



Year 1 Parent Workshop

Respect- Aspiration-Responsibility



Welcome



Assalamu Alaikum

Welcome to Year 1 at Quwwat-ul-Islam Girls School. We hope you and your child will enjoy the time you spend with us and find the information we are going to share with you today useful Insha'Allah.

Insha'Allah our aim is to commit to working together with you to ensure that your child has a happy and successful experience during their time in Year 1. We know that children learn best when parents, carers and staff work together to encourage and support children's learning.

We very much look forward to getting to know you and your child. The staff at Quwwat-ul-Islam are always available to answer any questions you may have.

Staff

- ★ Headteacher - Mrs.Member
- ★ Primary phase Lead - Ms.Mahfuza
- ★ Year 1 Teacher - Ms. Afiyah

The school day



The school day starts at **8.15am** and ends at **3.05pm**.

Parents are expected to walk their child to the main entrance, where they will be greeted by a member of staff.

Parents are expected to collect their child from the main entrance at the end of the school day, where the children will be dismissed by the class teacher.

Safeguarding: We will only dismiss your child to you, unless you have authorised a named adult with permission to collect your child. You must inform the main office.

Uniform

- ★ Grey dress
- ★ White blouse/shirt
- ★ Grey shalwar kameez
- ★ Grey trousers/tights/leggings
- ★ White shirt/polo shirt
- ★ Black flat school shoes
- ★ Black socks
- ★ Burgundy cardigan

P.E Kit -

- ★ Burgundy bottoms
- ★ white T-shirt
- ★ Black Plimsolls



Year 1 timetable

	8:15 - 9:15		9:30-10:15	P1 10:15-11:30		P2 12:20-1:20	P3 1:20- 2:20	P4 2:20- 3:05	3:05
Monday	Qur'anic Studies	Break - 9:15 - 9:30	Islamic Studies	Love for Reading Literacy	Lunch - 11:30 - 12:20	Phonics	Numeracy	History/Geography	Dismissal
Tuesday	Qur'anic Studies		Islamic Studies	Love for Reading Literacy		Numeracy	Religious Education (RS)	Art	Dismissal
Wednesday	Qur'anic Studies		Islamic Studies	PPA Arabic (10:30-11:30)		Phonics	PPA Computing	Science	Dismissal
Thursday	Qur'anic Studies		Islamic Studies	PE		Phonics	Numeracy	Love for Reading Literacy	Dismissal
Friday	Qur'anic Studies		Islamic Studies	Love for Reading Literacy		Phonics	Numeracy	Relationship Education/PSHE	Dismissal

***Subject to change**

How we teach phonics at QUIGS



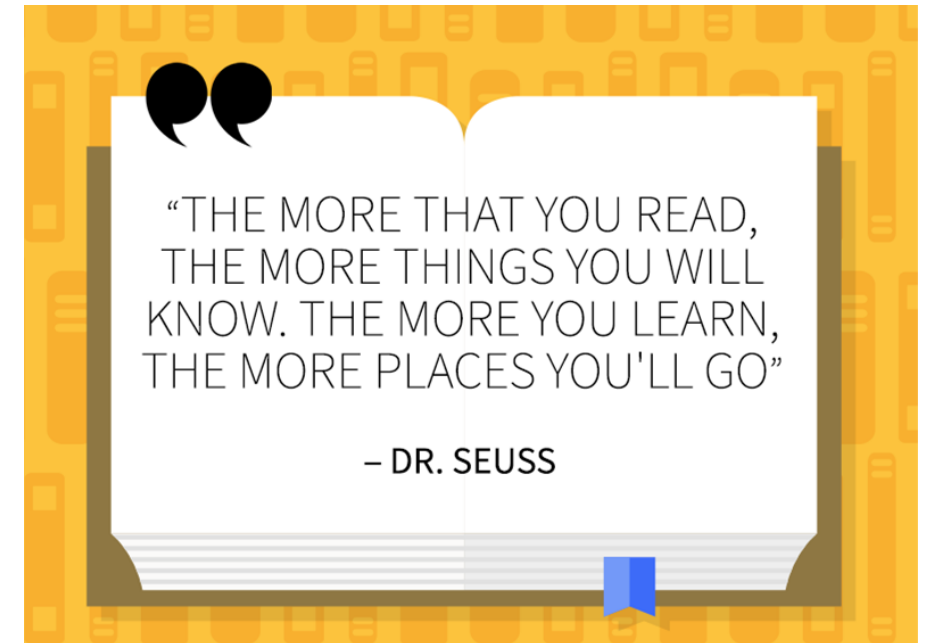
Our Aim

At QUIGS we aim for all our children to become fluent, confident readers who are passionate about reading.

Children who read regularly or are read to regularly have the opportunity to open the doors to so many different worlds! More importantly, reading will give your child the tools to become independent life-long learners.

We can achieve this together through:

- Read Write Inc, a program to help to your child read at school
- Encouraging children to develop a love of books by reading to them daily, at home and at school
- Giving children access to a wide range of books at school and at home



What is Read Write Inc?

Read Write Inc (RWI) is a phonics complete literacy programme which helps **all** children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. The programme is designed for children aged 4-7. At QUIGS we begin the programme in EYFS and will continue teaching RWI to children beyond the age of 7 if they still need support in their reading.

RWI was developed by Ruth Miskin and more information on this can be found at <https://ruthmiskin.com/en/find-out-more/parents/>.



Phonics progression map

	Phonics/Common exception words	Reading	Writing
Autumn 1.1	Children are taught their set 2 sounds: <i>ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</i> Children are taught to read words containing set 2 sounds. Children build speed of reading words containing set 1 sounds, particularly	- Read Pink storybooks. (7 books) -Read all set 2 sounds speedily. -Read nonsense words containing set 2 sounds. 1. Scruffy ted 2. Tab the cat 3. In the sun 4. Dressing up box 5. Tab's kitten 6. Sanjay Stays in bed 7. The Greedy Green Gremlin 	Children are taught to write their set 2 sounds: <i>ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</i>. Children are taught to write words using set 2 sounds. To write some common exception words. Write dictated simple sentences with clear finger spaces.

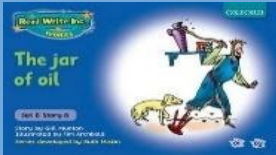
Autumn Term 1.2 - YEAR 1

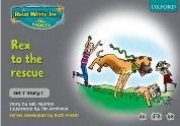
	Phonics/Common exception words	Reading	Writing
Autumn 1.2	Review set 2 sounds, particularly: <i>ar, or, air, ir, ou, oy</i> Children build speed of reading words containing these set 2 sounds: <i>ay, ee, igh, ow, oo, oo</i> Children are taught set 3 sounds: <i>ea, oi, a-e, i-e, o-e, u-e, e-e</i>	-Read Orange storybooks. (7 books) -Read some set 3 sounds. -Read set 2 sounds within nonsense words. 1. Playday 2. I think I want to be a bee 3. A bad fright 4. Follow me 5. Too much! 6. A good cook? 7. Come on Margo! 	To write further common exception words. Write dictated simple sentences with clear finger spaces and full stop

	Phonics/Common exception words	Reading	Writing
Spring 2.1	Children to build speed of reading words containing these sounds set 1,2 and the following set 3 sounds (<i>ea, oi, a-e, i-e, o-e, u-e, e-e</i>). Children are taught the rest of the set 3 sounds.	- Read Yellow storybooks. (6 books) - Read some set 3 sounds speedily: (<i>ea, oi, a-e, i-e, o-e, u-e, e-e</i>). - Read the above sounds in nonsense words. - Read 60/70 words per minute. 1. The Duck Chick 2. Off Sick 3. Tom Thumb 4. The Gingerbread Man 5. Robin Hood 6. Lost 	Children are taught to write their set 3 sounds (<i>ea, oi, a-e, i-e, o-e, u-e, e-e</i>). Children are taught to write words using set 3 sounds. To write further common exception words. Write dictated simple sentences with clear finger spaces and full stop. Write multisyllabic words with support.

	Phonics/Common exception words	Reading	Writing
Spring 2.2	Children to build speed of reading words containing set 1, 2 and 3 sounds. Begin to read multisyllabic words, including words with suffix endings.	-Read Blue storybooks. with increased fluency and comprehension. (5 books) -Read all of set 3 sounds speedily. -Read 70/80 words per minute. 1. Barker 2. The zoo goose 3. Hairy fairy 4. King of the birds 5. Our house 	Children are taught to write further set 3 sounds. Children are taught to write words using set 3 sounds. To write further common exception words. Write dictated simple sentences with clear finger spaces and full stop. Write multisyllabic words with more independence.

Summer Term 3.1 - YEAR 1

	Phonics/Common exception words	Reading	Writing
Summer 3.1	Children to build speed of reading words containing set 1, 2 and 3 sounds. Read multisyllabic words with increased accuracy.	Read Blue storybooks. (5 books) - Read all of set 3 sounds speedily. - Read 80 words per minute. - Read multisyllabic words speedily. 1. The Jar of oil 2. Jade's party 3. Jelly Bean 4. A box full of light 5. The hole in the hill 	Children are taught to write words using set 3 sounds. To write further common exception words. Write dictated sentences with clear finger space, full stop and capital letter. Write multisyllabic words, including words with suffix endings.

	Phonics/Common exception words	Reading	Writing
Summer 3.2	Children to read words containing set 1, 2 and 3 sounds speedily. Read multisyllabic words with increased accuracy and pace.	- Read all of set 3 sounds speedily. - Read 80 words per minute. - Read multisyllabic words speedily 1. Rex to the rescue 2. The lion's paw 	Children are taught to write words using set 3 sounds. Write sentences with clear finger space, full stop and capital letter. Write multisyllabic words, including words with suffix endings within sentences and the prefix un-.

End of year expectations for Year 1

Word Reading

- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to graphemes for all 40+ phonemes
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.
- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Reread these books to build up their fluency and confidence in word reading.
- Children can read at a pace of 60 words per minute.

End of year expectations for Year 1

Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
- Being encouraged to link what they read or hear to their own experiences.
- Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
- Recognising and joining in with predictable phrases.
- Learning to appreciate rhymes and poems, and to recite some by heart.
- Discussing word meanings, linking new meanings to those already known
- Understand both the books they can already read accurately and fluently and those they listen to by: Drawing on what they already know or on background information and vocabulary provided by the teacher.
- Checking that the text makes sense to them as they read, and correcting inaccurate reading.
- Discussing the significance of the title and events.
- Making inferences on the basis of what is being said and done.
- Predicting what might happen on the basis of what has been read so far.
- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Explain clearly their understanding of what is read to them.

Read Write Inc/Active Learn

Students will be given logins for Read write inc which you can find inside their homework diaries.

Students will be assigned a phonics book on RWI to read and practice throughout the week at home.

Please log in and allow them to practice their phonics at home.

Students can login to Active learn to read through books they have learnt in literacy.

Curriculum- Autumn 1.1 MTP



This half term students will be learning to:

Learning Driver Focus	Literacy 	Numeracy 
Caring for our Rights	Fiction and Poetry	Place value/Addition and Subtraction
It is hugely important for us that our children have a clear understanding of their human rights and are confident in understanding that these rights apply equally to everyone. However, most importantly our children will learn that they have the right to feel safe, be protected from harm and be happy and confident individuals. Our children will have the opportunity to work collectively with the whole school community to help embed the ethos and culture of Islamically held Children's rights and to ensure that they are being met through whole school agreed initiatives. This is vital to help our pupils improve their understanding of equality, dignity, respect and non-discrimination. This will help our pupils to promote a calm and caring environment with embedded agreed respectful communication and language implemented throughout the school community. It is important for us that children are given the opportunity to learn about the wider world and understand their responsibilities so that they can develop into, 'respectful, aspirational and responsible, well rounded young individuals.'	❖ Use their senses to explore the weather, mud and the playground as they enjoy listening to a range of poetry ❖ Come up with new vocabulary and sound effects and use real and invented words to describe what they feel - linking it all to their own experiences ❖ Construct sentences to describe how things feel and sound ❖ Orally rehearse each step of the planning and writing process as they create short narratives and poems ❖ Experiment with sound and rhythm to recite a poem as a group Predict how different stories end, and then retell them in their own words ❖ Focus on characters and ask questions about them ❖ Link characters' experiences to their own using drama and role-play ❖ Decide which story they liked most and give reasons for their choice ❖ Compose sentences orally, with the teacher modelling correct punctuation, and go on to write their own compositions about a visit to a farm and the diary of a dragon ❖ Plan a storyboard, orally re-tell and write 'My Hedgehog Story' and then review and evaluate it with their peer	❖ Sort objects ❖ Count objects ❖ Count objects from a larger group ❖ Represent objects ❖ Recognise numbers as words ❖ Count on from any number ❖ Identify one more and one less than a number ❖ Use the number line ❖ Understand parts and whole model ❖ Number bonds within 10 

Curriculum- Autumn 1.1 MTP

Arabic	Art/DT	Computing
Arabic letters ❖ Read the alphabets with correct pronunciation ❖ Practice reading and writing first set of letters ❖ Practice reading and writing second set of letters ❖ Read letters with fatha ❖ Read letters with damma ❖ Create crafts related to letter activity 	Mark Making ❖ Explore ways of drawing lines when joining one point to another ❖ Create patterns using repetition ❖ Understand and experiment painting with a paintbrush ❖ Experiment with a variety of mark making and materials ❖ Imitate and create art in the style of Paul Klee 	Data and Information ❖ Identify the names of dinosaurs ❖ Sort the dinosaurs in simple ways ❖ Describe and use basic types of data ❖ Combine text and image data for a particular purpose ❖ Collect and organise data ❖ Manipulate data in graphical formats
Geography/History	Islamic Studies	PE
Toys Past and Present ❖ Describe characteristic of toys ❖ Find out what toys our parents and grandparents played with ❖ Find out what toys were like during different times of the past ❖ Identify toys that are old and new ❖ Describe how toys are different and the same ❖ Create a toy museum 	Akhlaaq/Aqa'id/Fiqh/Islamic History ❖ Akhlaaq in the classroom/Akhlaaq at home ❖ What is Aqa'id? ❖ Using the Toilet ❖ Before entering the toilet room ❖ When using the Toilet ❖ After using the Toilet ❖ Creation of the world: Nothing but Allah/Allah the most High	Fitness ❖ Run at different speeds ❖ Show hopping, skipping and jumping movements ❖ Experiment with different types of jumps and landing ❖ Recognise changes in my body when I do exercise and ❖ Understand why it is important to warm up ❖ Change direction ❖ Show determination to continue working over a longer period of time
Relationship Education/PSHE	Religious Studies (RS)	Science
Families/Caring Friendships ❖ Understand the structure of our families and describe how they make us feel ❖ Understand that families are special and a blessing from Allah ❖ Know how to choose and make friends ❖ Recognise how it may feel not to have friends ❖ Explore the qualities of a good friend, including kindness	Belonging to Christianity ❖ Name and talk about key Christian objects, artifacts, beliefs, teachings and practices ❖ Investigate what happens at a church Christening or dedication service ❖ Think about where they belong and special ceremonies that they have participated in ❖ Learn about different types of families and what they share together ❖ Suggest meanings for religious actions and symbols ❖ Discuss and connect ideas between different religions	My body ❖ Identify, name and label body parts ❖ Explore what parts of our bodies we use for different activities ❖ Find out about the five senses, in particular the sense of sight ❖ Explore the sense of touch ❖ Explore the sense of smell ❖ Explore the sense of taste ❖ Explore the sense of sound 

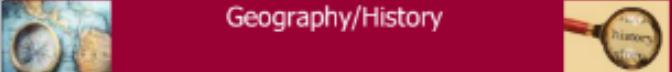
Curriculum- Autumn 1.2 MTP



This half term students will be learning to:

Learning Driver Focus	Literacy 	Numeracy 
Caring for our Rights	Non-fiction/Poetry Performance	Addition/Subtraction/2D/3D Shapes
It is hugely important for us that our children have a clear understanding of their human rights and are confident in understanding that these rights apply equally to everyone. However, most importantly our children will learn that they have the right to feel safe, be protected from harm and be happy and confident individuals. Our children will have the opportunity to work collectively with the whole school community to help embed the ethos and culture of Islamically held Children's rights and to ensure that they are being met through whole school agreed initiatives. This is vital to help our pupils improve their understanding of equality, dignity, respect and non-discrimination. This will help our pupils to promote a calm and caring environment with embedded agreed respectful communication and language implemented throughout the school community. It is important for us that children are given the opportunity to learn about the wider world and understand their responsibilities so that they can develop into, 'respectful, aspirational and responsible, well rounded young individuals.	❖ Recite a rhyme with a predictable repeating pattern ❖ Invent actions when reciting a poem ❖ Work in a group to allocate parts and prepare a group recital of a poem ❖ Listen to, learn and appreciate the meaning of a poem ❖ Respond to punctuation: full stops, question marks, exclamation marks ❖ Write invitations for an in-school poetry event ❖ Discuss and choose poems for recital ❖ Perform poems to an audience ❖ Identify/recall main events and make links to own experiences ❖ Use prediction and check predictions to motivate reading and discussion ❖ Visualise and recall main events ❖ Use what they have learned to compose two factual sentences about an animal e.g. for a display ❖ Ask and answer questions about events and ideas in the text ❖ Sequence events to form a recount ❖ Orally rehearse of recount structure and sentences ❖ Orally rehearse of recount for a personal 'nature diary' (e.g. a walk in the school grounds) ❖ Write a recount of their walk for their nature diary following model/framework	❖ Understand parts and wholes ❖ Write number sentences ❖ Find fact families - addition facts ❖ Find number bonds within 10 ❖ Add together ❖ Add more ❖ Find a part ❖ Find a part ❖ Take away/cross out (How many left?) ❖ Take away (How many left?) ❖ Subtract on a number line ❖ Recognise and name 3-D shapes ❖ Sort 3-D shapes ❖ Recognise and name 2-D shapes ❖ Sort 2-D shapes ❖ Patterns with 2-D and 3-D shapes 

Curriculum- Autumn 1.2 MTP

Arabic 	Art/DT 	Computing 
Numbers to 20 - Recognise numbers up to 5 - Recognise numbers up to 10 - Recognise numbers up to 15 - Recognise numbers up to 20 - Write the numbers in Arabic numeric form - Count certain items in classroom - Create crafts related to numbers 	Eat more Fruit and Vegetables - Find out the favourite fruits and vegetables in the class and present the data in a pictogram - Examine, taste and describe a variety of fruits and vegetables - Find out how to handle and prepare a variety of fruits and vegetables - Design a recipe to include fruit and/or vegetables - Make and evaluate a food product based on a design 	Algorithms and Programming - Follow a sequence of instructions. - Give instructions for someone else to follow. - Re-arrange a sequence of instructions. - Understand what algorithms are. 
Geography/History 	Islamic Studies 	PE 
Where do I live? - Name the seven continents of the world and locate the UK on a world map - Identify the countries and capital cities of the UK - Identify features and characteristics of the countries of the UK - Explore the town we live in - Describe where you live 	Akhlaaq/Aqa'id/Fiqh/Islamic History - Salaam: - How do we make salaam? - When do we make Salam? - When do we not make Salam? - Who are we? - Staying Clean: - Keeping our body clean - Keeping our clothes clean - Keeping the area around us clean	Gymnastics - Remember and repeat actions and shapes - Make my body tense, relaxed, stretched and curled - Show an awareness of space when travelling - Link simple actions together - Use apparatus safely - Recognise changes in my body when I exercise
Relationship Education/PSHE 	Religious Studies (RS) 	Science 
Think positive - Identify and discuss feelings and emotions, using simple terms - Describe things that make them feel happy and unhappy - Understand that they have a choice about how to react to things that happen - Talk about personal achievements and goals. - Describe difficult feelings and what might cause these feelings - Discuss things for which they are thankful. - Focus on an activity, remaining calm and still	How do Christians celebrate Christmas? - Retell Christian stories and explain what is important to a Christian person in the story and why - Choose a present for a special baby and say why I have chosen it - Explain the significance of Christmas to Christians	Identifying Animals - Identify and name a variety of common animals - Identify and name a variety of common UK mammals - Identify and compare a variety of common UK birds and reptiles - Identify and compare a variety of common UK fish and amphibians - Identify and sort carnivores, herbivores and omnivores - Take care of animals - Collect data about animals and answer question

Key days for diary

Monday- Mental maths test



Wednesday- Return homework



Friday- Spelling tests



Friday- P.E



Friday- Receive new homework



Attendance and punctuality



Please ensure your child arrives to school everyday and on time. PY students use a reward system to encourage students to be punctual which contributes to their 'house points'. Overall class winner for the term receives a prize.

It is vital your child does not have absences from school without a valid reason as this impacts on their vital learning time.

**ATTENDANCE
MATTERS**



Healthy snacks and No nut policy

As a Health Promoting School, Quwwat Ul Islam is committed to encouraging and developing positive attitudes towards food and a healthy diet. In accordance with, Every Child Matters agenda 2004, and to support the 5 outcomes for children, promoting a healthy lifestyle is integral to our curriculum and we recognise the importance of offering children the opportunity to make informed choices about what, when, where and why they eat. **Please note that we are a NUT FREE school**



Healthy snacks and No nut policy

Packed Lunches

The school's packed lunch policy has been developed in line with guidance taken from, The Children Food Trust. The guidance aims to support pupils to have a balanced healthy lunch.

Packed lunches should aim to include:

- ☐ Some starchy food such as bread, pasta, potatoes, couscous (wholegrain if possible)
- ☐ 1 portion of fruit and 1 portion of vegetables or salad
- ☐ Dairy food such as milk or yoghurt
- ☐ Source of protein such as meat, fish, eggs beans, hummus, falafel

Packed lunches should **NOT** include:

- ☐ Crisps or crispy type snacks
- ☐ Sweets
- ☐ Any items containing chocolate e.g. biscuits, cakes or yoghurt/desserts
- ☐ Nuts

Snacks

Pupils are able to bring healthy snacks to eat at break-times e.g. Fresh fruits and vegetables

Drinks

This is a **WATER ONLY SCHOOL**. Only water and milk (Reception aged pupils) is allowed throughout the school day. This includes drinks in packed lunches. Water is available from the water fountains throughout the school.



Stationary List

Please ensure your child has the following:

- Pencil case
- 2 writing pencils
- Glue stick
- 1 green colour pencil (for marking)
- 1 orange colour pencil (for marking)
- A set of colouring pencils
- 1 sharpener
- 1 rubber (for art)
- Water bottle



School communication



ClassDojo

All correspondence will be sent out via class dojo. It is important your email address is registered and updated with admin in order for you to receive any updates, news, events or reminders from the school.

If you wish to speak to the class teacher, you can do so at dismissal time or book an appointment with admin for yourself to receive a face to face meeting or a phone call.



Jazakallah for attending today's workshop

Any questions?

