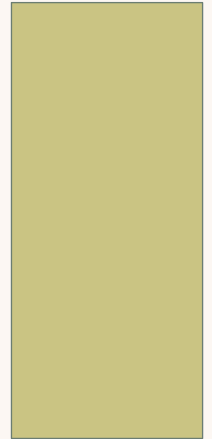




RECEPTION TO YEAR 1 PARENT WORKSHOP

JULY 2026



AIMS OF THE MEETING



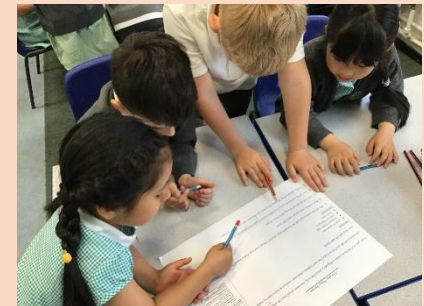
- To inform you of the transition from Reception through to Year 1
- To provide information about how we teach Reading and Maths including changes to the national curriculum
- To provide you with information about how we carry out additional groups for support
- To provide ideas about how you can help
- Playtime



School day/settling in

- Gates open at **8.50am** and registration is at **9am**.

- Autumn term, the Year 1 children will learn through combination of **whole class, small group and independent activities**.



Communication



- Teaching assistants will greet the children at the beginning of the school day, while the teacher is in the classroom settling the children into their morning activities. Messages can be passed to the teacher via the teaching assistant.
- The teachers will dismiss the children at the end of the day, and you can chat with them then if you have any concerns or questions. Please wait until we have released the children so we can give you our full attention.
- You can also send an email via the school office address: dfcontact@compassps.uk, or ask for the teacher to call you back if you are unable to attend drop off or pick up, and would like to discuss something.
- We will send out messages for upcoming events, home learning and spellings (from Autumn 2) via **Google Classroom**. We will also send a message via Bromcom to draw your attention to anything that is not their usual home learning task or weekly information email.
- We have an '**open door policy**' and welcome your feedback, questions and information about your child that will help them feel confident and settled at school, so they can learn to the best of their ability, so please do not hesitate to contact us, should you have any concerns. After school is always best.

Forest School

- Forest school will alternate. One class will go one week, the other the next. We will send out a timetable at the beginning of the year and then remind you each week on Google Classroom.
- Nature
- Wellies and waterproof
- All weather (exc. Snow, high winds and thunderstorms)



Key Features of Forest Schools

The use of a natural outdoor environment.

Allows every child to have a voice, especially those who find it difficult to communicate in a more conventional learning environment.

Child-led approach to children's learning which is fun and unhurried.

A high adult to child ratio allows children to undertake new experiences and challenges whilst taking appropriate risks.

Long term programme that allows repetition where children come into contact with nature using all their senses.

Supports personalised learning.

Builds children's confidence and self esteem as they are responsible for making their own decisions and are carefully supported to achieve.

Trained adults and facilitators and observers rather than leaders and directors.



PE

- Forest school counts as one PE session.
- Children should bring their kits (white t-shirt and black shorts/ leggings) in on **Monday's** and they will be returned on Fridays. For safety reasons, children must have their kits to be able to participate in PE sessions.
- Please ensure children have **something warm** as the weather gets colder, and if your child is wearing tights please ensure there are **socks** in their PE kits.
- Finally, please label everything clearly, and let your children know where the labels are.





Trips

- We are looking forward to a taking part in lots of trips next year! Trips will hopefully include local walks to the parks and woods, the Golden Hinde, and the Cutty Sark.
- We will email you at least 2 weeks before each trip to let you know the details and to ask for volunteers to accompany us.





Home learning

Reading:

Children are encouraged to read **daily** at home

Phonics

Sheet in Home learning books each week – details all the sounds and tricky words we have covered that week. Really helpful to revise them at home, to help embed them.

Maths

Each week, we will set a maths task on **Mymaths (logins in home learning book)**. This will usually be related to the maths concepts the children have covered in class that week.

Handwriting

Letters we have covered that week in school – in home learning book each week. This will start from week 3.

Spellings

- From Autumn 2, children will have weekly spellings to learn – a mixture of words containing that week's spelling sounds, and tricky words. Just before half term, we will send home the list of all the spellings children will be asked to learn next half term.
- On Fridays we will have an informal 'quiz' to see how the children are getting on.
- We will send out some spelling ideas with these slides.



Phonics, Reading and Spelling

“

Phonics is:

**making connections between the sounds
of our spoken words and the letters that
are used to write them down.**

”

Gradually your child learns all 44 sounds in the phonic code

Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk - words with -s /s/ added at the end (hats sits) - words ending -s /z/ (his) and with -s /z/ added at the end (bags)	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er - words with double letters - longer words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 - longer words, including those with double letters - words with -s /z/ in the middle - words with -es /z/ at the end - words with -s /s/ and /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants - CVCC CCVC CCVCC CCVCV CCVCVCC - longer words and compound words - words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est	said so have like some come love do were here little says there when what one out today

Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /el/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow	any many again who whole where two school call different thought through friend work

Some words are no longer 'tricky' as they move through Year 1 phonics programme and learn more alternative pronunciations.

Spelling

- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



shell

chef

special

caption

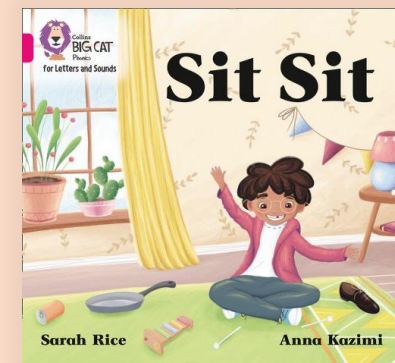
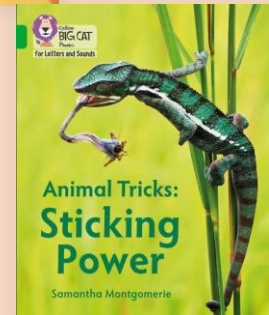
mansion

passion

How do we teach reading books?

Reading practice sessions are:

- taught by a trained teacher/teaching assistant
- taught in small groups, three times a week .
- Clear focus for each session (to reduce cognitive overload)
- **Decoding** - using phonics knowledge to read the word. (aiming for 95 percent fluency)
- **Prosody** – expression, use of punctuation etc.
- **Comprehension** – understanding the text, answering questions



We use assessment to match your child the right level of book

Little Wandle Letters and Sounds Revised Reception Child assessment

Autumn 1

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l

sat man hug red peck



Reading a book at the right level

This means that your child should:

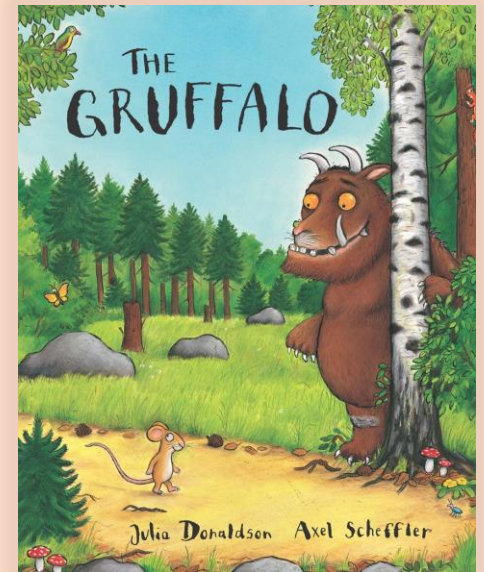
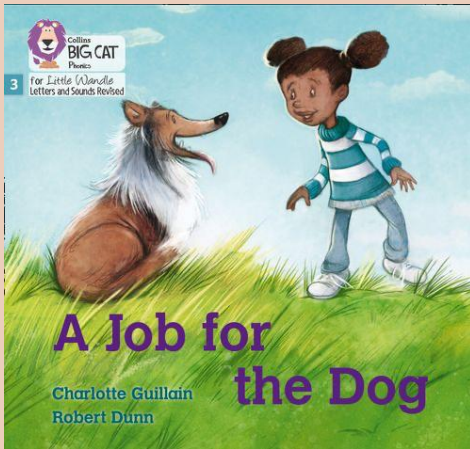
- know all the sounds and tricky words in their phonics book well
- read many of the words by silent blending (in their head) – their reading will be automatic
- only need to stop and sound out about 5 percent of the words by the time they bring the book home – but they should be able to do this on their own.





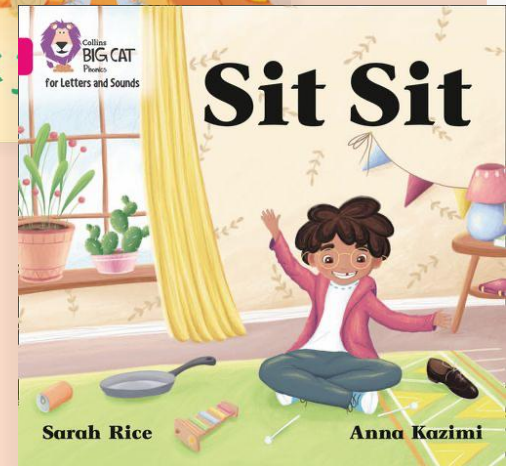
Reading at home

Books going home



Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- If they can't read a word read it to them.
- Talk about the book and celebrate their success.
- Remind children to blend in their heads if they can.
- Read the same book 3 times – decoding, prosody, comprehension



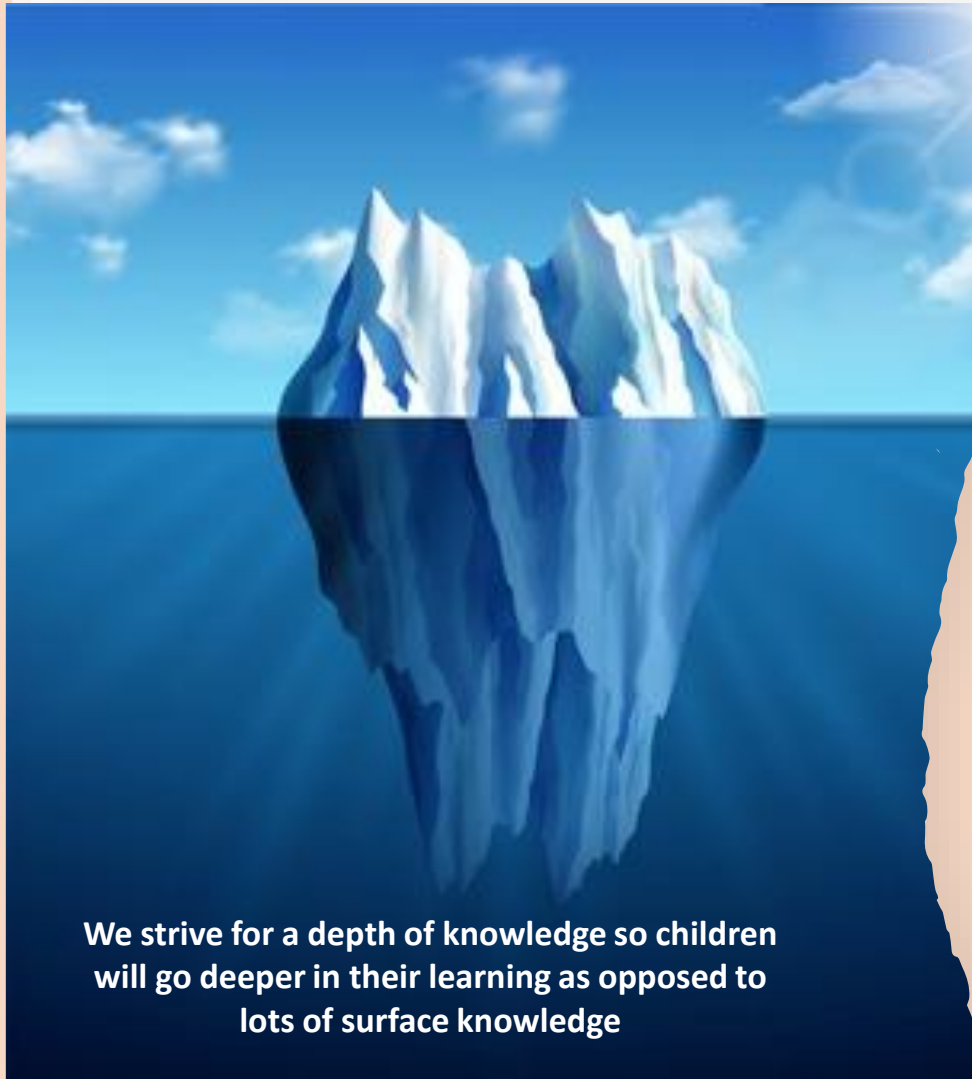
Reading to your child

The shared book is for **YOU** to read:

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
 - Introduce new and exciting language
 - Encourage your child to use new vocabulary
 - Make up sentences together
 - Find different words to use
 - Describe things you see.
 - Point out tricky words on GPCs (letters/sounds) they may have been focusing on that week



MATHS TEACHING AT DEANSFIELD



We strive for a depth of knowledge so children will go deeper in their learning as opposed to lots of surface knowledge

- **Our mission:**
- All children to love and enjoy Maths
- Creating passionate Mathematicians
- All children to be independent problem-solvers who are fluent in number with the ability to reason their thinking
- Resilient learners who can apply their skills across the curriculum



$10 + 5 = ?$



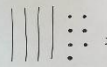


Concrete Pictorial Abstract

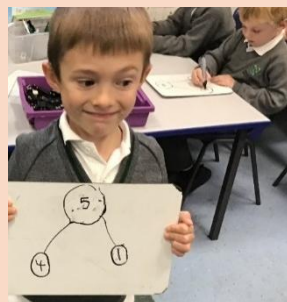
$10 + 5 = 15$
 15

MATHS IN YEAR 1

Concrete: 

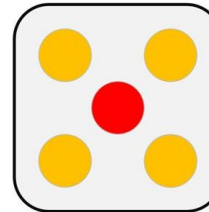
Pictorial:  = 47

Abstract: $40 + 7 = 47$



MASTERING NUMBER

Freeing pupils' minds!



___ needs ___ to make ___ .

Fluency requires pupils to have the flexibility to move between different contexts and representations of mathematics, to recognise relationships and make connections, and to choose appropriate methods and strategies to solve problems.

HOW DO WE ASSESS

Assessment happens all day everyday in our classrooms!

It provides us with important information about what the children know and can do and how they approach their learning.

Assessment takes many different forms:

Observations

Questioning

Discussions

Informal tests and quizzes

Marking and feedback

Formal tests

Language of Assessment

For children in Years 1 to 6 our in-school teacher assessments will be judged as being **Working towards age related expectations, at age related or exceeding age related expectations** using the Compass Partnership Progression and Assessment Framework which is based on the National Curriculum.

STATUTORY ASSESSMENT REQUIREMENTS

Children will already have had experience of:

- Reception Baseline Assessment

At the end of Reception, they had an:

- EYFS Profile

Statutory for Year 1

- Year 1 Phonics Screening Test – Children who do not pass the phonics screening will retake it in the Summer of year 2

Continually across the school

- Teacher assessment at KS1 in all subjects

How to help your child with Literacy

➤ Spelling

- ☐ Homework (Autumn 2)
- ☐ Help them to look for ways of remembering tricky parts of the word

➤ Reading

- ☐ Reading records.
- ☐ Look at the graphemes inside the front cover of the reading books.
- ☐ Remind children to blend in their heads.
- ☐ Read the book 3 times – Decoding, prosody, comprehension .

➤ Writing

- ☐ Practise handwriting
- ☐ Create stories - encourage free writing
- ☐ Pick out common exception words in reading or about the house



How to Help Your Child with Maths

- Play mental maths games including counting in different amounts, forwards and backwards.



- Encourage opportunities for telling the time.



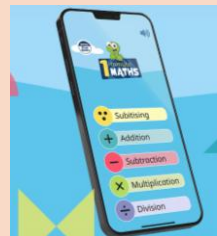
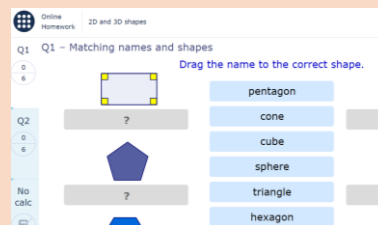
- Encourage opportunities for counting coins and money e.g., finding amounts or calculating change when shopping.

- Look for numbers on street signs, car registrations and anywhere else.

- Look for examples of 2D and 3D shapes around the home.

- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.

- Play games involving numbers or logic, such as dominoes or card games



Glossary

Addend - A number to be added to another.

Aggregation - combining two or more quantities or measures to find a total.

Augmentation - increasing a quantity or measure by another quantity.

Commutative - numbers can be added in any order.

Complement - in addition, a number and its complement make a total e.g. 300 is the complement to 700 to make 1,000

Difference - the numerical difference between two numbers is found by comparing the quantity in each group.

Exchange - Change a number or expression for another of an equal value.

Minuend - A quantity or number from which another is subtracted.

Partitioning - Splitting a number into its component parts.

Reduction - Subtraction as take away.

Subitise - Instantly recognise the number of objects in a small group without needing to count.

Subtrahend - A number to be subtracted from another.

Sum - The result of an addition.

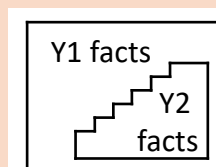
Total - The aggregate or the sum found by addition.

The coloured section is the aim for the end of year 1. We will also look at the related facts.

Addend + addend = sum

Minuend – Subtrahend = Difference

+	0	1	2	3	4	5	6	7	8	9	10
0	0 + 0	0 + 1	0 + 2	0 + 3	0 + 4	0 + 5	0 + 6	0 + 7	0 + 8	0 + 9	0 + 10
1	1 + 0	1 + 1	1 + 2	1 + 3	1 + 4	1 + 5	1 + 6	1 + 7	1 + 8	1 + 9	1 + 10
2	2 + 0	2 + 1	2 + 2	2 + 3	2 + 4	2 + 5	2 + 6	2 + 7	2 + 8	2 + 9	2 + 10
3	3 + 0	3 + 1	3 + 2	3 + 3	3 + 4	3 + 5	3 + 6	3 + 7	3 + 8	3 + 9	3 + 10
4	4 + 0	4 + 1	4 + 2	4 + 3	4 + 4	4 + 5	4 + 6	4 + 7	4 + 8	4 + 9	4 + 10
5	5 + 0	5 + 1	5 + 2	5 + 3	5 + 4	5 + 5	5 + 6	5 + 7	5 + 8	5 + 9	5 + 10
6	6 + 0	6 + 1	6 + 2	6 + 3	6 + 4	6 + 5	6 + 6	6 + 7	6 + 8	6 + 9	6 + 10
7	7 + 0	7 + 1	7 + 2	7 + 3	7 + 4	7 + 5	7 + 6	7 + 7	7 + 8	7 + 9	7 + 10
8	8 + 0	8 + 1	8 + 2	8 + 3	8 + 4	8 + 5	8 + 6	8 + 7	8 + 8	8 + 9	8 + 10
9	9 + 0	9 + 1	9 + 2	9 + 3	9 + 4	9 + 5	9 + 6	9 + 7	9 + 8	9 + 9	9 + 10
10	10 + 0	10 + 1	10 + 2	10 + 3	10 + 4	10 + 5	10 + 6	10 + 7	10 + 8	10 + 9	10 + 10



Adding 1

Adding 2

Bonds to 10

Adding 0

Doubles

Near doubles

If I know my number bonds to a given number, then I know related subtraction facts.

E.g.

$$7 + 2 = 9, \quad 2 + 7 = 9$$

$$9 - 2 = 7, \quad 9 - 7 = 2$$

OPAL

- We mix in all playgrounds with all year groups.
- We have a range of areas, such as mud kitchen, bikes and scooters, small world, calm zone