



Welcome to Key Stage One Transition Meeting *Year One*

Thursday 2nd July 2026



Induction Evening

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Introduction and Welcome

We feel that it is very **important** for the **transition** from Foundation Stage to Key Stage One to be as smooth as possible for our children at St. Mary's.

We also want you, as parents, guardians and grandparents, to be a part of this and to become familiar with any changes that there may be. *This will enable us all to work together in supporting the children's learning and well-being.*



Teaching in Year 1

- **Mrs Scattergood** is the Year 1 class teacher.
- **Mrs Massey** will provide the learning support each day.
- **Mrs. Mottram** will be working alongside us too!

The Curriculum

- To continue the learning journey, the children will have some access to the areas of learning from the foundation stage, however the KS1 curriculum does take a more formal approach.
- **Lessons will be structured**, whilst still having the vital opportunity of investigative play; this will be directly focused to tie in with the lessons objectives, often linked to a story focus and/or topic.
- The children will work towards **daily Maths, Reading and English Skills**. The other **areas of the curriculum** – Science, Computing, History, Geography, Art and D&T, will be taught as topics to create a more creative curriculum.
- The children will participate in **daily worship and R.E.** will be taught weekly.
- The children will have **P.E.** each week which will include dance, multi-skills, gymnastics and swimming.
- The outdoor area has been developed to create an **outdoor learning environment**.

Our commitment at St. Mary's

We will:

Teach your child to read,

Monitor and record progress against targets

Inform you about your child's progress

Model reading skills & develop a love of books

Our Expectations from Parents/Families:

Listen to your child read regularly

Diary scan – note and letter Children's diaries should be available for checking and changing on Monday and Thursday

(remember that books will only be changed when your child has read at least twice at home)

- ☐ **Read to your child** to model reading skills
- ☐ **Discuss stories/reading choices and preferences**
- ☐ **Above all, foster a love of reading with your child.**

Phonics & Reading Books

We take a fast paced approach to phonics teaching and learning at St. Mary's, following the nationally approved Bugs Club scheme.

We deliver a set **explicit phonics lesson daily** and we are **constantly referring to phonetic strategies** throughout each subject, every day.

The scheme is designed to **build secure foundations** for all learners, equipping them with the skill-set to be successful readers and writers, nurturing a love for reading.

- The children will take home two books at a time; both are phonetically decodable books, which should be 100% decodable- *they should know all of the sounds within it, an easy read*
- these will be changed once they have read both books twice (*reading and recording on three separate occasions within the week*) and one library book to be enjoyed and shared.

Teaching of Reading Skills

All children will have a **daily whole class shared reading / writing session** and a **daily whole class guided reading session** with the class teacher.

During these sessions, children will be taught reading skills including comprehension strategies.

Strategies taught:

- ☐ **Recalling the text** – discussing the story once they have read it
- ☐ **Picture cues** – using the pictures to help them understand the text
- ☐ **Decoding of words** – phonics
- ☐ **Prediction** – what will happen next
- ☐ **Inference and Deduction** – using the information to make a judgment or opinion
- ☐ **Identifying links** between character and plot
- ☐ **Justifying personal choices** and opinions of text

Remember... being able to READ the words is just one part of reading!



Once again, the Smith family dashed out of the house on their way to school. Jonathan dropped his glove, as Mrs. Smith bundled them into the car.

- Why were they dashing? Why might they be dashing '**once again**'?
- Who could be in the Smith family?
- Who do you think might have been driving?
- What did Jonathon say when he realised that he had dropped his glove?

Our Writing Curriculum

Great readers become great writers.

At **St Mary's Catholic Academy**, every writing unit begins with a high-quality text. Children explore how expert authors create engaging writing before learning and applying these techniques in their own work.

Our Writing Journey



Through this process, children learn to:

- Build ambitious vocabulary through reading.
- Understand how authors craft effective writing.
- Develop grammar and composition in meaningful contexts.
- Write for a range of real purposes and audiences.
- Edit and improve their work to achieve their very best.

Our aim

To develop confident, articulate and independent writers who understand that excellent writing begins with excellent reading.

Brilliant Basics

Before children can become successful writers, they must first master the **foundational skills** that underpin all writing.

Our **Brilliant Basics** identify the essential skills every child is expected to secure before moving on to more ambitious composition. These are revisited in every writing lesson, ensuring high expectations and consistency from **Key Stage 1** through to **Key Stage 2**.

KS1 Brilliant Basics					
					
My letters are sitting on the line.	I have formed my letters correctly.	I have used capital letters correctly.	I have used full stops.	My sentences make sense.	I have written in the correct tense.

KS2 Brilliant Basics					
					
My handwriting is legible and joined.	I have used capital letters correctly.	I punctuate sentences correctly.	My sentences make sense.	I stay in the correct tense.	I use paragraphs to group ideas.

- ✓ Accurate handwriting
- ✓ Correct punctuation and capital letters
- ✓ Sentences that make sense
- ✓ Appropriate tense
- ✓ Paragraphing (KS2)

By embedding these fundamentals, children develop the confidence to focus on what really matters—crafting purposeful, engaging and high-quality writing.

"When the basics become automatic, children are free to think like writers rather than simply remembering the rules."

Maths...



As a whole school, we follow the Power Maths scheme.

Maths is taught using the **mastery approach** and the children are exposed to a **problem solving style of learning**.

They work in **mixed ability partners**, looking at a picture that poses a problem. They talk about it, we re-enact it using **manipulatives**, we draw it in our **journaling** books, we apply the strategy through similar problems then we finally practise during **independent working** in our practise books. All units build on one another to ensure consistent and **progressive learning**.

Basic Information

- All children are entitled to a **free school meal**, *please complete the application form, ask at the office*
- The children are still offered a FREE piece of **fruit daily**
- **Water bottles** - *first bottle is provided free of charge*
- **Homework** – daily maths (*basic operations*), BIG Chat, RE / creative task
- Swimming – tbc
- **Name labelling** in all items of clothing – including P.E Kit.
- **Jewellery** – No jewellery to be worn for Health and Safety reasons
- **Hair** – if longer than shoulder length needs to be tied up. Hair bobbles and bands should be the school colours (preferably blue).
- The **school day** begin at 8.40am will end at 3.10pm (the door opens at 08.35 and closes promptly at 8.40am)



Attendance...

Attendance and punctuality is a priority - attendance has a huge impact on children's outcomes.

If your child is too ill to attend school, please inform the school on the morning of the absence.

We aim for **97% attendance** (*no more than 5 days off*)

Types of absence

- **Unauthorised absence** — when children miss school without permission, for example a birthday treat, a day trip, or holiday.
- **Authorised absence** — only the headteacher can authorise absences; **Holidays cannot be authorised.**

Developing Independency

- coming into school on their own
- getting themselves dressed and undressed for P.E
(please can this be practised at home)
- putting on and fastening their own coats
- bringing in their own water bottles and reading bag
– no big bags!
- completing homework tasks with growing independency

Handwriting

What does that look like?...*NO joining up yet!*

- ensure that the children are **sitting correctly**
- promote a **secure pencil grip**
- **correct formation** of each letter, showing a clear difference between ascenders, small letters and descenders
- **basic handwriting** starts at the top of each letter and the majority of all letters are one fluid movement (f i j t x have two movements)
- **equal spacing** is encouraged between each word
- once secure at a basic level, **cursive script** will be introduced
- **three lined books** will be used for English skills to begin with so that the children can clearly work on letter size, shape, orientation and position, when ready the lines in the books will narrow

Religious Education

As a Catholic school, Religious Education is at the heart of the curriculum.

The children participate in **assemblies, hymn practices, Liturgies and Mass at Church**.

The **R.E. curriculum** covers various topics throughout the year.

The children will also follow the **Ten:Ten, 'Life to the Full' program**

*We have got our **Discipleship Team** who will lead us in a series of missions throughout the year to enrich our understanding of responsibility*



Literacy, Phonics & Maths sessions...

Literacy, Reading and Maths Family Learning sessions

Check the school website and look out for letters regarding these dates.

Phonics Family Learning sessions:

There will be a few of these to look out for throughout the year; these are particularly poignant to Year One parents as we have the Statutory Phonics Screening Check in June 2026.

Keeping Safe on line



- **Prioritise safety** - Teach children not to give out personal information, like their name, address, telephone number, or which school they go to.
- **Set parental controls** - Agree a list of websites your child is allowed to visit, and remember to check the minimum age limit on services like Facebook and YouTube.
- **Discuss their activity** - Take an interest in their online world. Talk to them about their favourite websites, videos, and their online friends.
- **Set boundaries** - Establish time limits for activities such as using the internet and games consoles. Make sure to set aside time for “unplugged” family activity.
- **Be open** - Let them know that they can tell you about anything that happens on the internet, and that you’ll listen without judgement.



At St. Mary's we operate an 'open door' policy...

Any concerns, questions and anxieties should be discussed with either the class teacher or the Head of School.

Please feel free to approach me at the end of the day or, if you need a longer appointment please contact the office to arrange.

Please feel free to ask any questions or ask about any concerns that you may have.

Children's University



At St Mary's we value the importance of an extended and enriched curriculum. Every time the children attend a club (except homework club and enrichment) they will gain credits. At the end of the academic year, if the children have accumulated enough credits, they will have the opportunity to take part in a graduation ceremony. This has always been a fantastic and positive experience for the children and their families. In order to graduate the children need to accumulate enough credits:

Bronze award = 30 credits

Silver award = 65 credits

Gold award = 100 credits

Bronze certificate = 130 credits

Silver Certificate = 165 credits

Gold Certificate = 200 credits



Thank-you for joining us...

are there any questions?