

# Welcome to Year 1 2025 - 2026



## Parents Information Meeting

# Who works in Year 1?

## 1ML

Mrs McGain - Monday, Tuesday, Wednesday

Miss Loye - Thursday, Friday

Mrs Taylor - Monday - Wednesday

Thursday/Friday am

## 1BC

Mrs Baker - Monday, Tuesday, Wednesday

Mrs Cuddy Thursday, Friday

Mrs Phelan - Monday to Friday



# Transition from EYFS to Y1

The main purpose of the profile assessment at the end of the EYFS is to support a successful transition to Key Stage 1 (KS1) by informing the professional dialogue between EYFS and year 1 teachers. This should inform year 1 teachers about each child's stage of development and learning needs and help them to plan the year 1 curriculum to meet the needs of all children. The EYFS profile is also used to inform parents about their child's development.

***EYFS Profile Handbook***

# Independence

In Year 1 we continue to encourage independence, as the children will only become really efficient in their learning if they are able to work and think for themselves.

Please encourage them to do as much for themselves as possible at home.

# Independence



**Getting Ready for Year One** 

<b>Bedtime</b>	I can brush my teeth.  ... WITH HELP	I can listen to a story. 	I can go to sleep early. 			
<b>Look after myself</b>	I remember to wash my hands after the toilet. 	I can try lots of different foods. 	I can use a knife and fork. 	I can wipe my nose. Put the tissue in the bin. 	I can get dressed by myself. 	I can remember what I need to take to school. 
<b>Listen &amp; talk</b>	I can follow a set of instructions. 	I can ask for help. 	I can say if I don't understand something. 	I can join in with rhymes and songs. 	I can talk about what I see. 	I can say how I am feeling. 
<b>Play and make friends</b>	I can choose and tidy away resources. 	I can play with other children. 	I can share with other children. 	I can take turns. 		
<b>Ready to learn</b>	I can walk to school. 	I can draw a picture and talk about it. 	I can talk about the book I am reading. 	I can write a sentence and read it back. 		

Getting Ready for Y1

For 'target' children and families

Document: 5A & B

**My Reward Chart** ★

I am getting ready to go to Year One.

I am learning to...	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

My Name: \_\_\_\_\_

# Independence

Practise taking jumpers and cardigans off and turning the sleeves the right way round to put the jumper back on.

Practise cutting something out and glueing it onto a sheet of paper in the middle!

Using a glue stick - many children roll the whole pritt stick up and then try putting the lid back on without winding it back down!

Folding and hanging up their own clothes.

Finding the 'next clean page' in a workbook - many children open their exercise books anywhere and just start working, even when the page has been marked.

Tying their own shoe laces / fastening coats

# EYFS Framework

Extra docs folder 1

Department for Education

## Early years foundation stage statutory framework

For group and school-based providers

Setting the standards for learning, development and care for children from birth to five

Dated: 11 October 2024  
Effective: 01 November 2024

Department for Education

## Early years foundation stage profile handbook

Published: 28 November 2024



Department for Education

## The national curriculum in England

Framework document

July 2013

Department for Education

## Development Matters

Non-statutory curriculum guidance for the early years foundation stage

First published September 2020  
Revised July 2021



**BIRTH TO 5 MATTERS** Guidance by the sector, for the sector

Birth to 5 Matters: Non-statutory guidance for the Early Years Foundation Stage



From the Early Years Coalition  
[www.birthto5matters.org.uk](http://www.birthto5matters.org.uk)

<https://www.birthto5matters.org.uk/>

**EY2P**  
Early Years 2 Primary

# National Curriculum



The children will now be following the National Curriculum. We will send home the Key Learning Objectives which show you what your child should be able to do independently by the end of Year 1 to be 'on track' to achieve the Age Related Expectations.

During Year 1 your child will gradually begin to work more independently and continue to gain confidence in their learning. We will encourage your child to be resilient and face challenges with positivity and determination.

## EYFS: CHARACTERISTICS OF EFFECTIVE TEACHING & LEARNING

Characteristics of Effective Learning ..... to be embedded through all areas of learning ... creating powerful learners and thinkers

### Playing & Exploring

- Realise that their actions have an effect on the world, so they want to keep repeating them.
- Reach for and accept objects. Make choices and explore different resources and materials.
- Plan and think ahead about how they will explore or play with objects.
- Guide their own thinking and actions by talking to themselves while playing. *For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the big horse next."*
- Make independent choices.
- Do things independently that they have been previously taught.
- Bring their own interests and fascinations into early years settings. This helps them to develop their learning.
- Respond to new experiences that you bring to their attention.

### Active Learning

- ~~Participate in routines, such as going to their cot or mat when they want to sleep.~~
- Begin to predict sequences because they know routines. *For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens.*
- Show goal-directed behaviour. *For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.*
- Use a range of strategies to reach a goal they have set themselves.
- Begin to correct their mistakes themselves. *For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.*
- Keep on trying when things are difficult.

### Thinking and Creating Critically

- Take part in simple pretend play. *For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup.*
- Sort materials. *For example, at tidy-up time, children know how to put different construction materials in separate baskets.*
- Review their progress as they try to achieve a goal. Check how well they are doing.
- Solve real problems: *for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries.*
- Use pretend play to think beyond the 'here and now' and to understand another perspective. *For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce."*
- Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.
- Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

## **Guided group / adult focused task:**

Where the practitioner has clear learning objectives for each group of children to achieve by the end of the session.

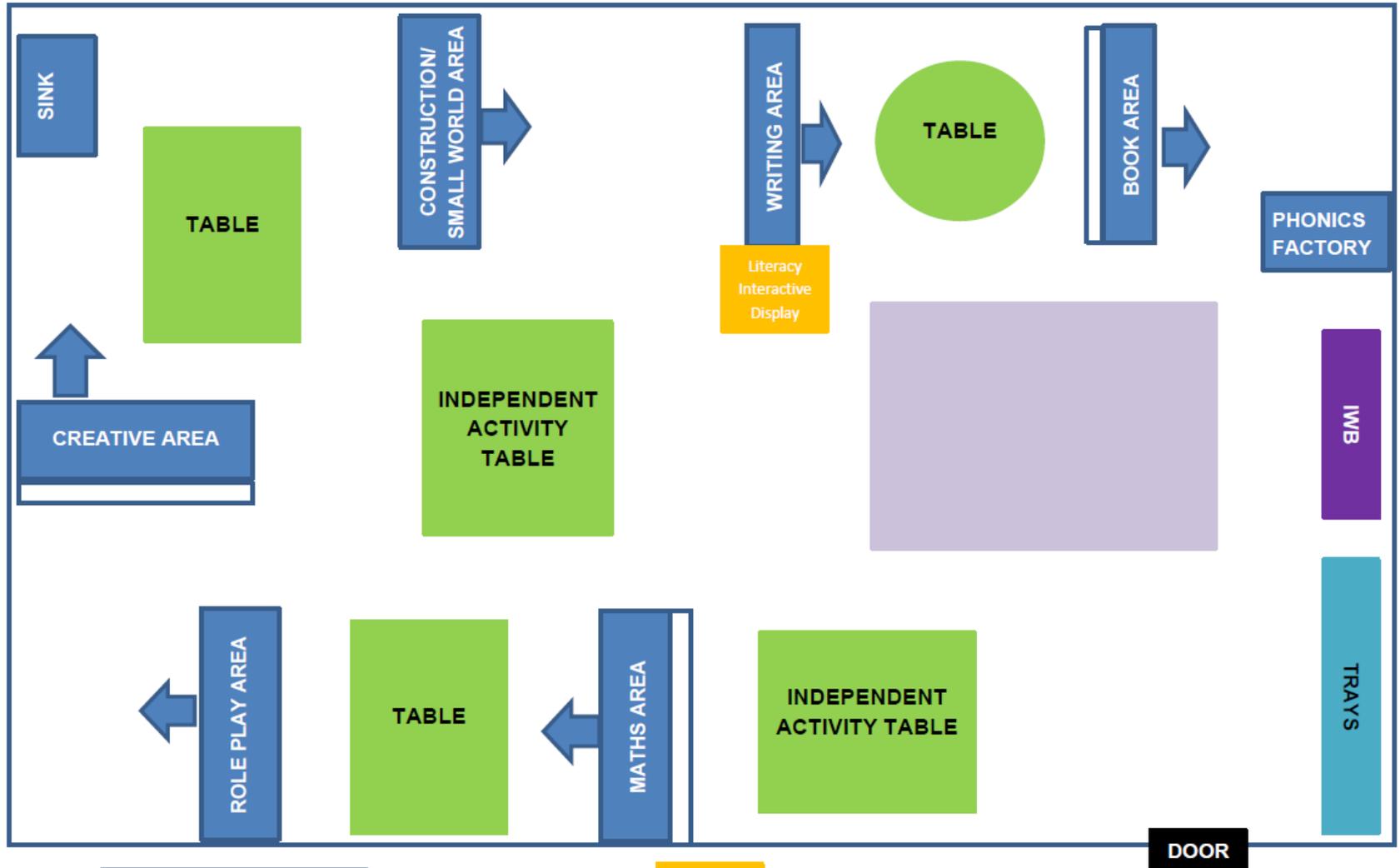
## **Adult-initiated (independent) task:**

Where the practitioner has clear learning intentions in mind, setting up appropriate activity and resources but which the children engage with independently. In order to succeed activities need to be:  clear for children to work independently  sufficiently motivating for sustained interest and involvement  sufficiently open-ended for children to be able to extend learning and sustain interest and motivation.

## **Child-initiated task:**

Weekly challenges that encourage children to make their own choices. Activities planned around high value learning objectives, facilitating opportunity for children to practice, consolidate and apply key skills.

# ROOM PLAN GUIDANCE



KEY:

OPEN SHELVING UNIT

WHITE BOARD

LOW LEVEL TABLE

# Five Domains of Self-Regulation

Dr Stuart Shanker

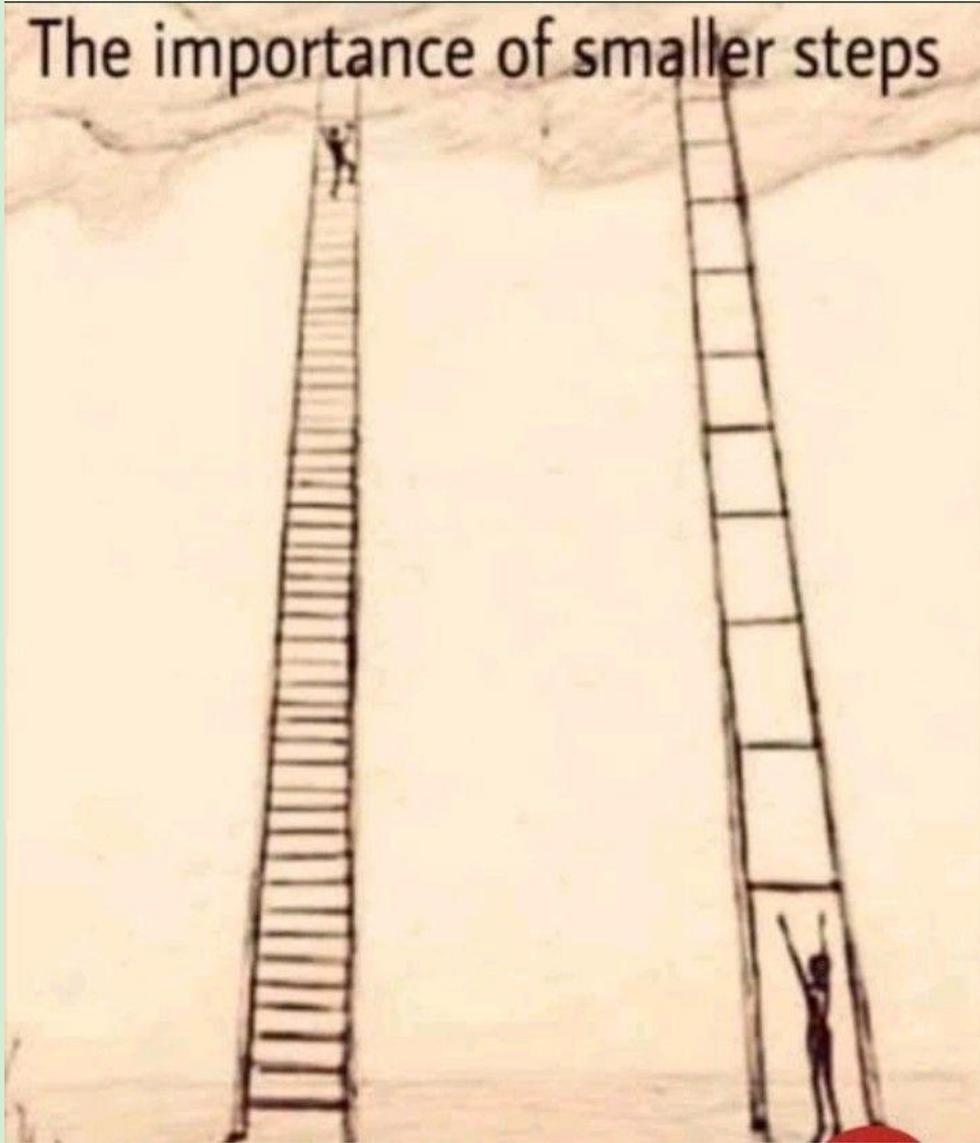
<b>Biological</b>	Excessive visual stimulation, noise, insufficient exercise, having to be too still, cluttered classroom
<b>Emotional</b>	Intense emotions – both positive (over-excitement) and negative (fear and anger), anxiety, change in routines
<b>Cognitive</b>	Difficulty in processing certain kinds of information (organising thoughts, time constraint, interruptions)
<b>Social</b>	Difficulty in understanding the effect of behaviour on others and in understanding social cues, bullying
<b>Prosocial</b>	Difficulty in coping with others' stress, feelings of injustice, being late, empathy/sympathy

<https://self-reg.ca/>



Dr Shanker's research encourages educators to recognise how these factors all interconnect and impact each other. His method talks about the 5 R's.  
Reframe / Recognise / Reduce / Reflect / Restore

The importance of smaller steps



**LIFE**  
— IS A —  
**JOURNEY**  
— NOT A —  
**RACE**

# Phonics



Daily phonics lessons follow the Little Wandle scheme of work. All children will review Phase 3 and 4 before starting Phase 5. There will be a period of transition for this cohort as they are familiar with TWINKL from reception.

We will work together towards the statutory phonics screening test which will take place in the summer term. More details will follow later in the year about this.

This test shows your child's ability to segment and blend real and 'nonsense' words using all the graphemes taught in Level 3,4 and 5.

# Handwriting

We follow the Little Wandle phonics and handwriting program.

Please encourage your child to **form their letters correctly** when you are working with them at home. This doesn't always have to be with pencil and paper. If your child still has a weak pencil grip, there are lots of practical things you can do at home to help -

<https://occupationaltherapy.com.au/improving-your-childs-pencil-grip/>

\*draw the letters using their finger in a tray of sand / rice / paint / shaving foam

\*go outside, draw the letters large with chalk on the ground and then use a stick to draw over them

\*use dance ribbons to draw the letter shapes large in the air

# Key Skills for Handwriting



## Gross motor skills

- Upper body strength
- Balance
- Upper arm movements
- Crossing the midline
- Bilateral coordination



## Fine motor skills

- Fine motor strength
- Thumb opposition
- Pincer grip
- Finger isolation
- Hand arches
- In-hand manipulation



## Letter formation and handwriting

- Language to talk about shapes and movement
- The main handwriting movements involved in four basic letter shapes
- Correct letter formation
- Writing on lines
- Word spacing

# Handwriting

<https://drive.google.com/drive/folders/1eC0DgLJ8JM9DzfwGH-hvDa16YImFT23p>

# Guided Reading

Your child will have 3 focussed reading sessions in school each week, however reading is a fundamental part of all our lessons.

Guided Reading is when your child will be heard as part of a small reading group with teacher direction. All the children will read out loud at their own pace (choral reading) as the teacher listens in to assess each child.

Occasionally, children may read a page each around the group or read in partners. Towards the end of year 1, some will be able to read in their head and be asked questions to check their understanding.

# Guided Reading

- The **first session** will be to decode by segmenting and blending. Reading for the first time will usually sound quite robotic.

*This will be done across Monday and Tuesday.*

- The **second session** will be prosody. We aim for more whole word reading and intonation to convey meaning. Is it a question, a statement or an exclamation ?

It's raining. It's raining! Is it raining? It's raining?

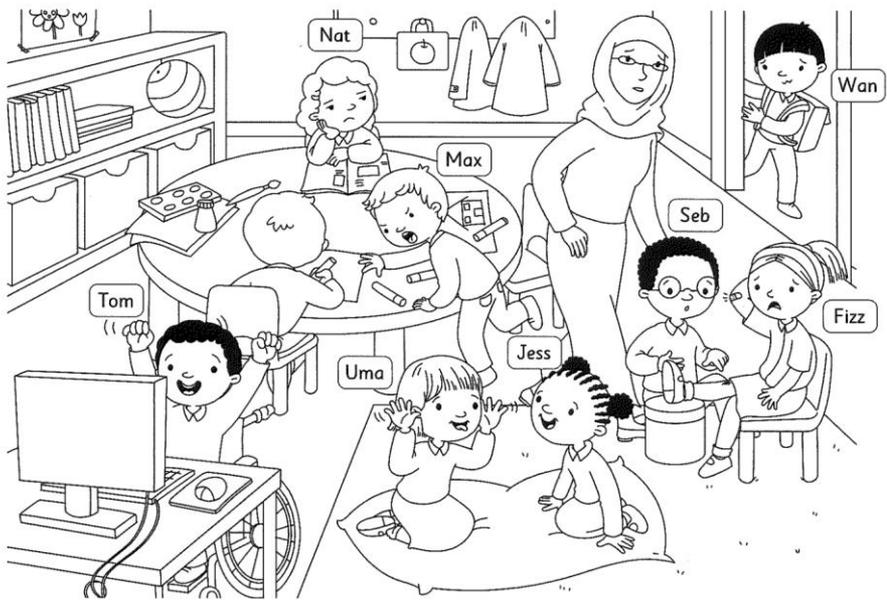
*This will be done across Tuesday and Wednesday.*

- The **third session** is for comprehension. We can read it but what does it mean?

*This will be done across Thursday and Friday.*

# Guided Reading

We also use a comprehension scheme called **Complete Comprehension**. Initially, the text is read by the teacher as the children practise how to scan and follow the words. They will use a coloured bookmark / lolly stick to practise tracking. The teacher will model use of phonics for decoding as well as intonation and expression to support comprehension. There is a vocabulary focus for each session where the children have to identify the words in the text and discuss what they mean in context. The longer texts also encourage the children to read at greater length to develop stamina, which they will need by the end of year 1 going into year 2.



**Inference**

Name: \_\_\_\_\_

1 How is Max feeling? Tick **one**.

- happy
- excited
- worried
- angry

2 Who is feeling upset? Tick **one**.

- Tom
- Uma
- Fizz
- Jess

3 Which word best describes how Jess is feeling? Tick **one**.

- annoyed
- sad
- happy
- concerned

4 Why is Seb worried?

\_\_\_\_\_

\_\_\_\_\_

**Activity** Name: \_\_\_\_\_

How is each child feeling? Write a word from the word bank under each picture. One has been done for you.



happy



**Word bank**  
 happy angry worried upset bored excited

## **The Three Little Pigs (Revolting Rhymes), by Roald Dahl**

This text is from a poem based on the story of the Three Little Pigs. The poem was written by Roald Dahl and is a different version of the traditional story. The poem also includes the character Little Red Riding Hood. Now that they are in the same story, do you think that the Three Little Pigs and Little Red Riding Hood will be on the same side? The text begins when the Wolf arrives at the brick house and tries to blow it down.

So creeping quietly as a mouse,  
The Wolf approached another house,  
A house which also had inside  
A little piggy trying to hide.

“You’ll not get me!” the Piggy cried.  
“I’ll blow you down!” the Wolf replied.  
“You’ll need,” Pig said, “a lot of puff,  
And I don’t think you’ve got enough.”  
Wolf huffed and puffed and blew and blew.  
The house stayed up as good as new.

“If I can’t blow it down,” Wolf said,  
“I’ll have to blow it up instead.  
I’ll come back in the dead of night  
And blow it up with dynamite!”  
Pig cried, “You brute! I might have known!”  
Then, picking up the telephone,  
He dialled as quickly as he could  
The number of Red Riding Hood.

1 Why does Little Red Riding Hood say "Who's speaking? Who?" when she answers the phone? Tick **one**.

She isn't sure who is on the phone at first.

She is eating ice cream.

The Wolf is at her door.

1 mark

2 True or false? The Pig's house is not very strong. Circle **one**.

True

False

1 mark

3 Why does the Wolf say he will come back to blow up the house? Tick **one**.

He likes visiting the Pig.

He needs to get the dynamite first.

He wants to go home for his tea first.

1 mark

4 Why does the Wolf creep as *quietly as a mouse* towards the Pig's house?

\_\_\_\_\_

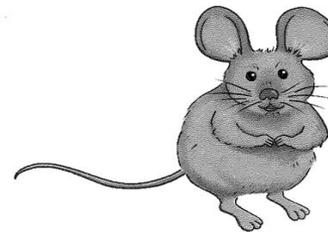
\_\_\_\_\_

1 mark

How many rhyming words can you find in the poem? Write them in pairs. One has been done for you.

\_\_\_\_\_ mouse \_\_\_\_\_ rhymes with \_\_\_\_\_ house \_\_\_\_\_

\_\_\_\_\_ rhymes with \_\_\_\_\_



# HOME READING

Your child will bring home **2 reading books on a Monday**. We would ask you to share these books with your child during the week and record the dates / titles and any comments in their diary. Diaries will be checked and stamped on **Fridays** when books will be collected in and swapped for the following week.

One of these books will be the same book that we are using with children during phonics and reading sessions in school every day. The other book is their home reader and will not always be heard in school. As we get back into our routine, they will also get a weekly library book.



# HOME READING



All our books are in sets of 6 and we swap these between the reading groups. If your child has not had chance to do their reading on a particular night for whatever reason, you **MUST** still return it to school the next day. If they don't, then that set is incomplete and can not be given to another group. This very quickly slows the whole process down.

Your child **MUST** bring their reading folder, reading book and diary in to school **EVERY DAY** please. **Sometimes, the book you are reading at home might also be a school reader for a different group.**

<https://www.littlewandle.org.uk/resources/for-parents/#tabnameTabBooksCaminalJama>

# Reading Progress

Reading is a complex learning journey that develops very differently for every child. Some children

- \*have great pace and fluency, but don't use expression.

- \*find decoding words tricky, but if read to, have a great understanding.

- \*can read the words but don't understand the story / information / meaning

- \*are able to discuss their understanding of the text, whilst others can't.

# Reading Progress

Therefore, during the year, we may make tweaks and changes to groups, but this is no cause for alarm.

We understand that some parents become concerned if their child comes home and mentions they have read in a different group, but we do this to ensure your child feels confident reading within their group. If they are a little slower in pace and the other children are reading faster, it knocks confidence. If we have concerns, we will speak to you.

# Reading at home.

At the end of a busy day if your child is reluctant to read -

\*read a page each

\*read to a favourite toy / teddy / brother/ sister



\*you read to your child, but make mistakes so your child can track as you read and correct you (hopefully !)

\*use different voices

\*write words from the book on sticky notes and search for them in the book.

\*copy text from a page onto a strip of paper and see if your child can find the page

\*cover up words on some pages and see if your child can guess the words in the context of the story.

\*use phonic lolly sticks and search for sounds

# Singapore Maths

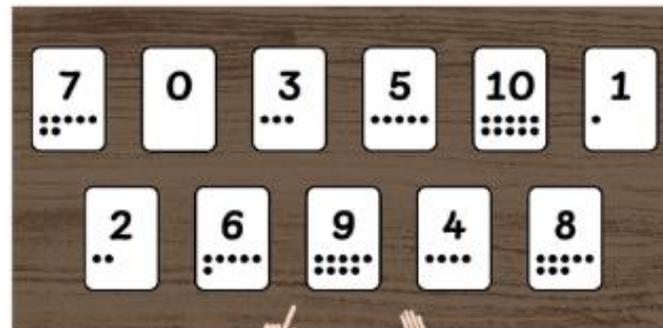
Singapore Maths mastery approach allows the children to work with **manipulatives**. The children have been introduced to maths no problem in reception so they will be prepared to continue their learning in year 1. They will be familiar with the lesson structure and the terminology.

They will continue to investigate different mathematical methods and gradually deepen their understanding allowing them to make connections. Children are encouraged to discuss their ideas and verbalise **HOW** they have worked something out or show **WHAT** they have done.

Daily sessions follow a pattern where a problem is set. This is called the EXPLORE

## Explore

Can you help Emma by placing the cards in order from 0 to 10?



Children then work collaboratively to share and exchange ideas, trialling and testing them in practical sessions using manipulatives.

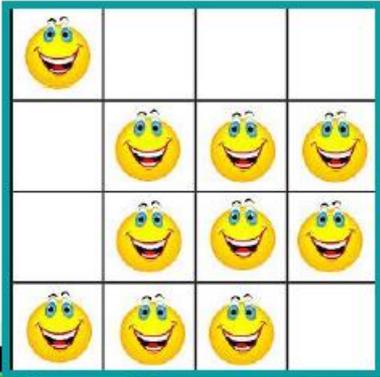
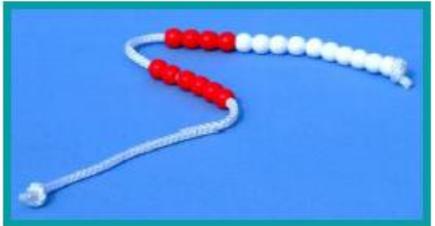
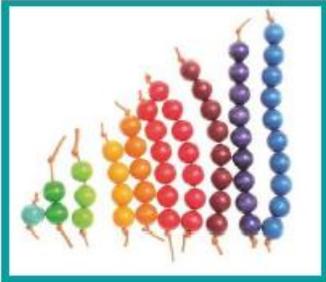
They then record their learning and thinking in journals. As they progress they will prove their thinking in many different ways recording these as Methods.

# Practical Number

Learning through doing .....



... including  
Shared Input



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Mastery and Guided Practice are teacher led

showing the children how they may have

solved the problem.

**Master**

1

0	. 1	.. 2	... 3	.... 4	..... 5
6....	7....	8....	9....	10....	

0, 1, 2, 3, 4, 5,  
6, 7, 8, 9, 10



**Guided Practice**

Help the children by counting.

1



Workbooks are used for follow up activities.

The children will be guided through their

workbooks at the start of Year 1, but by the

end of Year 1 they should be

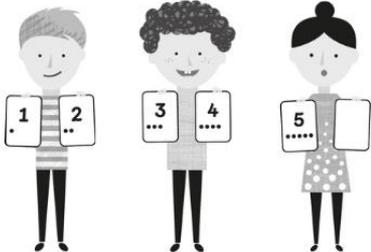
workbooks independently.

**Worksheet 1**

Counting to 10

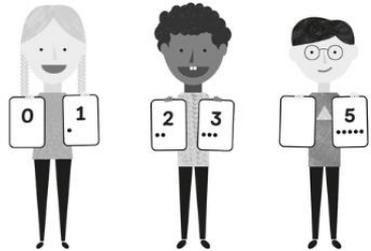
Count and write the missing numbers.

1 (a)



Three cartoon children are standing in a row. The child on the left is holding two cards: the first has the number '1' and the second has '2'. The child in the middle is holding two cards: the first has '3' and the second has '4'. The child on the right is holding two cards: the first has '5' and the second has '.....'.

(b)



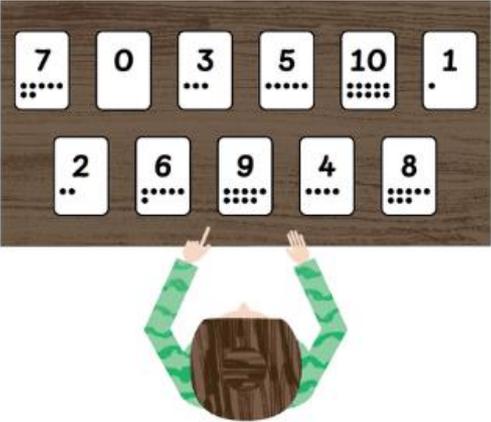
Three cartoon children are standing in a row. The child on the left is holding two cards: the first has '0' and the second has '1'. The child in the middle is holding two cards: the first has '2' and the second has '3'. The child on the right is holding two cards: the first is blank and the second has '5'.

# What can we see?

# What do we know?

**Explore**

Can you help Emma by placing the cards in order from 0 to 10?



The image shows a wooden board with ten numbered cards arranged in two rows. The top row contains cards for 7, 0, 3, 5, 10, and 1. The bottom row contains cards for 2, 6, 9, 4, and 8. Each card has a large number and a corresponding number of dots below it. A child named Emma, wearing a green and white striped shirt, is reaching up with both hands towards the cards.

## What are today's important numbers?

What do we need to find out?

What is our important question?

*Is it possible that .....*

[https://docs.google.com/presentation/d/1KA4n\\_wY4R4TvDQLYPuczulh4ALZjvKwN/edit?slide=id.p7#slide=id.p7](https://docs.google.com/presentation/d/1KA4n_wY4R4TvDQLYPuczulh4ALZjvKwN/edit?slide=id.p7#slide=id.p7)

# ASSESSMENT NFER

## SPRING TERM

The children will access

Maths Paper 1 and 2

Reading Paper 1 and 2

This will be **teacher led** and we will use the experience to begin to show the children what to do.



# ASSESSMENT NFER



## SUMMER TERM

The children will do

Maths Paper 1 and 2

Reading Paper 1 and 2

The children will work more independently, sometimes in smaller groups to complete the tests.

Test results will be recorded and used as a baseline for children who are working at ARE or working towards ARE. Teacher Assessment is also recorded as it shows a much more accurate picture of the child's consistent capability.

# Maths Homework

We will send home a homework book. Each Friday a maths based activity will be sent home on a sheet which we would kindly ask you to stick into your child's homework book.

Use a pencil only to complete any written work.

Always encourage best handwriting and take care with presentation.

Homework should take a maximum of 15 minutes.

Parents must supervise **and sign** homework.

Homework will consolidate learning already covered in class.

# Homework

**Every night** - Reading - 10 / 15 minutes

**Monday** - Spellings - focus on oracy and being able to think and speak a sentence

**Friday** - maths worksheet to stick in book and return by Thursday for marking and swapping

Library - home on a Friday and return the following week to be swapped.

# Snack



The children are invited to have milk and fruit every day. If your child is not on the milk list and you would like them to have it, please contact the office.

The children are able to have their water bottles at regular intervals throughout the day. Please make sure their name is clearly on their bottle. We would ask that bottles have a mouthpiece / straw, rather than ones where they remove the top to drink.

No Airups, Owalas, Stanley.

# P.E. Day



To check

Tuesday and Wednesday Autumn 1

The children come into school in their P.E.

kits and remain in them all day - velcro

trainers if possible please!



# House Points



**St. George**  
**23<sup>rd</sup> April**

**St. Andrew**  
**30<sup>th</sup> November**

**St. Patrick**  
**17<sup>th</sup> March**

**St. David**  
**1<sup>st</sup> March**

Your child will continue to be in the same house team from Reception and have the chance to gain house points. These are added up across school each week and the winners are announced. On the celebratory day of their team they can come to school wearing an item of clothing in the team colour.

# Punctuality



Doors open at 8:35am

8:50am: Registration/start of school day

3:15pm: Reception, Y1 & Y2 finish

When the main school doors close at **8.50**, children who enter school via the school office are recorded as late.

Punctuality is recorded and tracked by our Safeguarding

Team. Please support your child in ensuring that they have

the best start to the school day by being on time and

# Attendance

Our school target is 100% attendance. The Government national standard for attendance remains at 97% and above. Absences through illness are authorised.

As part of our ongoing safeguarding monitoring, school makes contact with parents every day if there is no explanation as to why a child is not in school by 9.15am on the first day of absence.

Holidays are **not authorised** during term times and will be recorded as unauthorised absences.

Parents are asked to please report absence to the school office via email, Parent App or a phone call.



# Attendance Monitoring

97% and above : Attendance Award

94-96%: School Monitoring

91-93% : At Risk of Persistent Absence

Letter to notify parents of risk of falling into Persistent Absenteeism. Support will be offered.

90% and below: Persistent Absenteeism

Communication to notify parents of Persistent Absenteeism and invitation to meet with school to plan shared strategy to improve attendance.

# General Housekeeping

Please

- make sure your child's name is on all cardigans, coats, jumpers and water bottles.
- use black sharpie pen to write your child's initials on the velcro tab of your child's book bag. This saves us a lot of time opening and closing velcro tabs!
- only 1 keyring per reading folder
- no toys, sweets, money, games, pencil cases etc are needed in school.

<https://ourladysbishopeton.com/wp-content/uploads/2025/09/2025-Welcome-letter.pdf>

# End of school



Year 1 will come out at **3.15** to the **main entrance** where they will line up in front of the building for dismissal. When the teacher is stood with your child, please **step forward** and give us a wave whilst we get to know you.

# End of school

Please do not encourage your child to run over to you, until the teacher has dismissed them.

If your child is going home with anyone different,

you must inform the office who in turn will inform

us. We can not let your child go if we haven't been

told about arrangements.



# Partnership

## We're all in this together!

If you or your child have any worries or concerns please don't hesitate to contact us -via ClassDojo / email the office / speak to us before or after school -  
we are here to help!

We look forward to working alongside you in the next stage of your child's learning journey.

<https://www.youtube.com/watch?v=7PXV3dwaeNU>



# Partnership

## We're all in this together!

