



THE DEAN TRUST
Blacklow Brow School

Tarbock Road, Huyton L36 5XW,

Transition Booklet
Information for Parents/Carers

Welcome to Year 1

Meet the Staff...



Miss Betts
Teacher



Mrs Sergison
Teaching Assistant

Transition Planning

At Blacklow Brow, we pride ourselves on delivering a fun and balanced curriculum for all our pupils that develops their skills and confidence in preparation for the transition in to each year group.

A smooth transition between the year groups is extremely important to us and we will do everything we can to ensure that your child feels happy and settled, ready to start the new term with their friends in their new class.

Week commencing 5th July 2021, is what we refer to as 'Transition Week'. This is where the children will spend the day in their new classes with their new teacher and teaching assistant. Staff will also meet to discuss individual needs of students and their attainment data, prior to this date.

Wednesday 7th July 2021 is Transition Day and a timetable of activities will take place in school as follows:

Activities	Details
Orientation	Introduction to the staff, classroom layout, equipment, playground etc. Class timetable.
Class Charter & School Behaviour System	PSHE and behaviour theme. Children decide and write their class rules for September. Children sign the Charter.
All About Me	A structured piece of writing for the children to tell the teacher about their interests, likes, dislikes, strengths and what they'd like to improve.
Aspirations	The children set themselves challenges and targets for the year ahead.
Art	Children create art work for a display to welcome them into their new class in September.



Allocation of Teaching Time

The Teaching Week

Subject	Allocated Time per Week	No. of sessions
English	7 hours 30 minutes	15
Maths	5 hours 30 minutes	6
Science	1 hours 30 minutes	2
PE	2 hours	2
PSHE / SMSC	45minutes	1
Computing	45 minutes	1
D&T	45 minutes	1
History	45 minutes	1
Geography	45 minutes	1
Art	45 minutes	1
Music	45 minutes	1
Spanish	45 minutes	1
RE	45 minutes	1
Total	25 hours	30

English includes; guided reading/reciprocal reading, grammar, writing and spoken language.

Basic skills incorporates maths and English and is held at the start and end of the day for a total of 30mins.

Collective worship takes place daily.

The School Day

START 8.30am	Basic Skills 8.30-8.40	Period 1 Core English 8.45-9.30	Period 2 English 09.30-10.15	Break 10.15-10.30	Period 3 10.30-11.30 Core Maths	Period 4 11.30-12.00	Lunch 12.00-1.00pm	Period 5 1.00-1.45	Period 6 1.45-2.30	Basic skills 2.30-2.50
Monday	Assembly Basic Skills	Phonics/Reading	English		Maths	Music		PSHE	Geography	Finish 2.50
Tuesday	Basic Skills	Phonics/Reading	English		Maths	RE		PE	Mental maths	
Wednesday	Basic Skills	Phonics/Reading	English		Maths	PSHE		Phonics	Science	
Thursday	Basic Skills	Phonics/Reading	English		Maths	D&T		Science	Science	
Friday	Assembly Basic Skills	Phonics/Reading	English		Maths	MFL		PE	Love of Reading	

Y1 Curriculum – Autumn



Year 1 Autumn

English

Writing

I can spell the days of the week.
 I can name the letters of the alphabet.
 I can name the letters of the alphabet in order.
 I can use letter names to distinguish between alternative spellings of the same sound.
 I can say out loud what I am going to write about.
 I can compose a sentence orally before writing it.
 I can discuss what I have written with the teacher or other pupils.
 I can sit correctly at a table, holding a pencil comfortably and correctly.
 I can begin to form lower-case letters in the correct direction, starting and finishing in the right place.
 I can leave spaces between words.
 I use joining words and joining clauses using and.
 I can use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.

Reading

I can become familiar with key stories, fairy tales and traditional tales.
 I can explain clearly the understanding of what is read to me.
 I can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently.
 I can recognise and join in with predictable phrases.
 I can retell a story and consider its particular characteristics.

Word Reading

I can blend sounds in unfamiliar words.
 I can divide words into syllables.
 I can read phonetically decodable words.
 I can re-read books to build up fluency and confidence in word reading.

Speaking and Listening

I can hold attention when playing and learning with others.
 I can keep to the main topic when we are talking in a group.
 I listen carefully to the things other people have to say in a group.
 I join in with role-play.

Maths

I can count reliably to 100.

I can count on and back in 1s, 2s, 5s and 10s from any given number to 100.

I can read all numbers in numerals and words to 20.

I can write all numbers in numerals and words to 20.

I can say the number that is one more or one less than a number to 100.

I can recall all pairs of addition and subtraction number bonds to 20.

I can add and subtract 1-digit and 2-digit numbers to 20, including zero.

I know the signs + = -.

I can solve a missing number problem.

I can solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with support.

I can solve a one-step problem using addition and subtraction, using concrete objects and pictorial representations.

Spelling

I know the sounds /f/, /v/, /s/, /z/ and /k/
 spelt ff, ll, ss, zz and ck
 I can understand the division of words into syllables -tch
 I can add s and es to words (plural of nouns and the third person singular of verbs)
 I can add the endings -ing, -ed and -er to verbs where no change is needed to the root word

Art

- I can create moods in artwork.
- I can name the primary and secondary colours.
- I can use IT to create a picture.

Under the sea, over the sea.

This is me.

History

- I can use words and phrases like: 'old', 'new' and 'a long time ago'
- I can talk about things that happened when I was little
- I can give a plausible explanation about what an object was used for in the past
- I can use words and phrases like: 'very old', 'when mummy and daddy were little'
- I can use the words 'before' and 'after' correctly
- I can explain why certain objects were different in the past, e.g., iron, music systems, televisions
- I can explain how they have changed since they were born
- I can put up to three objects in chronological order (recent history)
- I can spot old and new objects in a picture
- I can begin to identify the main differences between old and new objects

Geography

- I can keep a weather chart and answer questions about the weather.
- I can explain the clothes that I would wear in hot and cold places.
- I can begin to explain why I would wear different clothes at different times of the year.
- I can say something about the people who live in hot and cold places.
- I can explain what I might wear if I lived in a very hot or a very cold place.
- I can explain the main features of a hot and cold place.
- I can explain how the weather changes with each season.
- I can locate hot and cold areas of the world.
- I can answer questions about the weather.
- I can explain how the weather changes throughout the year and name the seasons.
- I can answer questions using a weather chart.
- I can make plausible predictions about what the weather may be like later in the day or tomorrow.

Music

- I can use my voice to speak, sing and chant.
- I can clap short rhythmic patterns.
- I can make different sounds with my voice and with instruments.
- I can sequence the sound I hear.
- I can recognise musical dimensions

Design Technology

- I can use my own ideas to make something.
- I can describe how something works.
- I can make a product, which moves.

Year 1 Autumn





Computing

- I can understand what personal information means
- I can understand that personal information is unique to themselves
- I can understand that personal information should only be given to trusted adults
- I can understand that not everyone you meet is trustworthy
- I can begin to identify the characteristics of people who are worthy of trust and who can help to make safe choices
- I can identify a risky situation when a trusted adult's help may be needed
- I can understand that emotions can be a tool to help unsafe situations
- I know how physical sensations can can alert us to unsafe situations
- I understand the importance of checking with an adult before participating in an online environment
- I can begin to be open with trusted adults about online experiences

RE

- I can say how it felt to make something.
- I can remember the Christian Creation story and talk about it.
- I can express an opinion about the Christian belief about creation.
- I can talk about a gift that is special to me
- I can remember some of the Christmas story.
- I can suggest a gift I would give to Jesus.

MFL

- I can join in with songs and rhymes.
- I can respond to a simple command.
- I can answer with a single word.
- I can write single words correctly.
- I can label a picture.
- I can copy a simple word or phrase.

Science

- I can use simple equipment to make observations.
- I can use simple data to answer questions.
- I can name a variety of animals including fish, amphibians, reptiles, birds and mammals.
- I can classify and name animals by what they eat (carnivore, herbivore and omnivore).
- I can sort animals into categories (including fish, amphibians, reptiles, birds and mammals).
- I can name the parts of the human body that I can see.
- I can link the correct part of the human body to each sense.
- I can observe and comment on changes across the four seasons.
- I can name the seasons and suggest the type of weather in each season.

PE

- I can run at different speeds
- I can suggest how to improve my performance in a race
- I can explain how my body feels before and after running
- I can throw underarm
- I can roll a piece of equipment
- I can catch with both hands
- I can throw in different ways
- I can throw underarm and hit a target
- I can begin to catch with one hand
- I can move around the room safely
- I can move with control and care
- I can control my body whilst travelling
- I can control my body whilst balancing
- I can travel in different ways
- I can balance in different ways
- I can move on and off apparatus safely

Year 1 Autumn Foundation Subjects and Science

What is Phonics and how does it work?

At Blacklow Brow we use a phonics programme called **Read Write Inc** to help get children off to a flying start with their phonics. Phonics teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly and compose their ideas step-by-step. This approach has been shown to provide a quick and efficient way for most children to learn to read words effortlessly, so they can put all their energy into comprehending what they read. The children are assessed regularly and grouped according to their ability.

f	l	m	n	r	s	v	z	sh	th	ng		
ff	ll	mm	nn	rr	ss	ve	zz			nk		
ph	le		kn	wr	ce		s					
b	c	d	g	h	j	p	qu	t	w	x	y	c
bb	ck	dd	gg		ge	pp	tt	wh				tch
a	e	i	o	u	ay	ee	igh	ow				
	ea				a-e	ea	i-e	o-e				
					a	e	i	oa				
					ai	e	y	o				
					aigh	y	y					
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure		
u-e			oor	are	ur	ow	oi					
ue			ore		er							
ew			aw									

Speed Sounds

Learning to Read...

Key Stage 1

Every Day (25mins-30mins)

At Blacklow Brow we have adopted a very structured approach to reading in classes from Year 1 to Year 6. In Y1 we use the Read Write Inc (RWI) programme to ensure attainment and progress is made.

Pupils have access to book levels dependent on their reading ability, when each child has been assessed each term, they will advance and move onto new spellings and books. Using RWI allows BLB pupils to progress at their own rate and teaching is tailored to each individual/ group needs.

RWI is used daily for a 45-minute session, during this time pupils read for 30 minutes. Children learn 2 new sounds each week and recap previously taught sounds to consolidate learning. This approach allows for an easy transition to our Reading Vipers in Year 2.

Guidance for parents:

<https://www.youtube.com/watch?v=sjIPILhk7bQ>

Below is an example of KS1 RWI timetable across the week.

Time	Day 1	Day 2	Day 3	Day 4	Day 5
15 mins	Daily Speed Sound Session	Daily Speed Sound Session	Daily Speed Sound Session	Daily Speed Sound Session	Daily Speed Sound Session
	Speed Sounds from Story book	Speedy Green Words	Partner practice (Speed sounds, Story Green Words and Red Words)	Real words and alien words	Real words and alien words
	Story Green Words	Red Words			
	Speedy Green Words	Partner practice (Speed sounds, Story Green Words and Red Words)	Think about the Story	Hold a sentence	Spell test
	Red Words				
	Partner practice (Speed sounds, Story Green Words and Red Words)	Jump in	Third Read	Red Rhythms	Proof read
		Story Introduction			Second Read - children
	First Read – Children		Questions to talk about		
	Read Aloud - Teacher	Red Rhythms	Questions to read and answer		



Transition Timetable

Week 1 (07.06.21-11.06.21)

- Internal moderation of Y2 and Y6 writing starts.
 - Staff transition documents are completed.
 - Pupil Progress Meetings

Week 2 (14.06.21-18.06.21)

- EYFS transition begins.
- Welcome meetings for new starters (EYFS)

Week 3 (21.06.21 -25.06.21)

- Year group assessments begin Y1-Y6.
- Y4 Multiplication check takes place.
- Y1 Phonics screening takes place.
- Staff transition meetings take place.

Week 4 (28.06.21-02.07.21)

- Submit KS1 Teacher Assessment internally.
- Submit Phonics Screening Check data internally.
- Submit KS2 data internally.
- Submit EYFS data internally.
- Data collection, moderation & analysis begins.

Week 5 (05.07.21-09.07.21)

- Transition
- Y6 / Y7 school transition meetings
- Y6 children attend Secondary (awaiting further guidance)
- Moving Up Day
- Visits to Nursery settings (EYFS)

Week 6 (12.07.21-16.07.21)

- Pupil reports to parents
- Parents' Evening
- EYFS & Y6 Celebration Assembly

Week 7 (19.07.21 -20.07.21)

- School Closes for summer on Tues 20th July.
- School re-opens to pupils on **Thursday 2nd Sept** for the new academic year.

Assessing Learning

Deeper learning is the delivery of rich core content to children in innovative ways that allows them to learn and then apply what they have learnt. At Blacklow Brow we enable deeper learning by:

- Mastering the content of lessons. This is done by linking work with prior knowledge, rooting work in real life problems and linking concepts by mapping facts.
- Thinking critically and solving complex problems.
- Working collaboratively.
- Communicating effectively.
- Encouraging pupils to initiate their own learning and reflect on their own progress and turn setbacks into opportunities for growth.
- Developing persistence and resilience.

DEEPER LEARNING – MAPPING ATTAINMENT

Emerging

Expected

Exceeding

<i>A small group of children will be classified in this section</i>				<i>The vast majority of children will be working in one of these inline bands whilst in a particular National curriculum Year of Study</i>			<i>A few children will be classified in this section as working above</i>
Below							
(NAME)	WT1 (NAME)	WT2 (NAME)	WT3 (NAME)	IL (NAME)	IL+	IL++	AE
%	%	%	%	%			
%		%		%			



Assessment

Teachers formally assess children in the 2nd half of each term using the following assessment materials:

Autumn Term 2	Spring Term 2	Summer Term 2
NTS tests Phonics Screening check Mock SATs Practice Tests Y2 & Y6	NTS tests Phonics Screening check Mock SATs Practice Tests Y2 & Y6	NTS tests Phonics Screening check Mock SATs Practice Tests Y2 & Y6

Reports on pupil progress are shared with parents at the end of each assessment window. The reports to parents will show the objectives that children have been taught and the extent to which they have understood them (see the example below showing the reporting of objectives covered in reading and your child's understanding).

		Aut End	Spr End	Sum End
Reading				
I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.				
I can distinguish between statements of fact and opinion.				
I can draw inferences such as characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.				
I can predict what might happen from details stated and implied.				
I can provide reasoned justifications for my views on what I have read.				
I can recommend books that I have read to peers, giving reasons for choices.				
I can retrieve record and present information from non-fiction.				
I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main idea.				
I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia.				
I can ask questions to improve understanding.				
I can check that the book makes sense, discussing understanding and exploring the meaning of words in context.				
I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.				
I can explain and discuss understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.				
I can identify and discuss themes and conventions in and across a wide range of writing.				
I can identify how language, structure and presentation contribute to meaning.				
I can make comparisons within and across books.				
I can participate in discussions about books that have been read to me and books that I have read for myself building on my own and other's ideas and challenging views courteously.				
I can read fluently, using punctuation to inform meaning.				
I am familiar with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.				
I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.				
I can continue to read and discuss an increasing wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.				
I can learn a wider range of poetry by heart.				
I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is made clear to the audience.				
I can read books that are structured in different ways and can read them for a range of purposes.				

Key

Purple = Mastered Green = Achieved Amber = Some Understanding Red = Not achieved Grey = Not taught yet

Testing and Reporting

The children in Year 1 to Year 6 take part in SWST (Single Word Spelling Test) assessments and either NTS tests or practice SATs tests depending on the year group. The results from these tests provide staff with valuable information to Teachers carefully plan teaching and learning. These assessment tools allow staff to tailor the curriculum and develop interventions to support and challenge those children with low reading/spelling ages and low maths scores. It also allows staff to develop teaching strategies to challenge those children with high scores so they can continue to achieve a high standard.

Autumn term Report

Name: _____

Year: _____

Attendance	Number of Lates

%	
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Red = 94% below

Orange = 95-96%

Green = 97%+

	Autumn Term	Spring Term	Summer Term
Reading			
Writing			
Maths			

Red = Working below Orange = Working towards Green = At expected Purple = Greater Depth

	Autumn term	Spring term	Summer term
Homework			
Uniform			
Reading at home			
Behaviour			
PE kit			
Engagement in lessons			

Red = Unsatisfactory

Orange = Satisfactory

Green = Good

<p>Comment from class teacher</p>

This will be repeated for the Spring and Summer Term also.

How can you help your child at home?

Reading

- Reading with your child is vital. Research shows that it's the single most important thing you can do to help your child's education.
- Think of ways to make reading fun – you want your child to learn how pleasurable books can be. If you're both enjoying talking about the content of a particular page, linger over it for as long as you like.
- Schedule a regular time for reading – perhaps when you get home from school or just before bed.
- Look for books on topics that you know your child is interested in – maybe dragons, insects, cookery or a certain sport.
- Make sure that your children's books are easily accessible in different rooms around your house.

Maths

- Try to make maths as much fun as possible – games, puzzles and jigsaws are a great way to start.
- It is also important to show how we use maths skills in our everyday lives and to involve your child in this.
- Point out the different shapes to be found around your home.
- Take your child shopping and talk about the quantities of anything you buy.
- Let your child handle money and work out how much things cost.
- Look together for numbers on street signs and car registration plates.

Tips for good Homework Habits

- Find a quiet place at home to use as a homework area. It needs to have a flat surface, a good light source and the right equipment, eg, pen, pencil, ruler, scissors, glue etc.
- Be aware of modern teaching methods, eg, long division.
- Plan a homework timetable and agree on when your child will do their homework.
- Allow your child to have something nutritional to eat before starting on homework.
- Discuss any homework tasks with your child and how it connects with what they are studying at school.
- Turn off the TV – but you could have music on in the background if they find it helpful.
- Don't give your child the answer in order to get a task finished. Instead, explain how to look up information or find a word in the dictionary.
- Don't teach your child methods you used at school as this may confuse them.
- Don't let homework become a chore. Keep it fun and make it a special time that you both look forward to.

Home Reading

Reading at home should be done daily and is a critical part of a child's development. Please encourage your child to read a range of books so that they can apply the skills they have learnt in school. Parents can help by questioning the children on what they have read and should encourage their children to read both fiction and non-fiction in order to enhance their learning experience.

Blacklow Brow primary School Term Dates



Term Dates 2021/2022

Autumn Term

Thursday 2 nd September 2021	Friday 22 nd October 2021	37 days
Monday 1 st November 2021	Friday 17 th December 2021	35 days

Spring Term

Wednesday 5 th January 2022	Friday 18 th February 2022	33 days
Monday 28 th February 2022	Thursday 7 th April 2022	29 days

Summer Term

Monday 25 th April 2022	Friday 27 th May 2022	24 days
Monday 6 th June 2022	Wednesday 20 th July 2022	32 days

Total: 190 days

Inset Days

Wednesday 1st September 2021
Friday 8th April 2022
Friday 24th June 2022
2 days from Twilights

Bank Holidays

Monday 27th December 2021
Monday 3rd January 2022
Friday 15th April 2022 Good Friday
Monday 18th April 2022 Easter Monday
Monday 2nd May 2022 Early May Bank Holiday
Monday 30th May 2022 Summer Bank Holiday

*If you require any further information in relation to transition at BlacklowBrow Primary School, please contact Mr D Kenny, Executive Headteacher, on 0151 477 8010
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