



International  
School of  
Nicosia



I.S.N





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## **Introduction**

We would like to welcome you to Key Stage 1 Department.

Through a thematic approach, children, staff and parents, learn to celebrate diversity and individualism.

You and your child/ren are members of this department and we shall work in partnership, being sensitive to the needs of your child and his/her future.

The teachers are hardworking, enthusiastic and dedicated. They are always welcoming.

The purpose of this booklet is to inform you of our aims and policies as well as introduce our curriculum and approach to learning.

You will notice that the enriching curriculum and the wonderful pastoral care offered to each child, achieve the quality we aim to provide.

The expected learning outcome of K.S. 1 are:

- Þ The academic progress of each child
- Þ The needs of children and parents
- Þ The developmental needs of the children
- Þ Understanding why they are 'Learning to learn'
- Þ Becoming responsible, motivated young people

We trust that you will have a great year!

Remember, we are here for you, at any time!

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## **MISSION STATEMENT**

We believe that the purpose of our school, working in partnership with parents and the community, is to:

- Maintain a whole-school, student-centred approach, demonstrating the highest standards in the quality of teaching and learning, providing a broad curriculum that fulfils students individual needs.
- Set high but realistic targets for our pupils so that they always have something to aim for during their time at the school.
- Teach our children the skills to make informed judgments and decisions, giving them opportunities to develop a sense of personal responsibility, a caring attitude and respect for themselves, other people and their environment.
- Place emphasis on ‘learning how to learn’ and not on the memorizing of facts so that our motto ‘wisdom before knowledge’ is reinforced constantly.
- Provide our pupils with the transferable skills that are essential in the ever-changing world around us, so that they can adapt easily in any society and diversify if the need arises.



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## **The School Day**

Each morning the children are to be taken to the playground where there is adult supervision from 7:30. Children wait here until the bell rings and then they are led by their teachers, to the classroom. Children are not to be taken to the classroom by the parent before 7:50am.

The school day begins at 7:50am. All children need to be on time as the teacher begins the day then. It is very important to children themselves, that they start the day with their peers. Lining up, for example, is a great process of group socialization.

It is crucial that your child's clothes are labelled. This will save the teacher a great deal of time and naturally your young child is simultaneously encouraged to read their name as well as become responsible for her/his personal items.

As part of the school rules, children should wear their correct school uniform. Jewellery (except for a watch) is not permitted. Heavy or fancy hair clips, tattoos, nail varnish or any form of make-up are not permitted.

The children will need the following items, of personal school materials:

- Folders for English and Greek homework
- Pencil case with a selection of pencils, coloured pencils, rubbers, rulers etc is permitted
- A labelled snack bag. We encourage healthy eating and school and value your support in this by not giving your child chocolate biscuits, chocolate spread, crisps, fizzy drinks or sweets. A sandwich, fruit, crackers, water or juice should suffice. Sandwiches and other snacks can be ordered and bought from the school canteen.

## **Meeting with Teachers**

There are two Parent/Teacher Meetings during the academic year, one in the Autumn and one in the Spring. If at any time, you have concerns about your child, you should first contact the class teacher. If you feel that the matter needs further discussion, please make an appointment to see the Key Stage Coordinator.

Teachers are always willing to meet with parents, but are busy with the children in the morning and at the end of the school day. Please make an appointment at a mutually convenient time, so that the teacher can give you her/his full attention.

## Resources required in Key Stage 1

**The children will need the following items:**

- “ Pencil case
- “ Pencils
- “ Dry-wipe whiteboard pen (fine tip)
- “ Rubber
- “ Ruler
- “ Pencil sharpener
- “ Small scissor
- “ Pritt stick (glue)
- “ English Dictionary
- “ Thesaurus
- “ Coloured Pencils
- “ Felt tip pens
- “ 4 - 5 Clear folders/files

The children may require other folders/files. Each class teacher will inform the children once term has started.



## **Reading in the Reception and Year 1 classrooms**

Children find out the first things about reading and writing with you at home.

Before children come to school, they have learned a great many things about the world around themselves and most importantly, they have learned how to talk.

They see their parents or siblings read and write, start to recognise shapes, begin to draw and scribble and get to know the words that appear regularly, for example, on cereal boxes or television.

### **How children learn to read**

Children learn to read in much the same way as they learn to talk:

- “ By listening to stories.
- “ By making up a story as they turn the pages of a book.
- “ By seeing different kind of print in the world around them.
- “ By seeing adults involved in the process of reading in everyday life.

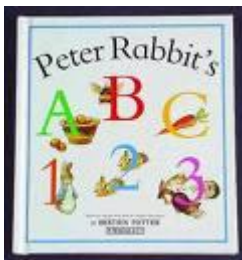
### **What your child will do at school**

We encourage children from a very young age to interact with books. They learn that books can offer many hours of pleasure as well as being a source of information to be used in later years.

From the Nursery, the children listen to stories and observe adults reading books, either to children individually, small groups or a whole class. While doing this, the children are encouraged to:

- > Look closely at the pictures and comment on what they see.
- > Discuss what they have heard, predict what they think might happen next in the story.
- > They will have access to the books themselves and be able to look at the pictures more closely, retelling stories they have heard in their own language.
- > Begin to distinguish between the pictures and the written words.

From the Reception classes onward, the children will focus in greater detail on the print in books. We believe that no two children learn to read in the same way and therefore we help them to learn to read accordingly. The children will learn to approach a text using semantic cues (print cues/phonics). To do this, they will use small individual reading books and large group reading books. The book may be shared, read by the teacher or read by the child. But most importantly, we want children to enjoy reading and provide a wide variety of text for them to choose from.



### **Home-School Reading Scheme**

Research has shown that children involved in a home/school reading scheme make a significant progress. We therefore feel that this should be available for all the children who attend our school. Therefore, from early on, the children will start bringing home a book from school. All we ask you to do is spend a short time reading with your child. 10-15 minutes is sufficient to begin with. Once you have read with your child, you could if you wish, say something about your child's reading on the reading card that accompanies







## How you can help at home

- Make the reading time fun (relax and be happy)
- Find a quiet place. Turn the television off
- Keep the reading sessions short, not more than fifteen minutes
- Choose the same time each day
- Sometimes your child may ask you to read, this is perfectly all right
- The pictures are important, they often give clues to what the words say. Take time and enjoy them together
- Praise your child as much as possible
- Sometimes your child may choose to 'tell the story' using the pictures and /or their previous experience of the story. This is a valuable activity and shows that they have a good understanding of the story
- Stop and talk about the story, at an appropriate place. Talk about what has happened and what might happen next
- Help by giving the word and phrase when it is needed. Remember, it is normal to forget words and make mistakes
- Allow your child to carry on if they make a mistake, but the word used does not change the meaning of the story e.g. reading 'horse' instead of 'pony'. If the mistake does not make sense, stop and ask your child to think about what they are reading

**Reading in Key Stage 1 should be fun!**

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## What can books do for a child?



Books can:

- .. Provide a greater understanding of the real world
- .. Develop a child's imagination
- .. Provide entertainment
- .. Be informative
- .. Bring comfort in difficult situations
- .. Help to give a greater understanding of new emotions
- .. Help in preparing a child for new experiences
- .. Encourage a receptive enthusiasm for learning
- .. Develop a child's visual understanding and ability to notice detail
- .. Help a child learn to listen

Early contact will teach them:

- .. Which way to hold the book
- .. To turn the pages from right to left
- .. To look at the left-hand page first and then the right
- .. That books contain interesting stories
- .. That the text has a meaning—it tells you something

They will also learn that book should not:

- .. Be thrown around
- .. Put in your mouth
- .. Get wet
- .. Be scribbled on
- .. Be torn

## **Some ideas to support your child's reading**

We all know how vital it is to read with your child as often as possible. Restricting books only to those which your child can read independently, or to those he/she takes home from school, narrows their appreciation in reading. Try to set a quiet period each night for reading and discussing the book(s) with your child.

Do not make it extra difficult for your child by always expecting them to read a text 'cold' (without prior discussion or without you reading a section). Give them a chance to flick through the books, to scan the pictures and text, and to talk to you about what they think may happen. This information is important for them to draw on when making sense of the story.

If children have difficulty in reading a text - read the book to them first and then let them read it back to you later on. Encourage them to point to the words using a finger and to consider whether their choice of words corresponds to the initial sounds of the printed text.

Help them to tackle new and unknown words by focusing attention on the initial letter (e.g. 'a'), or simple letter combinations of words (e.g. 'sh'). Be a 'word detective' yourself and continually point out to your child, the initial sound or word ending which they may be able to gain clues from; or which follow clear patterns (e.g. word ending patterns such as 'ed', 'ing'). Also encourage your child to look for little words in bigger ones (e.g. holiday) and to break words into syllables where possible independently.

Regularly revise the alphabet with your child, letter names and their sound. Play games such as 'I Spy', and make collections of words beginning with the same sound of words which your child may have repeated difficulty recognizing. For example, to reinforce single words in a child's sight vocabulary, you might play games to find out how many times that word appears on one page, two pages... in the whole book! Also use the children's own writing as a reading text. You might also focus on a particular word and write reinforcing stories e.g. 'The 'said' Story'; "'Hello" said the Cat'; "'Hello" said the Dog' ..., etc.

Remember do not restrict your child's reading to just the books taken home from school. This reading programme must be supplemented at home, for example with other stories, information books and the comics that children like to read. Also remember, that your child is surrounded by print which they can be encouraged to read; signs, labels, advertisements...etc.

Games played with your children are both valuable and enjoyable:



#### **A. Word Snap**

Print a selection of words which your child needs to reinforce in the sight vocabulary on cards, (at least 2 cards per word). The game is played in the usual way but when snap, is called the child must read the words correctly in order to win their opponents cards.

#### **B. Pelmanism**

This can be played with the same cards. All the cards are placed face down, in random order. Each child takes a turn to reveal two cards; if the cards match and the child can read them correctly, they can keep them. If they do not match or if they cannot read them, then they are placed face down again and the next player has a go; turning over two cards. As the game proceeds the children begin to remember where particular cards are and they will begin to remember new words (as you tell them when they cannot read the cards turned over). This game also provides many opportunities for reading and finding pairs. The player with the most cards, when all have been picked up, is the winner.

#### **C. Word Bingo**

Make a set of bingo cards with several words your child is learning on each. (Think about the words your child may be having repeated difficulty with in their reading books; and when doing this check the notes in their reading diary). No two cards should be the same Call out the words in random order

(e.g. by placing the words written on small card into a bag). If the word called out is on the child's card they cover it with a counter. The first player to cover all their words is the winner. To check, the child reads the winning words back to the caller.

#### **D. Silent Instructions**

Make up short instructions or messages using as many of the words your child is learning as possible, and write them on pieces of card or paper. Hold them up for your child to read and follow: i.e.

- \* Jump up and down!
- \* Do your homework and then we can go to McDonalds!



#### **E. Taped Stories and Accompanying Books**

Most children enjoys listening to taped stories and following the text in an accompanying book. These are valuable in that they build on your child's interests (e.g. their love of current trends; Disney movies, 'Turtles' etc.) and they help to extend their sight vocabulary.

#### **F. Taped Words and Colouring Activities**

Write several words on a piece of paper or card. Tape the words with instructions such as - colour the word 'said' in blue, colour the word 'was' in red etc. this is good assessment activity and highlights the words which your child may need more practise with and discussion on, before they can recognize them in texts independently.

#### **G. Retelling and sequencing stories**

Other valuable activities include encouraging your child to retell the story by writing it in their own words or by copying some of the text from the book. For example, they can make their own revised mini version or replicate of the book



to read again at a later date. This also involves valuable writing practise (and most children like to make their own books.

A very valuable activity involves getting your child to read and sequence (picture and text) cards that you have made of a favourite story or their reading book brought home from school. In this activity your child must remember the story and read and sequence the cards; which helps to extend their sight

vocabulary in an enjoyable and supported way.



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## **Support with reading in Year 2**

In year 2 it is very important for children to understand what is happening in the story and not just read the words in their book. We are very pleased with the progress of all the children in their reading and we thought that giving you a list of questions you can ask them during your reading sessions at home, will benefit their reading even more.

Ensure that your child is willing to read. It is important not to force them, if they are overly reluctant, as this may give them a negative attitude to reading. Remember that reading should be enjoyable.

Remind your child of the different ways they can work out words on which they are stuck:

**Phonetic:** Sounding out each phoneme, including breaking down words e.g. ‘supporting’ hide the word with your finger so that only the first three letters show (‘sup’). When your child has read this, show them the next syllable and help them to put the syllables together (‘support’). Then, show them the rest of the word so they can read it independently.

**Contextual:** Reading the rest of the sentences in order to find a word that gives the sentences sense.

**Pictorial:** Clues can sometimes be found in the pictures.

### **New book?**

Talk about the cover and appearance of the book:

- \* Why did you choose it?
- \* Who is the author? Have you read any other books by this author? How did you feel about them?
- \* What do you think the story will be about? Does the front or back cover give you any clues? (fiction)

## **During Reading**

- \* Use plenty of praise for your child's achievements. Do not criticise them if they get something wrong.
- \* Stop at appropriate places in the text to ask questions about the plot and characters. Ask your child to make predictions about what might happen next.
- \* If your child stumbles over a word or mispronounces one, allow them some time to self-correct. You can also let them finish the sentence and see if they can see their mistake through the meaning of the sentence (contextual meaning).
- \* Do not force your child to decipher every word that they struggle with. Flow is important too as it helps to maintain understanding. Focus on words that they come across regularly (High Frequency Words).
- \* If your child loses interest, then **stop**.



### **After Reading**

Discuss the text and your child's attitude towards it (Please don't ask more than three questions at one reading session):

On the book:

- \* Did you enjoy it? Why or why not?
- \* Did you have a favourite part or a part you didn't like?
- \* What type of book is this? (fiction/non-fiction)?
- \* Why was the book called...?
- \* Did you learn anything new from this book? (non-fiction)



### **On the characters:**

- \* Did you have a favourite character? Was there a character you didn't like?
- \* How do you think this character felt when.....?
- \* Are the characters happy/sad/upset/angry? Which specific words show you their emotions?
- \* How does the author introduce this character? What is the first thing what you know about them?
- \* Which character do you like best and why?

### **On the plot:**

- \* Can you tell me the main events in the story (so far)?
- \* Was the story happy / funny / sad / scary / exciting? Why?
- \* Did the story end how you thought it would?

### **On the setting:**

- \* Where does the story take place? How do you know where it set?
- \* When does the story take place?
- \* Which words does the author use to describe the setting?



## **Phonics list**

In the Reception class the children will be introduced to initial sounds which are pronounced as indicated below:

a as in apple

b as in bat

c as in cat

d as in dog

e as in egg

f as in fast

g as in green

h as in house

i as in in

j as in jump

k as in key

l as in lolly

m as in mummy

n as in nut

o as in orange

p as in pig

q as in queen

r as in run

s as in snake

t as in tin

u as in under

v as van

w as in window

x as in x-ray

y as in yellow

z as in zebra



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## **Writing** **Letter formation**

The letters below show how we will be teaching your child to form letters in the Reception class. Please continue to use this formation at home to assist your child and so as not to confuse them.

*a b c d e f g h*  
*i j k l m n o p*  
*q r s t u v w x*  
*y z*

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## **Helping with Mathematics at home**



As with reading, research has shown that parents play an important role in their children's education. Before coming to school young children learn a great deal from their parents, older siblings and other children and adults in the home environment. It is therefore important, that this support continues even after the child has started to attend full time school.



Playing games and helping children with their homework is one way in which this support can be continued.

At home and in the Nursery classes, young children learn to count, compare, sort, match and order their toys. They learn about shape, size and colour. Most of these skills and concepts are learnt quite naturally through play.

When they enter the Reception class, the children have already acquired a great many of the skills they will need, to begin to tackle the more formal mathematics they will encounter during their school years.

In order to support this work and to give children opportunities to practise and consolidate the skill which they have been learning, the children will be bringing home a certain amount of worksheets

Just as with supporting reading at home, your role in encouraging and helping your child is very important!



## Helping with homework

### **HOMEWORK GUIDELINES**

Our homework guidelines are based on the average amount of time it should take children to complete the tasks set.

Children's work should be of a high standard (not rushed and scribbled). There will need to be some supervision to ensure that tasks are completed and we would like parents to check that the homework has been done; a signature in your child's homework book is required.

Reading books will be sent home on a daily bases, although these may not be changed each day.

Throughout Key Stage 1 Mathematics or reading activities will be sent home at least three times a week.

The aim is for children to become independent learners but they may need additional support either to recall what is required or to have the task re-explained to them.

Remember all children develop at different speeds in different areas of the curriculum.



## Bilingual Support

We support children's development in English as an additional language using the following strategies:

- “ Welcoming new children by allocating a partner to look after them on the initial days at the school, placing the child with a friendly and helpful peer who will be communicative despite not sharing a common language
- “ The teachers try to gain as much knowledge as possible about the child's previous educational experiences
- “ The teachers find out about the home language and background of each child
- “ Partnered with children with the same language at times
- “ Partnered with other sensitive class members
- “ Direct teaching of language of immediate need (using a consistent form of words when asking questions and giving instructions)
- “ Working in the same small group
- “ Ensuring that the child has the opportunity to listen to English - listening corner, tape recorder, stories, computer, picture books etc.
- “ The child is guided and supported in collaborative/practical activities
- “ The child is offered independent and differentiated activities
- “ The child is offered opportunities to experiment with talk (drama, role play, class singing, rhymes, tongue twisters, imaginative play)
- “ Games - opportunities to follow instructions, inquiring, asking, taking turns
- “ Providing opportunities to develop literacy skills in tandem with oral skills and an emphasis on reading with meaning and writing with a purpose

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## **Rethinking Language in our hidden curriculum.**

1. Our classroom is organised to encourage and support talk.
  - \* The layout of the room encourages talk.
  - \* The displays about the room include references to children talking together.
  - \* The children take responsibility for finding, using and returning materials that they need.
2. The children use talk purposefully, while going about their tasks.
  - \* Adults listen to the talk of the children; they note what kinds of talk takes place, and in what situations. Also, how often they refer to the adults for permission, advice or approval.
  - \* Consideration is made for individual children when planning.
3. Teachers look specifically, for opportunities for talk in their planned activities.
4. Teachers record observations, they write down when children, in moments or occasions talk in pairs, small groups, or whole-class discussion, when they approach and speak to the adult, when they make verbal contact with other children. We encourage children to enhance their learning by talking about their work or presenting their work.
5. We recognise the importance of the children's use of talk.
  - \* At times we make a tape recording or video-film of children talking (with a child, or pair, or group)
  - \* Teachers share observations and use the agreed policies of the school to reflect the child's personal stage of development.
  - \* Children are always encouraged to talk in groups about what teachers do. They always have much to say, which is of interest and which is of course, based upon their experience of teachers, or parents.

## **HOME-SCHOOL AGREEMENT**

### **This is part of the School's Admission Policy**

#### **The Parents/Guardians**

I/We shall try to:

- \* See that my child attends School regularly, on time and properly equipped.
- \* Notify the School and provide a note of explanation if the child is absent.
- \* Provide the school with a Doctor's certificate if the child is recovering from contagious disease.
- \* Let the school know about any concerns or problems that might affect my child's work or behaviour.
- \* Discuss with School staff, as soon as possible, any problems that may occur; with another child, homework, or any other.
- \* Support the School's policies and guidelines for behaviour.
- \* Support my child in home activities and other opportunities for home learning.
- \* Attend Parents' Evenings and discussions about my child's progress.
- \* Get to know about my child's life at the School.
- \* Discuss the School rules with my child to ensure that they understand them.
- \* Submit, in writing, names of people who may escort my child from School premises, in case of emergencies or parent absences.

#### **The School will:**

- \* Contact parents/guardians if there is any problem with attendance.
- \* Let parents know about any concerns or problems that affect their child's work or behaviour.
- \* Provide information on their child's progress at regular meetings and in written reports.
- \* Keep parents/guardians informed of activities undertaken at school.
- \* Encourage children to do their best at all times.
- \* Encourage children to take care of their surroundings and other people around them.
- \* Liaise with parents/guardians about appropriate home activities.
- \* Report to parents/guardians at once if their child is taken ill at school.
- \* Strictly enforce a written permission from a parent/guardian concerning the accompanying of their child/ren from school premises.

## **The Child**

This section must be explained to the child by the parent/guardian, before Admission.

### **I will:**

- \* Obey the School rules throughout the School.
- \* Treat other people and my surroundings with respect.
- \* Wear my School Uniform with pride.
- \* Try to do my best in work tasks and listen well.
- \* Always try to do homework on time and with effort.
- \* Be helpful and friendly to all around me.

### **Together we will:**

- \* Tackle any special needs.
- \* Encourage the children to keep the School rules.
- \* Support the child's learning to help them achieve their best.



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