

TRANSITION POLICY
and
Expectations for EYFS to KS1
FOR
WENTWORTH PRIMARY SCHOOL



APPROVED BY GOVERNORS May 2024

POLICY TO BE REVIEWED May 2027

Aim

The aim of this policy is to provide a curriculum framework, which allows smooth transition from the play-based learning found in Early Years Foundation Stage (EYFS) to the National Curriculum in Year One. Smooth educational and emotional transition will ensure children make robust progress in their learning.

Learning environments in Year 1

In Autumn 1, the Year 1 classroom and outdoor environment will reflect transition between EYFS curriculum and start of Year 1 expectations. Therefore, you will see elements of formal lessons and continuous provision learning in the indoor and outdoor environment. The Year 1 teachers will work closely with the EYFS teachers and EYFS Lead to plan small weekly changes working towards whole class directed teaching in the morning and afternoon from Autumn 2. From Spring 1, internally, we would expect a clear carpet area, tables in groups for every child to have a seat simultaneously, and a defined reading area. Externally, we would expect to see defined Maths, Reading and Writing areas with continuous provision activities linked to the topic being taught.

Curriculum

Year 1 teachers will use the National Curriculum to inform planning in all subjects. Maths will follow the White Rose Maths scheme and use Numbots to support the teaching of number bonds. English lessons will follow Power of Reading or Talk for Writing schemes. Spelling Shed will be used to support the teaching and testing of spellings. Foundation subjects will be planned around a chosen topic, when appropriate (see curriculum map.) All lessons will be differentiated appropriately for children who left EYFS as emerging and exceeding.

Reading and Phonics

Phonics session will continue to be taught after registration daily, following the school's systematic synthetic phonics scheme. Children will read to an adult at least once a week, as part of a small group in Guided Reading sessions which will be recorded in the child's reading record for parents to see and on the guided reading record sheets and/or individually with the teacher or teaching assistant (see reading policy). Each classroom will have a phonics display with digraphs and tricky words already learnt in EYFS displayed in September. This will be updated with new digraphs and words as they are taught throughout Year 1.

Assessment and Planning

In Autumn 1, Year 1 will use the planning format used in the EYFS class. When formal direct teaching has begun teachers will use the school planning format for English, Maths and Foundation subjects. During this transition period the two types of planning will reflect the two styles of provision - please see timetable below. By the end of Autumn 2, Year 1 will use the school's Years 1-6 planning format, for English, Maths and Foundation subjects. Children will be assessed on their phonics digraphs and tricky words using Phonics Tracker every half term. The results will be passed onto the EYFS Lead. Children will complete PIRA and PUMA tests at the end of each term for Reading and Maths during the whole school's assigned assessment week. The results will be passed onto the EYFS Lead and Senior Management Team.

Timetable from EYFS Summer term to Year 1 end of the autumn term

Time	Year	Steps	Assessment
Summer Term			
Summer	EYFS	Planned, carousel sessions with directed activities.	
July	Meet the teacher transition morning.		
Session 1	Yr 1 teachers/EYFS	Spend morning session observing teaching and children in the EYFS setting. (EYFS teachers to be in setting too, EYFS and Yr1 TAs to support the current Year 1s)	
Session 2	Yr 1	Outdoor learning environment set up and completed with clear provision and areas familiar to the children from the EYFS outdoor environment.	
Session 3	EYFS/Yr1 teachers	Year 1 teachers to read a story to children in Year 1 classrooms PM 30mins (EYFS teachers to take current Year 1s)	
Session 4	EYFS/Yr 1 teachers	Year 1 teachers to collect children and provide activities for the morning (EYFS teachers to take current Year 1s)	
Before the end of term	EYFS to Year 1	EYFS Teacher to handover all information about class to Year 1 teacher including book band colour, Guided reading groups, Phonics Tracker assessment, discuss Characteristics of learning and ELG.	
Autumn Term			
Week 1	Y1 daily	Play-based activities on EYFS learning model, with some focused guided groups. Direct daily phonics sessions. Discrete daily mathematics sessions. Class Teacher guided reading continued from EYFS model.	Target Tracker All children use books for written work.
Week 2/3	Y1 daily	Guided reading continues Direct teaching of English e.g. carpet session, activities linked to objective. Adult working with guided group. Direct teaching of phonics. Discrete Mathematics session. Class Teacher Guided Reading	Introduce mathematics books and how to lay out work
Week 4/5/6	Y1 daily	Guided reading continues Direct teaching of English and Maths Class Teacher Guided reading PM – Free Flow play based activities with focus guided groups. EYFS planning for PM	
Post half term	Y1 daily	Guided reading continues Direct teaching of Phonics Direct teaching of English and Maths Development of direct teaching sessions for afternoon foundation subjects	Introduce topic books