



# Reception to Year 1 Transition Meeting





# The Key Stage 1 National Curriculum

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**Key Stage 1 = Year 1 and Year 2**

Maths

English

Science

History

Geography

Computing

Art and Design

Design and Technology

PE

Music



Primary  
**Curriculum** 2014  
Inspiring minds  
Inspiring venues  
Inspiring **you**

# Year 1 Transition Meeting

## Classroom Organisation

Carousel activities

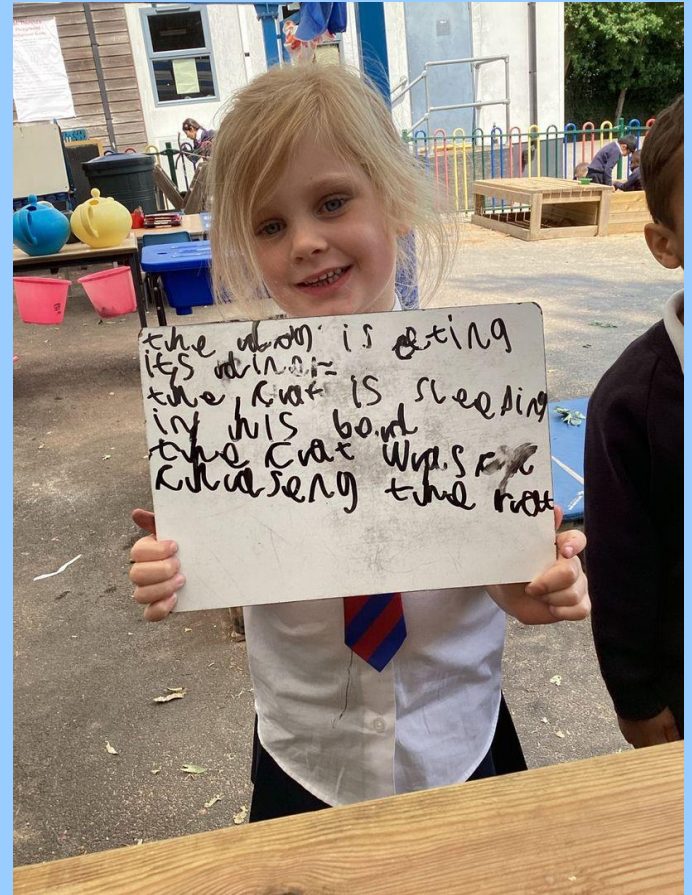
Moving towards whole  
class teaching



# Year 1 Transition Meeting

## Literacy

- Phonics
- Reading
- Key Words
- Literacy homework every week



# Writing

Grammar skills are taught throughout the year in stand alone grammar lessons which are then threaded through the writing all week.

Weekly writing is usually focused on a high quality text or linked to the topic. We use a range of strategies to engage children in writing including drama, talk for writing and the power of pictures.



# Writing



It aims to help children achieve the 'expected' level at the end of Year 1.

Practice at home will better support your child to develop.

The Year 1 common exception words are words children in Year 1 should be able to accurately **spell** and **read** fluently.

Year 1 and 2 Common Exception Words											
Year 1						Year 2					
the	they	one	door	gold	plant	clothes					
a	be	once	floor	hold	path	busy					
do	he	ask	poor	told	bath	people					
to	me	friend	because	every	hour	water					
today	she	school	find	great	move	again					
of	we	put	kind	break	prove	half					
said	no	push	mind	steak	improve	money					
says	go	pull	behind	pretty	sure	Mr					
are	so	full	child	beautiful	sugar	Mrs					
were	by	house	children	after	eye	parents					
was	my	our	wild	fast	could	Christmas					
is	here		climb	last	should	everybody					
his	there		most	past	would	even					
has	where		only	father	who						
I	love		both	class	whole						
you	come		old	grass	any						
your	some		cold	pass	many						

# Example of an 'expected' writer

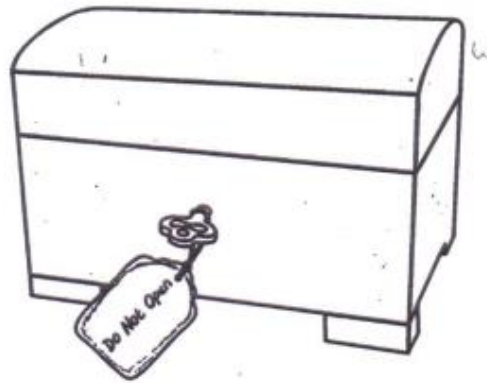
- children can write a short sequence of sentences with accurate simple punctuation. Clear, well sized letters, in their handwriting, accurate or phonetically plausible spellings and with all sentences making sense.



Pandora's

B

# Pandora's box



once a long time there  
were two amazing  
brothers who met. Zeus  
for Zeus decided to teach  
him a lesson. on their  
wedding day Zeus gave them  
a special box. Zeus warned  
Pandora not to open the  
box. She <sup>eg. curiosity</sup> ignored what  
Zeus said and began to  
open the box in secret and  
when it was headache, sadness  
and misery flew out of the  
box. She shut the lid close.

very

twinkl

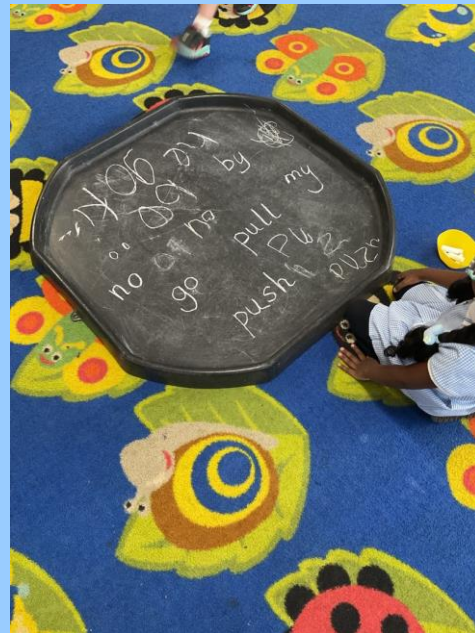
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but just then she heard a rustle

# Example of a 'greater depth' writer

- Children can write effectively for different purposes and show an awareness of their audience. They can spell many common exception words. They draw on their reading to inform their vocabulary and grammar.



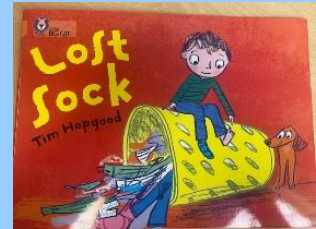
L.O. I can talk about and write about the story of 'The Gingerbread Man'

# The gingerbread Man

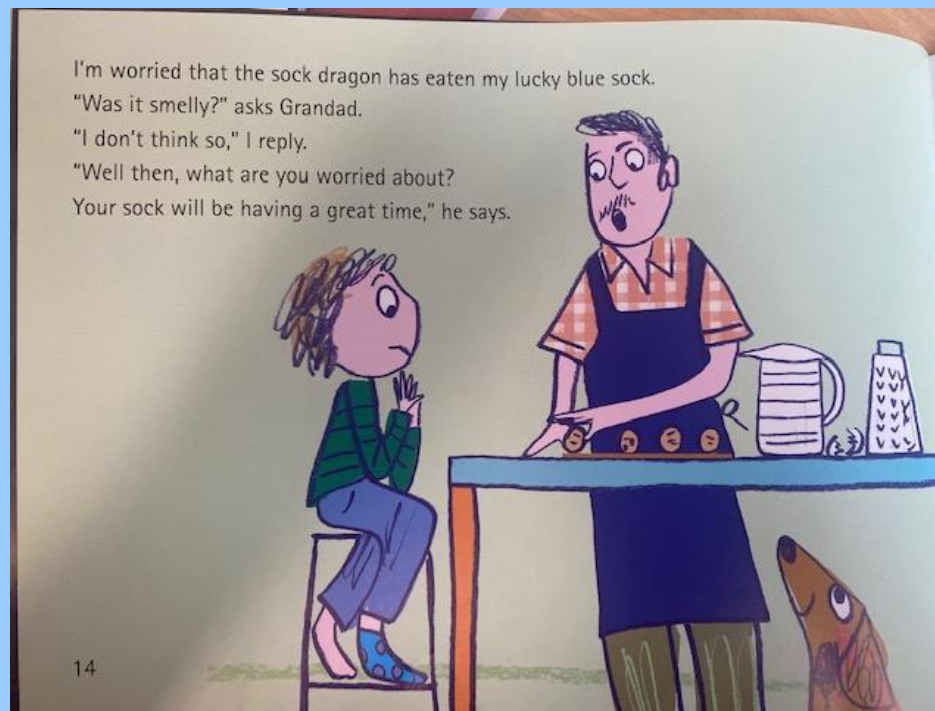
7.6.21  
and 8.6.21

Once upon a time lived an old lady and an old man. The old lady decided to bake a gingerbread man. The gingerbread man decided to <sup>run</sup> away. He ran so fast that the old lady and the old man couldn't catch him. The gingerbread man saw a pig. Pig shouted, STOP! but the gingerbread man didn't stop! An hour was over when the gingerbread man saw a cow. STOP! cried the gingerbread man but he didn't stop! An hour was over when the gingerbread man saw a hawk. STOP! cried the gingerbread man but he didn't stop! An hour was over when the gingerbread man saw a fox. STOP! cried the gingerbread man but he didn't stop! An hour was over when the gingerbread man came over a river. I want to cross the river? Just then a fox came. I will help you. The fox helped the gingerbread man.

# Reading by the end of Y1



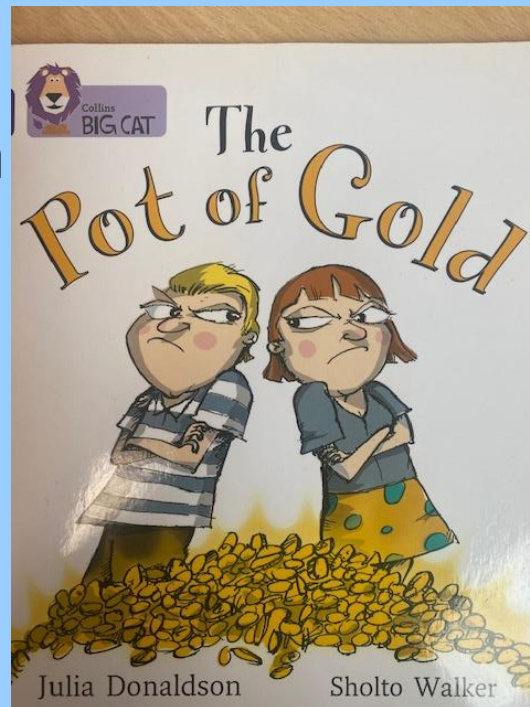
- **Reading:** The child is expected to be reading with fluency, rhythm and have a full understanding of the text.



# Greater Depth Reader in Y1

Children can make inferences on the basis of what is said and done.

They can predict what might happen on the basis of what has been read so far.



"No, I wasn't!" Sandy shouted. "I really did find a heap of gold coins." Then he spotted another pile of stones with a stick. "That's funny," he said.

Sandy and Bonny looked around them. There were hundreds of piles of stones, each one with a stick in it.



# Year 1 Transition Meeting

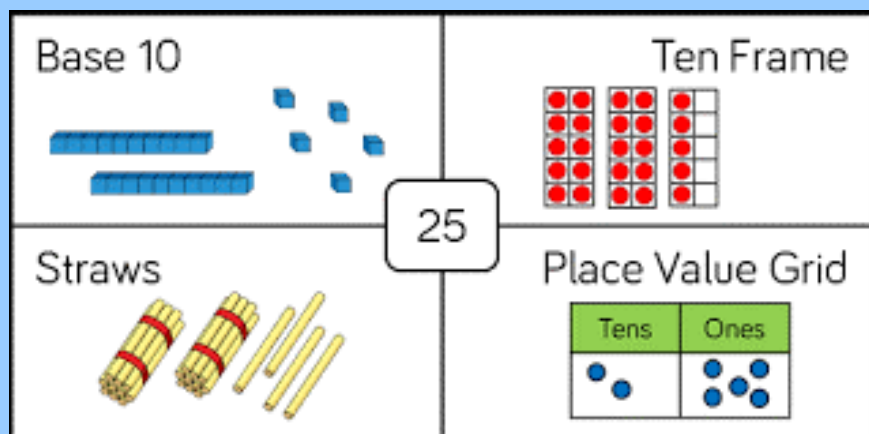
## Maths

- Very practical
- Maths homework every week



# Maths

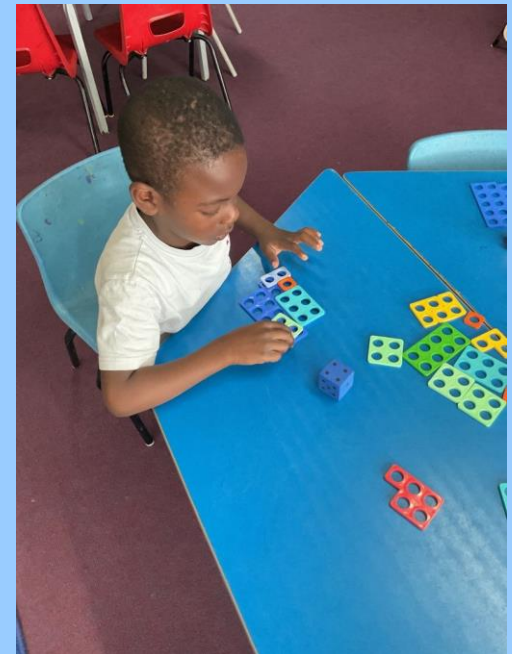
As a school we follow the **White Rose Scheme** in maths. Children are taught skills progressively and the scheme promotes an enquiry based approach which helps our children build key mathematical skills such as investigation, problem solving and reasoning.



# Maths

Key skills to practise in the 1st Autumn term:

- Ordering, counting and sorting numbers
- Counting forwards and back in 1s to 50
- Part whole models – addition and subtraction
- Strategies for adding more and adding together
- Representing numbers in different ways



# Year 1 Transition Meeting

## How do we assess the children's progress?

- Every term the children will complete a ***Reading*** assessment and a ***Maths*** assessment
- There is no assessment for writing. The teachers will assess the children's writing over time.



# Year 1 Transition Meeting

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## How do we inform parents of their children's attainment?

- The results of the Reading, Writing and Maths assessments will be shared with parents every term.
- Parents will receive a written report from the school regarding their child's progress, attainment, behaviour etc. at the end of the Summer term.





# Year 1 Transition Meeting

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## National Tests

### Year 1

Phonic Screening (June 2026)

### Year 2

No more National tests





# Year 1 Transition Meeting

## **Phonic Screening Test (June 2026)**

The test contains 40 words.

The list of words the children read is a combination of 20 real words and 20 nonsense/alien words.

Pass mark for recent years has been 32.

Children who do not meet the expected level will retake the test when they are in Year 2.



# Year 1 Transition Meeting

**Phonics:** Expected level for the end of Year 1 is phase 5 and for them to have passed their phonics screening check.



# Example Of The Check

Practice sheet: Real Words

beg

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at

twinkl.co.uk

sum

twinkl.co.uk

in

twinkl.co.uk

# Example Of The Check

Practice sheet: Pseudo Words

vap



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osk



twinkl.co.uk

ot



twinkl.co.uk

ect



twinkl.co.uk

# PHONICS – Year 1



## PHase 5

### NON SENSE Words

glone



malley



fraum



drewp



podes



narkey



blaus



grewm



krote



gurkey



flaut



crewb



snoke



faskey



braud



brewd



# Year 1 Transition Meeting



## Winter Uniform

White shirt

Navy and red striped tie

Boys – grey trousers

Girls – blue skirt/pinafore/trousers

Black shoes

Navy blue V neck pullover with crest (or cardigan)

Tracksuits and trainers **only** on PE days

# Year 1 Transition Meeting

## **Breakfast Clubs and After School Clubs**

Breakfast club every morning from 7.45am – 8.30am (£4)

## **After School Clubs**

Little Saints (daily 3.15pm – 6pm) in multi-purpose room

## **Other after school clubs**

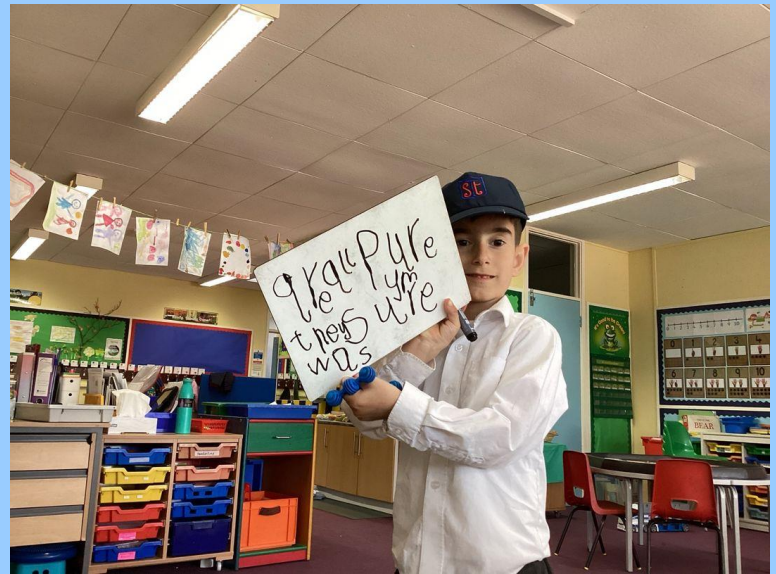
Art, Football, Dance, Fencing



# Year 1 Transition Meeting

## School lunches

**All** children in Reception, Year 1 and Year 2 are entitled to a school lunch free of charge.



In order to take up this offer, you must have registered. Please make sure the school is informed if your child **would have been** entitled to free school meals.

# Year 1 Transition Meeting

## Pupil Premium

### What is the Pupil Premium?

The Pupil Premium was introduced in April 2011 and is additional funding that the government gives to schools for each pupil on roll where they are deemed to be disadvantaged.





# Year 1 Transition Meeting

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<b>Disadvantaged Pupils</b>	<b>Pupil Premium per pupil</b>
Pupils in year groups reception to year 6 recorded as registered for FSM in the last six years	£1,515
Looked-after children (LAC) defined in the Children's Act 1989, as one who is in the care of, or provided with accommodation by, an English local authority.	£2,630
Children who have ceased to have been looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,630

# Year 1 Transition Meeting

## **Voluntary Aided Fund (VA fund)**

- Redevelopment of EYFS outside area
- Repairing climbing frame in playground

Responsibility of school to raise 10% of total cost.

Building Fund (VA fund – Voluntary Aided).





# Year 1 Transition Meeting

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**We are developing the children's independence and resilience.**

**Children are encouraged to bring in book bags/water bottles etc. independently and look after their belongings.**

**We ask that all parents support the school's behaviour policy. This will help your child to develop into a more confident, independent and resilient learner.**



# How can parents help?

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- The best help is by taking an interest in your child's learning and giving lots of positive encouragement.
- Attending all meetings and parents evenings.
- Supporting by engaging with home learning.
- Reading every day with your child
- Ensuring children arrive for school:
  - In good time to start the day
  - Having had breakfast
  - Having gone to bed at a reasonable time
  - With a full P.E. kit, book bag and labelled water bottle etc.