



Year 1 at Walter Infant School and Nursery

Information for Parents and Carers

Walter Infant School and Nursery is an equitable, safe, secure and happy place to learn; our children grow as individuals in a stimulating and exciting environment which values respect, empathy, kindness, honesty and resilience.



Walter Infant School and Nursery

Murray Road, Wokingham, RG41 2TA.
Tel: 0118 978 0825

www.walter.wokingham.sch.uk
admin@walter.wokingham.sch.uk













Headteacher: Mrs Judy Hargreaves
'To Be the Best I Can Be'

Welcome to our new children and their families

Welcome to Walter Infant School and Nursery; I hope that this booklet will answer many of your questions. If you require any further information, please do not hesitate to contact Mrs Janes or Mrs Hemmings in the school office on admin@walter.wokingham.sch.uk at any time.

Miss Lisa Palmer
Year One Leader

Our Staff Team and Classes

 <div>Beech</div>	Class Teacher Miss Veale 	Class LSA Mrs Ullah 	
 <div>Larch</div>	Class Teacher Miss Palmer 	Class LSA Mrs Wynne 	LSA 1:1 Support Mrs Walker 
 <div>Oak</div>	Class Teacher Mrs Seal 	Class Teacher Mrs Julian 	Class LSA Mrs Adams-Price 
			Early Years Practitioner Mrs Girling 

Miss Palmer leads our dedicated and talented team, who have exceptional experience of working with young children at the beginning of their school lives. They are all ready to welcome your children with open arms. They will ensure your child enjoys their time in school; they will enable all children to develop socially, physically and academically in a fun, exciting and stimulating environment following our '**Big Curriculum for Little People**'.



Day to Day Organisation

Year One's day begins at 8:40 am; the children come into the playground in the morning and wait with their parents or carers until the door opens. From 8:40am, Larch and Beech children will be welcomed into their classroom via the external classroom door. Oak children will be welcomed in via the side door by the garden. The classroom doors close at 8.50am. If you arrive after 8:50am, you will need to enter school through our reception area and sign your child in.

The children change their home reading books, hang up their coats on their own pegs and organise their belongings into their own drawer, all will be carefully labelled. They will place their water bottles in the trays provided for easy access throughout the day. The children then choose their lunches and the teacher will take the register.

The children will have their lunch at 12:00 pm until 1:00 pm. The children eat their lunches in the school hall, supervised by our wonderful team of Lunch Time Controllers.

The children will go home at 3:20 pm. We ask all parents to wait in the playground:

Beech class will leave via the external door to their classroom. The Year One teachers' will wait by the door with their class and dismiss the children one at a time. Please wave at the teacher to make the handover that little bit quicker.

Larch class will leave via the external door to their classroom. The Year One teachers' will wait by the door with their class and dismiss the children one at a time. Please wave at the teacher to make the handover that little bit quicker.

Oak class will leave via the side door by the garden The Year One teachers' will wait by the climbing frame with their class and will dismiss the children one at a time. Please wave at the teacher to make the handover that little bit quicker.

Each child will be released one at a time to an expected adult known to the school. We will only release the children into the care of responsible adults that routinely collect the children. We will not release the children to older siblings, unless they are an adult. If there are changes to the usual adult please contact the office before the end of the school day and the class teacher will be informed. You will need to share a password so that we know we can release the child. Please do not try to collect other people's children for them if their parent or carer is running late. Do not be offended if we refuse to hand over a child that does not belong to you.

Absence from School

If your child is unwell please email the school on absences@walter.wokingham.sch.uk as soon as possible and tell us why your child is absent.

Please let the office know if your child needs to attend a medical appointment. Forms are available from the reception foyer.

School Uniform

The children are expected to come to school in their school uniform. This is to help them feel part of our community and to keep the children looking smart and ready to learn. Our school uniform is as follows:

- Grey trousers or shorts, grey skirt or tunic dress
- White, navy or sky blue polo shirts
- School sweatshirt or cardigan
- **Black smart shoes** which should be sturdy and practical for school life (we politely request Velcro fastening shoes rather than laces).
- In summer, the girls can wear light blue and white checked dresses.
- Trainers are to **only** be worn during PE lessons (we politely request Velcro fastening shoes rather than laces).

If you would like to order any of the school uniform, please visit the following website. The website contains an up-to-date price list and is sorted by year groups for easy ordering:

<http://walter.gooddies.co.uk/>

Please ensure that **ALL** clothing is named to minimise a risk of loss, including PE kit and shoes. On PE days, the children are expected to come into school in their full PE kit. Their PE kit should consist of:

- Navy shorts
- Navy tracksuit bottoms or leggings
- Navy Long sleeve sweater/hoodie
- Socks
- Trainers (any colour)
- White t-shirt.

Year One's PE Days

Beech	Larch	Oak
Monday	Monday	Monday
Thursday	Tuesday	Wednesday

Food and Drink

Water

The children need to bring in a **named** water bottle that they can use themselves, which will stay in their classroom. They can access their water throughout the day. **Filled with water only and no squash please.**

Snacks

We provide a piece of fruit or a vegetable for every child daily. Please do not send in other snacks.

Milk

Every child is entitled to a free carton of milk until they are 5. Please register for your child to receive milk.

registration@coolmilk.com

www.coolmilk.com or call 0844 854 2913

Alternatively, please contact the school office for a 'Cool Milk' form.



Packed Lunches

Please ensure that if you are providing a packed lunch that you include food your child enjoys eating. If your child is bringing their own packed lunch, it will need food that they can manage to eat easily by themselves but we will help if necessary.

Please do not include any sweets or nuts. We recommend food that should be eaten cold; we do not have facilities to warm food up. We would usually expect to see a salad or pasta dish, a sandwich, roll or wrap with a filling that your child enjoys. A piece of fruit or vegetable, yoghurts or cheese and maybe a sweet or savoury snack such as a cake, biscuit, crisps or crackers.



School Lunches

Each term we will send home a menu card for you to decide with your child what they would like to eat. The children will be asked in the morning to order their lunch, choosing from the main meal or the vegetarian option. All the children are entitled to a free school lunch every day.

Allergies/Dietary Requirements

It is very important for us to know about any allergies or food intolerances when your child starts school. **We are a no nuts school**; please do not bring anything to school containing nuts. If you have any concerns please speak with your class teacher.

Parent Partnerships

We have an 'Open Door Policy' at Walter Infant School and Nursery. Teachers are available at the end of the day if you need to discuss your child. In the morning, please leave any messages with a member of staff at the door, gate or office. You can also contact your child's teacher via the admin email address admin@walter.wokingham.sch.uk.

We would like to work in partnership with you to make sure that we give your child the best start to their National Curriculum education. Please come and talk to us about your child, let us know if there is anything we should know or if anything changes. Throughout the year there will be times to meet more formally at parent consultations.

Homework

In Year One, we set the following homework:

- Reading at home. A little and often approach at home is best. Ideally, we would like you to read with your child on a daily basis for about 10-15 minutes. We ask that you would record this into their reading records that they take home. This is to ensure that we can keep track of their reading at home.
- We may also ask the children to complete research projects at home. This would be linked to an area of learning and the curriculum within school
- Weekly spelling to practise at home from the Spring term .

Helping Your Child with Reading

- Listening to your child read on a daily basis, at least 10-15 minutes every day. A little and often approach is best.
- Enjoy stories and sharing books together.
- Choose from a wide range of texts, which includes fiction, non-fiction and poetry.
- Talk about the text before, during and after reading. Discuss the character's feelings and actions, the plot, try to predict events and discuss new vocabulary.
- All reading is valuable. This could be books, magazines, newspapers, poetry, comic books and the Internet.

Helping Your Child with Writing

- Encourage opportunities for writing. Write letters, shopping lists, notes, stories, diaries or poems.
- Write together. This will help the children see writing for a purpose and allow them to have a role model for writing.
- Read through the writing with the children. Discuss how they can edit mistakes.
- Always show praise and encouragement for their writing. Mistakes are okay to make, as writing can always be edited.
- Practise letter formation.

Helping Your Child with Mathematics

- Count and play board games
- Play mental games, including counting different amounts forwards and backwards.
- Encourage children to read and tell the time O'clock and half past
- Taking children and involving them in shopping. This can involve many aspects of mathematics. They could practise recognising coins.
- Look for and identify 2D and 3D shapes at home or when out and about.
- Cooking involves the application of many areas of mathematics.

Health and Well-being

We have qualified paediatric first aiders on site at all times; we will administer first aid if your child needs it during the school day. You will be informed if your child has an accident such as a cut or a graze via our first aid reporting system.



If your child receives a bump to the head, you will be contacted by telephone, as it is our policy to inform parents because of the risk of concussion or compression. We will also ask you to sign a medical slip to confirm we have informed you of the incident.

It is imperative that your contact details are kept up to date. This includes a work place telephone number in case of an emergency throughout the day. If anything changes, please contact the office immediately. If a child has an accident that we suspect could be a broken limb, the parent is informed immediately. If necessary we will call an ambulance and inform you of its destination.

Illness

Childhood illnesses are common; if your child has sickness or diarrhoea please keep them away from school for 48 hours after their last episode. If you have a concern about whether your child should be in school, please telephone the office and we will be able to advise you.

Our Big Curriculum for Little People: The Year One Curriculum

We have designed a 'BIG' curriculum to excite, inspire and foster a desire to learn; we want our children to know more about the world around them and to be happy, confident and successful.

We want our children to have very positive behaviours for learning and to ask BIG questions and we want our staff team to support our children in finding authentic, age-appropriate answers to questions which stimulate them to want to learn more.



The children will learn through real-life and practical experiences, as well as through wonderful, awe inspiring fiction texts and exciting non-fiction texts.

How is Year One taught?

At Walter Infant School and Nursery Year One are taught following the objectives from the National Curriculum. This made up of various subjects that are taught following themes or various contexts. In Year One we plan thematically, which means that all our work or learning, that term will centre around a singular theme to help generate ideas. Each term we will publish our Curriculum Intent on the school's website. This will outline what we are teaching and learning in Year One.

The National Curriculum subjects are; English, Mathematics and Science are core subjects. The other subjects, Geography, History, PSRHE, RE, Art, DT, Computing and Music are referred to as Foundation Subjects or Our Walter Cultural Education. That means that the core subjects of English, Mathematics and Science would be taught discretely and will be taught in other subjects.

English - Writing	Taught daily
Guided Reading	The children have one guided reading session in a group weekly, with follow up activities.
Phonics	Taught daily
Maths	Taught daily
PE	Taught twice weekly
Science, Geography, History, PSRHE, RE, Art, DT, Computing and Music	Forms part of our big curriculum and are taught weekly or regularly.

Teacher Assessment in Year One

The children are thoroughly assessed in English (Reading and Writing), Mathematics and Science; this includes how the skills that are taught in these subjects are used throughout the curriculum. Based on the children's learning, work in their books, the teacher's make an assessment or judgement on their work. We will decide if the children are: working towards age related expectations, working at age related expectations, or working at greater depth. Below are the objectives that the children have to meet by the end of year One to be at age related expectations for Reading, Writing, Mathematics and Science;

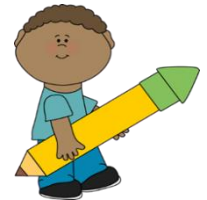
Reading- The children have to:



- Demonstrate grapheme-phoneme correspondence without undue hesitation
- Read many familiar and unfamiliar words accurately by blending sounds
- Read many common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read some words containing taught GPCs with '-ing', '-ed' and '-er' endings
- Read many words of more than one syllable that contain taught GPCs
- Read some words with contractions and understand the apostrophe represents the omitted letter(s)
- Read age appropriate books: Green book band read independently and beyond
- Check that the text makes sense to them as they read and correcting inaccurate reading
- Discuss the significance of the title and events
- Make simple inferences based on what is said or done during the reading of a familiar book; read by an adult or by themselves

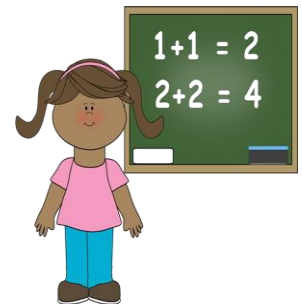
Writing - The children have to:

- Spell words (phonetically plausible) containing each of the 40+ phonemes already taught
- Spell some common exception words correctly
- Spell words that contain common alternative graphemes/phonemes
- Use a capital letter for names of people, the personal pronoun 'I' and for some proper nouns
- Start to use 'ing' and 'ed' where no change is needed in the spelling of the root words
- Join words and clauses using 'and'
- Can compose sentences using a capital letter and a full stop
- Can compose a standalone question sentence and include a question mark
- Start to use an exclamation mark at the end of a sentence
- Sequence sentences to form short narratives
- Leave spaces between words
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Begin to form capital letters accurately



Mathematics - The children have to:

- Count, read and write numbers to 100 in numerals
- Count in multiples of twos
- Count in multiples of fives
- Count in multiples of tens
- Given a number, identify one more and one less beyond 20
- Know and use number bonds and related subtraction facts for 10
- Add and subtract one-digit and two-digit numbers to 20, including zero
- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- Begin to demonstrate an understanding of place value by partitioning two-digit numbers into tens and ones (for example, $27 = 20 + 7$)
- Recognise, find and name a half as one of two equal parts of an object, shape or quantity
- Recognise 2-D shapes (for example rectangles, squares, circles and triangles)
- Recognise 3-D shapes (for example cuboids/cubes, pyramids and spheres)
- Measure and begin to record lengths and heights
- Compare, describe and solve practical problems for length and height using appropriate language (for example, long/short, longer/shorter, tall/short, double/half)
- Compare, describe and solve practical problems for mass/weight using appropriate language (for example, heavy/light, heavier than/lighter than)
- Recognise and name the different coins
- Tell the time to the hour and half past the hour



Science- The children have to:

- Ask their own questions about what they notice
- Observe changes over time
- Notice similarities, differences and patterns
- Group and classify things
- Carry out simple comparative tests
- Use appropriate scientific language to communicate their ideas in a variety of ways, what they do and what they find out
- Name and locate parts of the human body, including those related to the senses
- Describe and compare the observable features of animals from a range of groups
- Group animals according to what they eat
- Describe seasonal changes
- Name different plants and animals
- Use their knowledge and understanding of the properties of materials to distinguish objects from materials and identify and group everyday material



Phonics and Spelling

At Walter Infant School and Nursery, we use Rocket Phonics for the prime method of teaching reading and spelling. The children have access to the following phonics mat to help them to encode or spell a word. Some words cannot be spelt using phonics and these are known as Common Exception Words. A list of the year one common exception words are attached.




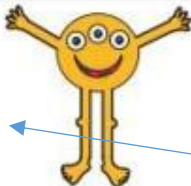
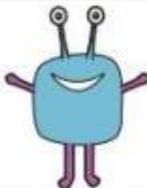
Year One Common Exception Words

do	the	is	today
to	a	his	says
no	they	has	our
go	said	I	ask
so	love	put	you
he	come	full	your
be	some	pull	house
me	of	push	school
we	are	our	friend
she	here	once	by
there	one	my	where
was			

Phonic Screening Check

Every child in year 1 will be required to sit the phonics screening check in the summer term. The phonics screening check is a short, light-touch assessment to confirm whether individual children have learnt phonic decoding to an appropriate standard. It consists of a list of 40 words, half-real words and half pseudo words (fake words). Pseudo words (fake words) are used to check the decoding skills.

Below is an example of a page from a Phonic Screening Check. You will be able to see the real words and the pseudo words.

Real words	in	ot 
	at	vap 
	beg	osk 

Pseudo words (fake words) to check decoding skills.

Pupil Premium Funding

Does your child qualify for Pupil Premium Funding?

Pupil Premium funding is an additional amount of funding allocated to schools by the government to support the learning and progress of children in receipt of free school meals or those looked after by the local authority. It is for schools to decide how the Pupil Premium Funding is spent and we are held accountable for the impact the funding has on those for whom the money is allocated.

All children in FS2, Year 1 and Year2 are entitled to a Universal Free School meal; however, we may be able to access additional funding to support your child and other children access the curriculum or indeed extra-curricular activities.

Children who are or have been in care, and children who have a parent who is or was in the armed forces, are also entitled to pupil premium.

If you are in receipt of:

- Universal credit (provided you have a net income of £7400 or less)
- Income support
- Income-based jobseekers' allowance
- Income-related employment and support allowance
- Support under Part IV of the Immigration and Asylum Act 1999
- The guaranteed element of state pension credit
- Child tax credit, provided that you are not also entitled to working tax credit and have an annual gross income of £16,190 or less.

We have included an application form in our pack for you to complete if you think you may be eligible; the funding will benefit your child and other children in our school.

We use the funding to support our children in a wide variety of ways:

- Access to extra-curricular activities in school such as a sports club
- Help with school uniform
- Canine Assisted Learning from our therapy dogs Walter & Charlie
- Help towards the cost of school trips
- Additional resources for differentiated learning
- **Pupil Premium Champions; members of staff who works with the teachers to find the best way to identify barriers to learning and close gaps.**

Our School Dog

We have a school dog called Walter; he is a miniature labradoodle (but he has grown into a big dog), he is four years old. The children love him and he has helped many children overcome a fear of dogs. If your child is scared of dogs, or allergic to dogs, please let us know.



Walter Infant School and Nursery Safeguarding Policy & Procedures

We are committed to safeguarding children and have a duty to refer any suspected cases of neglect or harm to the appropriate agencies.

The Role of the Designated Person for Safeguarding

- Listen and act when adults report concerns
- To make referrals to Social Care if necessary
- Ensure confidential records are kept
- Attend case conferences and provide reports
- Ensure all staff are aware of school's Safeguarding Policy and procedures
- Ensure unexplained absences are referred to the Education Welfare Officer
- Keep themselves up to date with knowledge to enable them to fulfil their role and attend training every two years
- Provide an anonymised report to the Governors once a term
- Notify Social Care when a child is privately fostered
- Ensure that any concerns about a pupil who leaves the school are forwarded to the next school.

The Safeguarding Children Team at Walter Infant School

Designated Person for Safeguarding is the Head Teacher, **Judy Hargreaves** 0118 978 0825. Deputy Designated Person for Safeguarding is the Deputy Head Teacher, **Stephanie Bell**. We also have an extended safeguarding team to include **Jessica Bennette, Samantha Goddard, Debbie Janes, Jasmine Veale & Justin Lee**. The Inclusion Manager is **Louise Walker**. EYFS SEND Lead is **Samantha Goddard**.

Your Safeguarding Children Team also links with the Nominated Governor for Safeguarding who is Zane Plescia.

The welfare of the child is our paramount concern. If you are concerned, report your concerns to the Designated Person for Safeguarding — **Judy Hargreaves** or Chair of Governors – **Gary Robinson** 0118 978 0825

For a copy of our full Safeguarding Policy please go to www.walter.wokingham.sch.uk or ask at the School Office

Term Dates 2025-2026



Spring Term 2025	
Monday 6th January Tuesday 7 th January 17 th February to 21 st February Friday 28th March Friday 4 th April (finishing one hour early)	School Closed for INSET Start of Term Half Term Break School Closed for INSET End of Term
Summer Term 2025	
Monday 21st April Tuesday 22 nd April Monday 5th May 26 th May to 30 th May Monday 2nd June Wednesday 23 rd July (finishing one hour early)	School Closed Bank Holiday Start of Term School Closed Bank Holiday Half Term Break School Closed for INSET End of Term
Autumn Term 2025	
Wednesday 3rd September Thursday 4 th September 27 th October to 31 st October Friday 19 th December (finishing one hour early)	School Closed for INSET Start of Term Years 1 and 2 only Staggered starts for Foundation Stage Half Term Break End of Term
Spring Term 2026	
Monday 5 th January 16 th February to 20 th February Friday 27 th March (finishing one hour early)	Start of Term Half Term Break End of Term
Summer Term 2026	
Monday 13 th April Monday 4 th May 25 th May to 29 th May Monday 1st June Friday 17 th July (finishing one hour early) Monday 20th July Tuesday 21st July Wednesday 22nd July	Start of Term School Closed Bank Holiday Half Term Break School Closed for INSET End of Term School Closed for INSET School Closed for INSET School Closed for INSET

