

# Welcome to Heronshaw School



Inspire-Grow-Achieve



**Heronshaw**  
SCHOOL



Inspiring Futures  
Through Learning

# Heronshaw Values

Success

Challenge

Community

Honesty

Friendship

Kindness

Respect

Our core values are explored, celebrated and weaved through our Curriculum. Through our values we aim to build determined, respectful and responsible citizens able to contribute to their school and wider community.

# Welcome to Year 1



Mrs Moor



Mrs Batey  
& Mrs  
Thompson

# Welcome to Year 2



Mrs Ravilious



Mrs Calder



Miss Orr



## CURRICULUM STRUCTURE

At Heronshaw School our aim is to provide our children with:

An inspiring, creative and empowering curriculum that is aspirational for all

Our curriculum content has been carefully mapped to ensure that knowledge is built on throughout their journey through Heronshaw school.

This knowledge is revisited at spaced intervals to ensure skills are revisited over time, in order for learning to take place.



# Our Heronshaw Curriculum

## Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Can we zoom to the moon?	Near, far, wherever you are	What lies beneath	What's in a toy box?	How can you defend your castle?	Rumble in the jungle

## Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Who is hungry?	Women who Dared to Discover	Whose planet is it anyway?	Who burnt the bread?	Iceberg Ahead!	Summer 2 Amazing Africa
Harvest		Our world – environment focus	The Great Fire of London	Titanic	Africa

# Our Heronshaw Curriculum

<https://www.heronshawschool.co.uk/year-groups/>



**As writers we will be:** writing fiction stories inspired by the texts 'Space Tortoise' and 'How to catch a Star'. We will also write a biographical piece about astronauts Neil Armstrong and Mae Jemison. Through all of our English tasks we will be working hard on writing simple sentences using phonic skills and accurate letter formation.

**Learning overview for parents.**  
Year 1 - Autumn 1

**During this half term our project will be focused on the question:**  
**Zoom to the moon!**  
*Our children will be looking at significant events and people connected with space travel including Neil Armstrong and Mae Jemison. We will be looking at what space travel has taught us.*

**As historians we will be:** Learning about significant individuals linked with space travel, particularly looking at the achievements of Neil Armstrong. We will learn about the space race and the moon landing of 1969.

**As musicians we will be:** exploring using voices expressively, developing skills of singing whilst performing with actions. We will explore beat through movement, body percussion and instruments.

**As mathematicians we will be:** practising counting objects by pointing at them 1 by 1 and counting out objects from a larger group. We will be looking at different ways of representing numbers e.g. using tens frame. The children will also learn to recognise numbers written as words. We will be learning to count on from a given number within 10 and compare groups using the words - fewer, more, same.

**As scientists we will be:** discussing and identifying different plants and flowers that grow in the UK. Looking at the differences between evergreen and deciduous trees and conducting simple experiments involving growing. We will also be exploring and investigating different materials.

**As diverse citizens we will be:** looking at our new jigsaw puzzle piece - Being me in my world. We will learn about keeping safe and being a part of community. We will also be looking at how we can behave positively following our Jigsaw Charter. During our weekly sessions we will practice mindfulness and calm breathing creating a safe space to communicate our own musical graphic notation. We will be looking at Christianity this half term in our RE lessons - focussing on the enquiry question: what do Christians believe about God?

**As athletes we will be:** learning fundamental PE skills such as running, jumping, hopping etc. We will also be doing yoga this half term.

**As artists we will be:** exploring, creating and comparing nightscapes using a variety of artistic media including paint, collage and oil pastels. We will be comparing paintings by Vincent Van Gogh and Georgia O'Keefe.

**As writers we will be:** writing a fiction story based on the story The Highway Rat, by Julia Donaldson. We shall then move on to non-fiction and write a structured recount based on the trip to the allotments as part of our inspire day. At the end of the half term we are writing poetry.

**As mathematicians we will be:** looking at place value. We will have the opportunity to practise counting objects to 100 by making 10's, partitioning numbers to 100, writing numbers to 100 in words and learning what flexible partitioning means. We will then move on to addition and subtraction where we will practise number bonds to 10, fact families within 20 and number bonds to 100.

**As scientists we will be:** learning about how plants grown from seeds and what kind of nutrients and environment they need to grow. We will also be learning about living things, dead things, and things that have never lived.



**Learning overview for parents.**  
Year 2 - Autumn 1

**During this half term our project will be focused on the question:**  
**Who's Hungry?**  
*Our children will have the chance to investigate the differences between alive, dead and never lived; exploring the world of plants, focusing on seeds and bulbs, what they need to germinate. Through studying the artwork of Arcimboldo, our children will explore texture and tone to create their own masterpieces using different techniques.*

**As geographers we will be:** looking at how fieldwork allows us to carry out an investigation; how different industries are important within society, from agriculture to shops and the journey food goes on to come into our homes.

**As athletes we will be:** learning fundamental PE skills such as running, jumping, hopping etc. We will also be doing yoga this half term.

**As diverse citizens we will be:** discussing hopes and fears for the year ahead. We will talk about feeling worried and recognising when we should ask for help and who to ask. We will learn about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make the classroom a safe and fair place following the Jigsaw Charter. We will be looking at Christianity this half term in our RE lessons - focussing on the enquiry question: Is it possible to be kind to everyone all of the time?

**As musicians we will be:** discovering different ways to use their voices to describe feelings and moods, creating and notating vocal sounds. We will explore timbre and texture and listen to and perform music inspired by myths.

**As designers we will be:** looking at what it means to have a balanced diet, looking at healthy diets and what these should include.

# KS1 Maths

Here at Heronshaw we follow a mastery approach to teaching maths.

Maths mastery is a teaching and learning approach that aims for pupils to develop deep understanding of maths rather than being able to memorise ways of solving equations.

The end goal and expectation is for all pupils to have acquired the fundamental facts and concepts of maths through building a whole new culture of deep understanding , confidence and competence in maths.

We do not move through stages of learning before we have mastered a subject.

Mastery of a mathematical concept means a child can use their knowledge of the concept to solve unfamiliar word problems, and undertake complex reasoning, using the appropriate mathematical vocabulary.

## What does maths look like in KS1?

We follow this approach with support from the Whiterose scheme of work alongside the guidelines from the government ready to progression documents.

We have used the Whiterose medium term planning with the steps to progress document to create a bespoke schemes of learning for our children.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number <b>Place value</b> <a href="#">VIEW</a>				Number <b>Addition and subtraction</b> <a href="#">VIEW</a>				Geometry <b>Shape</b> <a href="#">VIEW</a>			
Spring term	Measurement <b>Money</b> <a href="#">VIEW</a>	Number <b>Multiplication and division</b> <a href="#">VIEW</a>				Measurement <b>Length and height</b> <a href="#">VIEW</a>	Measurement <b>Mass, capacity and temperature</b> <a href="#">VIEW</a>					
Summer term	Number <b>Fractions</b> <a href="#">VIEW</a>			Measurement <b>Time</b> <a href="#">VIEW</a>		Statistics <a href="#">VIEW</a>		Geometry <b>Position and direction</b> <a href="#">VIEW</a>		Consolidation		



## Mathematics guidance: key stages 1 and 2

Non-statutory guidance for the national curriculum in England

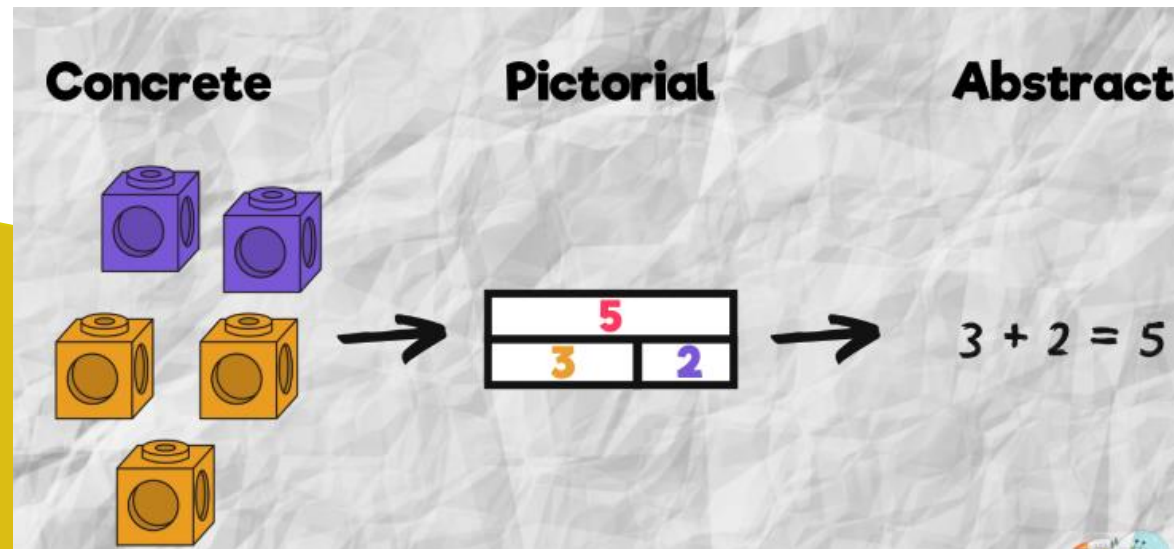
# Children will be taught through:

- Direct instruction
- Using relevant real-life examples and mathematical models and images to develop secure conceptual understanding.
- Practical activity, exploration and discussion.
- Using mathematical ideas
- Quality questioning and supported discussion
- Carefully designed variation
- A school-agreed calculation policy.
- Using a robust assessment system

# CPA Approach

All children begin their lessons using **C**oncrete resources to support their conceptual understanding.

This is then followed by a **p**ictorial representation, followed by the **a**bstract, where children are encouraged and supported to make recordings of their learning.




# Ofsted

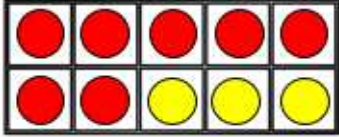
"Know more, do more, remember more"

**Flashback 4** Year 1 | Week 1 | Day 1


1) Work out  $4 + 3$

 7

2) What is  $7 + 3$ ?

 10

3) What is one more than 12? 13

4) Name the shape.  rectangle

White Rose Maths

# Problem solving and reasoning.

As part of our mastery approach, when children have finished their independent practice they have the opportunity to deepen their knowledge through problem solving and reasoning. They are encouraged to write in full sentences and articulate how they know an answer.

## Reasoning

Tammy is writing a number sentence to describe the image below.



$$6 - 2 = 3$$

Is she correct? Prove it.

---

## Problem solving

At a party, there are 4 cans of cola left.



Mick describes a possible calculation using a story,

I think there were 8 cans and 4 have been drunk.



How many other calculations and stories can you find?

## Mastering Number

As well as the children's main maths lesson, they will also take part in a mastering number session. **"Mastering Number"** is a program designed to help young children develop a strong foundation in number sense, which is crucial for their future success in mathematics.

The program aims to ensure that children become fluent in basic calculations and develop a flexible understanding of numbers. This includes being able to manipulate numbers confidently and understand their relationships.

The approach involves short, daily sessions led by teachers, which are designed to build fluency and confidence with number facts

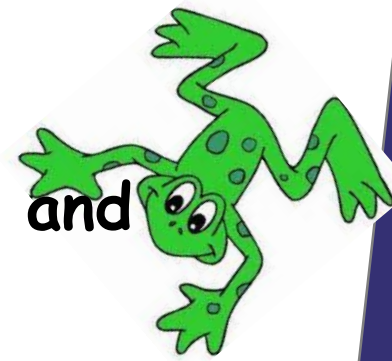


# Our reading promise...

At Heronshaw we promise to **inspire** and enrich children's vocabulary and immerse them into a text rich environment within the school. To **grow** and develop this further our ever-evolving reading spine and year group reading trees offer a range of books to ignite discussion in the classroom. These books reflect important topics in our community and wider society, with many focusing on the 9 protected characteristics; allowing a diverse and rich range of texts to be shared in class. A daily timetabled 'story time' slot enables our children to share a calming, thought provoking story; learning not only to enjoy reading alone, but being read to; **achieving** the culture of 'just one more page/ chapter' from each child.



Read Write Inc. provides a structured and systematic approach to teaching phonics. Children in Foundation Stage and KS1 take part in a 30 minutes Phonics lesson every day.



- **First the children are taught one way of representing the 44 main sounds and then go on to learn the alternative spelling.**
- **Read Write Inc. introduces the simple Speed Sounds (one sound, one grapheme) with Speed Sounds Set 1 and Set 2. They then learn more ways of writing the same sounds with the complex Speed Sounds Set 3 (e.g. they will be taught the sound 'ay' as in 'play' and they will then look at the sound 'a-e' as in 'cake' which is the same sound, different spelling)**
- **Once children know the first set of Speed Sounds, they are ready to read the first Storybooks.**

Speed Sounds Set 1

m  Down Moby, mountain, mountain.	a  Around the apple and down the leg.	s  Slither down the snake.	d  Around the daisy bottom, up to the tall rock and down to his foot.	t  Down the tower, across to tower.	i  Down the body and dot for the head.
n  Down Nobby and over his nose.	p  Down the green pig and around his feet.	g  Around the girl's face, down her hair and give her a curl.	o  All around the orange.	c  Curl around the caterpillar.	k  Down the kangaroo's body tail and leg.
u  Down and under, up to the top and show the puddle.	b  Down the lion to the lion and around his face.	f  Down the stem and show the leaves. UP! UP! the top and scoop out the egg.	e  Down the long leg.	l  Down the leg, to his knees and over his back.	h  Down, up, down, up.
sh  The horse says "shhh!" to the hissing snake!	r  Down the robot's back and curl over his arm.	j  Down his body, curl, dot for his head.	v  Down a wing, up a wing.	y  Down a horn, up a horn and under his head.	w  Down, up, down, up.
th  The princess in the tower is rescued by the horse.	z  Zig-zag-zig.	ch  The fierce chess player, the caterpillar's body get up for round up - ch - ch - ch!	qu  Round his head, up for his wings and down his tail. The Queen over you - qu - qu - qu!	x  Down the arm and leg, spread the other side.	nk  I think I stink!
ng  A thing on a string!	ll  Seil	zz 	ss 	ck 	ff  Huff an puff

Speed Sounds Set 2

ay  May I play?	ee  What can you see?	igh  Fly high.	ow  Blow the snow.	oo  Poo at the zoo.	oo  Look at a book.
ar  Start the car.	or  Shut the door.	air  That's not fair!	ir  Whirl and twirl.	ou  Shout it out.	oy  Try to enjoy.

Speed Sounds Set 3

ea  Cup of tea.	oi  Spot the boy.	a-e  Make a cake.	i-e  Wear a tie.	o-e  Phone home.	u-e  Rugby team.
aw  Yawn at dawn.	are  Dance and care.	ur  Nurse with a purse.	er  A letter - letter.	ow  Brown cow!	ai  Swim in the rain.
oa  Goat in a boat.	ew  Close the door.	ear  Hear with your ear.	ire  Fire fire!	ure  Sure it's pure.	tious  Scumpious, delicious.
tion  My attention, it's attention and it's attention.	e  Be, we, she, he, he.	ue  Come to the rescue.	ie  Terrible ice.	au  Paul the astronaut.	e-e  Go Post and slow.
kn  Knock knock, who's there?	wh  Whiggle, whiggle.	ph  Phonics is fun.			

Heronshaw School Reading Band Levels 2022-23

RWI – A, B, C Level	Sound Blending Books	Fab Phonics Books
RWI	Ditty	
	Red	
	Green	
	Purple	
	Pink	
	Orange	
	Yellow	
	Blue	
	Grey	
CHOICE OF AGE EXPECTED TEXTS Donaldson Jeffers Rowling		

Certificates for levels Ditty – Grey See PDF Doc

Certificates for each term Bronze, Silver, Gold Star certificates see PDF Doc

Teach Set 1 sounds up to Red level

Review Set 1 sounds and teach Set 2 sounds up to purple level

Review Set 2 sounds and teach Set 3 sounds from Pink level

'Off the programme' - children above grey will move on to ARE books.

At Heronshaw we love different authors so have chosen our 3 categories after 3 well loved authors:  
**Julia Donaldson**, Oliver Jeffers and  
**J K Rowling**.

Ditty	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey	Age expected texts		
									Donaldson	Jeffers	Rowling

# Reading in KS1



At Heronshaw we promote the love of reading. Each classroom has an inviting reading area for the children to access in the form of their own mini library.

Each child takes home a reading book which matches their phonics level. They need to read this at least 3 times for decoding, fluency and comprehension.

All children on Red level and above get their own bookmark to keep which has all the **RED words** for that level. These are words that can't follow phonics sounds. Please practice these at home as well.

As your child moves up their phonics level they shall achieve their coloured phonics group certificate!





## Reading in KS1

'Donaldson' bookcase; all books with a yellow sticker. Children should enjoy the freedom of choice and look to build their stamina and fluency with this range of books.



'Jeffers' collection, marked with silver stickers. Longer words and sentences. Longer stories and paragraphs to progress on from Donaldson.



'Rowling' marked with blue stickers. Comprehensive chapter books that require confidence, pace and fluency from the reader.

The teacher will give guidance to the books being picked, but to ensure freedom of choice children will be able to select any of the ARE (age related expectation) texts. This enhances the reading for pleasure ethos that we have at Heronshaw.



These books can be changed Tuesday and Friday.



# Reading Records



Please fill in your child's reading record, with a simple initial to show they have read at home every day!

Each week your child's reading record will be checked and they shall be awarded stars to build towards their reading star certificates.

Every 5 reads they will be entered into a raffle to win a reading prize twice a term!

Support your child's reading by posing questions about the book; some questions are on the VIPERS bookmarks.

**What are Reading Vipers?**  
These are the key reading skills for children to be able read and comprehend a wide range of literary texts.

- VOCABULARY**  
Looking at the choice of words that an author uses in a text.
- INFERENCE**  
Information that is suggested but not said in the text. The 'hidden' meaning.
- PREDICT**  
Explaining what might happen next based on what has happened in the text.
- EXPLAIN**  
Explain an aspect of the text. This may include why the author includes it or how the meaning is enhanced through choice of language.
- RETRIEVE**  
Locate and retrieve information from the text to answer questions.
- SUMMARISE**  
Sum up key points in the text or sequence events as a summary. make sure you keep it brief

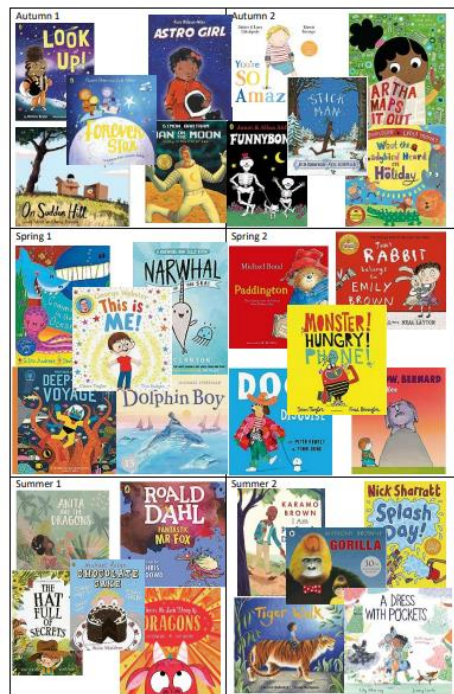


# Story time Our Favourite Five

Every day children enjoy a story time. This year we have dedicated 30 stories to our year group 'favourite five' to read, talk and discuss during our story time. These are high quality books focusing on 'a big idea'.

These will be repeated, focusing on different aspects of the text.

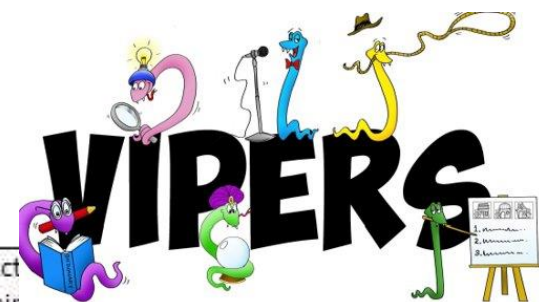
90, carefully selected books, that children will know and love by the end of Heronshaw.






Year One Favourite Five Books 23-24







Year Two's Favourite Five Books 23-24



Examples of progression in question etc

KS1	
 <p><b>Vocabulary</b></p>	<p>What does the word ..... mean in this sentence?            Find and copy a word, which means .....</p> <p>What does this word or phrase tell you about .....</p> <p>Which word in this section do you think is the most important? Why?</p> <p>Which of the words best describes the character/setting/mood etc?</p> <p>Can you think of any other words the author could have used to describe this?</p> <p>Why do you think ..... is repeated in this section?</p>
 <p><b>infer</b> Infer</p>	<p>Why was..... feeling.....?</p> <p>Why did ..... happen?</p> <p>Why did ..... say .....</p> <p>Can you explain why.....?</p> <p>What do you think the author intended when they said.....?</p> <p>How does ..... make you feel?</p>
 <p><b>Predict</b></p>	<p>Look at the book cover/blurb – what do you think this book will be about?</p> <p>What do you think will happen next? What makes you think this?</p> <p>How does the choice of character or setting affect what will happen next?</p> <p>What is happening? What do you think happened before? What do you think will happen after?</p> <p>What do you think the last paragraph suggests will happen next?</p>

 <p><b>Explain</b></p>	<p><b>Explain</b></p> <p>Who is your favourite character?            Why do you think all the main characters like this book?            Would you like to live in this setting? Why/why not?            Is there anything you would change about this story?            Do you like this text? What do you like about it?</p>		
 <p><b>Retrieve</b></p>	<table border="1"> <tr> <td> <p>What kind of text is this?</p> <p>Who did.....?</p> <p>Where did.....?</p> <p>When did.....?</p> <p>What happened when.....?</p> </td> <td> <p>Why did ..... happen?</p> <p>How did .....?</p> <p>How many.....?</p> <p>What happened to.....?</p> </td> </tr> </table>	<p>What kind of text is this?</p> <p>Who did.....?</p> <p>Where did.....?</p> <p>When did.....?</p> <p>What happened when.....?</p>	<p>Why did ..... happen?</p> <p>How did .....?</p> <p>How many.....?</p> <p>What happened to.....?</p>
<p>What kind of text is this?</p> <p>Who did.....?</p> <p>Where did.....?</p> <p>When did.....?</p> <p>What happened when.....?</p>	<p>Why did ..... happen?</p> <p>How did .....?</p> <p>How many.....?</p> <p>What happened to.....?</p>		
 <p><b>Sequence</b></p>	<p><b>Sequence/Summarise</b></p> <p>Can you number these events 1-5 in the order that they happened?</p> <p>What happened after.....?</p> <p>What was the first thing that happened in the story?</p> <p>Can you summarise in a sentence the opening/middle/end of the story?</p> <p>In what order do these chapter headings come in the story?</p>		
 <p><b>Summarise</b></p>			



## What more you can do at home:



- We ask that you read your child's reading book with them 3 times.
- Please support your child's reading progress by listening to them read at least 5 times a week as this will build confidence, fluency and intonation through reading; essential in becoming a strong reader.
- Make reading enjoyable - cosy up and create a quiet time for this.
- Create a love of books - read stories to them and visit the school library and local libraries in MK.
- Ensure your child has their reading book and reading record in school every day.
- You can inspire reading outside of school further by listening to audiobooks.
- Read a book together ahead of enjoying the movie.
- Read books TO your child and enjoy them together.
- Visit your local library and book shop.
- Reread the same books to your child; encouraging them to join in with repeated words/ phrases.
- Most importantly it's important to embed reading as part of your daily routine; 10 minutes before bed.

# We are writers...

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Project:</b>	Zoom to the Moon	Near Far Wherever you Are	Ocean	Toy Box	Castles	Rainforest
<b>Fiction</b>	 Space Tortoise – x 3 Science Fiction Ross Montgomery	 We're Going on a Bear Hunt – Michael Rosen Adventure	 The Storm Whale – x 2 Story Benji Davies	 The Everywhere Bear Story – Julia Donaldson	 Zog - Julia Donaldson x3	 Grandad's Island x 1 - Adventure Benji Davies
<b>Non-fiction</b>	<b>Focus - FICTION</b> Adventure Oliver Jeffers  <b>Outcome</b> Fiction storywriting	<b>Focus Non-chronological report</b> National Geographic kids penguins x 1  <b>Outcome</b>	<b>Focus - letter</b> Somebody Swallowed Stanley - letter form Sarah Roberts (media link)  <b>Outcome</b> Write a persuasive letter persuading others to save the oceans.	<b>Focus Non-chronological report</b> Toys from the past x 1  <b>Outcome</b> Write a non-chronological report about the range of toys, and how	<b>Focus Recount</b> Our trip to a castle...  <b>Outcome</b> Write a recount from a recent school trip	<b>Focus Postcard</b> Postcard from Grandad. X 1  <b>Outcome</b>

	Neil Armstrong - Space x 1 Children to write a biography piece on Neil Armstrong (History)	Non chronological report about animals on their journey.		they've changed over time.		Write a postcard back about a holiday to the rainforest.
<b>Poetry</b>	<b>Focus</b> List poem Firework Night <b>Outcome</b> Create a bank of words all linked to fireworks to include in the nonsense poem.	<b>Focus</b> Colour Poem <b>Outcome</b> A poem that expresses colour, Changing colours of the seasons.	<b>Focus</b> Rhyming Poem <b>Outcome</b> Look at rhyming words and rhyming couplets Make a class poem. Use oceans and environment as focus.	<b>Focus</b> Acrostic Poem <b>Outcome</b> Write an acrostic poem based on toys	<b>Focus</b> Senses poem I can hear...I can feel... <b>Outcome</b> Senses poem from recent trip/excursion/venture to a local park.	<b>Focus</b> Shape poem <b>Outcome</b> Pick a shape and write about that poem in the particular shape.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Project:</b>	Who's Hungry?	Women Who Dared to Discover	Whose Planet is it anyway?	Who Burnt the Bread?	Iceberg Ahead!	Amazing Africa!
<b>Fiction</b>	 The Highway Rat – Julia Donaldson Adventure x 3	 Little Red Reading Hood – Traditional Fairy Tale x 3	 The Crow's Tale - Naomi Howarth Fable x 3	 Vlad and the Great Fire of London – Kate Cunningham – Historical Fiction x 1	 Pirates Love Underpants – Claire Freedman and Ben Court Adventure x 1	 Meerkat Mail – Emily Gravett– Animal Story x 1
<b>Non-fiction</b>	<b>Focus Recount Trip to the allotment</b>  <b>Outcome</b> Children to write a recount of their visit to church. Use images from the trip as shapes to structure the day.	<b>Focus Information Text</b> On Malala's Magic Pencil x 3  <b>Outcome</b> Biography on Malala Yousafzai. Children to then write an independent piece based on the female scientists from the project; Florence	<b>Focus</b> Instructions How to Make a Bird Feeder x 2  <b>Outcome</b> Children to write a set of instructions on constructing an animals habitat (linking to science	<b>Focus Diary –</b> The Great Fire of London: Anniversary Edition of the Great Fire of 1666 -  x 1 <b>Outcome</b> Children to write their own diary entry about their first experiences of Year 2	<b>Focus Newspaper</b> Pirates  <b>Outcome</b> Pupils to write their own newspaper report on the Titanic x 1	<b>Focus Postcard on</b> Big Cats  <b>Outcome</b> Pupils to write a postcard from their journey to Africa! X 1

		Nightingale, Marie Curie, Marie Seacole.				
<b>Poetry</b>	<b>Focus</b> Black out poem <b>Outcome</b> Write a black out poem based on Harvest Festival	<b>Focus</b> Acrostic Poem <b>Outcome</b> Create an acrostic poem about Winter	<b>Focus</b> Haiku (Syllable poem) <b>Outcome</b> Write a Haiku poem based on nature/ Spring	<b>Focus</b> Rhyming Poetry <b>Outcome</b> Fire poem Write a short rhyming poem	<b>Focus</b> Chance/ Nonsense Poem <b>Outcome</b> Write a chance poem with nonsense words.	<b>Focus</b> Cinquain Poem (Syllable poem) <b>Outcome</b> Poem in the style of a Cinquain



# We are writers...

Drawing club!



At Heronshaw, we want all children to be able to communicate their knowledge, ideas, and emotions confidently through their writing. We stimulate our writers through reading a series of texts to them throughout the year; fiction, nonfiction and poetry. We believe in setting high standards in the presentation of writing along with spelling and grammar. We endeavor to ensure our children find joy in writing, by celebrating writing in every form; this is achieved through a bespoke scheme built at Heronshaw School. We use a mixture of Drawing Club to inspire our writers to draw their tale, enhancing and adding detail as we discuss their character, setting and story. This coupled with Fantastic Foundations allows for the development of language acquisition.

Grandma Fantastic introduces our children to language  
- she's the ultimate thesaurus!

*"Grandma fantastic, what's in your basket?"*



## SPaG and Handwriting

During every writing lesson our children are taught important elements of spelling, punctuation and grammar. This is a crucial building block for children learning to speak, write, and listen. Having a good knowledge of grammar allows your child to communicate their ideas and feelings and helps them choose the right language for any situation. We also cover spelling rules every week (this combines with phonics and guided reading lessons) to ensure children continue to use their phonics to spell words correctly as well as learning new spelling rules.

**In KS1 children will learn a variety of key writing skills:**

- using capital letters, full stops, question marks, and exclamation marks
- turning nouns into their plural form using *-s* and *-es*
- adding suffixes to verbs where no change is needed in the spelling of the root word (for example, helping, helped, helper).
- Expanded noun phrases, use of suffixes to create adverbs, apostrophes for possession and contraction. Using co-ordinating and sub-ordinating conjunctions along with time adverbials.

# Year 2 Writing

		working at the expected standard	
<ul style="list-style-type: none"> <li>write simple, coherent narratives about personal experiences and those of others (real or fiction)</li> </ul>	<ul style="list-style-type: none"> <li>follows a logical sequence</li> </ul>		
	<ul style="list-style-type: none"> <li>using some expanded noun phrases to describe and specify</li> </ul>		
	<ul style="list-style-type: none"> <li>Adverbs of time / manner / place</li> </ul>		
	<ul style="list-style-type: none"> <li>accurate use of pronouns</li> </ul>		
	<ul style="list-style-type: none"> <li>appropriate language chosen and used mostly correctly</li> </ul>		
<ul style="list-style-type: none"> <li>using sentences with different forms in their writing</li> </ul>	<ul style="list-style-type: none"> <li>statements</li> </ul>		
	<ul style="list-style-type: none"> <li>questions</li> </ul>		
	<ul style="list-style-type: none"> <li>exclamations</li> </ul>		
	<ul style="list-style-type: none"> <li>commands</li> </ul>		
<ul style="list-style-type: none"> <li>demarcating most sentences with:</li> </ul>	<ul style="list-style-type: none"> <li>capital letters</li> </ul>		
	<ul style="list-style-type: none"> <li>full stops</li> </ul>		
<ul style="list-style-type: none"> <li>and with some use of</li> </ul>	<ul style="list-style-type: none"> <li>question marks</li> </ul>		
	<ul style="list-style-type: none"> <li>exclamation marks</li> </ul>		
<ul style="list-style-type: none"> <li>using present and past tense mostly correctly and consistently</li> </ul>			
<ul style="list-style-type: none"> <li>using co-ordination (or / and / but)</li> </ul>			
<ul style="list-style-type: none"> <li>using some subordination (when / if / that / because)</li> </ul>			
<ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> </ul>			
<ul style="list-style-type: none"> <li>adding suffixes to spell most words correctly in their writing  <i>-ing, -ed, -s, -es, -er, -est</i></li> </ul>			
<ul style="list-style-type: none"> <li>spelling many common exception words*</li> </ul>			
<ul style="list-style-type: none"> <li>writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> </ul>			
<ul style="list-style-type: none"> <li>using spacing between words that reflects the size of the letters</li> </ul>			

# KS 1 Common Exception Words

Common exception words are **everyday words that break the phonic rules taught at school**. ... They are words that appear frequently in texts and that help readers understand what they are reading.

- Year 1

## Year 2

### Year 1 Common Exception Words

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

### Year 2 Common Exception Words

after	class	floor	most	pretty
again	climb	gold	move	prove
any	clothes	grass	Mr	should
bath	could	great	Mrs	steak
beautiful	cold	half	old	sugar
because	door	hold	only	sure
behind	even	hour	parents	told
both	every	improve	pass	water
break	everybody	kind	past	whole
busy	eye	last	path	who
child	fast	many	people	wild
children	father	mind	plant	would
Christmas	find	money	poor	

# Handwriting

All children are taught how to form letters correctly. We use the RWI Get Writing Handwriting scheme and teach it as part of morning tasks 3 times a week as well as at the beginning of our grouped English tasks in year 1, or whole class English in year 2.

Children will be familiar with groups of letters and should learn how to form each letter correctly, and capital letters ahead of trying to join with flicks.

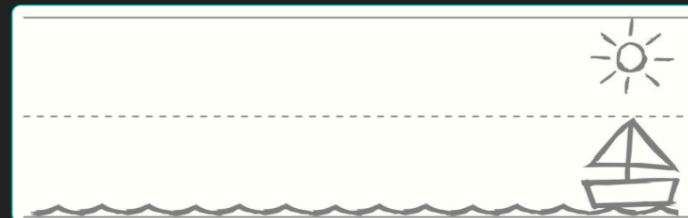
We are due to launch a handwriting reward scheme in the Autumn term... watch this space.

## Handwriting Stage 1b: Relative size of letters

'Sun letters': **b d h k l** (f and t are just a little bit smaller)

'Boat letters': **a c e i m n**  
**o r s u v w x z**

'Water letters': **g j p q y**



### Around letters



Checklist: caterpillar

- ✓ start at the caterpillar's head
- ✓ curl around the body

### Curly letters



Checklist: egg

- ✓ draw up around the shell that needs to be cut off the boiled egg
- ✓ go round underneath the egg

### Zig zag letters



Checklist: zigzag

- ✓ draw three straight lines – across, diagonally back, across

### Down letters



Checklist: Liam's leg

- ✓ start at the top of his leg
- ✓ go down his long leg
- ✓ add a curl for the shoe to kick the ball

Read Write Inc  
Phonics

aA bB cC dD eE fF gG

Teaching capital letters

# School Clubs

Heronshaw school offers a wide range of after school clubs to all of our children, both at lunch and after school.

AUTUMN 1		External clubs start W/B 09.09.24 - 25.10.24 (7 Weeks)			STAFF CLUBS w/b 09.09.24 - 18.10.24 (6 weeks)			
Monday	Tuesday	Wednesday	Wednesday	Wednesday	Wednesday	Thursday	Friday	Friday
Lunch club:	Lunch club:	Lunch club:	Lunch club:	Lunch club:	Lunch club:	Lunch club:	Lunch club:	Lunch club:
Year 1 Hockey 12.10pm-12.40pm	Year 2 Basketball 12.20pm-12.50pm	Learning to draw with Mrs Nichols (10 each)  Year 1 12.10 – 12.35pm	Learning to draw with Mrs Nichols (10 each)  Year 2 12.35pm – 1.05pm	Year 1 Girls football 12.10 – 12.35pm	Year 2 Girls football 12.35pm – 1.05pm	Year 1 Dodgeball 12.10pm-12.40pm	Year 1 Boys football 12.10 – 12.35pm	Year 2 Boys football 12.35pm – 1.05pm

Monday	Tuesday	Tuesday	Tuesday	Wednesday	Wednesday	Thursday	Friday
Year 1 and Year 2	Year 1 and Year 2	Year 1 and Year 2	Year 1 and Year 2	Year 1 and Year 2	Year 1 and Year 2	Year 1 and Year 2	Friday Year 1 and Year 2
Multi Sports 7 weeks (Premier Ed) £35 3:15-4:15pm	Dance club 7 weeks (Wendy) £35 3:15-4pm	Drawing Club 6 weeks Mrs Rozzier £1 3:15-4pm	Football 7 weeks (Let's Kick it) £36 3:15-4:15pm External booking link,	Gymnastics 7 weeks (Premier Ed) £35 3:15-4:15pm	Sewing 6 weeks Mrs Pearce £1 3:15-4pm	Tag Rugby 7 weeks (Premier Ed) £35 3:15-4:15pm	Football 7 weeks (Premier Ed) 3:15-4:15pm

A lot of the clubs that we provide are of children's interest and we are always changing the clubs half termly to engage children to gain new experiences and skills. The clubs have been very beneficial to children's self-confidence and self-esteem as well as keeping them healthy and active.

Opportunities have been created for children to **build relationships** with their peers through **teamwork** and **social interaction** leading to strong friendship groups. The social interaction **boosts communication skills** as children work together to achieve the same goal.

# Music at Heronshaw



**Strum – into – Music  
Guitar lessons**



**WOULD YOUR CHILD LIKE  
TO PLAY IN THEIR VERY  
OWN ROCK BAND?**

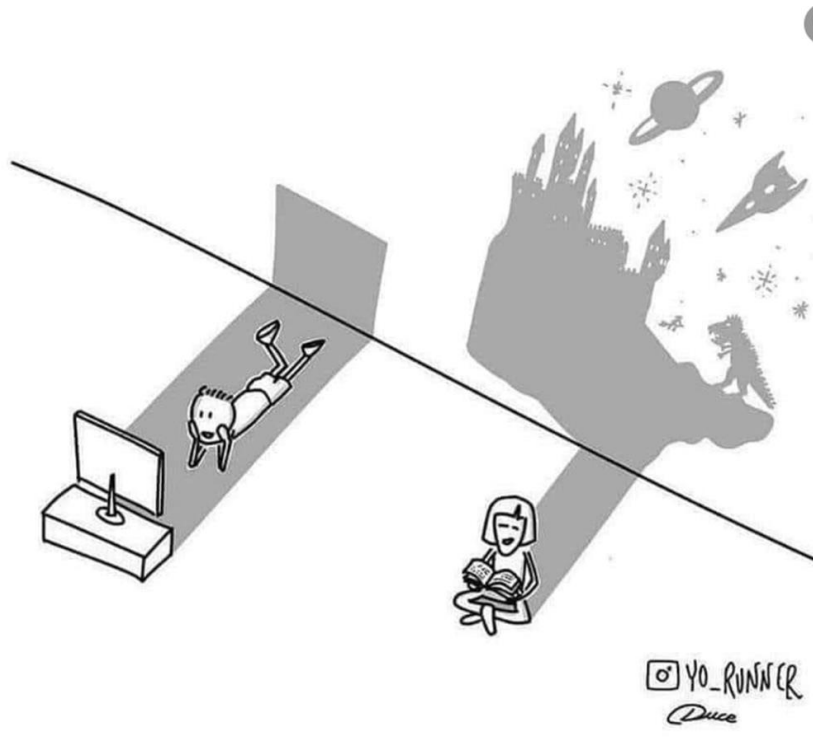
**ROCK  
STEADY™**

Enrol today at [www.rocksteadymusicschool.com](http://www.rocksteadymusicschool.com)  
or call 0330 113 0330 (local rate) 8am-5pm, Mon-Fri



# Homework:

It is vital that children continue to practice reading outside of school and we ask that at least 10 minutes of reading to a grown up at home is done each night. Children will also come home with their Numbots log in on their reading record to help with maths fluency.



# Heron Mail: How to keep in touch



Heron Mail



# Attendance

## The school day (opening hours)

Statutory hours (children expected to be in school) from **08:30 until 15:10** (Monday to Friday). \*32.5 statutory hours per week.

Children are expected to be in school **every day**. At Heronshaw we work hard to ensure this is the case for all children. As we are sure you are aware that children who come to school regularly make far better progress.

Anyone who does not come to school for whatever reason, should call in to the office on a daily basis (by 8.40am latest where it will be decided if the absence is authorised or unauthorised).

Attendance is monitored weekly.

If your child's attendance drops below **96%** you will receive a letter encouraging you to work with the school to improve it. This is referred to as being '**at risk of persistent absence**'.

Attendance that drops below **90%** is persistent absence. We monitor these cases under '**Attendance Watch**' and a meeting with school will be arranged to set short term actions and to discuss support.

We hope to work closely with you, in order to ensure your child makes the best progress and takes full advantage of the opportunities offered to them.

# COMMUNICATION

- Teacher at the door
- My Child At School (MCAS)
  - *All parents who want to receive communication need to download and sign up for this.*
- Website for all main information
- Social Media (*Are you following us?*)
  - Facebook

# MCAS – My Child At School

Every parent can add it and get updates



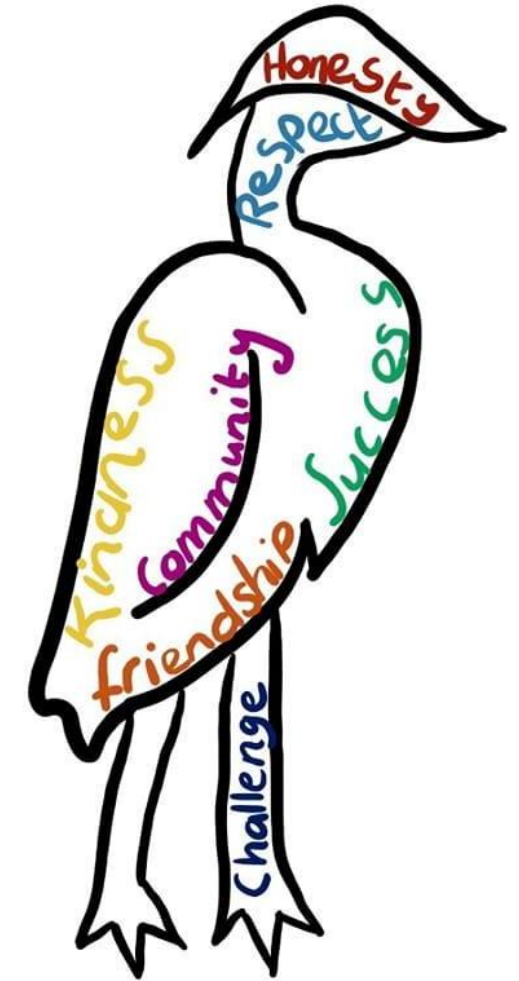
School ID: 13028

Invitation Code: emailed out but also on list at school

Username: emailed out but also on list at school

Alerts, dates, updates all coming through MCAS

# Governors & PTA



Heronshaw  
PTA



Dates for the diary:

Parent FUTURES information evening.

Tuesday 17<sup>th</sup> September 2024 5pm

Parents FUTURES demonstration evening

Tuesday 15<sup>th</sup> October 2024 5pm

We highly recommend you come along!



END