



# Transition from Early Years to Year 1

**“What children can do today with assistance, they will be able to do by themselves tomorrow.” Lev Vigotsky**

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.**

- 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.
- Year 1 staff join EY team meetings at regular points throughout the year to inform and update staff on principles of early years and how our children learn.
- Year 1 staff have a clear understanding of our EY curriculum and worked together with us to create a Y1 ready section on our curriculum.

	<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 Phase 4 phonics as part of Little Wandle Letters and Sounds Revised.</li> <li>• To develop language to demonstrate reasoning.</li> <li>• Correct pronunciation of words where appropriate.</li> </ul>
<b>Earl 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 deep understanding of numbers to 10.</li> <li>• To be able to count beyond 20.</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>Me in my 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>



**INDEPENDENT**



**RESILIENT**



**YEAR ONE**