



Cranbrook
Primary School

Reception to Year One Transition Meeting



Cranbrook
Primary School

Cranbrook Values

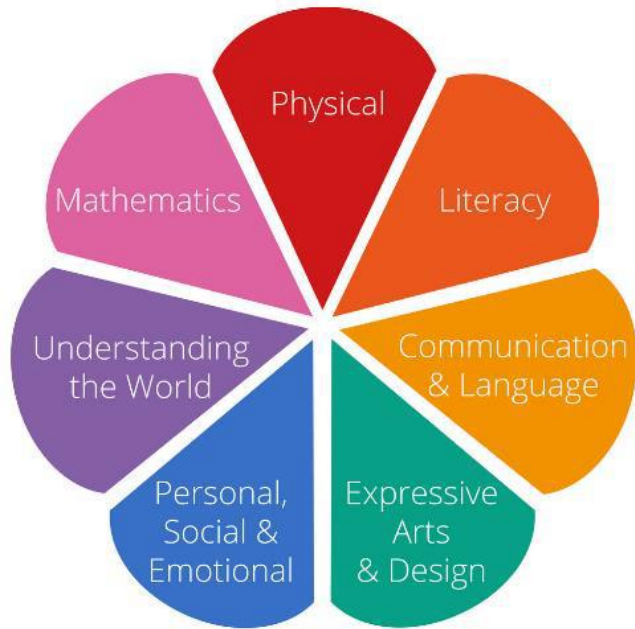
Equality Respect Resilience Kindness

- We value children's home life, community and experiences they bring to our school.
- We build and nurture positive relationships, enabling environments and the unique child.
- All staff facilitate children's learning in focused areas where we build on researching, scaffolding, developing and learning together.
- It is important to value children's interests and extend children's learning through a challenging and creative curriculum that broadens and deepens their understanding.
- Every day in Year 1 is a new day. We focus on both indoor and outdoor learning, enhancing opportunities to develop skills that ensure key focus curricular and cross curricular links.

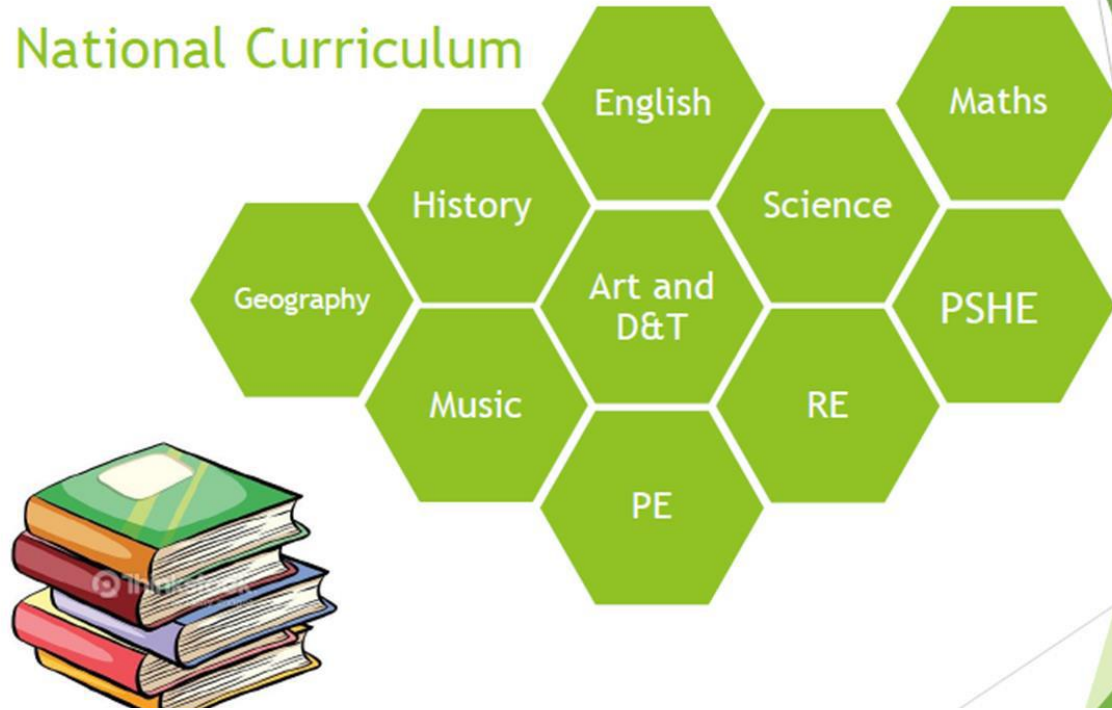


Cranbrook Primary School

What will your child learn in Year 1?





National Curriculum



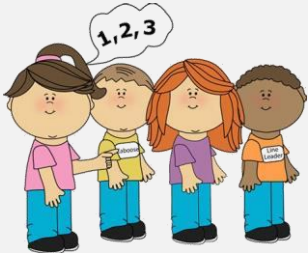
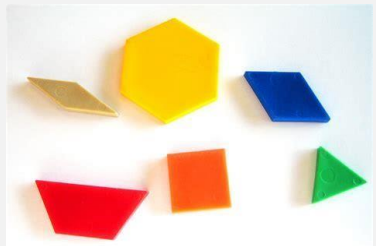


Differences between Reception and Year 1

	Reception	Year 1
<p>Writing</p> 	<ul style="list-style-type: none"> • Write simple sentences • Use phonics knowledge • Write common exception words (Tricky words) 	<p>Spelling, Punctuation and Grammar (SPaG)</p> <ul style="list-style-type: none"> • Capital letters and full stops • Use question marks and exclamation marks • Conjunctions- and • Suffixes & Prefixes • Nouns, Verbs & Adjectives • Apply simple spelling rules <p>Composition</p> <ul style="list-style-type: none"> • Talk for writing • Write instructions, narrative (story), recount poems and information texts <p>Handwriting</p> <ul style="list-style-type: none"> • Form letters correctly
<p>Reading</p> 	<ul style="list-style-type: none"> • 45 CEWs (Tricky words) • Simple sentences • Understand what they have read 	<ul style="list-style-type: none"> • 100 CEWs • Simple books confidently • Comprehension – answer questions and think ‘outside the box’



Differences between Reception and Year 1

	Reception	Year 1
Maths 	<ul style="list-style-type: none">Count and order to 201 more/ 1 less to 20 Add and digitsCount on and count back from a numberRecognise and know values of coins and	<ul style="list-style-type: none">Count forwards and backwards up to 100Add and subtract double digit numbers up toSolve one step problems to add, subtract,Know halves and quarters of shapes, objects objects and numbers
Shape and Patterns 	<ul style="list-style-type: none">Recognise and name 2D and 3D shapesCompare length, height, size, capacity and time	<ul style="list-style-type: none">Tell the time (o clock and half past)Measure length and heightUse directional and positional languageDescribe common 2D and 3D shapes



Cranbrook Primary School

A Typical Day in Year One

❖ 8.45am Continuous Provision

Register

Phonics

Maths

❖ 10:25am Break time

English

❖ 12:00pm Lunch time

❖ 1:00pm Register and Mindfulness

Guided Reading

Handwriting

Topic

Continuous provision and outdoor challenges

PSHE/ Wellbeing

Dear time

❖ 3:00pm Home time

Learning in Year 1 is all around us and takes place both indoors and outdoors. As the children grow, change and develop so does our timetable but this is a typical day in Year One.



Cranbrook
Primary School

Enquiry Based Learning

Children are actively encouraged to explore their enhanced learning environment. Using both real resources, their own investigative skills and imagination.





Cranbrook Primary School

The classroom environment is set up to facilitate enquiry based learning.





Cranbrook Primary School

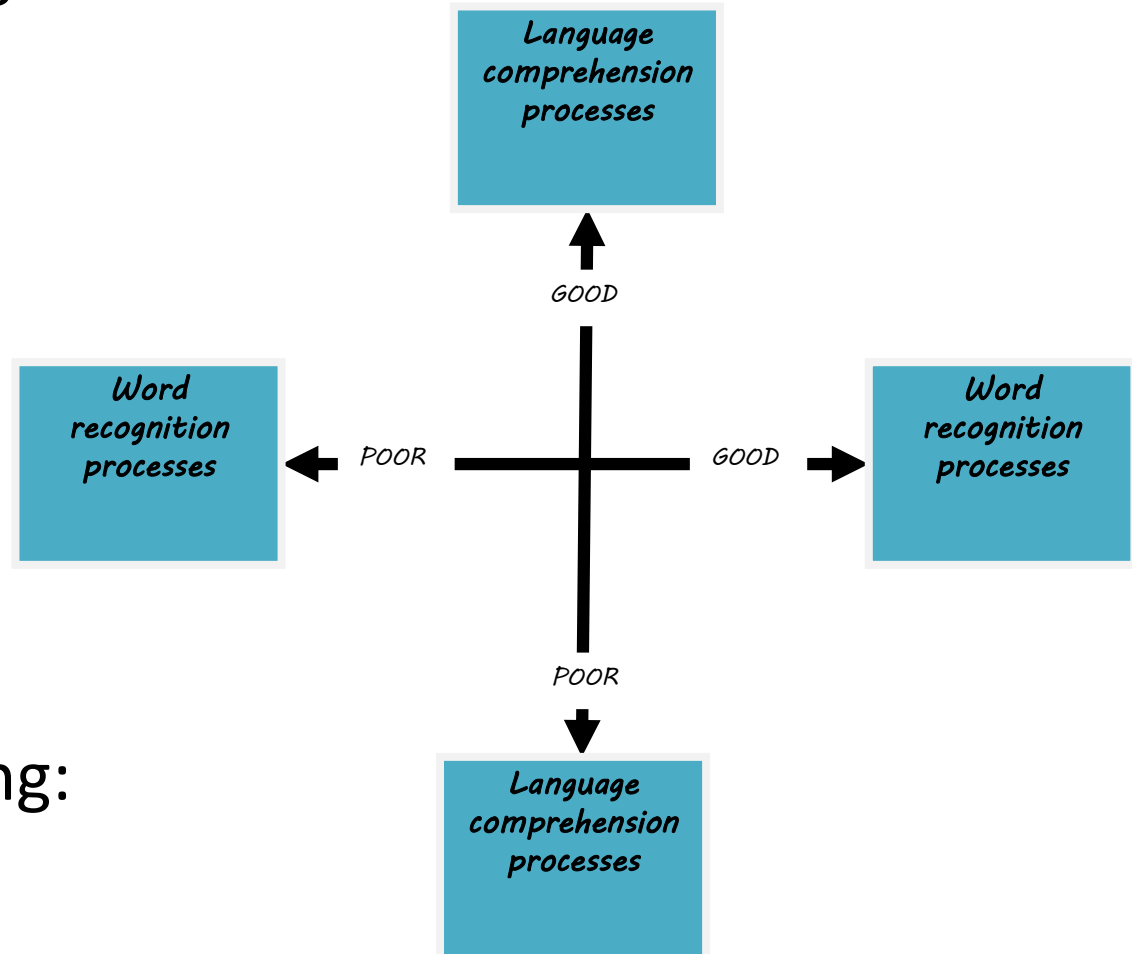
Outdoor Learning

The heart of learning can happen everywhere in school. Outdoors provides children with the opportunities to explore with even more creativity. Areas of focus are created outside to provide the deeper learning experiences, broaden understanding and develop reasoning and critical thinking.



Rose Report

2 elements to reading:
Word recognition
Comprehension



Simple view of Reading:

What is phonics?

- A method of teaching people to read and spell by correlating sounds with symbols in an alphabetic writing system.
- Multi-sensory – see, hear, feel, do.
- Being able to read is the most important skill children will learn during their early schooling.
- Far-reaching implications for lifelong confidence and well-being.
- High Quality phonic teaching secures the skill of word recognition.
- Once mastered, enables children to read fluently and automatically.
- Once children are fluent readers they are able to concentrate on the meaning of the text.
- Move from learning to read to reading for pleasure and purpose.
- Teaches skills for spelling – being a resilient speller

Typical lesson

We are a letters and sounds school.

4 part lesson - usually up to 20 minutes.

1. Revisit/Review – practise previously learned letters or graphemes. GPC recall.
2. Teach – Teach new phonemes or graphemes. Teach one or two new tricky words.
3. Practise – Practise blending and reading words with new GPC. Practise segmenting for spelling words with new GPC. Pseudo/ alien words.
4. Apply – Read and/or write a caption or sentence using one or more tricky words and words containing the new phoneme/ grapheme.

Year 1

Phonics Screening check

- A **statutory** assessment for all children in Year 1
- It is designed to confirm whether individual children have learned phonic decoding to an appropriate standard.
- 40 words that children read 1:1 with a teacher- A combination of real words and psuedo-words or 'alien' words.
- The check will be divided into two sections:

Section 1:

Phonemes that are usually introduced first to children learning to decode using phonics.
Simple word structures.

Section 2:

Phonemes that are usually introduced later and graphemes that correspond to more than one phoneme.
More complex word structures, including two syllable words.

- Children are tested in the summer.

“The check will be focused solely on decoding using phonics. The check will confirm individually whether pupils have learned phonic decoding to an appropriate standard by the end of Y1 and identify pupils who need additional support from their school to catch up.”

Helping your child at home

- Lots of talk and discussion about things they are doing/seeing/ hearing.
- Play games e.g. I spy, I hear with my little ear
- Restrict technology time
- Consistent bedtime routine, quality sleep time
- Display an alphabet poster or chart in the kitchen.
- Magnetic letters on the fridge.
- Sound mats for use when writing.

- A set of Flashcards of sounds for using in games.
- Good quality story books and Non Fiction books.
- Online resources (see school website)
- Ideally try to read 5 times a week with your child for 5-10mins.
- Ask the children questions when you are reading with them – develops comprehension.
- Read stories to them and discuss words with them – develops vocabulary.
- Use the letters and sounds books to practise recall of sounds, segmenting and blending words.
- Ultimately, reading needs to be fun!