

The Anthony Roper Primary School

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 learning will be planned?	How will the learning be recorded?
Week after half term in June	Reception	Parent meeting to discuss transition policy EY leader and Year 1 teacher to organise together	EYFS Planning RWI phonics plan	Development Matters Special books Observations More able pupils start to use literacy books for written work
Week 2-5	Reception	Small groups of Reception pupils to stay in Year 1 class for lesson in groups on rotation (literacy and maths) Children from Year 1 to pop in and answer questions from Reception children about life in Year 1	EYPS Planning RWI phonics plan	Development Matters Special books Observations More able pupils start to use literacy books for written work
Week 6	Reception	Teacher from Year 1 to collect children and provide activities for the afternoon-small groups on rotation Reception and Year 1 teacher to swap for story time	EYFS Planning RWI phonics plan	Development Matters Special books Observations More able pupils to start to use literacy books for written work
End of term	Reception to Year 1	Reception Teacher too handover information of class to Year 1 teacher.		

<p>Week 1 Autumn</p>	<p>Year 1</p>	<p>Daily RWI sessions</p> <p>Daily maths sessions</p> <p>Child initiated/play based activities based on Reception learning model, with some focused guided groups-particularly for writing</p>	<p>EYFS Planning</p> <p>Phonics plan</p>	<p>Development Matters</p> <p>Focus on children that have not reached the 'expected' level.</p> <p>Observations</p> <p>All children to use Literacy books for written work</p>
<p>Weeks 2-6</p>	<p>Year 1</p>	<p>Guided reading begins in small groups</p> <p>Daily RWI sessions</p> <p>Direct teaching of literacy e.g. carpet session, activities then linked to objective. Adult working with guided group.</p> <p>Direct teaching of maths e.g. carpet session, activities linked to objective. Adult working with guided group.</p>	<p>EYFS planning</p> <p>Phonics plan</p> <p>Weekly literacy plan</p> <p>Weekly maths plan</p>	<p>See Week 1</p> <p>Introduce maths books</p>
<p>Weeks 4/5/6</p>	<p>Year 1</p>	<p>Child initiated activities</p> <p>Guided reading</p> <p>Maths carpet session, group activities</p> <p>Phonics session</p> <p>Direct teaching of literacy e.g. carpet session, activities then linked to objective.</p> <p>Child initiated in the afternoons- with focus guided groups.</p>	<p>Phonics plan</p> <p>Weekly literacy plan</p> <p>Weekly literacy plan</p> <p>EYFS planning for PM</p>	

Assessment of under achieving children i.e. those still working towards the Early Learning Goals to take place. Teachers to submit final scales to Head Teacher.

Post half term until Christmas	Year One	<p>Guided reading</p> <p>Literacy carpet session, group activities</p> <p>Direct teaching of mathematics e.g. carpet session, activities then linked to objective.</p> <p>Development of direct teaching sessions to whole class</p>	<p>Phonics plan</p> <p>Weekly literacy plan</p> <p>Weekly maths plan</p>	
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Assessment and Planning

In Autumn term 1, Year 1, 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 school planning format for Literacy, Numeracy, Foundation Subjects.

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 the 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 the 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 Year 1 below the Good Level of Development, is in relation to the Early Learning Goals (Prime areas and Mathematics and Literacy) have made progress into level 1. This information will be given to the Head Teacher.

Learning environment in Year 1

We would expect Year 1 to reflect transition between EYFS curriculum and the 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 could 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 with the EYFS and Head Teacher to plan small weekly changes working towards spring term expectations.

From the 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 the topic being taught.

Reading and Phonics

Phonics sessions 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 on going opportunities for parents to meet with the Year 1 teacher throughout transition. Any child that may be a concern for transition will be highlighted to the Year 1 teacher (and parents) by the Reception Teacher at the end of the Summer term.

Leadership of transition

The transition policy is led by the EYFS Leader, jointly with the Head Teacher. The EYFS Leader will provide support in relation to the learning environment in particular and the Head Teacher 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 Head Teacher for the first half of the term. The Head Teacher will review planning for the second half term.