Welcome to Year 1
2026 - 2027



Parents Information Meeting

A message from Mrs Davidson

We are looking forward to a year filled with learning and exciting opportunities.

I've asked teachers to share a few reminders…

Who works in Year 1?

1MH

Mrs McGain - Monday, Tuesday, Wednesday

Mrs Hearity - Thursday, Friday

Mrs Phelan - Monday to Friday

1W

Miss Williams – Monday to Friday

Mrs Taylor – Monday to Thursday and Friday am

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

EY2P Early Years 2 Primary

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.

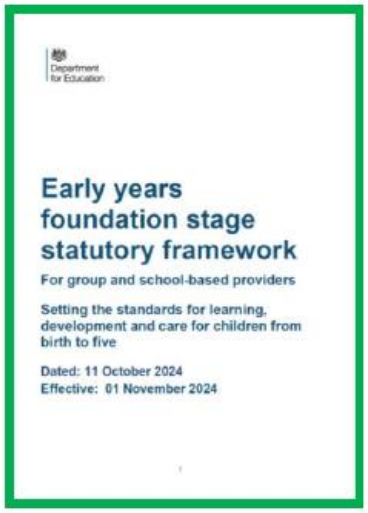
Please encourage them to do as much for themselves as possible at home.

Independence

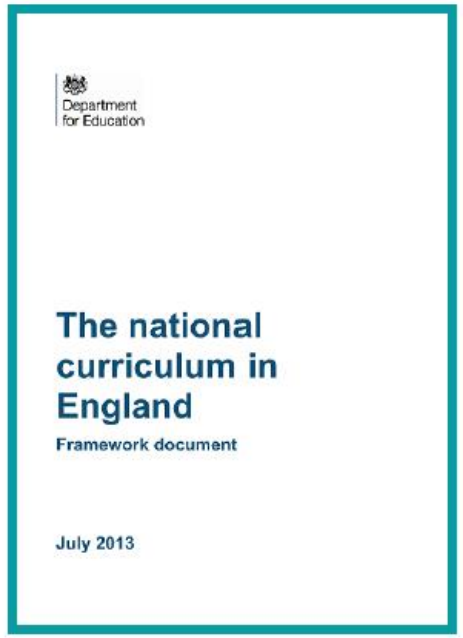
- Practise taking jumpers and cardigans off and turning the sleeves the right way round to put the jumper back on.
- Practise cutting something out and gluing it onto a sheet of paper in the middle.
- Using a glue stick - many children roll the whole glue stick up and then try putting the lid back on 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 and fastening coats.

EYFS Framework

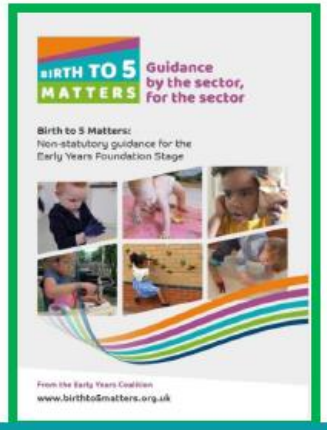
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https://www.birthto5matters.org.uk/

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:

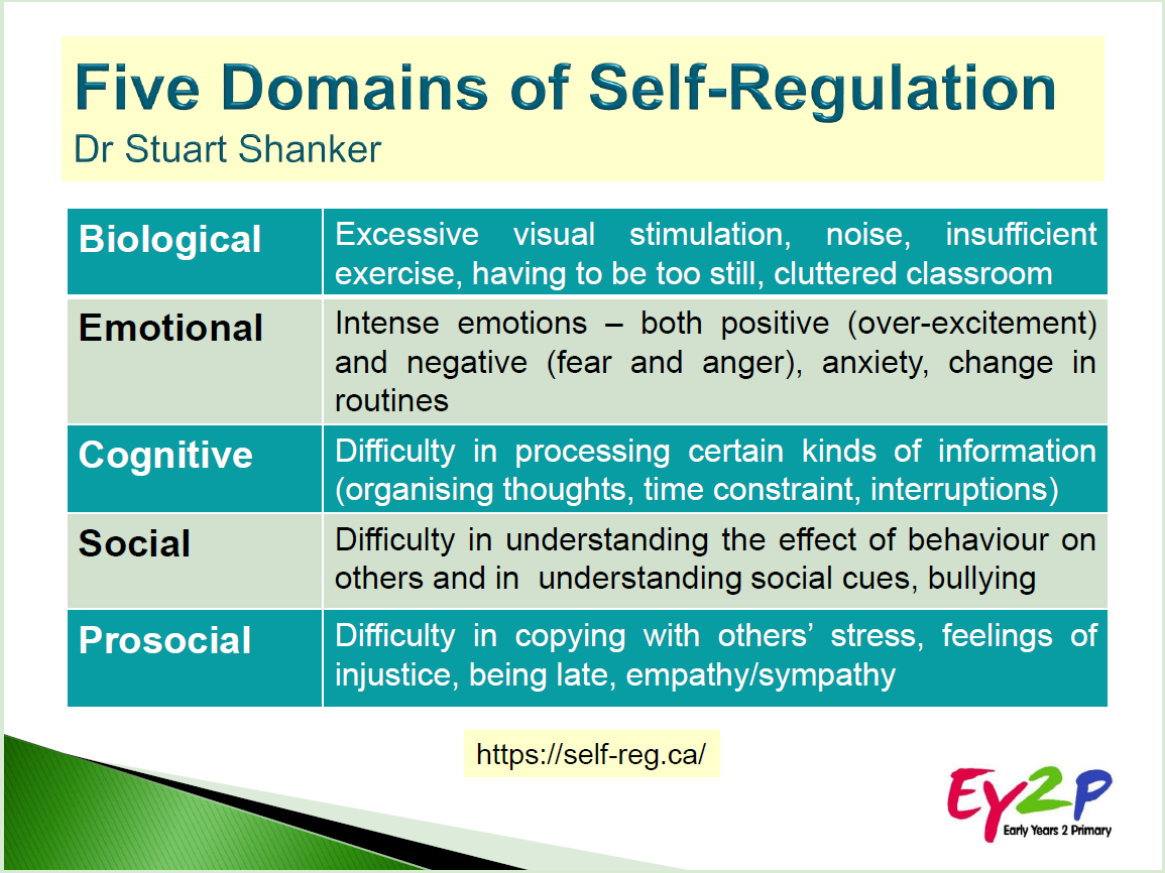
Where the practitioner has clear learning objectives for each group of children to achieve by the end of the session.

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.

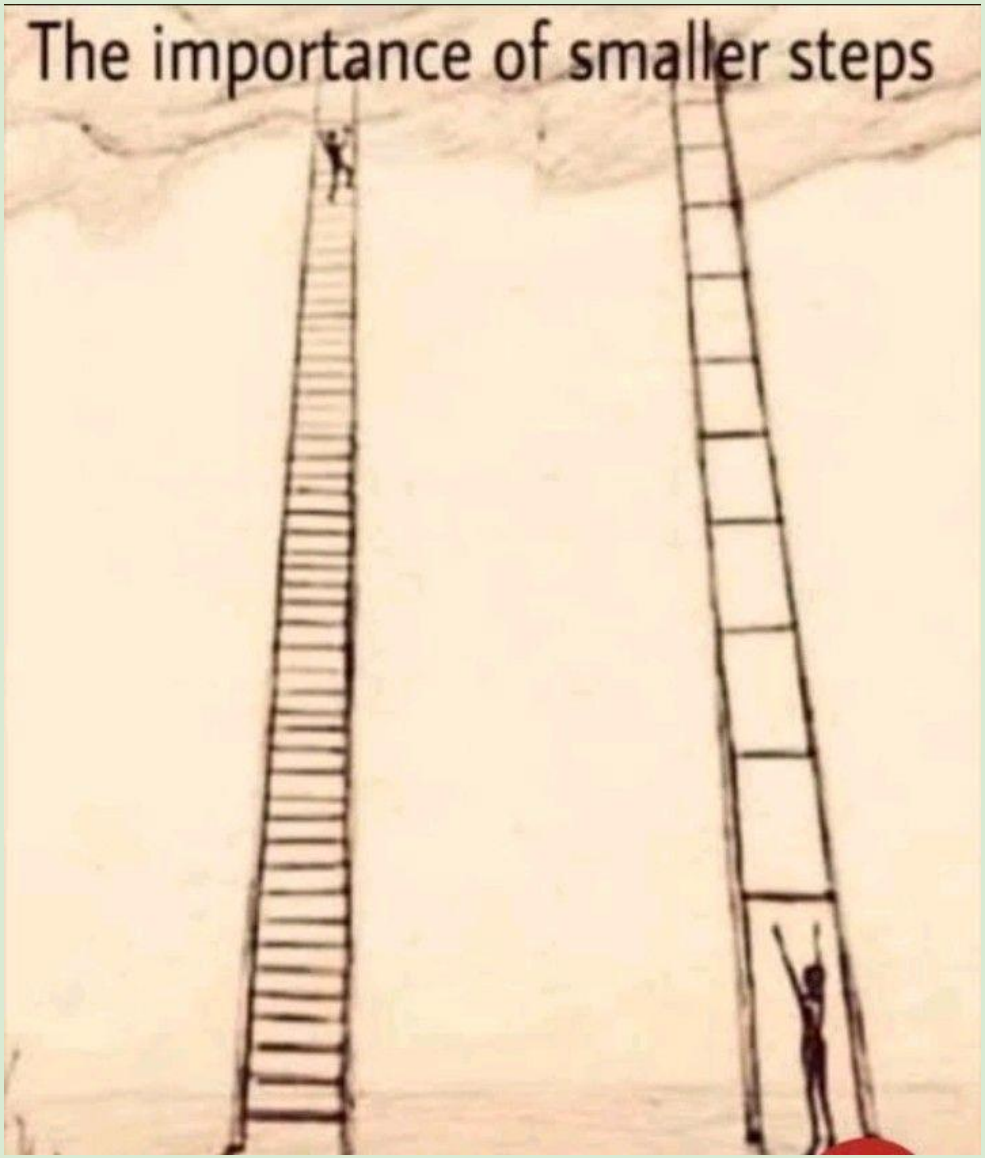
Child-initiated task:

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.



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



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.

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 Phase 2,3,4 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

Document: 3

Ey2P Early Years 2 Primary

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.

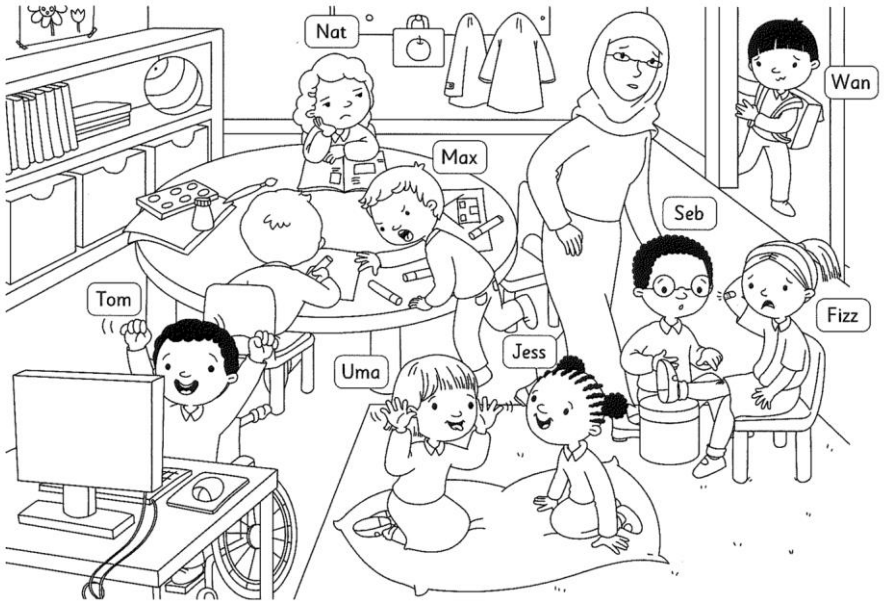
- The **second session** will be prosody. We aim for more whole word reading and intonation to convey meaning. Is it a question, a statement or an exclamation?

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

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

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.



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

Unit 1

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?

_____

_____

Starting School

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 _____

_____ rhymes with _____

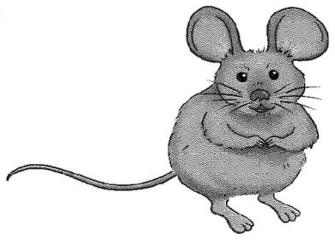
_____ rhymes with _____

_____ rhymes with _____

_____ rhymes with _____

_____ rhymes with _____

_____ rhymes with _____





HOME READING

Your child will bring home **1 reading book on a Monday** following the same approach as Reception. We would ask you to share this book 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.

The children will also have a school reading book each week that we will use during the three reading sessions.





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.

https://www.littlewandle.org.uk/resources/for-parents/#tabnametabBooksComingHome

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 -

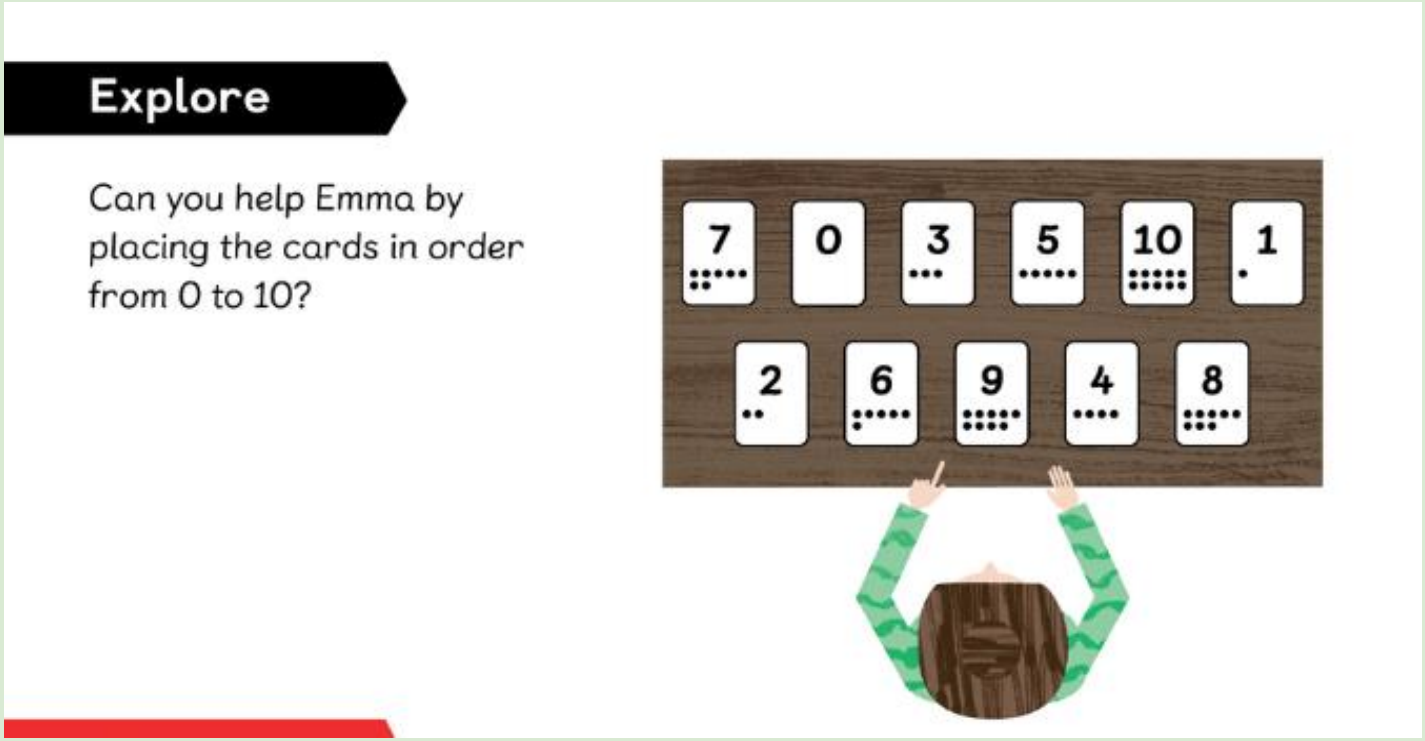


- read a page each
- read to a favourite toy / teddy / brother/ sister
- you read to your child, but make mistakes so your child can track as you read and correct you (hopefully!)
- use different voices
- write words from the book on sticky notes and search for them in the book.
- copy text from a page 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 phonics 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



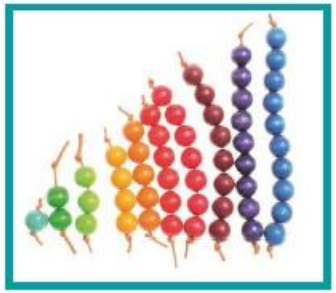
Children then work collaboratively to share and exchange ideas, trialling and testing them in practical sessions using manipulatives. They then record their learning and thinking in journals. As they progress they will prove their thinking in many different ways recording these as Methods.

Practical Number

Learning through doing …..



… including Shared Input





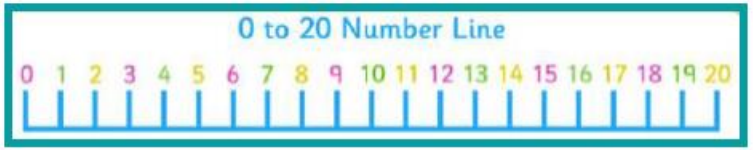






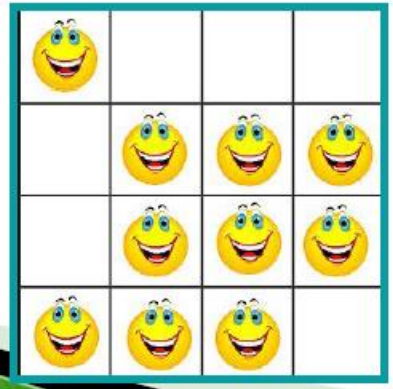








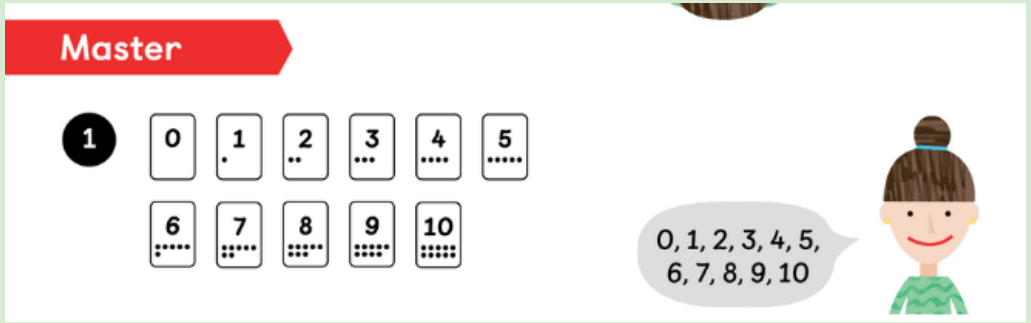








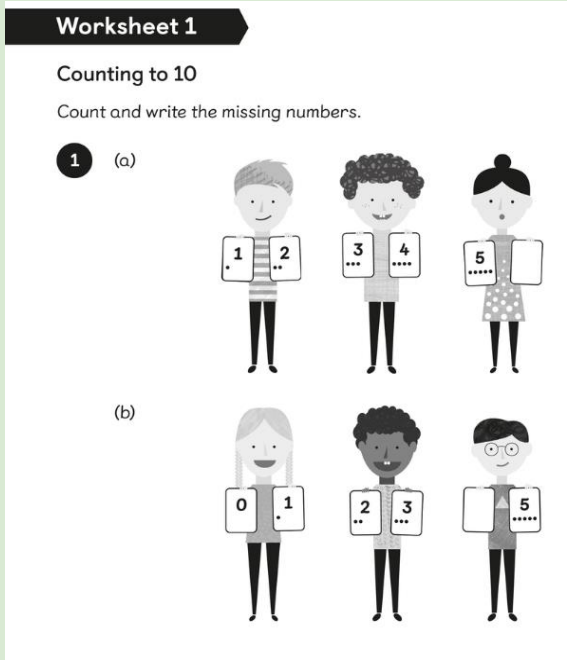
Mastery and Guided Practice are teacher led showing the children how they may have solved the problem.





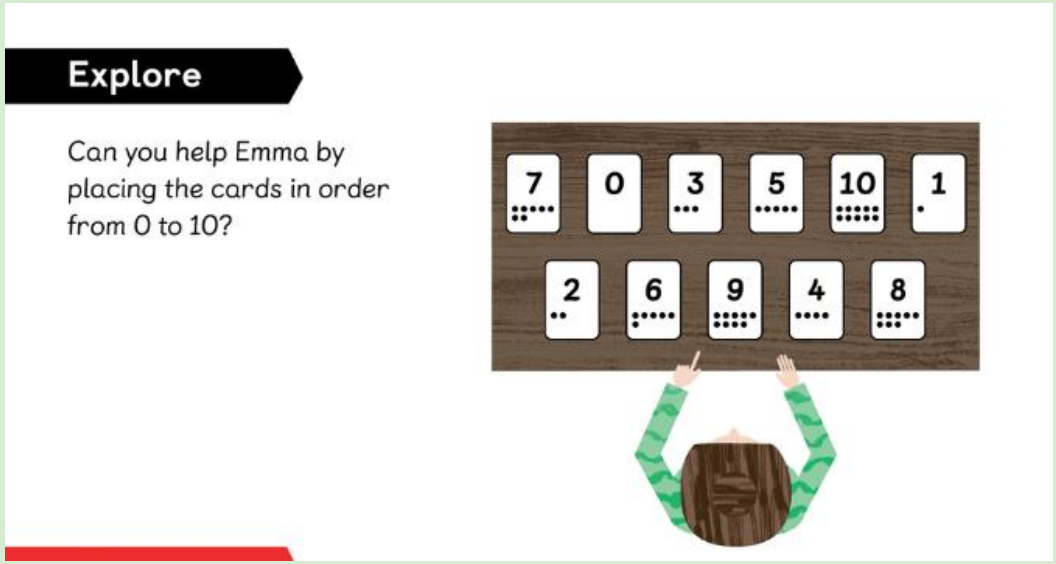
Workbooks are used for follow up activities.

The children will be guided through their workbooks at the start of Year 1, but by the end of Year 1 they should be accessing their workbooks independently.



What can we see?

What do we know?



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_wY4R4TvDQLYPuczuIh4ALZjvKwN/edit?slide=id.p7#slide=id.p7

ASSESSMENT NFER

SPRING TERM

The children will **access** Maths Paper 1 and 2 and 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 folder. Each Friday a maths based activity will be sent home on a sheet which we would kindly ask you to complete and return in the homework folder.

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 – Phonics Home Learning sheet.

Friday - Maths worksheet and Phonics workout book to return by Wednesday for marking.

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 sign up at www.coolmilk.com
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

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 23rd April	St. Andrew 30th November
St. Patrick 17th March	St. David 1st 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 ready to learn.**

Attendance

It is important tat your child attends school, on time, every day.

Our children are learning from the second they walk through the door so we ask that they arrive between 8.35am and 8.50am. Children receive a 'late' mark if they arrive after 8.50am.

The Dfe target for attendance at Our Lady's Bishop Eton is 97%. Our policy was shared with all parents in July and provides information about absence procedures and the Local Authority's Penalty Notice system for unauthorised absence.

In line with our safeguarding procedures, it is essential that messages are sent to the school office regarding your child's absence. Please do not use Breakfast Club or Class Dojo to inform school about absence.

We will communicate with you regularly about your child's attendance and punctuality.

General Housekeeping

Please:

- make sure your child's name is on all cardigans, coats, jumpers and water bottles.

- only 1 keyring per reading folder.

- no toys, sweets, money, games, pencil cases etc are needed in school.

Uniform

Our uniform policy was shared with parents in July. The only change from previous policies brings it in line with Government legislation regarding branded items. These are limited to 3 per phase however, there are other items available from Kitted Out and Stitch Design e.g. school coats, book bags, PE tracksuits but these are optional.

Collection time

Please be mindful that dismissal at the end of the day is extremely busy.
We ask that adults do not approach the area where the children are waiting. It is helpful if you come to the front of the garden area when your child's class arrive outside. Teachers will dismiss the line in order so do not call your child over to you.
As we have such limited space, we ask that families leave the grounds as soon as possible to enable the older children to be dismissed safely.

Dogs

Dogs are NOT permitted on the school grounds, even when carried.

Parking

Green Lane and Cinder Lane are extremely busy roads and very dangerous when there is so much traffic at the start and end of the school day so we ask that you use the church car park. Our neighbours should not have their driveways blocked and cars should not be stopped in the road to drop off children. Please consider everyone's safety if you have to drive to school.

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!



