



Foundation to Key Stage 1 Transition Policy

Adopted by GB – November 2015

Signed:.....

Foundation to Key Stage 1 Transition Policy

Introduction

At Garden City Academy we recognise that the transition between Foundation Stage and Key Stage One can be a challenging time for both children and their parents and carers. This policy aims to support children's personal, social and emotional development and well-being through ensuring a smooth transition, where by all children and parents and carers feel positive and well-informed.

Aim of policy

- To ensure a positive transition between the Early Years Foundation Stage and Key Stage 1 which will not hinder children's well-being, learning or development.
- To ensure consistency across Year 1 classrooms.
- To ensure all children are accessing an age and stage appropriate learning environment.
- To ensure all children are able to achieve within their learning environment.

Expectations:

During the term before children start Year One:

- Parents and Carers are invited to attend a 'Welcome to Key Stage 1' meeting providing parents and carers with more information about year one practice.
- In addition to this, children will have two transition days with their new class teacher.
- Children will have their lunchtime playtime on the main school playground.
- In the last few weeks of the summer term, children will have access to the main playground and learn the rules of main school playtime.

Term	What the learning should look like.
<u>Autumn 1</u> <i>This half term will focus on children learning the routines of Key Stage 1 and having opportunities to work with adults in a focused way.</i>	<ul style="list-style-type: none"> • Early morning work will be daily practise of fine-motor skills. • Children will attend assemblies on Monday and Friday. • Literacy and Numeracy in the mornings <ul style="list-style-type: none"> - the teacher will have a guided focus group - other adults will scaffold children's learning in related, play-based activities • A few weeks (approx 3) into term, children will be organised into groups for literacy and numeracy. Children will be given related tasks and activities to complete within these groups during literacy and numeracy lessons. Some groups will be lead by a teacher or teaching assistant, and children will rotate between these and other activities. • Daily phonics lessons in groups across Key Stage 1. • Daily Reading groups (1 group per day with teacher) • 1:1 reading twice per week. • Afternoons will have a topic focus with teacher/adult-led groups going on alongside related child-initiated tasks (indoor/outdoor). • Children should have an opportunity for outdoor play every day in addition to lunch and break.
<u>Autumn 2</u> <i>This half term will have focus on</i>	<ul style="list-style-type: none"> • Children will attend assemblies on Monday, Thursday and Friday • As above but with a move towards the whole-school teaching

<p><i>children developing their independent and group work skills through achievable tasks.</i></p>	<p>and learning model as appropriate for the children. E.g. all children complete literacy and maths as a lesson with class input, teacher and teaching assistant led groups and independent groups.</p> <ul style="list-style-type: none"> • Afternoons will be flexible, some as in Autumn 1 with opportunities for whole-class lessons e.g. Science Investigation.
<p><u>Spring Term</u> <i>This term will focus on bringing children in line with whole-school policies and practices.</i></p>	<ul style="list-style-type: none"> • Children will attend assemblies daily as the rest of the school. • All learning should now be in-line with whole school teaching and learning policies. • Guided reading should now be taught as a whole-class session (in groups) four times per week.

Classroom Environment:

- In addition to the Teaching and Learning and Environment policy, Year 1 classrooms should have a range of play-based equipment to support all EYFS areas of learning.
To include:
 - writing area
 - book corner
 - role-play area
 - creative area
 - fine-motor / malleable area
 - maths investigation area (to include shape and number resources)
 - topic related area

NB: These areas can be at interchangeable tables
- Children should be encouraged to access resources themselves and taught how to use correctly and appropriately.
- All adults should value children's play and scaffold play through talk and questioning.
- Children's work should be valued and celebrated both within school and at home.