

# Information Booklet



## Year 1 2026-2027

Dorothy Barley Infant 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.

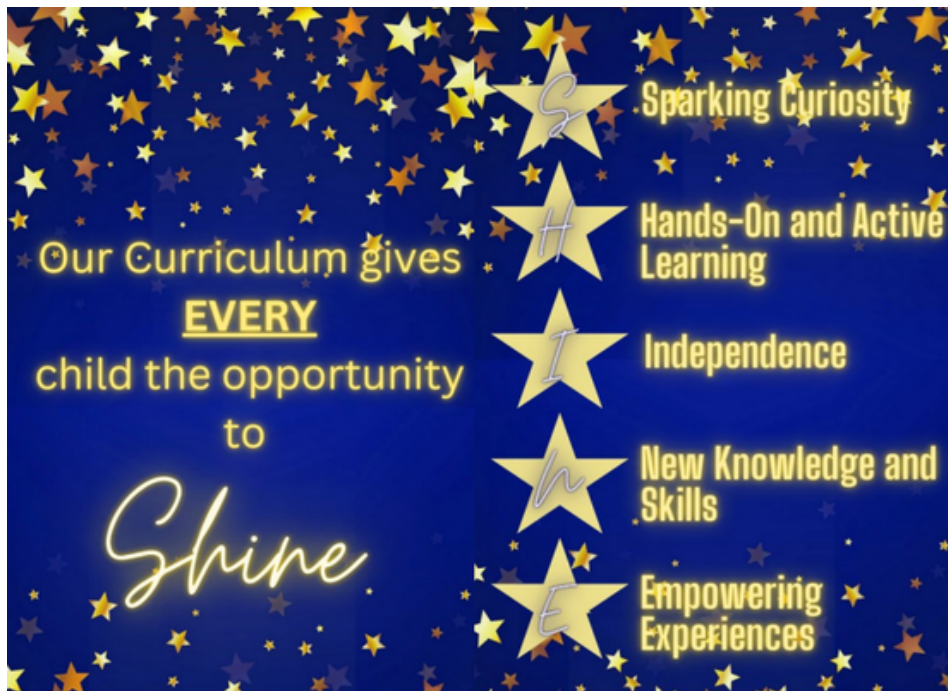
In Year 1 our highest priority is ensuring that your child becomes a fluent and confident reader. Our aim as class teachers is for your child to make the best progress that they can, as well as enjoying their time whilst they are here at Dorothy Barley Infant School.

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 – Mrs Thomas and Mrs Ling  
Year Group Leader – Mrs Thomas

# Our Vision



At Dorothy Barley Infant School, we learn together for a brighter future. Our curriculum gives every child the opportunity to shine. We believe in an enriched and progressive curriculum that secures solid foundations for academic excellence, ensuring our children are well prepared for life.

The children and their learning are at the core of all that we do. Our carefully crafted curriculum and personal development ensures all children flourish and thrive, through access to high quality enrichment and personal development opportunities.

Our curriculum is based upon our core values, promotes positive emotional and physical health and provides experiences and opportunities that broaden children's cultural capital and supports the mindset that they can achieve anything. Our curriculum is language rich with reading at the heart of it. We recognise the importance of reading as a key skill that underpins learning in all areas and prepares children for the future.



# Our Values



Character

We value strength of character and try to be the best we can.



Compassion

We show care and compassion to ourselves, each other and in all that we do.



Challenge

We always work our hardest and aim to achieve.

# Year 1 Reminders



## Attendance and Punctuality

There is a soft opening from 8.50am to 9.00am. 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 are taught to read using the Little Wandle Letters and Sounds programme. They will take a decodable reading book home and are encouraged to read daily.

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.



## Phonics Screening

Throughout the year, phonics and reading will be a priority. During the Summer Term there will be a phonics screening test to check their progress. Further information about this will follow in due course.

# 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

Children should have the correct PE Kit in school. This consists of a white T-Shirt, black 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.

**Rabbit Class – Monday and Thursday**  
**Squirrel Class – Thursday and Friday**

# 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's in the Toy Box?'. 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

To purchase the uniform, including the P.E. Kit, book bags etc. please visit Uniform 7's website [uniform7.co.uk](http://uniform7.co.uk) Uniform can be purchased and either delivered to your home or school. If you require any additional information, please speak to the school office.

## COMPULSORY UNIFORM

### **BOYS**

Black tailored trousers  
White polo shirt  
Royal blue school sweatshirt or cardigan  
Plain black socks  
Plain black shoes  
No dyed hair or shaved fashion hairstyles

### **GIRLS**

Black pleated skirt, black tailored trousers or black pinafore  
White polo shirt  
Royal blue school sweatshirt or cardigan  
Black tights  
White socks  
Plain black shoes with a flat heel  
Royal blue or white hair accessories  
No dyed hair or shaved fashion hairstyles

### **BAGS**

Dorothy Barley Infant School Book Bag only  
Dorothy Barley Infant School P.E. 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 black tailored shorts with the white school polo shirt.

Girls also may wear a blue gingham checked dress with white socks.

### **PLEASE NOTE:**

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.

The only jewellery pupils may wear are **studs** in pierced ears. These need to be removed by the child for all PE lessons (it may be easier to keep earrings out on P.E. days). Pupils wearing nail varnish or make up will be asked to remove it for the following day.

## COMPULSORY P.E KIT

Black shorts (not cycling or Bermuda)  
Plain white round necked T-shirt  
Black plimsolls / trainers

Plain black jogging bottoms & a plain black sweatshirt (over their white P.E. t-shirt) may be worn during the cold weather for outdoor P.E. Long hair must be tied back in accordance with health and safety regulations.

**Please make sure that ALL uniform items are clearly labelled with your child's name.**



# Year 1 English Curriculum

|                                                                                                                                                        |                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b><u>Autumn 1</u></b></p> <p><b>Text:</b> 'The Gigantic Turnip' by Aleksei Tolstoy</p> <p><b>Genre:</b> Narrative</p>                              | <p><b><u>Autumn 2</u></b></p> <p><b>Text:</b> 'Where the Wild Things Are' by Maurice Sendak</p> <p><b>Genre:</b> Narrative<br/><b>Genre:</b> Poetry</p> |
| <p><b><u>Spring 1</u></b></p> <p><b>Text:</b> 'Handa's Surprise' by Eileen Browne</p> <p><b>Genre:</b> Journey Tale<br/><b>Genre:</b> Instructions</p> | <p><b><u>Spring 2</u></b></p> <p><b>Text:</b> 'Lost and Found' by Oliver Jeffers</p> <p><b>Genre:</b> Narrative<br/><b>Genre:</b> Report</p>            |
| <p><b><u>Summer 1</u></b></p> <p><b>Text:</b> 'Jack and the Beanstalk'</p> <p><b>Genre:</b> Narrative<br/><b>Genre:</b> Report</p>                     | <p><b><u>Summer 2</u></b></p> <p><b>Text:</b> 'The Snail and the Whale' by Julia Donaldson</p> <p><b>Genre:</b> Narrative<br/><b>Genre:</b> Poetry</p>  |



# Curriculum Themes

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

## 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                                          |

## 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. |

# 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.                                                                                                                                       |

