



Welcome to St Brigid's

September 2025



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WELCOME TO
St Brigid's Catholic Primary School





Introduction

- Welcome on behalf of Mrs Tyler (Headteacher)
- Meet the team
 - Your child's class teacher
 - Mrs Lodge (Pastoral Support / Attendance Lead)
- RE & Catholic Life
- How can you prepare your child for school?
- Attendance
- ***Class teacher updates***

St. Brigid's Catholic Primary School



RE & Catholic Life



What is it like to attend this school?

The school is an oasis of calm. It is a safe sanctuary for pupils. They enter the school gates with big smiles on their faces. Pupils are eager to learn and to do their best. This begins in the early years where children's love of learning is harnessed. They joyously engage in activities and flourish.

Pupils told inspectors that people work together and help each other. They benefit from close relationships with staff who know them and their families very well. The school is determined to ensure that pupils, including those with special educational needs and/or disabilities (SEND), achieve highly. Most pupils achieve well from their starting points.

The school's values underpin all that it does. Pupils are proud to be part of this close-knit school that 'loves, believes, achieves'. The school teaches pupils how to behave well. Pupils listen attentively to teachers. They follow instructions quickly and enthusiastically. Pupils behave extremely well.

Our mission is underpinned by Christian values...our St Brigid's values.



What the school does well

- The mission statement, 'Trusting in God, we love, believe and achieve...together', is known and lived out joyfully.
- The pupils are, 'The jewel in the crown,' in their positive attitudes, very good behaviour, and respect for each other.
- Pastoral support for pupils, families and those who are vulnerable is of the highest quality.
- Relationships at all levels are exemplary and enable pupils and staff to thrive.
- Prayer and liturgy inspire the whole community to praise and give thanks to God.

St. Brigid's Catholic Primary School



RE & Catholic Life

Our faith:

- Parents/Carers are the most important educators of their children
- School provision:
 - Catholic Life & Mission
 - Religious Education
 - Collective Worship
- Fr David Gamble – Parish Priest
 - Class Mass every Wednesday – 1st October (see Autumn Overview)

St Brigid's Catholic Primary School @StBrigidsCPS · Sep 2
As we welcome all of our fabulous children back to school, we focus on New Beginnings. We thank God for all of our gifts and talents and ask for His help and guidance as we start our new academic journey 🙏❤️✝️
@lpoolcatholic

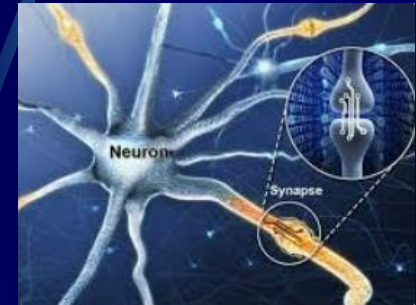




Helping your child prepare for school?

All children learn at their own rate and will be supported in their personal journey but start with creating good habits:

- **Understanding how children learn – repetition... creating good habits**
- Make sure that your child is in school on time and every day
- Ensure that your child wears school uniform and removes jewellery
- Label all items of clothing so that anything that is misplaced can be found
- Regularly attend meetings that involve your child
- Get in touch with us if you are concerned or worried
- **Teach them to think and respond kindly, to be independent and to be resilient - great qualities to have and important life skills**



- ☐ Newsletters
- ☐ Termly overviews
- ☐ X account
- ☐ Teachers 2 Parents – texts / emails / forms

Helping your child prepare for school?

September 2025 Newsletter




St. Brigid's

Catholic Primary School

Trusting in God - we love, believe and achieve...TOGETHER

Autumn Term 2025/26 <https://stbrigidscpprimary.co.uk/> **Safeguarding/Child Protection Officer—Mrs R Tyler**

Dear Parents / Carers,

Welcome back! It is really joyful by already and you won't be surprised to hear that our children have settled in beautifully. It is always wonderful to see how quickly and resourcefully our children adapt to their new class routines—this is due to careful transition, teamwork between home and school, consistent routines, meticulous organisation and the high expectations we have of everyone at St Brigid's. Thank you for all that you do—your support really does matter and makes a huge difference to our work.

Trusting in God - we love, believe and achieve...TOGETHER

Last week, we celebrated together with a beautiful Mass and we were so pleased to be joined by some of our regular St Albi's parishioners; they love coming into school on Wednesdays for our Masses—please join us if you can (see overview for dates and times).

Religious Education—In class, the children have started their first unit of work which focuses on 'Creation & Covenant'. Please take to your child about what they have been learning and we the 'Learning at Home' newsletter which has lots of ideas of things to do at home (see website).

Just a reminder that, alongside our daily prayers, we have allocated a traditional prayer to each class and will be saying these regularly—please support your child's faith by sharing these prayers at home.

Reception Class—Oh, Angel of God	Y4—Our Father (The Lord's Prayer)	Y2—Hail Mary
Y3&4—Glory Be to the Father, Son & Holy Spirit	Y5&6—Eternal Rest	

The full prayers are available to view on our school website via the RE & Catholic Life—Newsletter for Parents/Carers tabs.

Patch Novenas—Just before we broke up for summer, Father wrote to families of all pupils who are eligible to make their First Confession & Holy Communion this year. Please make sure that you collect an enrolment form from Fr David as soon as you can—these are available to collect on Sundays (straight after Mass) and will only be given to parents (or official carers/guardians) as please do not ask someone else to collect a form on your behalf. The deadline for returning forms is **FRIDAY 3rd October**. For further information about events that are taking place in our community, the parish newsletters are available from church every week (at Mass on Sundays) and they are also uploaded to our school website.

Staffing—Last week, both Mrs Collins and Mr Bell said 'farewell' to the children and families of St Brigid's. We marked their departure by celebrating their commitment to school and the service they have given during Mass on Wednesday. Mrs Collins, in particular, will be sorely missed as she has worked here for so long and is a valued member of the local community. Thank you to the many of you who have been into school to pass on your best wishes—your kindness is much appreciated. The current staffing arrangements are as follows:

Assistant Headteachers: Mrs Richards & Mrs Hunter

Nursery: Mrs Gilchrist, Miss Barrow, Mrs Clays, Mrs Jones, Mrs Nelson, Mrs Newton, Mrs Rice, Miss Mackayne (apprentice)

RECEPTION: Miss Dailey (class teacher), Mrs Usher, Miss Clow, Miss Mackhet (apprentice)

YEAR 1: Miss Taylor (class teacher), Miss O'Donovan, Miss McEvoy (apprentice) and Miss Gill (apprentice)

YEAR 2: Mrs McKay (class teacher), Miss Flannery (additional teacher Y2&Y6), Miss Cronin and Miss Kelly (apprentice)

YEAR 3: Miss Tully (class teacher), Mrs Bowland, Miss Ross (apprentice)

YEAR 4: Mr Owen (class teacher), Miss Butler and Miss Woods (apprentice)

YEAR 5: Mr Quinton, Miss Williams (apprentice) and Miss Burrell (apprentice)

YEAR 6: Mr North (class teacher), Miss Noon, Miss Baker (apprentice) and Miss Langley (apprentice)

IQM Inclusive School & Centre of Excellence Awards—Following rigorous assessment, many of you will be aware that in July we were awarded our Inclusive School & Centre of Excellence Awards. A massive THANK YOU goes to our children, our four parents/carers and our staff for persistently and unwaveringly supporting each other. A special mention also goes to both Mrs Richards and Mrs Hunter for the sterling work that they do in relation to their role as Special Educational Needs Coordinators (SENCO), their work underpins all aspects of inclusion and ensures that our children, families and staff are well equipped and supported. Some of the wonderful quotes which filter through the report include the following:

'Inclusive practice at St Brigid's Catholic Primary School permeates all aspects of school life, from leadership and curriculum design to pastoral support and community partnerships... Parents are welcomed as equal partners in the life of the school. Engagement is proactive and responsive, and families report high levels of trust in the staff and leadership.' If you haven't already done so, please take some time to read through the report which is available to view on our website by using the following tabs: Information/Inspection Reports & External Reviews.

NEURODIVERSITY—*we are all different but never less!*—We are all unique and precious in our own right and, in school, we teach our children this as a daily basis by celebrating our differences. Many of our children are neurodiverse, this means that they process the world differently to neurotypical pupils. We take care to be acutely aware of this in our planning and provision and, as a staff we prioritise training in this area so that we are well equipped to support the ranging needs of our pupils. If you would like to find out more about neurodiversity or would like additional support, please keep a look out for the links that are frequently sent out from our school accounts (T2P and XO). There are also some really good films, books and blogs out there which I have found really useful (and entertaining)—why not give them a watch or a read... Temple Grandin (film—biography of Dr Temple Grandin), Out of my mind (film/book), Professor Simon Baron Cohen (Director of Autism Research Centre, Cambridge—books and blogs).














St Brigid's Catholic Primary School AUTUMN Term Events 2025 – 2026				St Brigid's Catholic Primary School	
September					
Tues	2 nd	BACK TO SCHOOL <i>Prayer & Liturgy focus – New beginnings</i>	8.35am	Y1 – Y6	
		Reception Class Parent / Carer Meeting	All week	All children	
		Welcome Back Assembly	9am	Parents/Carers	
Wed	3 rd	REC Class start their transition into school	11am	Y1-Y6	
		Welcome Back MASS with Fr David	am	REC	
		Farewell to Mrs Collins & Mrs Pickett	10am	Y2 – Y6	
Week beginning 8th September PE lessons resume – children should wear school kit on PE days					
Mon	8 th	<i>Prayer & Liturgy focus – Rules</i>	All week	All children	
		Mondays – Y5 PE day	pm	Y5	
		LFC Club for Y5&Y6 GIRLS to begin	3.15-4.15pm	Y5/6 GIRLS	
Tues	9 th	Tuesdays – Y6 PE day	pm	Y6	
Wed	10 th	<i>Y6 Parent/Carer & Teacher Meeting – Hall</i>	8.50am	Y6 Parents/Carers	
		<i>Y5 Class Mass</i>	10am	Y5	
		Wednesdays – Y1 & Y4 PE day	pm	Y1 & Y4	
Thurs	11 th	<i>Y2 Parent/Carer & Teacher Meeting – Hall</i>	8.50am	Y2 Parents/Carers	
		Thursdays – Y2 PE day		Y2	
Fri	12 th	<i>Y1 Parent/Carer & Teacher Meeting – Hall</i>	8.50am	Y1 Parents/Carers	
		Fridays – Y3 PE day		Y3	
Week beginning 15th September: SPORTS clubs with Miss Anderson begin (tbc)					
Mon	15 th	<i>Prayer & Liturgy focus – Resilience</i>	All week	All children	
		<i>Y3 Parent/Carer & Teacher Meeting – Hall</i>	8.50am	Y3 Parents/Carers	
		Healthy Families workshop	9.15-10.30am	KS2 families	



Attendance

Working together to improve school attendance:

Working together to improve school attendance

Statutory guidance for maintained schools, academies, independent schools and local authorities

August 2024

Summary table of responsibilities for school attendance

Statutory guidance for maintained schools, academies, independent schools, and local authorities

Published 19 August 2024

All pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Ensure their child attends every day the school is open except when a statutory reason applies.	Have a clear school attendance policy on the school website which all staff, pupils and parents understand.	Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures.	Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services.
Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).	Develop and maintain a whole school culture that promotes the benefits of good attendance.	Ensure school leaders fulfil expectations and statutory duties.	Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance.
Only request leave of absence in exceptional circumstances and do so in advance.	Accurately complete admission and attendance registers.	Use data to understand patterns of attendance, compare with other local schools, identify areas of progress and where greater focus is needed.	Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice.
Book any medical appointments around the school day where possible.	Have robust daily processes to follow up absence.	Ensure school staff receive training on attendance.	Offer opportunities for all schools in the area to share effective practice.
	Regularly monitor data to identify patterns and trends and understand which pupils and pupil cohorts to focus on.		
	Have a dedicated senior leader with overall responsibility for championing and improving attendance.		



360 Attendance view

[Download PDF](#)

St Brigid's RC Pri (3403344)

Comparator:



Attendance Headlines

Year To Date

26 Aug 24

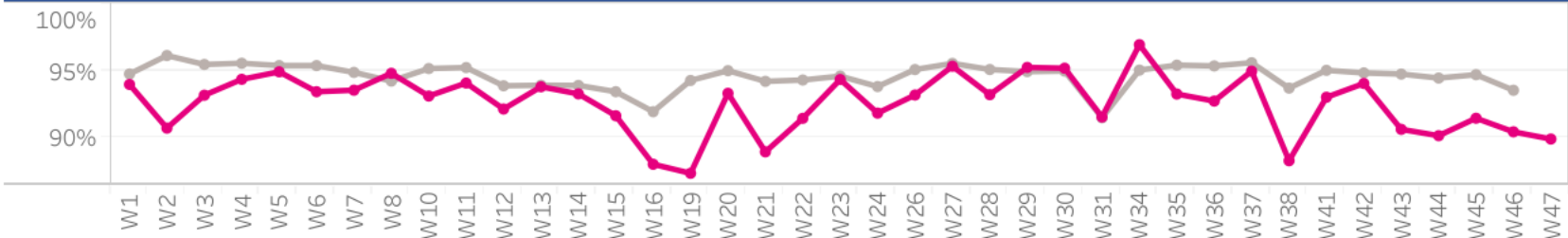
- 25 Jul 25

All	Female	Male	FSM6	Not FSM6	Persistent absence (YTD)
92.6% ●	92.2% ●	93.1% ●	91.3%	94.8%	28.1% ●

Weekly Attendance

■ School

■ FFT National



Attendance breakdown

Year To Date

26 Aug 24

- 25 Jul 25

Pupil Groups		Pupils		All	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
All	All	210	School	92.6%	90.3%	94.1%	94.2%	90.7%	93.2%	93.1%	92.7%
			FFT National	94.5%	93.4%	94.2%	94.7%	94.9%	95.0%	94.8%	94.6%
			Difference	-1.9% ●	-3.1% ●	-0.1%	-0.5%	-4.2% ●	-1.8% ●	-1.7% ●	-1.9% ●

St. Brigid's Catholic Primary School



Attendance

Excellent attendance (99%+)

Attendance percentage

2024-2025 (Y4)	99.5%
This time last year	87.6%
School	93.3%
National	94.8%
Local Authority	93.5%

Days missed

2024-2025 (Y4)	1.0
This time last year	23.5
School	12.6
National	9.6
Local Authority	11.1

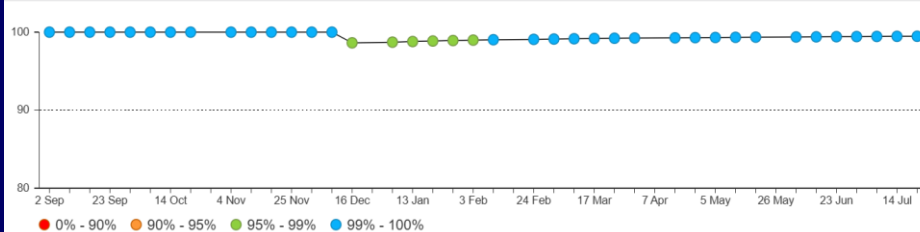
Absences

- 2 authorised absences
- 1 day missed
- 2 sessions late before register closed
- 1 period of absence due to illness
- 1 broken week

DfE penalty notice consideration threshold

- (10+ unauthorised absences in 10 rolling school weeks)
- Met the threshold for 13 weeks in 2023-2024

Cumulative Attendance %



Weekly Attendance Overview

☐ Show weekly attendance bars < 2024-2025 (Y4) >

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Mon	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Tue	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Wed	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Thu	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Fri	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present

Legend: Present (Green), Late before register closed (Orange), Authorised absence (Blue), Unauthorised absence (Red), 10-in-10 threshold met (Red flag), Closed / no data (Grey)

Persistently absent (10% or more sessions missed)

Attendance percentage

2024-2025 (Y6)	89.9%
This time last year	88.2%
School	93.3%
National	94.8%
Local Authority	93.5%

Days missed

2024-2025 (Y6)	19.0
This time last year	22.5
School	12.6
National	9.6
Local Authority	11.1

Absences

- 4 authorised absences
- 34 unauthorised absences
- 19 days missed
- 51 sessions late before register closed
- 1 period of absence due to illness
- 9 broken weeks

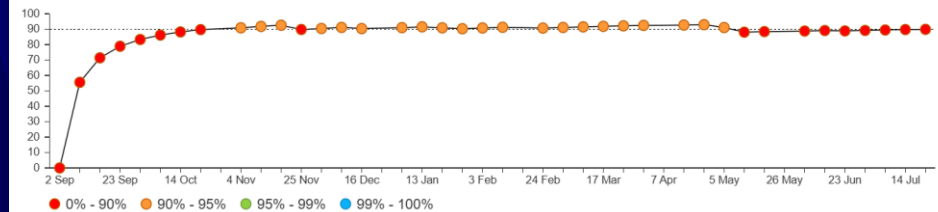
Absence patterns

- Absence before or after school holiday
- Repeatedly late or absent on the same day

DfE penalty notice consideration threshold

- (10+ unauthorised absences in 10 rolling school weeks)
- Met the threshold for 12 weeks in 2024-2025
 - Met the threshold for 11 weeks in 2023-2024

Cumulative Attendance %



Weekly Attendance Overview

☐ Show weekly attendance bars < 2024-2025 (Y6) >

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Mon	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Tue	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Wed	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Thu	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Fri	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present

Legend: Present (Green), Late before register closed (Orange), Authorised absence (Blue), Unauthorised absence (Red), 10-in-10 threshold met (Red flag), Closed / no data (Grey)



Attendance

NUMBER OF DAYS ABSENT FROM SCHOOL	CHILD'S ATTENDANCE AT THE END OF THE YEAR
<i>If your child has 1 day off school during the year...</i>	<i>...their attendance will be 99.5%</i>
<i>If your child has 2 days off school during the year...</i>	<i>...their attendance will be 99%</i>
<i>If your child has 5 days off school during the year...</i>	<i>...their attendance will be 97.4%</i>
<i>If your child has 10 days off school during the year...</i>	<i>...their attendance will be 95%</i>
<i>If your child has 15 days off during the year...</i>	<i>...their attendance will be 92.4%</i>
<i>If your child has 20 or more days off during the year</i>	<i>... their attendance will be below 90%</i>

Welcome to Year 1

Miss Taylor (class teacher)

Mrs Hunter (supporting teacher)

Miss O'Donovan (teaching assistant)

Miss McEvoy (apprentice teaching assistant)

Miss Gill (apprentice teaching assistant)

Keeping our children, staff and families happy and safe.

Entrance doors open at 8.35am for registration.

Water bottles to be brought in daily and taken home each night.

*Children to be collected at **3:10pm** from the main hall doors.*

Snack money:

£1 per week (Infants – R/Y1/Y2)

£1.50 for per week (Juniors – Y3-6)

Breakfast club and after school club money to be paid via ParentPay.

School Uniform

Full school uniform list and stockists on school website.

Plain black trainers/ shoes.

Earrings are not allowed. Please take them out as soon as possible.

All uniform needs to be clearly labelled.

Suitable coat required as the weather becomes colder.

P.E. Kit

Kit list and stockists on school website

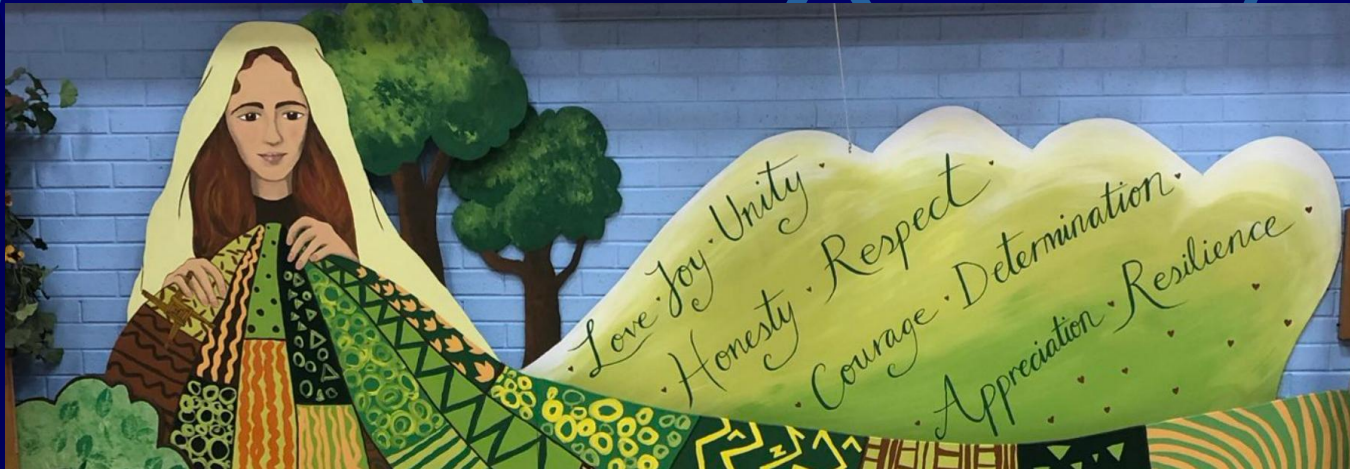
School/royal blue tracksuit bottoms can be worn in winter months.

Y1 PE day is WEDNESDAY

Year 1 Expectations

Children are expected to be the best that they can be!

St Brigid's Values:



<https://stbrigidsprimary.co.uk/curriculum/>

End of Year Expectations in Reading, Writing & Maths (KS1&2)

 Year 1

 Year 2

 Year 3

 Year 4

 Year 5

 Year 6

St. Brigid's
Catholic Primary School



Year 1 Expectations

St. Brigid's
Catholic Primary School



End of Year Expectations for Year 1

*This booklet provides information for parents and carers on the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the **minimum** requirements your child must meet in order to ensure continued progress.*

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued and will help them to reach their full potential.

St. Brigid's
Catholic Primary School



Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8:35 – 8:50	Morning activities/ tasks/ Register				
8:50 – 9:00	Whole School Collective Worship (8:50 – 9:10)	Wake and Shake Visual timetable Prayer	Wake and Shake Visual timetable Prayer	Wake and Shake Visual timetable Prayer	Wake and Shake Visual timetable Prayer
9:00 – 9:35	Phonics	Phonics	Phonics	Phonics	Phonics
9:35 – 10:30	Pathways to Write Continuous Provision Outdoor Provision	Pathways to Write Continuous Provision Outdoor Provision	Pathways to Write Continuous Provision Outdoor Provision	Pathways to Write Continuous Provision Outdoor Provision	Whole School Collective Worship and Celebration Handwriting / Guided Reading Outdoor Provision PP Targets Interventions
10:30 – 10:50	Break	Break	Break	Break	
11:00 – 12:00	Maths Continuous Provision Outdoor Provision	Maths Continuous Provision Outdoor Provision	Maths Continuous Provision Outdoor Provision	Maths Continuous Provision Outdoor Provision	
12:00 – 1:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:00 – 1:30	RE	Topic	PE	Topic	PSHE
1:30 – 2:45					Science
2:45 – 3:00		Collective Worship	Collective Worship	Collective Worship	
3:00 – 3:10	Picture News – Oracy/ British Values/ Protected Characteristics	Story	Story	Story	Story

Topic Overview p1

Autumn	Spring	Summer
<p><u>Lost and Found</u> – <u>Fiction</u></p> <p><u>There are no such things as monsters</u> – <u>Poetry</u></p> <p><u>Nibbles the Book Monster</u> – <u>Fiction</u></p>	<p><u>Lion Inside</u> - <u>Fiction</u></p> <p><u>At the Zoo</u> – <u>Poetry</u></p> <p><u>The curious case of the missing mammoth</u> – <u>Fiction</u></p>	<p><u>Toys in Space</u> – <u>Fiction</u></p> <p><u>Senses</u> – <u>Poetry</u></p> <p><u>Goldilocks and Just the one bear</u> – <u>Fiction</u></p>
<p>Number - Place Value (within 10)</p> <p>Number - Addition and Subtraction within 10/20</p> <p>Geometry – Shape</p> <p>Number – Place Value (within 20)</p>	<p><u>Number</u> – <u>Addition and Subtraction</u> (within 20)</p> <p><u>Number: Place Value</u> (within 50) (Multiples of 2, 5 and 10 included)</p> <p><u>Measurement</u> – <u>length</u> and <u>height</u></p> <p><u>Measurement</u> – <u>weight</u> and <u>volume</u></p>	<p><u>Number</u> – <u>Multiplication and division</u></p> <p><u>Number</u> – <u>Fractions</u></p> <p><u>Geometry</u> – <u>Position and Direction</u></p> <p><u>Number</u> – <u>Place Value</u> (within 100)</p> <p><u>Measurement</u> – <u>Money</u></p> <p><u>Measurement</u> – <u>Time</u></p>

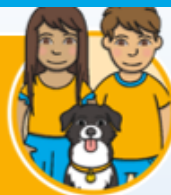


Topic Overview p2

Autumn	Spring	Summer
<p>Science</p> <p>Animals <u>inc.humans</u></p> <p>Seasonal changes (autumn and winter)</p>	<p>Science</p> <p>Plants</p> <p>Seasonal changes (winter and spring)</p>	<p>Science</p> <p>Everyday Materials</p> <p>Seasonal, changes (spring and summer)</p>
<p>PSHE/ RSE</p> <p>Health and wellbeing Understanding my emotions. Handwashing and personal hygiene.</p> <p>Safety and the Changing Body Adults in school. Adults outside of school. Making an emergency phone call.</p>	<p>PSHE/ RSE</p> <p>Families and Relationships What is Family? What are friendships? Friendship problems and resolving. Healthy Friendships. Gender Stereotypes.</p> <p>Journey in Love Social and Emotional - Recognising we are loved in our family. Physical – Recognising we are cared for and kept safe in our family. Spiritual - Celebrating ways that God loves and cares for us.</p>	<p>PSHE / RSE</p> <p>Citizenship Rules Similar, yet different.</p> <p>Economic Wellbeing Introduction to money. Saving and spending.</p>



Level 5



Level 5 is taught in Year 1.

By the end of Level 5,
children will have had the
opportunities to:

- give the phoneme, when shown any grapheme that has been taught;
- for any given phoneme, write the common graphemes;
- apply phonics knowledge and skills as the primary approach to reading and spelling unfamiliar words that are not completely decodable;
- read and spell phonically decodable two-syllable and three syllable words such as 'dolphin' and 'fantastic';
- read automatically all taught tricky and common exception words;
- accurately spell all the Level 2, 3 and 4 tricky words and most of the common exception words for reading;
- form each letter correctly;
- use alternative ways of pronouncing and representing the long vowel phonemes.



How You Can Help Your Child at Home

Work on listening skills, taking turns and encouraging your child to look at you when you are speaking.

Practise segmenting and blending words.

Look for familiar sounds and words in the world around you. Such as, when in the supermarket, can your child find words on your shopping list or recognise letters on food packaging?

When outside, can they recognise letters on street names or on car number plates?

When in the house, can they recognise letters or words in magazines or letters you receive?



How You Can Help Your Child at Home

Practise the new sounds and graphemes your child brings home using the Parent Information Sheets. Remember to use 'pure' sounds when pronouncing the sounds and model the correct letter formation as is taught in school.

Support your child to complete any homework they bring home.

Read to and with your child **every day**.

Finally, remember to ask your child's class teacher if you are unsure about any aspect of your child's phonics learning. A consistent approach is important.

This week, we have been learning to read and spell words containing **dge** and **ge** saying /j/.



Level 6

The /j/ Sound Family

dge

This spelling is used when the /j/ sound comes at the end of a word and after a short vowel sound. (Short vowels are spoken as a pure sound).

badge
bridge

ge

This spelling is used when the /j/ sound comes at the end of a word and after a long vowel sound, a vowel digraph or a consonant. (Long vowels are spoken like letter names.)

huge
barge
orange
challenge

g

This spelling is sometimes used when the /j/ sound is followed by e, i or y.

gem
gymnast
giant

j

This spelling is used when the /j/ sound is at the start or in the middle of words.

jump
jelly
injury



Made by teachers, perfect for parents

Free parent packs at [twinkl.co.uk/parents](https://www.twinkl.co.uk/parents)



Phonics Screening

Year 1 children will take part in a statutory phonics assessment during the month of June.



Phonics Screening

The Phonics Screening Assessment consists of two sections:

Section 1 is the easier part. In this section, children are asked to recognise simple word structures and **Grapheme Phoneme Correspondences (GPCs)** from the earlier phases of the phonics curriculum. In 2019, real words included in Section 1 were words like 'shop', 'peel' and 'yell'.

Section 2 is the trickier part of the test. Here, children need to recognise GPCs from the later stages of the phonics curriculum. They also encounter **graphemes** that correspond to more than one **phoneme** (e.g. the grapheme 'ea' represents different phonemes in the words bread and bead.)

There is no time limit for the Phonics Screening Check, but it usually takes less than 10 minutes.

Phonics Screening

Section 1

sut



yad



dop



uct



Section 1

shop

yell

peel

check

Phonics Screening

Section 2

brend



throst



stret



spraw



Section 2

label

vanish

blossom

thankful

Relationships and Health Education

*Relationships and Health Education (revised Sept 2020) is a **compulsory** part of the school curriculum, which comprises two distinct areas:*

- Relationships*
- Physical health and mental wellbeing*

Our curriculum is designed to be:

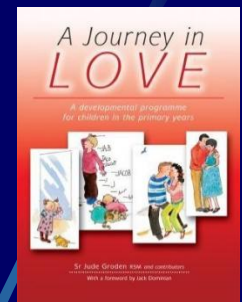
- Appropriate for your child's age and development stage.*
- Sensitive to the needs and religious backgrounds of the children in our school.*

The Relationships part of the curriculum will teach the children what they need to learn to build positive and safe relationships:

- *With family.*
- *With friends.*
- *Online.*

Our school will teach in a way that is appropriate to your child's age and will look at these questions:

- *What is a relationship?*
- *What is friendship?*
- *What is family?*
- *Who can your child look to for support?*



Year 1

Key Objectives:

- To recognise signs that I am loved in my family
- To recognise how I am cared for and kept safe in my family
- To know that each person's body is their own
- To celebrate ways that God loves and cares for us

Mental Health & Well-being

Zones of Regulation

The **ZONES** of Regulation®

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>

Key points:

- There is no 'bad' Zone.
- Everyone experiences all of the Zones at different times and in different circumstances.
- We can't change the way children feel BUT we can help them manage their feelings/states and behaviours. "It's OK to be angry but it is not OK to hit..."
- You can be in more than one Zone at a time (eg. sad and angry)
- If your child is in the Red Zone...
- Limit verbals – this is not a teachable moment.
- Discuss use of tools when child is regulated.
- Plan for if/when child is in Red Zone. "I wonder if this strategy would help...?"

Homework

Daily reading – please ensure that you make a note of when your child has read at home. It is really important that the children bring their reading books into school **every** day.

Spellings / Handwriting

Picture News to encourage communication at home.

Other apps to use:

Spelling Shed

Maths Shed

SeeSaw

Communication

See Saw

X (formerly Twitter)

@MissTaylorEYFS

@MrsHunter

@StBrigidsCPS

School Office

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St. Brigid's
Catholic Primary School



THANK YOU ☺

Any questions?

