



OLD BEXLEY CE PRIMARY SCHOOL

Love God ♦ Love Each Other ♦ Love Learning

Year 1

Transition Information
July 2023

Mrs H Evans
Head of Year 1

Meet the Year 1 team

Mrs Evans
Head of Year 1
Class Teacher



Mrs Rusi
Class Teacher



Miss Crawford
Assistant Head
Class Teacher
(Job share)



Mrs Beckley
Class Teacher
(Job share)



Arrangements/timetables

Children will be dropped off at the top of the path by the Year 2 and 3 building where they will walk down the path alongside the Reception outside area and onto the KS1 playground. Children are welcome from 8.30am. The gate will be locked at 8.50am and the register will be taken shortly afterwards. Anybody arriving after this time will need to report to the office.

Parents are able to walk their children to the classrooms if needed.

Please be aware that the mornings are very busy, so please could we ask that you only discuss any issues with teachers in the morning if it is urgent, please send a letter or email to admin for the attention of the teacher.

Playtimes are 10.40am-10.55am and 2pm-2.10pm.

Lunchtimes are 12.00pm-1.00pm.

Classrooms

Year 1 classrooms are situated in the main KS1 building and back on to the playground.

All classes have their own set of coat pegs inside the classroom – due to limited space in classrooms, please only use book bags for belongings (no huge rucksacks please)!

Expectations for Year 1

A more formal and structured approach to learning.

Classwork will get progressively harder as the year continues and will build upon skills already learnt from Reception.

Our key aim for the year is to encourage and support the children in becoming independent learners.

We will encourage your child to independently:

- Hand in reading books to be changed
- Be responsible for their uniform – cardigans and jumpers.
- Please ensure all clothes are labelled.

National Curriculum: Year 1

- Year 1 follows the National Curriculum.
- Children will be taught a variety of subjects (Phonics, English, Maths, R.E, History, Geography, Art, D.T, Science, Computing, PSHCE, Music and P.E).
- Children will be taught daily English, Maths, Phonics and Guided Reading.
- RE will be taught weekly as well as daily Worship and Meditation.
- There will also be a designated time to visit the computer suite for Computing lessons.
- Each week children will have two sessions of PE – one inside and one outside. The children will wear their PE kit to school. You will be informed of PE days by your class teacher.

The School Day

- There will be a gradual transition from the EYFS curriculum to the Year 1 curriculum during the first half of the Autumn term. The afternoons will focus on different subjects through child initiated learning.
- Moving forward a typical structure of the school day will be as follows:
 - **Morning:**
 - Phonics
 - Guided Reading
 - English
 - Maths
 - **Afternoon:**
 - RE, Science, Music, Computing, PE, PSHE or Topic
 - Independent tasks (phonic activity, guided reading or fine motor activity) and 1:1 reading

National Curriculum for Maths

These are the areas in Maths the children will cover by the END OF YEAR 1 :

- Number and Place Value (numbers to 100)
- Calculations (+, -, simple x and division)
- Number bonds to 20
- Reasoning and Problem Solving
- Fractions of shapes and quantities ($\frac{1}{2}$ & $\frac{1}{4}$)
- Measurement (length, weight, volume, money)
- Time – to the hour and half past as well as including days of the week and months of the year
- Properties of Shape (2D and 3D)
- Position and Direction of objects and shapes
- Using technical vocabulary such as more and less than, fewer, most, least, equal to

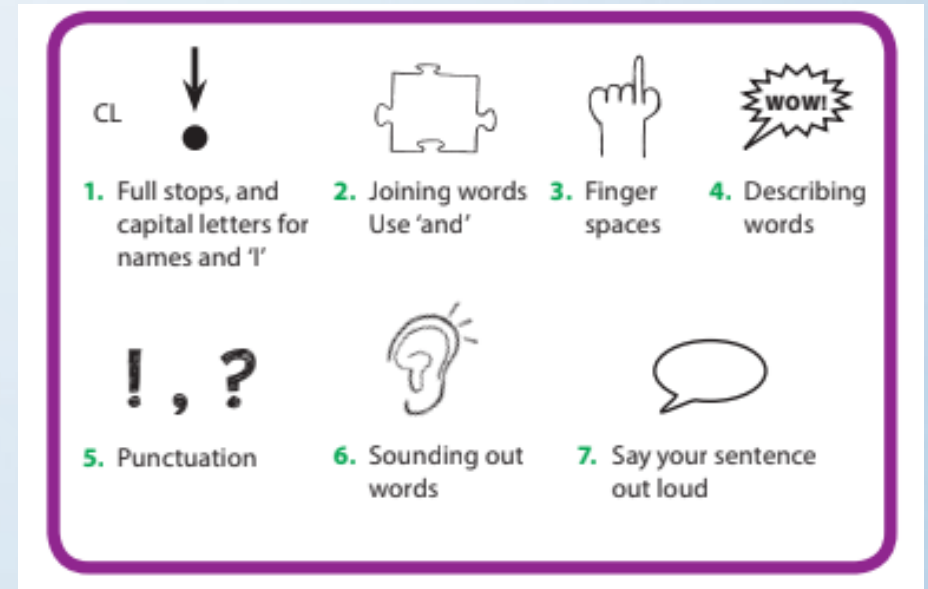
National Curriculum for English

These are the focus areas the children will cover by the **END OF YEAR 1** :

- Speaking and Listening (to include learning new vocabulary)
- Phonics (know all 40+ speech sounds and blending to form words)
- Reading & Comprehension (learning the strategies of reading, reading aloud, listening to a range of stories, poems, non-fiction texts and the discussion of texts)
- Spelling (days of the week as well as common high frequency words)
- Composition of sentences (aiming for writing short stories and descriptions by the end of the summer term)
- Grammar and Punctuation
- Handwriting (Old Bexley uses cursive script)

English expectations at the end of the year

- Write clearly demarcated sentences.
- Use 'and' to join ideas.
- Use conjunctions to join sentences (e.g. so, but).
- Use standard forms of verbs, e.g. go/went.
- Introduce use of: 1. Capital letters 2. Full stops 3. Question marks 4. Exclamation marks
- Use capital letters for names and personal pronoun 'I'.
- Write a sequence of sentences to form a short narrative (as introduction to paragraphs).
- Use correct formation of lower case – finishing in right place.
- Use correct formation of capital letters.
- Use correct formation of digits.



English expectations at the end of the year

Wednesday 7th June 2023
WALT: Use the pronoun 'I'.

Dear Goldilocks.

Thank you for your letter
I was really sad when you
ate the delicious porridge.
also I was ~~hap~~ not happy
when you ~~a~~ broke my
preshus chair. ~~I~~ I am
^{willing} willing to forgive you but
you have to promise to be
a good girl and not sneek
in a ~~Engl~~ anybodys house
I ~~am~~ ^{willing} am willing to
forgive you because I am
a kind bear and ~~I~~ I
have ~~lenned~~ learned to ~~fi~~ forgive.
Love X from ^B baby ^B bear.

Xoxo p.s I would love
to come to your party.
I will bring som surprises

English expectations at the end of the year

~~on * Tuesday~~ On Tuesday I woke up
early early for a exiting
day I was going to the
Howlett's Zoo. To get there
~~we the~~ all of year one
went on a amazing
prity coach. When we
got there we saw some
funny monkeys it made
me smile. Then We saw
some amazing tigers we
did a intresting tiger
talk I loved it. ~~After~~
~~the tiger talk we had~~
After the tiger talk we
walked. passed the ~~swingky~~
Stinky buffalos and ~~had~~
some dishes lunch. After
lunch we saw some very
funny ~~buffalos~~ ^{buffalos} It made
us laugh. After the buffalos

▽ I saw some amazing
tall ostriches and cute
ostriches eggs. finally
we went back back
on the ~~back~~ ~~to~~ coach
and went home safe
and sound. ~~it~~ It was
the best day in ~~te~~ the
world!

Guided Reading

During daily reading sessions we will focus on the teaching of reading through their knowledge of phonics, decoding words and learning tricky words.

Superheroes

Priya Predict – What might happen next? Use both the illustrations and the words to help the children predict what they think will happen. Discuss whether they were right or not.

Vinnie Vocabulary: Talk about new vocabulary. Take time to find out the meaning of new words.

Robin Retrieval: Practise retrieving information from the text read such as where the story set. Are the characters good or bad? How do you know?

Susie Summarise: Once they have read or listened to a story can they retell the main events. Can they tell you about the characters, setting or give an opinion about what they liked or disliked?

Izzy Inference: Can they hunt for clues in a text and make links about how someone might be feeling or why something is happening?

Reading

- For reading at home children are given a scheme book and a reading record. The scheme book is linked with 'Little Wandle'.
- We will assess the children's phonic knowledge and reading level in September.
- Children will be able to change their books twice a week (**Monday and Thursday**). The class teacher will select an appropriate book for your child.
- Children will be able to choose a choice book (any book from the book corner) and a nursery rhyme/poem any day of the week.
- Children will be moved onto a new phase level when they are ready, there will be a strong emphasis on both fluency and comprehension. Please remember it is not a race and re-reading books supports the development of reading fluency.
- In addition to home reading, the children will have guided reading sessions and individual reading with the class teacher.
- Each class will also visit the local library throughout the year.

Reading

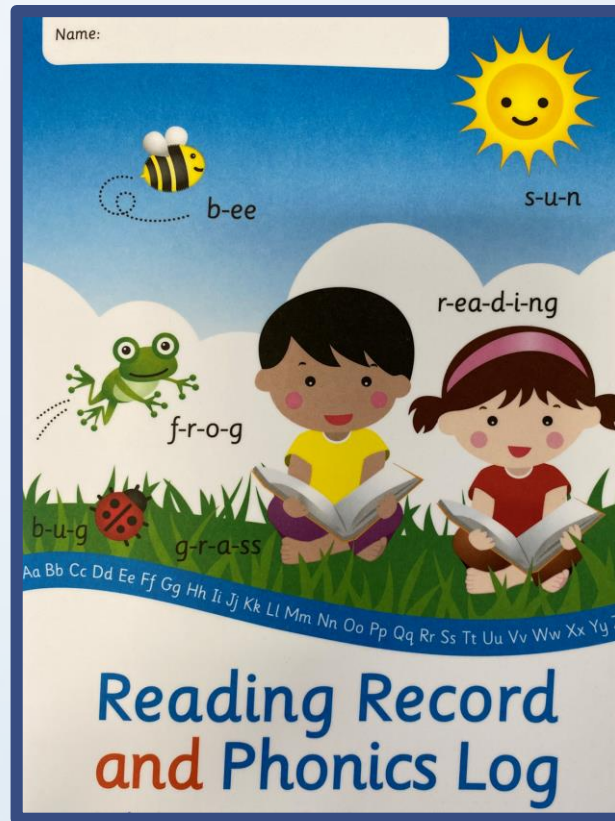
- Reading records are used as a way for teachers and parents to communicate about children's reading.
- Please leave a comment or initial the reading record when you have read with your child at home (this could be any text including the scheme book sent home or a book from home). The class teacher will also write comments in the reading record.
- Inside the reading record there are some additional resources such as; list of phonic graphemes, common exception words and top tips to help support your child's reading.
- Please send the reading record and scheme book in everyday in your child's book bag.
- **Monday and Thursday scheme books will be changed.**

Top Tips for the Reading Helper

- 1 Try to make reading time fun, and encourage the reader to read out loud. Aim to do little and often, but not when the reader is tired.
- 2 Make sure that you are using reading material with the right level of difficulty for the reader. Also, check that the content is suitable.
- 3 **Blending** - encourage the reader to break words down into a series of sounds, e.g. c-r-a-sh. Run your finger under each sound in turn to encourage the reader to blend the sounds together.
- 4 Identify some key letter groups in the reading material and ask the reader to look out for them. Use the child's reading log to record the new letters / letter groups you are focussing on in each session.
- 5 Encourage the reader to look at any pictures in the book to get an idea of what it is about. Discuss the pictures with the reader.
- 6 Make a note in the reading log of any tricky words or words with unusual spellings, e.g. school. In particular, look out for the common exception words (listed in this book).
- 7 Help the reader to 'work out' words which can't be blended by looking at the other words in the sentence or at the pictures in the book.
- 8 Try reading some pages to the reader before asking him/her to read. This will show what fluent reading sounds like and help with the reader's understanding.
- 9 Read a wide range of poems and stories to the reader, including ones that are too complex for her/him to read at this stage.
- 10 Draw attention to punctuation marks and help the reader to read with feeling, e.g. "HOORAY!" they shouted.



Reading Record



Common Exception Words - Year 1

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

100 High-Frequency Words in Order

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

Letter or letter group	Word to show the sound	Letter or letter group	Word to show the sound
s	sun	a	ant
t	top	p	pig
i	igloo	n	net
m	mug	d	dog
g	bug	o	cat
c	cat	k	kick
ck	duck	e	egg
u	buss	r	rat
h	hat	b	bat
f	frog	ff	puffin
l	lips	ll	doll
ss	grass		
j	jam	v	van
w	web	x	fox
y	yak	z	zebra
zz	puzzle	qu	queen
ch	chip	sh	ship
th	moth	th	the

Tick to show the reader knows the sounds

Letter or letter group	Word to show the sound	Letter or letter group	Word to show the sound
ng	ring	ai	snail
ee	bee	igh	night
oa	boat	oo	moon
oo	book	ar	car
or	fork	ur	curl
ow	owl	oi	coin
ear	ear	air	hair
ure	picture	er	hammer
ay	play	a-e	cake
ea	beach	e-e	these
ie	tie	i-e	time
oe	toe	o-e	phone
ue	blue	u-e	tune
ew	threw	ou	house
oy	boy	ir	girl
aw	saw	wh	wheel
ph	photo	au	sauce

Tick to show the reader knows the sounds














Phonics and Screening Check

- In Year 1, the children are required to take the Phonics Screening Check at the beginning of June.
- This assesses the children's ability to blend the sounds we have covered to read real and unknown (alien) words.
- During the check each child will sit with a teacher and read aloud the 40 words contained in the check.
- We will share the results at the end of the summer term. If your child does not pass then they will continue to have support in Year 2 and will be able to re-sit the check then.




Little Wandle

- Children will have daily phonic lessons following the Little Wandle scheme.
- Here is an overview of all the different phonemes the children will have started learning in Reception and will continue in Year 1.

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j jg dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 ea	 iy	 oa	 ou o-e ou

Grow the code grapheme mat Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 oo u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

We're teaching every child to read with

Little Wandle
LETTERS AND
SOUNDS

REVISED

A complete SSP validated by the Department for Education

Topic

Topic lessons are taught weekly and each half term the topic subjects will change.

Each topic will have a focus of History or Geography and Art or DT.

- Autumn 1: Where do I live?
- Autumn 2: My Family History
- Spring 1: The UK
- Spring 2: History of Flight
- Summer 1: Our World
- Summer 2: Life in Bexley



OLD BEXLEY CE PRIMARY SCHOOL

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Year 1

Mountain Climber Passport

At Old Bexley CE Primary School we will endeavour to follow in the footsteps of Jesus by exhibiting the Fruit of the Spirit; this will help us on our Journey up the mountain.

"But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control;" Galatians 5:22

LOVE is at the heart of our school where all are welcome.

JOY is the feeling of deep happiness.

PEACE is knowing how to find your quiet place inside.

PATIENCE is the ability to remain calm when it is difficult and tricky.

GOODNESS is being honest and fair and making the choice to do the right thing.

FAITHFULNESS is showing constant support and loyalty, whilst remaining true to your own thoughts and feelings.

GENTLENESS is listening to others and, showing respect.

SELF-CONTROL is taking responsibility for yourself and your actions.

KINDNESS is showing that you care about others.

"But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control;" Galatians 5:22

LOVE

Litter picking in the local community.

JOY

Visit the local woods and experience nature in all its glory.

PEACE

Take part in daily meditation.

PATIENCE

Take care of a class terrarium.

KINDNESS

Complete a random act of kindness.

GOODNESS

Make a Christmas card for someone.

FAITHFULNESS

Visit both the local churches.

GENTLENESS

Handle all creatures with care and gentleness when the Animal Man visits.

SELF-CONTROL

Create a culturing bottle for another.

**This certificate is presented
to**

**for exhibiting the Fruit of the Spirit as
they follow in the footsteps of Jesus, as
they climb their own mountain.**



Expectations and Homework

- There will be no homework until Autumn 2 to ensure the children settle into the routine of Year 1 and back into school life.

Weekly Homework: This will be set on a Friday via **Google Classroom** and due in the following Thursday. Homework will only be printed in exceptional circumstances.

- Reading at least 3x a week, recorded in reading records.
- English/Phonics and Maths task
- Half Termly Chilli Challenge Menu

There will be a range of additional activities for children to choose from each half term. At least 3 homework tasks need to be completed from the chilli challenge menu each half term. All activities will be based upon the learning from that half term – often Topic or Science.

Sharing information

- If you need to share any information with the school, please email or call the school office.
- If you require a meeting/phone call with your class teacher or the Head of Year, please contact the office.



If you have any concerns or further questions then please do not hesitate to contact the school via email or phone and I will be happy to discuss these with you.

We look forward to welcoming everyone back in September.

Thank you

Mrs Evans

