Information Booklet



Year 1
2026-2027

Parsloes Primary School
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Welcome to Year 1



Dear Parents and Carers,

We would like to welcome you and your child to Year 1 and we look forward to working with you in the coming year.Year 1 is the beginning of Key Stage One and your child will begin to follow the National Curriculum. In Year 1 our highest priority is ensuring that your child becomes a fluent and confident reader. Our aim as class teachers is for your child to make the best progress that they can, as well as enjoying their time whilst they are here at Parsloes.

If you have any questions about your child's education and progress, please don't hesitate to speak to your child's class teacher. We sincerely hope that your child will have a wonderful time in Year 1 and excel in all that they do.

Kind regards,

Year 1 teachers – Miss Phillips (Bumblebee)

Our Vision



At Parsloes Primary School, we believe in an enriched and progressive curriculum that is engaging for all. The children and their learning are at the core of all that we do.

Our curriculum is designed to take into consideration our children's varied backgrounds and cultural experiences. We believe all children deserve a curriculum that expands their life chances, enabling social equity and mobility. All pupils are entitled to have access to a broad range of learning experiences which allow them to develop the knowledge, understanding, skills and attitudes necessary to prepare them for and to help them succeed as members of the wider community.



Our Values

Respectful
Acting with integrity and consideration

Aspirational
Having high expectations of what we can achieve

Understanding
Demonstrating empathy and compassion

Positive
Learning to persevere and develop resilience

Year 1 Reminders



Attendance and Punctuality

There is a soft opening from 8:40am to 8:50am. Your child's regular and prompt attendance at school is crucial to their success, so please ensure they are on time every day. The most intensive lessons begin first thing in the morning. If your child is late, they will miss out on very important learning.

Reading

Children in Year 1 will continue to follow the Little Wandle Letters and Sounds programme. They will take a decodable book home and are encouraged to read daily. We are proud to be a Little Wandle Champion School.

Accompanying this book is a reading record, where you can write comments on their reading progress. Please ensure that you sign your child's reading record at least three times each week. Please take the time to also question your child about the books that they are reading to you.



Year 1 Reminders

Uniform

The school has high expectations for school uniform. Full school uniform with the school logo must be worn daily. All children should wear appropriate black shoes for school.Please ensure that your child's name is written clearly on all of their belongings. We recommend that long hair is tied back for safety. Children should not wear jewellery in school, except from small studs if they have their ears pierced.



Water

Your child will need a named water bottle with a covered mouthpiece to access water throughout the day. We cannot provide or share cups in the classroom. Your child will be able to refill their water bottle throughout the day as necessary.

Break times

Each class has access to a range of playground toys to use at break and lunch times. Children are not allowed to bring their own toys into school to play with.



PE

PE Kit consists of a white T-Shirt, red shorts, black joggers and a black sweatshirt. Children should not wear earrings to school on their PE days and long hair must be tied back.

Bumblebee Class – Tuesday and Wednesday

Year 1 Reminders

Library

Your child will visit the school library with their class once a week, where they will have their opportunity to check out a book and take it home to read. Please ensure that your child returns the book the following week. There is a charge of £5 for any lost or damaged books.

Curriculum

Our theme for the first half term is 'What a Wonderful World'. Further curriculum updates will follow throughout the year in order for parents to support their child's learning.



How to support your child in Year 1

·Read with your child every day and ask them questions about the story.
·Help your child to complete their homework.
·Practise number bonds to 10.
·Practise the spellings which your child will come home from school with.
·Discuss with your child topics covered in school, using the half termly parent overviews.
·Encourage your child to be independent in their self-care, for example with toileting and using a knife and fork correctly.
·Encourage conversation through playing games and talking about your day.

School Uniform

PARSLOES PRIMARY SCHOOL UNIFORM

The uniform, including the P.E. Kit, book bags etc. can be purchased from our online uniform supplier which is Premier Schoolwear, www.premierschoolwear.co.uk.

Uniform can be purchased and either delivered or collected from store. If you require any additional information please speak to the school office.

COMPULSORY UNIFORM

BOYS	GIRLS
Grey tailored trousers	Grey pleated skirt or grey tailored trousers
White school polo shirt (with Parsloes motif)	White school polo shirt (with Parsloes motif)
Red school sweatshirt (with Parsloes motif)	Red school sweatshirt (with Parsloes motif)
Plain grey socks	Grey tights
Plain black **shoes (NO Trainers)**	White socks
No dyed hair or shaved fashion hairstyles	Plain black **shoes** (flat heel with a back, **NO Trainers**)
	Red or white hair accessories
	No dyed hair or shaved fashion hairstyles

BAGS

Parsloes Book Bag only

Please do not send your child to school with any other bags, handbags or back packs.

OPTIONAL SUMMER UNIFORM (from April to October)

Children may wear the main uniform all year round, but during the hot weather boys and girls may wear grey tailored shorts with the white school polo shirt.

Girls also may wear a red gingham checked **dress** (not 2 piece suit) with white socks.

PLEASE NOTE:

All cardigans and sweat shirts must have the Parsloes Primary School motif. All shoes should have a back, should be flat heeled and BLACK. Please only have laced shoes if your child can do up their own laces otherwise have ones with Velcro. Any clothing underneath the uniform especially in the winter months must not be seen, this includes long sleeve tops and leggings.



Year 1 Writing Curriculum

Year 1

The focus at the beginning of Year 1 is on transcription and sentence level work, building up to sequencing sentences into narratives from the spring term. Handwriting is taught discretely following the Little Wandle approach. There are many opportunities for children to write dictated sentences.

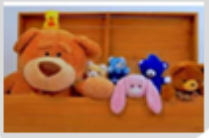
Autumn 1 What's in the Toybox?	Autumn 2 On the Move	Spring 1 Sensational
Basic Skills Focus – fundamental writing skills from Reception; especially letter formation and dictated sentences **Enormous Turnip** **Text:** 'The Gigantic Turnip' by Aleksei Tolstoy **Genre:** Cumulative Tale **Grammar Focus:** composing simple sentences; using full stops and capital letters correctly *No Hot Task – sentence level work*	**Where the Wild Things Are** **Text:** 'Where the Wild Things Are' by Marcus Sendak **Genre:** Character Description **Grammar Focus:** Composing and writing simple sentences; using full stops and capital letters correctly *No Hot Task – sentence level work*	**Handa's Suprise** **Text:** 'Handa's Surprise' by Eileen Browne **Genre 1:** Journey Tale **Grammar Focus:** Sequencing sentences into a short narrative; joining sentences using 'and' **Innovated Write:** Akeyo's Journey **Genre 2:** Instructions **Grammar Focus:** Using question marks; sequencing sentences; using conjunctions **Innovated Write:** How to Make a Smoothie
Spring 2 **Into the Unknown!**	**Summer 1** **Fee Fi Fo Fum!**	**Summer 2** **Oh, I Do Like to be Beside the Seaside!**
Lost and Found **Text:** 'Lost and Found' by Oliver Jeffers **Genre 1:** Wishing Tale **Grammar Focus:** Sequencing sentences into a short narrative; using conjunctions **Innovated Write:** A story where a character's wish comes true **Genre 2:** Non-Chronological Report **Grammar Focus:** Using question marks; using conjunctions to explain or add detail **Innovated Write:** A report about a polar creature	**Jack and the Beanstalk** **Text:** Jack and the Beanstalk **Genre 1:** Overcoming the Monster **Grammar Focus:** sequencing sentences into short narratives; exclamation marks **Hot Task:** a story where an invented monster is defeated **Genre 2:** Non-Chronological Report **Grammar Focus:** Using question marks; using conjunctions to explain or add detail **Innovated Write:** A report about the monster they created for their story	**The Snail and the Whale** **Text:** 'The Snail and the Whale' by Julia Donaldson **Genre:** Journey Tale **Grammar Focus:** conjunctions, sentence punctuation, rereading to check it makes sense **Hot Task:** Journey tale about an adventure the children have in the local area **The Big, Big Sea** **Text:** 'The Big, Big Sea' by Martin Waddell **Genre:** Poetry



Curriculum Themes

YEAR 1

Autumn 1



What's in the Toybox?

Autumn 2



On the Move

Spring 1



Sensational!

Spring 2



Into the Unknown

Summer 1



Fee Fi Fo Fum!

Summer 2



Oh, I Do Like to be Beside the Seaside!

End of Year Expectations

Reading

By the end of Year 1, a child of expected standard will meet the following criteria:

Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Reads accurately by blending sounds in unfamiliar words
Reads common exception words
Reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
Develops pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently; becoming very familiar with key stories, fairy stories and traditional tales.
Understands both the books they can already read accurately and fluently and those they listen to by: checking that the text makes sense to them as they read; as they read, correcting inaccurate reading; discussing the significance of the title and events; and predicting what might happen on the basis of what has been read so far.

Writing

By the end of Year 1, a child of expected standard will meet the following criteria:

Begins to form lower-case letters in the correct direction, starting and finishing in the right place
Writes sentences by: 1. sequencing sentences to form short narratives; and 2. re-reading what has been written to check that it makes sense.
Spells words containing each of the 40+ phonemes already taught
Names the letters of the alphabet in order
Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
Introduces capital letters, full stops, question marks and exclamation marks to demarcate sentences

End of Year Expectations

Maths

By the end of Year 1, a child of expected standard will meet the following criteria:

Counts to and across 100, forwards and backwards, beginning with 0 or one, or from any given number
Counts, reads and writes numbers to 100 in numerals; counts in multiples of twos, fives and tens
Given a number, identifies one more and one less
Represents and uses number bonds and related subtraction facts within 20
Recognises, finds and names a half as one of two equal parts of an object, shape or quantity
Compares, describes and solves practical problems for: 1. lengths and heights e.g., long/short, longer/shorter, tall/short, double/half; 2. mass/weight e.g., heavy/light, heavier than, lighter than; 3. capacity and volume e.g., full/empty, more than, less than, half, half full, quarter; and 4. time e.g., quicker, slower, earlier, later.
Tells the time to the hour and half past the hour and draws the hands on a clock face to show these times
Recognises and names common 2-D and 3-D shapes, including: 1. 2-D shapes e.g., rectangles (including squares), circles and triangles; 2. 3-D shapes e.g., cuboids (including cubes), pyramids and spheres.

