

EYFS YN-YR and YR to Y1 transition 2018-19

The statutory EYFS framework suggests that there should be more adult-led activities towards the end of the EYFS.

It says:

- There is an ongoing judgement to be made by practitioners about the **balance between activities** led by children, and activities led or guided by adults ...
- **As children grow older**, and as their development allows, it is expected that the balance will gradually shift towards **more activities led by adults**, to help children prepare for more formal learning, ready for year 1
- **Induction** to year 1 – practices included visits to the new classroom and opportunities for pupils to meet their year 1 teacher. Staff also introduced children to activities involving larger groups, such as assemblies and playtime, and organised a sports day where reception and year 1 children formed mixed teams
- **Continuity** between reception and year 1 – staff kept the class groups the same in reception and year 1 and in some schools a member of staff moved up to year 1 with the class. Most reception teachers changed the way they timetabled areas of learning during the summer term to prepare children for year 1. For example, they introduced a more structured timetable and spent more time on literacy and numeracy sessions
- **Communication** – conversations with parents, children and other staff were a key feature of transition practice

Activity	Rationale	Notes	Links to 'Bold Beginnings'
<i>Pupils understand the symbols, faces and colours of the marking scheme TE, TG & TS</i>	Induction, continuity <i>Prepare the pupils for the marking and expectation in Y1</i>	Adult led and plenaries need to ensure that on ending EYFS, all pupils know the symbols and whether this relates to an excellent, good or 'could be better' piece of work.	
<i>Phase 5 phonics</i>	Induction, continuity <i>Push those who are able, on to Phase 5 so that they consolidate and extend their sounds.</i> <i>Ensure that the Phase 4 tricky words are picked up in this session too.</i>	Those who are secure on phase 3 are able to extend their knowledge of sounds and begin the phase 5 programme.	Reading was at the heart of the curriculum. Story time was a valued part of the daily routine. In schools visited where writing was of a high standard, the children were able to write simple sentences and more by the end of Reception.

1:1 Reading time	Preparing for guided reading and 1:1 reading. Support all abilities to secure their sounds and apply in decoding.	Using Y6 buddy readers, provide additional opportunity to read widely and often to develop pupil's fluency and understanding. Monday, Tuesday & Thursday 11-12 Julie S reading buddies to go to EYFS with JS	Reading was at the heart of the curriculum. The headteachers prioritised language and literacy
ICT Suite			
Key stage assembly	Induction, continuity Support the pupils in the transition from year group to whole key-stage assembly	Monday assembly	
Lunchtime space			
Greater time getting to know Y1 (for a specific group of pupils)	Induction, continuity, SEND inclusion For a small group of pupils, more exposure to the classroom, environment and orientation would support their transition	Focussed group work to induct into Y1	
YN – longer adult led sessions at during summer 2 YR longer adult led and whole class sessions during summer 2 Regular Y6-7 transition days with new teachers.	Induction, continuity Longer adult led phonics in YN Longer adult led and some whole class teaching at tables	YN longer adult led time building to 20 min phonic sessions YR whole class teaching at tables to support the reduction of CIL for Y1	In schools visited where writing was of a high standard, the children were able to write simple sentences and more by the end of Reception.
YN begin T4W	Induction, continuity Story map familiarity and language of familiar narrative story and actions.	YN introduced to simple story maps and simple symbols to support their entry to YR.	Reading was at the heart of the curriculum. The headteachers prioritised language and literacy
Phase 2 phonics in YN	Induction, continuity Support and challenge those able to access phase 2.	YN begin SATPIN	Reading was at the heart of the curriculum. The headteachers prioritised language and literacy

Numicon recognition YN	Induction, continuity	YN recognise Numicon to 5 and, for some, 10. Simple grouping and representing objects to Numicon equivalent	Most of the schools had designed their own mathematics curriculum, based on the Year 1 national curriculum programme of study. This provided a strong basis for more complex learning later.
Numicon fluency and part/part-whole model White Rose Unit A Y1 during summer term	Induction & continuity Use the signs, symbols, language and representation of mathematics for entry into Y1 Raised expectation for those at ELG 2+	Fluent with Numicon and representing early number in a variety of ways to support recording and reasoning.	Most of the schools had designed their own mathematics curriculum, based on the Year 1 national curriculum programme of study. This provided a strong basis for more complex learning later.
Year N promoting independence	Prepare the children for more independence in YR	Parents will be encouraged to leave their children at the Nursery door and not enter the cloakroom.	
Year R more opportunities for writing in books	Prepare the children for expectations of writing weekly in Year 1	Year R staff to decide which books they would like to set Independent/whole class writing tasks in.	In schools visited where writing was of a high standard, the children were able to write simple sentences and more by the end of Reception.

- ✓ Additionally – family groups to visit and spend time in YN before YR year begins (story time/ CIL)
- ✓ New parents stay and play with structured activities to support information sharing and induction to new school.
- ✓ Outdoor CIL provision will be limited due to building work, Year R will use the Nursery outdoor area and the KS1 playground for playtimes, a rota will need to be put in place for this.