Bridgewater Primary

PARENTS IN PARTNERSHIP BOOKLET
BRIDGEWATER SCHOOL
Year 1





Wagtail

Mrs McGuire (Wednesday, Thursday, Friday)

Miss Cresswell (Monday, Tuesday)

Kingfisher

Mrs Harrington (Thursday, Friday)

Mrs Islam (Monday, Tuesday, Wednesday)

Teaching Assistants

Mrs Stollar

Mrs Darker

Mrs James

Mrs Manning

Dear Parents and Carers

Welcome to Year 1. I hope that you all enjoyed the summer break and your children are ready to settle back into our school routines.

This booklet has been designed to give you specific class details for the 2026/27 academic year. The information enclosed will help ensure that we all work together to support the children in Year 1. I hope it will be an exciting year, where the children continue to learn, develop and apply their skills and have fun.

Our teams will work closely together; activities will encompass different curriculum areas and our classrooms will be set up to allow time and space for the children to plan and develop their own learning opportunities. Initially, some children will continue to access the Early Years Foundation Stage Curriculum. We will introduce the National Curriculum for Year 1 to ensure the children continue to make progress and develop their skills. Throughout the year the children will be able to work both in and outside, developing their learning through child-initiated play.

Please read the booklet carefully and share it with your child. I have enclosed a link to our curriculum overview which includes themes and subjects that will be taught over the next academic year.

If you have any additional questions, please talk to me or the Year 1 team.

Mrs Sarah Alexander
Deputy Head

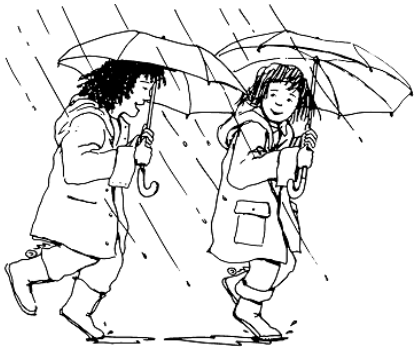
General Information

At the start of the day our Key Stage 1 children will enter school via the top playground. Please stay with your child until one of the team blows the whistle at 8.30am. The children in Year 1 and Year 2 will then line up with their class ready to go into school down the pathway past Reception. When the whistle has been blown, please say goodbye to your child and move back towards the gazebo. The top playground is very busy at drop off and teachers need to get the children to the classrooms quickly and safely, to allow for Reception to enter, who arrive shortly after Key Stage 1. If you have an urgent message for the teachers, please send an email to or call the office with your child's name and class so this can be passed on accordingly. Unfortunately, we cannot take messages at drop off in person.

At 3.15pm, the children will be walked back out to the top playground and we will release them back to you. They will be told to wait with their class teacher if they cannot see their parent or carer waiting for them. Please ensure that the school is informed if someone different to usual will be collecting your child using the online form.

In Year 1, the children will choose their school lunch option in the morning at registration time. We will continue with the established practice of 'free flow' snack throughout the morning. Children will continue to have a daily piece of fruit or a vegetable through the 5-a-day scheme. When children attend after school clubs, they are permitted to bring in an additional healthy snack to eat before or during the club. In Year 1, the children should bring a named water bottle each day (no Air-up bottles please).





Please check the weather forecast to ensure your child has suitable outdoor clothing for playtimes and to wear in the courtyard. They will be working outside whatever the weather. Please can all children have a named pair of wellies in school at all times.

In Year 1, our Forest School Day is **Wednesday**. The children will go outside on a 3-week rotation. Please ensure the children bring in appropriate clothing for forest school which is named.

Please make sure that all clothing and shoes are named.



PE and Games

Our PE coach Dan Jones will teach PE in Year 1. Kingfisher PE is on Friday and Wagtail on Tuesday mornings. Please can your child come to school wearing their PE kit on PE days: blue T Shirt, navy blue shorts and a pair of trainers, a sweatshirt and joggers for games outside. For full details about uniform (including PE kit), see our website.

From January, Year 1 will have an additional hour of PE per week. The day will be confirmed nearer the time.

Jewellery

In line with our school uniform policy the children may wear a simple watch to school. Earrings should be plain studs and should be removed by the children for PE. No other jewellery is permitted. Shoulder length hair should be tied back please with a plain hairband.

Home Learning

As you are probably aware, Bridgewater School has a Home Learning policy. The home learning that will be set over the year will be in accordance with this policy. It is very important that children complete home learning weekly as it reinforces what the children have already learnt at school. Please read daily with your child. Home Learning will be set each week on a **Friday**, please return books the following **Tuesday**.

We will continue to set home learning that uses a range of skills; it would be supportive to work with your child where appropriate and help them where necessary. Please plan time for home learning and a place to do it. Please remind children that homework should be completed to the same standard as that expected in class.

Birthday Traditions

We appreciate that the children may like to bring something into school to share with friends to celebrate their birthday. Instead of sweets or cakes, and in acknowledgement that some children may have food allergies and intolerances, please can we suggest the following. You could:



- Donate a book to the school library
- Send in some fruit to share at snack time
- Bring in a board game or puzzle for inside the classroom, or a skipping rope or ball for outdoor games
- Donate a plant for the school grounds - flowers, bulbs, seeds or a shrub
- Bring in a bunch of flowers or a pot plant for the classroom

  Thank you

Assessment

At the end of the summer term, our Early Years Foundation Stage teachers met with the new Year 1 team to share information about your child. In Reception, we use our Early Years Foundation Stage Profile to assess the children's learning. We completed a 'best fit' of this assessment at the end of the summer term. This information was included in their end-of-year report. In Year 1 some children may still be working using this document and others will work with reference to the National Curriculum. Children's development is unique and special; they come to school with different backgrounds and experiences. Pupils will still be familiar with their 'next steps' in learning.

In Year 1, when we discuss your child's attainment with you in meetings or written reports, we will refer to your child's current level of attainment using the phrases:

PRE This child would need a more differentiated curriculum offer

WTS	Working towards standard – accessing the curriculum for that year group
EXS	Working at expected standard
GDS	Working at greater depth

We hope you will find this information useful and that it will present you with a clear understanding of your child's achievements.

Learning Feedback

At Bridgewater School our 'Learning Feedback Policy' is a statement of good practice. We seek to ensure all pupils have their work marked in such a way that their learning will be enhanced and good progress will be made. 'Learning Feedback' provides encouragement, support, constructive guidance and challenging feedback – supporting the children to make good progress, develop their self-confidence, raise self-esteem, take responsibility for their own learning and develop the skills necessary for self-evaluation. Next Steps may be verbal or may be recorded in their books.

Phonics





To teach Phonics we follow an accredited scheme at Bridgewater. Essential Letters and Sounds is a Systematic Synthetic Phonics (SSP) programme, validated by the Department for Education. It teaches children to read by identifying the phonemes (smallest unit of sound) and graphemes (written version of the sound) within words and using these to read words. Children experience the joy of books and language whilst rapidly acquiring the skills they need to become fluent independent readers and writers. https://essentiallettersandsounds.org/

How will we teach phonics?

The structure of the lesson will still be familiar to the children. We will continue to use a consistent approach to teaching phonics.

- Your child will experience the same classroom routines within each lesson which reduces cognitive load and maximises the chances of success.

- All children are supported within the lesson to use their new phonic knowledge independently.
- In every single ELS lesson, your child will make the direct application to reading.
- Daily Phonics sessions- these start from the beginning of Reception
- Phonics revisited over the day to review new sounds & graphemes taught
- Lots of opportunities for oral blending- c/oa/t
- Primary focus is on word recognition. However, new vocabulary is also given and explained in every lesson.
- Opportunities for writing- new graphemes, words and sentences.

Phase 1 Seven aspects

- Environmental sounds
- Instrumental sounds
- Body Percussion
- Rhythm and rhyme
- Alliteration
- Voice Sounds
- Oral Blending

Phase 2

- Oral blending
- Sounding out and blending 23 new grapheme-phoneme correspondences (GPCs)
- 12 new harder to read and spell (HRS) words

Phase 3

- Oral blending
- Sounding out and blending 29 new grapheme-phoneme correspondences (GPCs)
- 32 new harder to read and spell (HRS) words
- Revision of phase 2

Phase 4

- Oral blending
- No new GPCs
- No new HRS words

- Word structures cvcc,ccvc,ccvcc,cccvc,cccvcc
- Suffixes
- Revision of phase 2 and phase 3

Phase 5

- 20 new GPCS
- 16 new HRS words

- 2 new GPCs
- 9 new HRS words
- Alternative spellings for previously taught sounds
- 49 new GPCs
- 4 new HRS words
- Oral blending
- Revision of phase 2, 3 and 4

Beyond Phase 5……

- Phonics teaching does not stop at the end of year 1 but continues as the children move through the school with links being made between GPCs knowledge and spelling.
- Revision of all previously taught CPCs for reading and spelling
- Wider reading, spelling and writing curriculum

Reading

This part of the curriculum is broken down into 'word reading' and 'comprehension'. In Year 1, pupils continue to learn to read words using phonics as well as learning to recognise words that cannot easily be sounded out e.g. *once*.

As well as being able to read words, children need to understand what they read and develop a life-long love of reading. They will learn to do this through carefully

structured activities using a wide range of high-quality books. They are encouraged to:



- Make links between their own experiences and the story
- Check that they understand what they are reading
- Talk about the title and the main events
- Predict what might happen before they read it
- Join in with predictable phrases



Parents play an important part in supporting children's reading development. Research confirms that children who share books with their parents and carers learn to read more quickly than children who only use books at school.

To best support us in teaching your child how to read we ask that you read the decodable text provided by the school 4 times across the week. Spending 10 minutes a day reading with your child will hugely support them in their journey to becoming an independent reader.

We will be changing children's books once a week. This allows your child to re-read each text several times building their confidence and fluency. This is especially important as they begin to learn that the sounds within our language can be spelt in different ways.

Children will also bring home a 'love to read' book from the library to promote enjoyment for reading. They will need support reading these books as they are likely to contain words / graphemes we have not yet covered.

Please continue to make a comment and initial the 'Reading Record Book' each time you hear your child read.

Writing

In Year 1 children continue to develop their writing through adult-led tasks, lists, labels, stories, poems, role play and child-initiated learning.

Spelling:

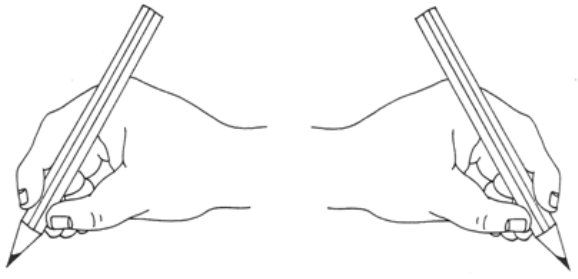
- Spell words using phonics
- Learn commonly used words that are difficult to sound out
- Spell the days of the week
- Begin to look at patterns and rules

Autumn			Spring		Summer	
the	she	they	have	little	oh	looked
to	we	all	like	one	their	called
I	me	are	some	when	Mr	asked
no	be	my	come	out	Mrs	could
go	was	her	were	so		
into	you		there	do		

Handwriting:

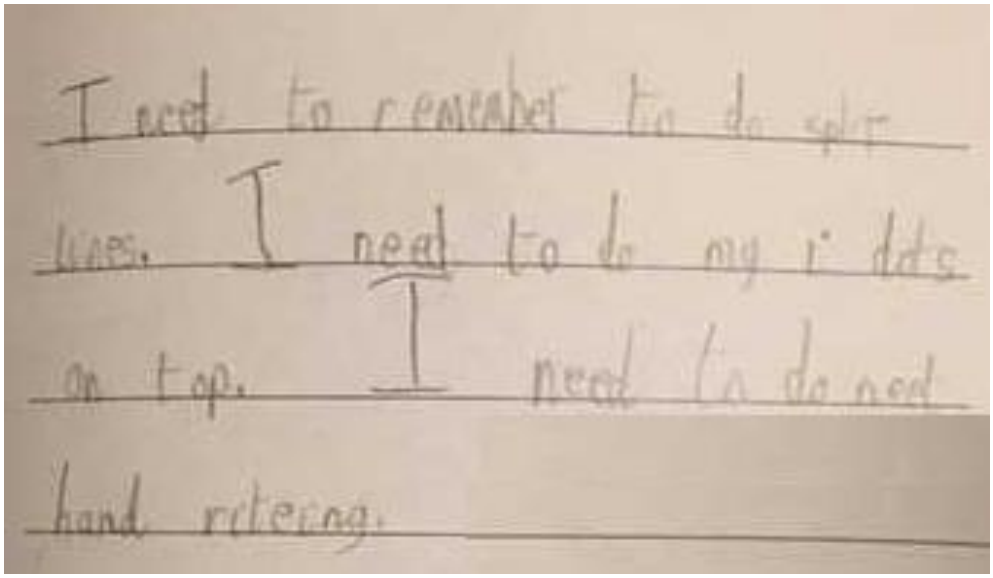
We use the sequence in 'Penpals' to develop handwriting skills.
Children will learn to:

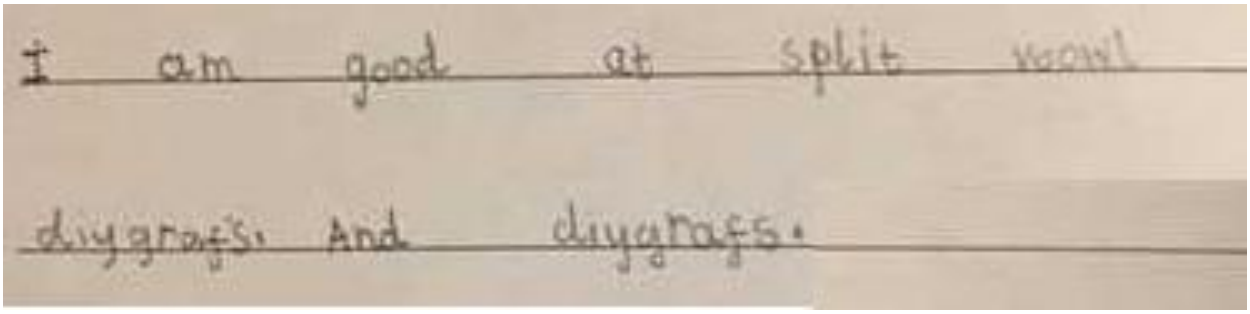
- Hold a pencil correctly:
- Pencil between thumb and forefinger
- Middle finger provides extra support

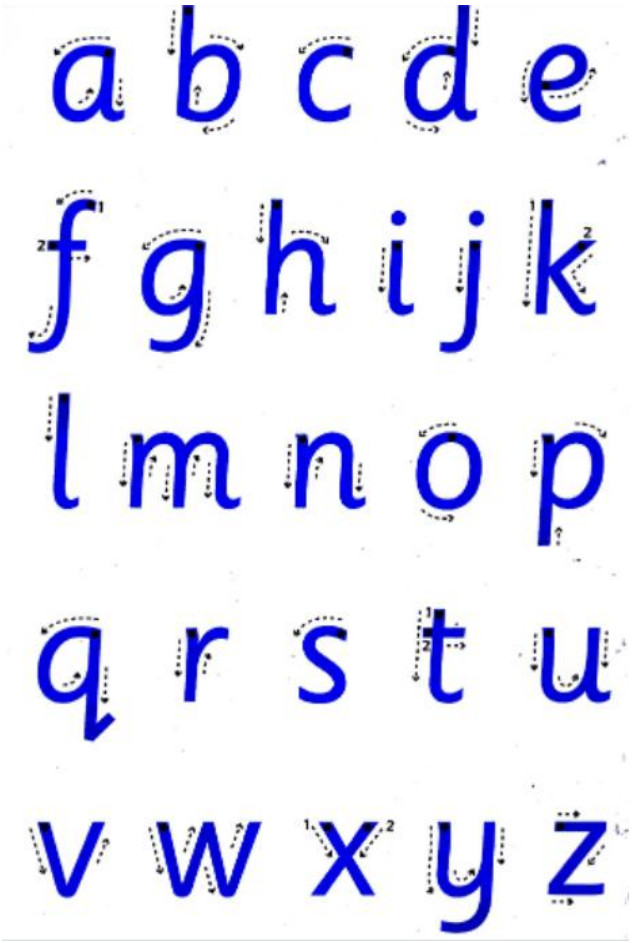


- Form letters and digits correctly and confidently
- Leave spaces between words
- May start to join taught letters

Here are some examples of Year 1 handwriting:





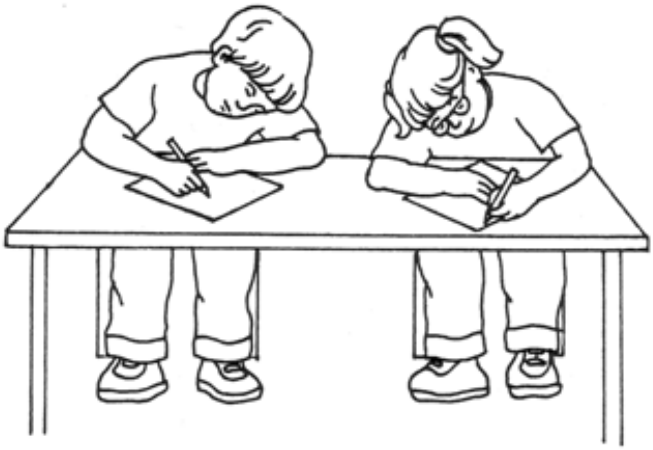


Letter formation

We will continue to use art, music, pattern and play to develop the language and movement of letter shapes.

The correct development of letter formation is important as the children will begin to use the taught sequence of movements when joining their writing.

Please encourage your child to hold their pencil properly and to form their letters correctly.



Posture

- Feet flat on the floor
- Head up – not resting on the desk or hand
- Paper at the correct angle
- Spare hand steadies the paper

Essential Letters and Sounds letter formation

a	 **ant**	around the head, down the body
b	 **bike**	down the person and around the wheel
c	 **camel**	curl around the camel's back
d	 **duck**	over his back and around the tail, up his neck and down to his feet
e	 **elephant**	around the head and down the trunk
f	 **fox**	over the ear, down to the tail and across the jaw
g	 **goat**	start at his ear, around the face and down the beard
h	 **heron**	from his head to his feet, up and over his back
i	 **inventor**	down her body, spot her idea
j	 **jellyfish**	swoop down the tentacles and dot the body
k	 **kid**	down the body, up the arm, down the leg
l	 **ladder**	down the long ladder
m	 **meerkat**	meerkat, mound, mound

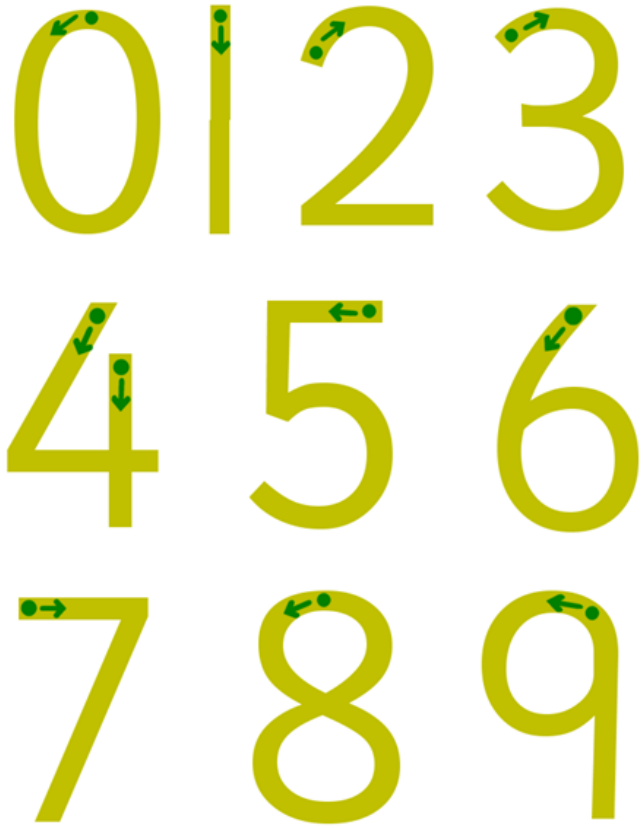
n	 **nest**	down the bird and over her nest
o	 **ostrich**	around the ostrich's body
p	 **parrot**	down his body, around his face
q	 **quill**	around the feather and down the pen
r	 **runner**	down her body, up over the arm
s	 **snake**	swerve around the snake
t	 **teacher**	down her body and cross her shoulders
u	 **umbrella**	under the umbrella and down to the tip
v	 **viper**	down the tongue, up the tongue
w	 **wallaby**	hop to the top, land and hop, land and hop
x	 **x x x**	criss-cross the kiss
y	 **yacht**	under the hull and down to the anchor
z	 **zigzag**	zig and zag

Spelling, punctuation and grammar priorities for Year 1 include:

- write single clause sentences
- write lists, labels and captions
- use ‘and’ to link words within sentences
- leave spaces between words
- begin to punctuate sentences using a capital letter and a full stop
- punctuate sentences with a question mark or exclamation mark
- join two clauses in a sentence using the coordinating conjunction ‘and
- use ‘because’ to provide reasoning
- use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’
- orally practise using present and past tenses correctly
- begin to sequence sentences to create simple narratives
- begin to use time words to aid sequencing



Number formation



We write our numbers like this –

0	*Curly c then all the way round*	
1	*Straight down*	
2	*Big tummy and give it a foot*	
3	*Big tummy and another big tummy*	
4	*Straight down and across like a capital L then a line down*	
5	*Straight down and big tummy sticking out then put a hat on it*	
6	*Curly c round and tickle his tummy*	
7	*Straight across and slope straight down*	
8	*Curly c round to an s and then go through to join it up*	
9	*Curly c round to an circle then straight back down.*	

A broad timetable for Autumn term - this will evolve as the year progresses:

	Monday	Tuesday	Wednesday	Thursday	Friday
8.30am	Early Bird *Key Stage assembly*	Early Bird	Early Bird *Music assembly*	Early Bird	Early Bird *Celebration assembly*
9.10am	Adult led Exploring Adult led	Adult led Exploring Adult led	PE Exploring Adult led	Adult led Exploring Adult led	Adult led Exploring Adult led
11.45am	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1.00pm	Forest School or RE & Music	Adult led Exploring	Adult led Exploring	Adult led Exploring	Adult led Exploring
3.15pm	Story Home time	Story Home time	Story Home time	Story Home time	Story Home time

Year 1 Curriculum overview

Here is the link to 'Our Curriculum' on the school website which provides far more detail for each subject area covered in Year 1.