children know that our calm, purposeful learning environment will not be disrupted. At the same time, children are rewarded and praised for achievement and positive learning behaviour. Our school is a family and there is an expectation that everyone looks after each other. This culture of learning and support has had very positive results in previous years. We hope you can support us in achieving this.

We will give out certificates in our weekly celebration assembly. We award house points for a range of positive behaviour or good work, which feed into the whole school total, where children can win prizes, treats and non-uniform days for their house.

Occasionally, children find themselves involved in less positive situations. Poor behaviour will be dealt with according to the



school behaviour policy. Some incidents will require a phone call to parents or a letter being sent home. Hopefully, we will not see many of these this year!

### **Bullying**

We have a comprehensive anti-bullying policy in school and do lots of work to promote anti-bullying. Any form of unkind behaviour or bullying will not be tolerated in school. Children behaving in this way will be dealt with according to the school policy. However, in order to resolve issues, we need to know about them so please encourage your child to speak to us if any issues arise.

### **Uniform**

Please make sure that your child has the correct uniform and shoes and ensure that **every item of their uniform is labelled** to prevent any mix ups. Please also make sure that they have a coat (also labelled) with them right throughout the year due to Glossop's wonderfully changeable weather. If there is any problem with an item of uniform, please send in a quick note or approach us on the playground.

All that remains for us to do is to welcome you once more. If there are any questions we have not answered here, please feel free to approach us on the playground.

Yours faithfully,  
KS1 team

Miss Hampson - Cherry Blossom (Please note that Mrs Romero will teach Miss Hampson's class on **Wednesdays.**)  
Mrs Hargreaves - Orange Blossom  
Miss Taylor - Apple Blossom

