



Transition Policy: Reception to Year 1

Winton Primary Reception to Year One Transition Policy

Aim

The aim of this policy is to provide a framework which allows smooth transition from the play based learning found in Reception to the national curriculum in year one. Smooth transition will ensure children make robust progress in their learning.

Timetable in Reception class summer to end of Year One Autumn.

Week number/s	Class		How will learning be planned?	How will the learning be recorded?
Week after half term in June	Reception	<p>Parent meeting to discuss transition policy</p> <p>EY leader and Year 1 teacher to organise together</p>	EYFS Planning Discrete phonics plan	<p>Target Tracker</p> <p>Achievement books</p> <p>Observations(short and long)</p> <p>More able pupils start to use literacy books for written work.</p>
Week 2-5	Reception	Group of 4 reception pupils to stay in year one class for lesson in groups on rotation (literacy and maths)	EYFS Planning Discrete phonics plan	<p>Target Tracker</p> <p>Achievement books</p> <p>Observations(short and long)</p> <p>More able pupils start to use literacy books for written work.</p>
Week 6	Reception	<p>Teacher from Year one to collect children and provide activities for the morning.</p> <p>Reception and Year One teacher to swap for story time</p>	EYFS Planning Discrete phonics plan	<p>Target Tracker</p> <p>Achievement books</p> <p>Observations(short and long)</p> <p>More able pupils start to use literacy books for written work.</p>
End of term	Reception to Year 1	Reception Teacher to handover all information of class to Year 1 teacher this is to include Guided reading groups, letters and sounds assessment and High frequency word assessment.		
Week 1	Year One	Play based activities	EYFS	Target Tracker

Autumn		on Reception learning model, with some focused guided groups. Discrete daily phonics sessions. Discrete daily mathematics sessions Class Teacher Guided reading continued from Reception model	Planning Discrete phonics plan	used for underachieving children ie ch not meeting benchmark (78 points on FSP total including 6+ cll psed) Observations long and short. All children use Literacy books for written work
Week 2/3	Year One	Guided reading begins 9.00-9.30 in small groups Direct teaching of literacy e.g. carpet session, activities linked to objective. Adult working with guided group. This more formal session will be the first lesson of the day. Discrete phonics Discrete mathematics session	EYFS planning Planning daily literacy on weekly Y1-6 plan Discrete phonics plan Discrete maths plan	See Week 1 May introduce mathematics books
Week 4/5/6	Year One	Guided reading 9.00-9.30 Literacy carpets session, group activities Phonics session Direct teaching of mathematics e/g carpet session, activities then linked to objective. PM- Free flow play based activities- with focus guided groups.	EYFS planning for PM Planning daily maths and English on weekly 1-6 plan Discrete phonics plan	Introduce Numeracy Books for all children May introduce IPC books
Assessment of Under achieving ch ie those still working on Early Learning Goals to take place – Teachers to submit final scale Development matters statements/ Early learning goals to EYFS leader. Meeting with Assistant Head for Inclusion to formally recognise children with special educational needs, children to be placed on SEN register.				
Post half term until Christmas	Year One	Guided reading 9.00-9.30 Literacy carpets session, group activities Phonics session Direct teaching of mathematics e/g	Numeracy and Literacy planning to be planned weekly on 1-6 plan	IPC Books, English and Maths books

		carpet session, activities then linked to objective. Development of direct teaching sessions to whole class for IPC and Science in the afternoon	Discrete phonics plan Introduce IPC and science planning in pm	
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Assessment and Planning

In Autumn term 1, year one, we will use the planning format used in Reception class. When more formal direct teaching has begun we would expect teachers to use the school planning format for literacy and Maths. During this transition period the two types of planning will reflect the two styles of provision- please see above.

By Autumn term 2, year one, we would expect to see the teacher using the years 1-6 planning format, for Literacy, Numeracy, Science and IPC.

For children who have not reached the Good Level of Development measure (*children will be defined as having reached a good level of development at the end of the EYFS if they achieve at least the expected level in:*

- *the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and;*
- *the early learning goals in the specific areas of mathematics and literacy.)*

For those children we would expect to see children working with a teacher in a guided group and to be recording learning in their discrete English and Maths books. From Autumn 2 onwards all children's learning will be recorded in subject specific books.

By the end of autumn 1, teachers, supported by the EYFS Leader will have gathered evidence on where each child who entered Yr 1 below the Good Level of Development (see above) is in relation to the Early Learning Goals (prime areas and mathematics and literacy) have made progress into level 1. This information is given to the Deputy Head.

Note: All children will have a NC level by autumn 2 assessment. The expectation by the end of year one is that pupils will be working at a 1A level and have reached Phase 5 in letters and sounds.

Learning environments in Year One

We would expect year one to reflect transition between EYFS curriculum and end of year one expectations. Therefore you will see elements of formal and play based learning in the environment.

At the beginning of the year we would expect to see the seven areas of learning provided for on a daily basis, so this will include: Construction, reading, sand and water, malleable, small world, fine motor, creative area, writing area, role play, maths area, KUW (investigation area). All of these should allow free access for the children when not undertaking guided adult sessions.

The teachers will work closely with the EYFS and deputy head teacher to plan small weekly changes working towards spring term expectations.

From Spring term we would expect, a clear carpet area, tables in groups for every child to have a seat simultaneously, and defined reading, and role play areas, linked to IPC topics being taught.

Reading and Phonics

Phonics session will continue in the same way they have been taught in reception. The same tracking sheets and assessment tools and planning will be used across the school for phonics and guided reading.

Liaison with parents

We will meet with parents for a formal meeting regarding transition explaining the policy. There will be ongoing opportunities for parents to meet with the year one teacher throughout transition. Any child that may be a concern for transition will be highlighted to the year one teacher (and parents) by the reception teacher at the end of summer term.

Leadership of transition

The transition policy is led by the EYFS Leader, jointly with the Deputy Headteacher. The EYFS Leader will take a lead on the learning environment in particular and the Deputy Headteacher will take a lead on assessment at the end of the autumn one and beyond. The EYFS Leader will review Year 1 planning in conjunction with the deputy head teacher for the first half of the term. The Deputy headteacher will review planning for the second half term.

Review of Policy

Written: Summer 2012

Reviewed: 01.05.13 – Bev Newman (EY leader), Sheree Cunningham (Year 1 teacher), Claire Brown (deputy head teacher)
