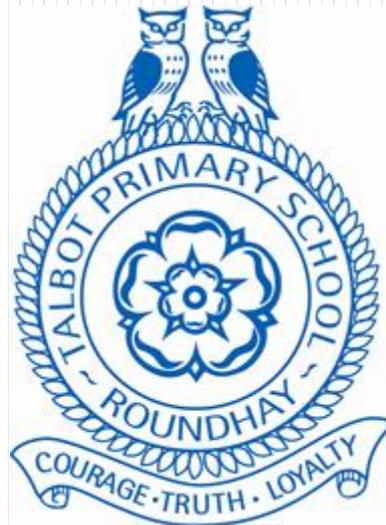


Transition Evening

Information session for parents and carers



Welcome to Year One!

Aims of the meeting

- Explain common routines and procedures for the start of the Autumn term
- Identify key staff for communication
- Explaining how we support teaching and learning and the role your child plays in this
- Ensure that you have a greater knowledge and understanding of the Year One Curriculum
- Strategies to support your child at home, including, reading, phonics and spelling, DB challenges and Bug club

Key Stage One Teaching staff

1JG

- Mrs Glosek

1AR

- Miss Robertson

2LM

- Mrs Liddington (AHT and Phase Leader)
- Mrs Mitchell (SENCo)

2CC

- Miss Coady

2KM

- Miss Marsden

Transition from Reception to Year 1

- Parent carer briefing
- Meet the teacher after school
- Transition story time
- Transition morning
- Teacher 'drop ins'
- Magical Maths morning
- Teacher handover



Key Stage One routines

- Lining up in the playground
- Changes to the school day: Start time: 8.55 am/Home time: 3.30pm
- Meal options and choices: Encouraging independence. Choosing meals in class/plates not trays/stickers
- Playtimes and Outdoor learning
- PE twice a week
- Changing reading books twice a week: choice of books from their book band
- Phonics homework until December, then weekly spellings

Moving on from Reception

- Focused Play and investigation based learning
- Phonics: daily sessions
- Guided reading: daily sessions
- Written outcomes
- Approach to handwriting, spelling and presentation
- Marking and feedback



Communication

- Staff on doors every morning and at the end of the day for quick communication
- School website <http://www.talbot.leeds.sch.uk/>
- Report and parents' evening in the Autumn and Spring terms
- Parent Mail
- Newsletters and DB Primary
- Head and Deputy on the playground before and after school
- Communication with the office – these will be directed to the class teacher, phase leader or senior leaders as appropriate to support efficient action where required
- Key dates will be sent out in September 2018

Change to Parents' Evenings

- Parents and children are invited to Parents/Carers evenings. These will be an opportunity for the children to share their books with you, explain how our marking and feedback policy supports their learning and allows for more empowerment of the children in every aspect of their learning.

It was amazing I told them all about my Growth Mindset that I used when I was making my playground structure. They were proud of me.

Year One child

Parent/Carer involvement

- Parent/Carer events
- Curriculum showcase
- Class assembly and Festival assembly
- Parent/Carer talks to enhance the curriculum
e.g. Doctors, Dentists, Artists etc
- Help on trips:
 - Local walk
 - Walk to the church
 - Tropical World
 - Yorkshire Wildlife park



What is our approach to Teaching and Learning?

- Teaching and Learning based around ‘**Courage, truth and loyalty**’, i.e. supporting children with:
 - **Courage** with their learning taking a risk extending learning and showing this creatively
 - **Truth** i.e. being true to yourself as a learner, trying even when something is challenging
 - **Loyalty** to my class, my peers, school and community
- Growth Mindset principles – what does this look like in class?
- Talk Matters approach
- Read, Aloud Think aloud in Reading

Curriculum coverage – Creating a buzz!

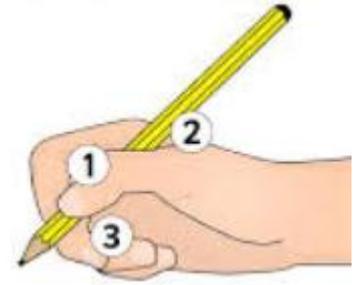
- In the morning children will have a daily English, Phonics and Maths lessons.
- In the afternoon they can apply their learning in our Foundation subjects e.g. Computing, Guided Reading, RE, PE, History, Geography, Art and Design Technology. Some of these will be covered through our Creative Curriculum topics
- The Long term overview for each year group will be available to view on the school website (see Parent/Carer tab)

Core subject support – Reading

- Encourage different reading strategies; using your reading finger, spot the grapheme, blending and chunking.
- Questioning about the text, i.e. Who? What? Where? When? Why? How?
- Using higher order skills like predicting and inferring meaning
- Please listen to your child daily and sign in the reading record
- Encourage children to use Bug Club in September (an online reading programme)
- Reading books are ordered into coloured book bands. The end of year expectation is for children to be on orange.

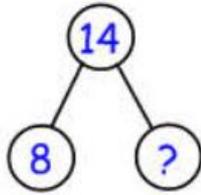
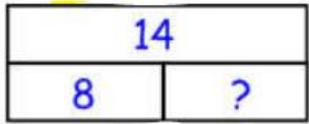


Core subject support – Writing



- Developing fine motor skills to enable children to hold a pencil correctly hold
- Ensuring all letters are formed correctly and regular in size
- Punctuation expectations as highlighted in the end of year expectations leaflet
- Writing for different purposes including, labels, lists, stories, instructions, recounts and fact files
- Learning the High Frequency words for Year One and applying phonic skills to spell words correctly

Core subject support – Maths



$8 + \underline{\quad} = 14$ $14 - 8 = \underline{\quad}$

- Recognise read and write numbers to 100
- Quick recall of number facts, e.g. number bonds to 20, counting in multiples of 2, 5 and 10
- Problem solving in a context, e.g. addition and subtraction stories, looking at arrays in the environment, making totals, measuring different length, weights and volumes
- We encourage children to prove their learning in lots of different ways including, ten frames, part whole models, number sentences and much, much more!

How can you help at home?

- Ensuring your child has the correct uniform and PE kit and making sure it is fully labelled
- Daily activities to support learning at home, e.g reading daily, counting in the car, sounding out words, practising spellings
- Homework, children will receive 3 books a week to read
- At the beginning of the year, children will receive phonics activities till December. From January they will receive spellings to be tested at school
- Check DB weekly for photos of your child and our weekly update of our activities and topics

Attendance

- Daily attendance is essential for your child's success in Year One and beyond
- Children need the familiarity of routines and expectations
- Punctuality is vital to ensure children are settled and ready to learn. We start at 8.55am and finish at 3.30pm
- The pace of the curriculum is such that children need to attend daily to ensure that they do not fall behind
- The expectation is that a pupil's attendance is at least 97%
- Termly attendance certificates are given out for 100% attenders

A little taster of what is to come

- Who are you?
- SURPRISE!
- Where in the world is Barnaby Bear?
- UP?
- Toys old and New!
- Who's in charge?
- Where did the sand horse go?



Thank you for listening any questions

