

## Roseberry Primary School Transition Document

# Transition from Early Years to Year 1

All members of the school leadership team appreciate the significance of high-quality EYFS teaching and learning in raising achievement in Year 1 and beyond. Year 1 teachers understand EYFS pedagogy and practice and build on this. Furthermore, all members of staff take a keen interest in learning about the early years within their subject and have a clear insight into what their subject looks like in EY.

### **How we achieve an effective transition from Early Years to Y1 at Roseberry Primary.**

We facilitate visits for children between Reception and Year 1 classrooms during the Summer term, children visit the year one classrooms and spend time with their next teacher.

As children mature in Reception, there is a greater focus on the essential skills and knowledge in the specific areas of learning. This helps prepare our children for Year 1.

Have clear communication with parents around transition. Transition meetings are planned during the last half term to inform and reassure parents. Both EY and Year 1 staff attend.

Time is planned in for EYFS and Year 1 staff to discuss individual children and data before the children move to their next class. The ELGs are shared with Year 1 to support teachers to make a holistic, best-fit judgement about a child's development and their readiness for Year 1. The characteristics of effective teaching and learning will be discussed to best inform children's learning needs and skills; which supports the planning of activities.

Early Years and Year 1 staff have regular discussions throughout the year regarding the Reception children. Informing and updating Y1 staff on their progress as they move through the Reception Year group.

The Year 1 staff at Roseberry Primary School have a clear understanding of our EY curriculum and work together with us on shared goals for the children entering into Year 1. Our aim is to have all children prepared and ready for entry to Year 1 with the Reception children meeting the following checkpoints set out below.

	<b>Year one ready statements/check points</b>
<b>Communication and Early Reading</b>	<ul style="list-style-type: none"> <li>• To effectively follow rules of conversation showing an awareness of the listener.</li> <li>• To speak in full sentences using a range of tenses.</li> <li>• To read simple sentences and show an understanding of content.</li> <li>• To use phonetic knowledge to read simple sentences.</li> <li>• To be secure in RWI phonics.</li> <li>• To develop language to demonstrate reasoning.</li> <li>• Correct pronunciation of words where appropriate.</li> </ul>
<b>Early Writing and Development</b>	<ul style="list-style-type: none"> <li>• To write a sentence that is phonetically plausible.</li> <li>• To be able to read own written sentences that can be read by others.</li> <li>• Most letters to be recognisable and formed correctly.</li> <li>• To confidently use a range of tools.</li> <li>• To demonstrate an effective pencil grip.</li> <li>• To have control over body and movements.</li> <li>• To confidently dress self.</li> </ul>
<b>Early Mathematics</b>	<ul style="list-style-type: none"> <li>• To know number bonds to 5.</li> <li>• To have a deeper understanding of numbers to 10.</li> <li>• To be able to count to 20 and beyond.</li> <li>• To recognise patterns in counting and see patterns in number.</li> <li>• To have a bank of language to develop spatial reasoning skills.</li> <li>• To confidently use mathematical language to describe shape.</li> </ul>
<b>Understanding of the World</b>	<ul style="list-style-type: none"> <li>• To demonstrate a good understanding of past and present.</li> <li>• To be able to describe their immediate environment and talk about what they observe around them.</li> <li>• To be able to talk about the natural world and make observations.</li> <li>• To demonstrate an awareness of other cultures and traditions.</li> <li>• To be sensitive to the feelings of others.</li> <li>• To demonstrate empathy.</li> </ul>