

Welcome to  
Barford Primary School  
Transition Meeting

Year 1



# Meet our staff

## Year 1



### Teachers:



Miss Akhtar



Miss Maycock



### Teaching Assistants:



Mrs. Gulzar



Mrs. Turner

# Meet other members of our school team



**Miss Davies** – Headteacher and DSL

**Mrs Harrison** – Deputy Headteacher , SENCO and Lead DSL

**Mr Malysik** – Deputy Headteacher and DSL (EYFS Lead)

**Miss Maycock** – KSI and Year 3 Assistant Headteacher

**Mrs Woolgar**– KS2 Assistant Headteacher

**Mrs Lilly** – School Business Manager

**Mrs Janagal** – Pastoral Manager

**Miss Wright**- Attendance Officer and Assistant Learning Mentor

**Ms Ismail** – Office Manager

# Our Vision & Values



At Barford, our unique children and staff feel safe, valued and respected in an emotionally secure environment. The Barford family are resilient, confident and caring. We provide opportunities and experiences to help us strive, thrive and fulfil our full potential in all that we do. Barford is place where we feel nurtured and given 'wings' to fly!

Respect – I treat others,  
as I want to be treated

Kind – I care about  
others and myself

Honest – In all that I do

Ambitious – I want to  
succeed

Confident – I believe in  
myself

Curious – I am interested  
in finding out things

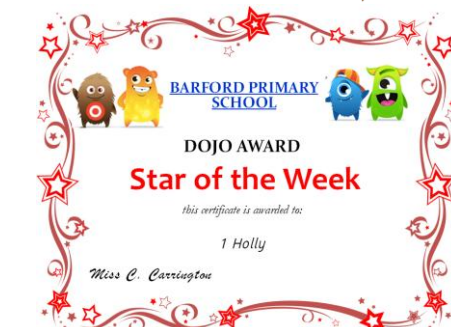
Resilient – I keep trying  
even when things are hard

# Celebration Assembly



To reinforce our vision and values with the children, every Monday there is a Celebration Assembly. This is an opportunity to celebrate the children's achievements in their learning and behaviour. If your child is chosen for a 'Star of the Week' certificate, then you will be invited to the assembly celebrate your child with us.

There are also certificates awarded for the most Dojo Points and the highest achiever on Numbots. Class attendance is also celebrated.

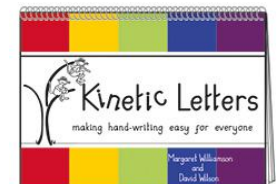


# What's happening in Year One?



## Year 1 Autumn

8:30 – 8:40	8:45-9:15	9:15-9:40	9:40-9:55	10:00-10:00	10:00-10:45	10:45-11:30	12:30-1:15	1:15-2:00	2-2:15	2:15-2:45	2:45-3:10
8:30 – 8:40 Gates open / Morning book and register taken by 8:40	Phonics	EYFS KSI Celebration Assembly	Break	Maths	English	Lunch time	Story-time 12:30-12:40  Maths Meeting 12:40-12:55  Kinetic Letters 12:55-1:10	PE   Holly 1:45- 2:15  Computing   Ash 1:45-2:15  Both classes change at 1:10 - 1:35  Additional time spent practising phonics speed sounds / word reading.		PE   Ash 2:15- 2:45  Computing   Holly 2:15-2:45	Numbats
Tuesday	Maths			Reading   Ash Phonics   Holly	Phonics   Holly Reading   Ash	English	Story-time 12:30-12:40  Maths Meeting 12:40-12:55  Kinetic Letters 12:55-1:15	CUSP / Humanities History A1 Geography A12	Break	CUSP / Humanities History A1 Geography A12	PSHE
Wednesday	Maths	Phase assembly 9:15-9:45		Reading   Ash Phonics   Holly	Phonics   Holly Reading   Ash	English	Maths Meeting 12:40-12:55  Kinetic Letters 12:55-1:15	RE 1:15-2:00		Phonics 2:15 – 2:45	Stay and Read
Thursday	Maths			Reading   Ash Phonics   Holly	Phonics   Holly Reading   Ash	English	CUSP Science			CUSP Science	SG Assembly
Friday	Maths			Editing 10- 10:30	Phonics Review 10:30- 11:00	English	Story, MM, Kinetic Letters	Art A1 Design A12		Art A1 Design A12	Library



# Our Curriculum



## Reading and Phonics

In school, we use the Little Wandle programme for teaching phonics and reading. The children will have daily phonics lessons learning the phonemes and graphemes in line with Little Wandle. They will have the opportunity to say, read and write these in different words and sentences each day. The children will develop their reading in Reading Skills sessions. These will take place 3x per week where children will work in a small groups with an adult learning to read, develop confidence and fluency before answering questions about the book.

This year there will be a library session each week amongst other opportunities for reading each day- including 'storytime' as a whole class.

CUSP is guided by evidence-led curriculum structures, such as retrieval, spaced retrieval practice and interleaving.



# Swimming at Barford!



We understand that swimming provides numerous benefits for children, impacting their physical and mental health, as well as crucial water safety skills. Swimming also fosters social skills, builds confidence, and can enhance mental well-being.

In the UK's National Curriculum, it's a requirement for all primary school children to be able to swim competently, confidently, and proficiently over a distance of at least 25 metres by the end of Key Stage 2. It will be a requirement for all children to participate in these lessons.

Our pop-up swimming pool will be provided by a reusable company called 'Aqualympic'. There will be a qualified, competent and trained swimming teacher teaching 10 children at one time. The pool water will also be tested at least 3 times a day.

## Swimming wear

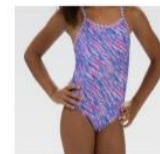
### Boys

- Swimming trunks/shorts, no pockets and above the knee
- Swimming short/log sleeve close fitted tops can be worn



### Girls

- One piece swimming costume
- Swimming leggings can be worn
- Swim dress with swimming leggings or shorts
- Full, one-piece modesty swimwear

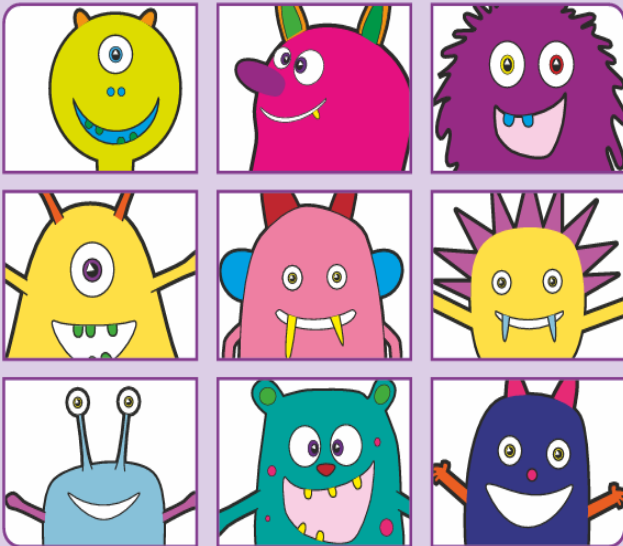


# Phonics Screening

## Key stage 1

### Phonics screening check

Pupils' materials



### Phonics Screening Check:

- In Year 1 the children will complete the Phonics Screen Check in the Summer Term.
- The check will be used to see how confident the children are with their phonics.
- More information about this will be shared nearer the time.

Section 2

brend	
throst	
stret	
spraw	

Page 20 of 28

Section 2

label
vanish
blossom
thankful

Page 21 of 28

# Year 1 English



## Autumn

## Spring

## Summer



Y1: Old Bear

<b>A: Finding Narrative and Message</b>
Vehicle Text
Old Bear
<b>Writing Outcome &amp; Writing Purpose</b>
Narrative: Finding Narrative Purpose: To retell a story
Letter: Message Purpose: To inform and explain events that have happened
<b>Grammar: Word</b>
<b>Build on previous units &amp; focus on:</b> Regular plural noun suffixes -s or -es including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)
<b>Grammar: Sentence</b>
<b>Build on previous units &amp; focus on:</b> How words can combine to make sentences joining words and joining clauses using 'and'
<b>Grammar: Text</b>
Sequencing sentences to form short narratives
<b>Grammar: Punctuation</b>
<b>Build on previous units &amp; focus on:</b> Separation of words with spaces Capital letters and full stops to demarcate sentences



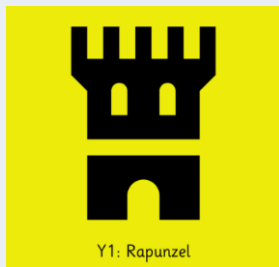
Y1: Hermelin

<b>B: Detective Narrative and Letter</b>
Vehicle Text
Hermelin: The Detective Mouse
<b>Writing Outcome &amp; Writing Purpose</b>
Narrative: Detective Narrative Purpose: To narrate
Recount: Letter Purpose: To recount
<b>Grammar: Word</b>
<b>Build on previous year &amp; focus on:</b> Reinforce plural noun suffix -s and -es How the prefix un- changes the meaning of verbs and adjectives Adding the suffixes -er and -est to adjectives (WO2)
<b>Grammar: Sentence</b>
<b>Build on previous year &amp; focus on:</b> Combining words to make sentences Joining words and clauses using 'and'
<b>Grammar: Text</b>
<b>Build on previous year &amp; focus on:</b> Sequencing sentences to form short narratives
<b>Grammar: Punctuation</b>
<b>Build on previous year &amp; focus on:</b> Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark



Y1: The Secret of Black Rock

<b>E: Return Narrative and Diary</b>
Vehicle Text
The Secret of Black Rock
<b>Writing Outcome &amp; Writing Purpose</b>
Narrative: A Return Narrative Purpose: To narrate
Recount: Diary Purpose: To recount
<b>Grammar: Word</b>
<b>Build on previous units &amp; focus on:</b> Reinforce the plural noun suffix -s/es Adding the suffixes -ing and -ed to verbs Reinforce how the prefix un- changes the meaning of verbs and adjectives
<b>Grammar: Sentence</b>
<b>Build on previous year &amp; focus on:</b> Combining words to make sentences Joining words and clauses using 'and'
<b>Grammar: Text</b>
<b>Build on previous year &amp; focus on:</b> Sequencing sentences to form short narratives
<b>Grammar: Punctuation</b>
<b>Build on previous year &amp; focus on:</b> Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and the personal pronoun - I



Y1: Rapunzel

<b>B: Traditional Tale Narrative and Instructions</b>
Vehicle Text
Rapunzel
<b>Writing Outcome &amp; Writing Purpose</b>
Narrative: A Traditional Tale Purpose: To narrate
Instructions: How to catch a witch Purpose: To instruct
<b>Grammar: Word</b>
<b>Build on previous year &amp; focus on:</b> Reinforce plural noun suffix -s -es Adding the suffix -er to verbs
<b>Grammar: Sentence</b>
<b>Build on previous year &amp; focus on:</b> Combining words to make sentences Joining words and clauses using 'and'
<b>Grammar: Text</b>
<b>Build on previous year &amp; focus on:</b> Sequencing sentences to form short narratives
<b>Grammar: Punctuation</b>
<b>Build on previous year &amp; focus on:</b> Separation of words with spaces Capital letters Full Stops



Y1: Where the Wild Things Are

<b>D: Portal Narrative and Information Text</b>
Vehicle Text
Where the Wild Things Are
<b>Writing Outcome &amp; Writing Purpose</b>
Narrative: A Portal Story Purpose: To narrate
Information: Wild Things Purpose: To inform
<b>Grammar: Word</b>
<b>Build on previous units &amp; focus on:</b> Adding the suffixes -ing, -ed and -er to verbs Adding the suffixes -er and -est to adjectives How the prefix un- changes the meaning of verbs and adjectives
<b>Grammar: Sentence</b>
<b>Build on previous year &amp; focus on:</b> Combining words to make sentences Joining words and clauses using 'and'
<b>Grammar: Text</b>
<b>Build on previous year &amp; focus on:</b> Sequencing sentences to form short narratives
<b>Grammar: Punctuation</b>
<b>Build on previous year &amp; focus on:</b> Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and the personal pronoun - I



Y1: The Last Wolf

<b>F: Hunting Narrative and Recipe</b>
Vehicle Text
The Last Wolf
<b>Writing Outcome &amp; Writing Purpose</b>
Narrative: A Hunting Narrative Purpose: To narrate
Recount: Recipe Purpose: To instruct
<b>Grammar: Word</b>
<b>Build on previous units &amp; focus on:</b> Reinforce plural noun suffix -s -es (WO2) Adding the suffixes -ing and -ed to verbs Adding the suffixes -er and -est to adjectives
<b>Grammar: Sentence</b>
<b>Build on previous year &amp; focus on:</b> Combining words to make sentences Joining words and clauses using 'and'
<b>Grammar: Text</b>
<b>Build on previous year &amp; focus on:</b> Sequencing sentences to form short narratives
<b>Grammar: Punctuation</b>
<b>Build on previous year &amp; focus on:</b> Separation of words with spaces Capital letters Full Stops Question mark (WO2) Exclamation mark

# Year 1 Maths



BARFORD PRIMARY SCHOOL



## Autumn

**1** Numbers to 10

**2** Addition and subtraction within 10

**3** Shape and patterns

**4** Numbers to 20

**5** Addition and subtraction within 20



## Spring

**6** Time

**7** Exploring calculation strategies within 20

**8** Numbers to 50

**9** Addition and subtraction within 20

**10** Fractions

**11** Measures: Length and mass



## Summer

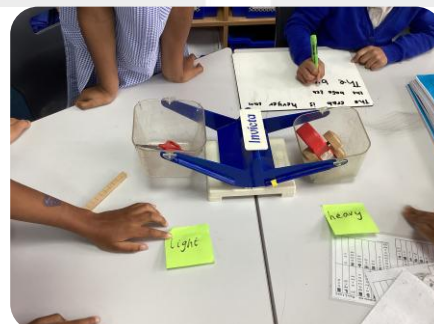
**12** Numbers 50 to 100 and beyond

**13** Addition and subtraction

**14** Money

**15** Multiplication and division

**16** Measures: Capacity and volume



Children strengthen their understanding of number facts through the online programme – NUMBOTS. All children have a password to access this. This can also be accessed at home.

# Year 1 PE



## Your PE day will be...Monday PM

On this day children will come into school in their uniform and will get changed during the school day. PE kits will remain in school and be sent home for washing at half-term.

The P.E Kit should consist of:

- Black or navy jogging bottoms for outside P.E (no logos)
- Black or navy shorts for indoor P.E ( no logos)
- White T-shirt
- School blue sweatshirt (no hoods)
- Black or white trainers ( no logos)
- Long hair should be tied back
- Earrings should be taken out or covered with a plaster/medical tape
- Children wearing religious necklaces/bracelets, should have these covered



# Uniform



School uniform is very important and we want the children to take a pride in themselves and to be proud of being at Barford.

No jewellery or personal items are allowed to be worn apart from stud ear rings and a watch. For safety, such items MUST be removed for PE.

No make-up, including nail varnish, is allowed.

**Please label all items. ( Use a permanent marker if you don't have name labels)**

## Girls

Dark grey or black skirt/ dress/ trousers.

White blouse/polo shirt.

Royal blue sweatshirt/cardigan (waist length, no hood).

White, black or grey socks/tights.

Plain royal blue, grey, black or white headscarf (no longer than shoulder length).

Summer: Blue and white gingham dress (optional).

Summer: White leggings/tights (optional).

## Boys

Dark grey or black trousers.

White shirt/polo shirt.

Royal blue sweatshirt/jumper.

White, black or grey socks.

Summer: Dark grey or black shorts (optional).

## Boys and girls shoes

Plain, flat black shoes - **not** trainers.

No heels/platforms.

Must cover toes and be secured to the foot.



# Homework



- Each week you will get one piece of English and Maths homework. This will go out on Friday and to be returned by Wednesday of the following week.
- Other activities may be sent home i.e. phonics or handwriting.
- Home readers will come out each week. Please listen to your child read for at least 10 minutes each night and leave a comment in their reading diary. Little Wandle books will be sent out this week and eventually we will be sending this and a reading for pleasure book.
- 'NUMBOTS' can be accessed at home with your child's log in. This will help them develop their number skills and support their times table knowledge.



# Reading for pleasure



## Stay and Read with Parents

Every Wednesday 2:45pm - 3:00pm, there will be a Parent Stay and Read session.

This is to promote reading for pleasure. It is a great opportunity to share a range of books with your child.

Teaching staff will also be on hand if you have any queries about phonics and reading.

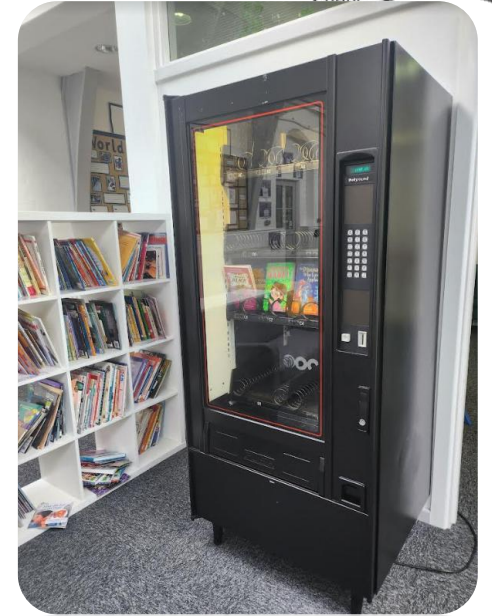




BARFORD PRIMARY SCHOOL

## Star Readers!

The children can win a prize from our vending machine. Your child can become a star reader; all the children go into a raffle draw once per week and can win a book from our school vending machine.



## School Library

Your child will have access to our school library once per week in September. They will bring a book home that interests them !

# Trips, visits and enrichment in school



BARFORD PRIMARY SCHOOL



*"Pupils have access to an extensive range of experiences beyond the classroom." OFSTED 2023*

Autumn	Spring	Summer
Dudley Zoo	Royal Ballet	Toy Museum Experience

## Enrichment

We network with a range of providers to give your children a wealth of experiences: Royal Ballet, Roots to Fruits, Street Dance, visitors from the community and music services.

### Payment Plans to support parents paying for trips

We provide a payment plan which will allow you to spread the cost of trips over the school year. We will share with you this information before the start of the new term , so you can plan ahead.



# After-school Clubs and opportunities



We offer a range of FREE after school clubs which are run by our staff. We are only able to offer a limited number of places, so it is first come, first served.

Day of club	Type of club	Year groups	Times	Places available	Staff Member
Tuesday	Art & Crafts	1,2	3:30pm – 4pm	10	Miss Bradney
Tuesday	Minecraft education	4,5,6	3:30pm – 4pm	15	Mr Able
Tuesday	Board Games	1,2	3:30pm – 4pm	10	Miss Akhtar
Tuesday	Urdu	4,5,6	3:30pm – 4pm	15	Mrs Baig
Thursday	Girls' Football	4,5,6	3:30pm – 4pm	16	Mrs Rolls
Thursday	Book Club	1,2,3	3:30pm – 4pm	12	Miss Sifford
Thursday	Eco-Club	4,5,6	3:30pm – 4pm	20	Miss Jones (Y4)
Thursday	Science	3,4	3:30pm – 4pm	16	Miss Jones (Y3)
Thursday	Lego	1,2,3	3:30pm – 4pm	12	Miss Maycock
Thursday	Dance	1,2	3:30pm – 4pm	9	Mrs Nuur
Friday	Chess	3,4,5,6	3:30pm – 4pm	12	Miss Pascal

# Attendance Makers



## What do I do if my child is unwell?

Please contact Barford Primary School on **0121 464 3765 by 8:30am** if your child is unable to attend. Please refer to NHS guidelines if you are unsure on how long to keep your child off school. We will work with you and your child to improve their attendance.

## Two types of absence

### Authorised and Unauthorised

Any absence from school (authorised or unauthorised) will affect a child's attendance percentage. Authorised means the Academy has approved the absence as a reasonable explanation for your child's absence. If your child/ren are absent for more than 3 days due to illness we will need medical evidence to authorise any further absence. Unauthorised absence can lead to legal action. See examples of both these absences below.

### NHS guidance on common illnesses

#### Runny nose

It's fine to send your child to school with a runny or blocked nose, but if they have a fever keep them off school until the fever goes.

#### Headlice

There's no need to keep your child off school if they have head lice. Please treat headlice as soon as possible.

#### Sore throat

You can still send your child to school if they have a [sore throat](#).

#### Diarrhoea or vomiting

Children with [diarrhoea or vomiting](#) should stay away from school for 48 hours.

Please refer to the NHS website for more illnesses and timescales.

<https://www.nhs.uk/live-well/healthy-body/is-my-child-too-ill-for-school/>

Research shows that regular attendance and good punctuality are crucial factors in students achieving their full potential at school. Here at Barford Primary School we wish to work in partnership with Parents and Carers and seek your full support in ensuring that your child attends everyday and on time.

Home visits are conducted by our pastoral and attendance team if your child is absent. They are unannounced visits occasionally on the 3<sup>rd</sup> day of absence.

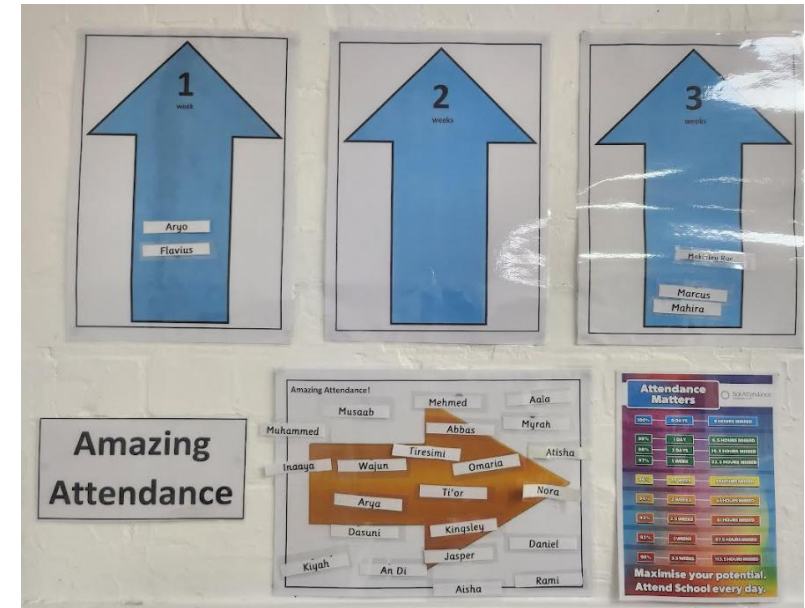
**If we haven't received any contact with you by the 3<sup>rd</sup> day of absence and get no response via a home visit, then referrals to the local authority may be made.**

Always ensure you notify the academy of any address changes.

# Attendance Matters

- Every week your child's class celebrates good attendance including all improvements in attendance.
- Children who have good and improving attendance receive an attendance sticker and a raffle ticket for a weekly prize draw.
- Each week the winner from each class, chooses a prize from the attendance cupboard.
- At the end of each term, the class in each key stage with the highest attendance receives a voucher to spend on a class game or activities such as Monopoly or Twister !

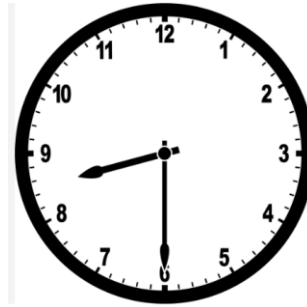
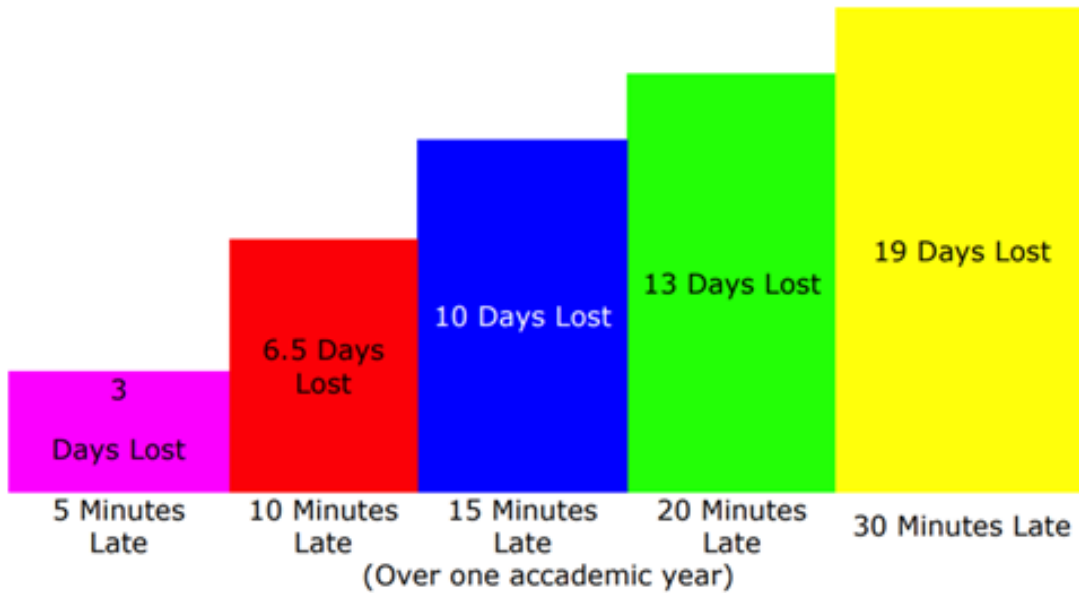
Great attendance and punctuality is rewarded in school !



# Every minute counts!

## Every Minute Counts

If you arrive late to school everyday your learning begins to suffer. Below is a graph showing how being late to school everyday over a school year adds up to lost learning time.



- School gates open at 8:30am. Bring your child to the reception gate on Barford Road and take your child to the blue double doors.
- Children should be in school and must be sat down in the classroom at 8:40 am for registration.
- Gates will close at 8:40am.
- (If you arrive after 8.40am ,you will be asked to go round to the main entrance and bring your child into school and your child will be marked as late.)
- Lessons begin promptly at 8:45.
- End of the day is 3:10. Please collect your child from their classroom door on the reception playground.

# Where to take my child in the mornings



# Lunchtime Arrangements

## School Meals

You can choose a hot meal for your child free of charge under the Government Scheme 'Universal Free School Meals'. Universal Free School meals only apply to years Reception to Year 2.

### Free school Meals

We ask that you complete the FSM form to check if your child is eligible for Pupil Premium Funding. Please speak to Mrs Lilly if you would like support for claiming this. **For every child that is Free School meals the schools receives funding!**

We are extremely lucky that we cook all our own meals on site !! The teaching staff team and lunchtime supervisors will guide and support your child during lunchtime so it becomes part of their normal routine which they enjoy ! Our menu is available on our website.

### Packed Lunches

If you send your child to school with a packed lunch please ensure these are healthy!  
Lunch boxes could include things like sandwiches, wraps, fruit, yogurt, cereal bars and healthy drinks

We have a 'NO' nuts policy in school.



If your child is eligible for free school meals, the school receives additional funding which can purchase additional resources for your child!



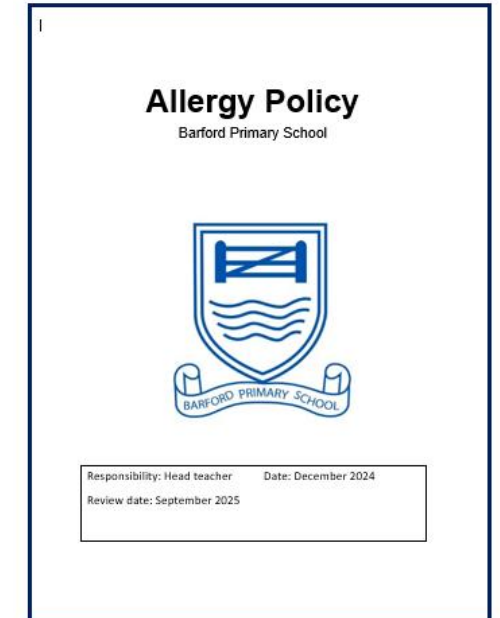
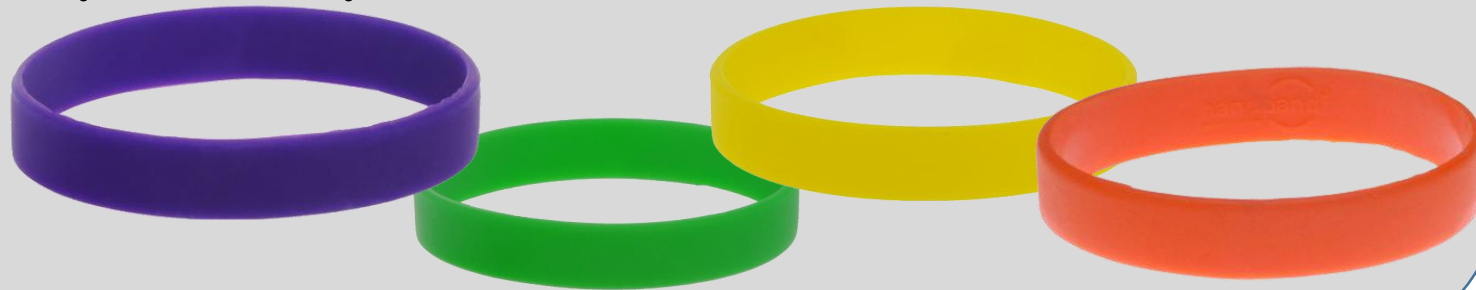
# Allergies and wristbands



10. Organisation of children with allergies in the school dinner hall and nursery  
All children with a diagnosed allergy will wear a purple lanyard and purple wristband with their name, class and allergy type. The children are served first and use a purple tray for their food. It is the Catering Supervisor's responsibility that all kitchen staff follow the school policy for dealing with children with allergies.

Other groups of children in school wear the following coloured-wristbands:

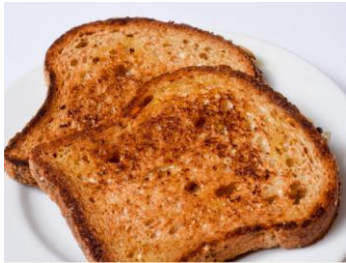
- Vegetarian (green wristband)
- Religious choices including Halal, no pork, beef, shellfish (yellow wristband)
- No religious choices (orange wristband)



# Snack time

## Toasty Tuesdays & Fruit Fridays

On Tuesdays and Fridays children can bring in money for toast and fruit. They will hand the money to their teacher, where name and the amount of toast or fruit they want, will be written on a list. At snack time the fruit or toast will be given to them. This is a cash only service.



30p for 2 slices



50p per pot



## Free Fruit for the children

Your child will be provided with free fruit for snack at break-time however, if they would like a fruit pot on Fridays or Toast on Tuesdays this will be chargeable.

## Water bottles

Please could you send your child in with a water bottle which is clearly labelled with their name. The children will be able to refill their bottles during the day. They will bring this home with them everyday so it can be washed. WE encourage the children to drink water only- not fruit juice.



# Year 1 Readiness for September



## What can you do with your child to get them ready for year 1 in September?

Read! Read! Read! Enroll your child at the local library.

Continue practicing 'Phonics GPCs.'

Practice writing their name independently.

Practice letter formation and number formation.

Encourage your child to start taking responsibility for their own things, such as packing their school bag, filling their water bottle, doing up their own coat.

Encourage your child to practice their number skills online with NUMBOTS. Check your child can access this using their log in details.



# End of Year Expectations – Expected (At National Standard)



## Mathematics

- Count to and across 100, forwards & backwards from any number.
- Read and write numbers to 20 in numerals & words.
- Read and write numbers to 100 in numerals.
- Say 1 more/1 less to 100.
- Count in multiples of 2, 5 & 10.
- Use bonds and subtraction facts to 20.
- Add & subtract 1 digit & 2 digit numbers to 20, including zero.
- Solve one-step multiplication and division using objects, pictorial representation and arrays.
- Recognise half and quarter of object, shape or quantity.
- Sequence events in chronological order.
- Use language of day, week, month and year.
- Tell time to hour & half past.



## End of Year Expectations Year 1

These documents provide information for teachers, parents and Carers on the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's teacher.

# End of Year Expectations – Expected (At National Standard)



## Reading - word reading

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and *-s*, *-es*, *-ing*, *-ed*, *-er* and *-est* endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading

## Writing

- 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. Use:
  - capital letters
  - full stops
  - question marks
  - 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 the right place.
- Use the correct formation of capital letters. Use the correct formation of digits.

