

**THE RACKHAM**  
**C OF E PRIMARY SCHOOL**

# Transition from Reception to Year 1 Policy

**Policy Number: SCH 068**

**Date: July 2024**

The Rackham C of E Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

### **Transition: Reception to Year 1**

- Practitioners and Year 1 teachers should work together
- The final year of the Early Years Foundation Stage (EYFS) should be valuable in itself and prepare the ground for Year 1.
- Year 1 should build on the successful principles and approach encapsulated in the EYFS.
- EYFS practitioners must give year 1 teachers a copy of the EYFS profile report
- Practitioners may also choose to provide a short commentary on each child's skills and abilities in relation to the key characteristics of effective teaching and learning.

This will help to inform:

- A dialogue between reception and Year 1 teachers about each child's stage of development and learning needs
- The planning of year 1 activities
- Practitioners and year 1 teachers should work together
- This is set out in paragraph 2.12 of the EYFS framework.
- Year 1 teachers should also be involved in EYFS profile moderation, to help them understand the judgements made by EYFS practitioners.

### **Strategies to encourage a successful transition**

Pupils often find it challenging to move away from the play-based approach in the foundation stage to the more formal and structured curriculum of Key Stage 1.

#### **At The Rackham we utilise a 3 stage approach to achieve a smooth transition:**

- Run induction to year 1 activities
- Give pupils the chance to get familiar with their new environment, by visiting their new classroom and meeting their Year 1 teacher.
- Introduce pupils to activities involving larger groups with older pupils, such as assemblies and playtime.
- Mixed year groups on the playground at lunchtime play.
- Create continuity between Reception and Year 1
- Consider the benefit of keeping the class groups the same in Reception and Year 1.
- In the last EYFS term, change the methodology of timetabling areas of learning to make it more like Year 1.

#### **Ways to do this:**

- Introduce a more structured timetable
- Spend more time on Literacy and Maths sessions
- Make more activities adult-led, but still allow time for play-based activities

#### **Communication**

Have conversations with parents/carers, children and other staff to make sure everyone has a clear understanding of what's happening.

Transition from R – Year 1

	Week 1 (2 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
8.30 – 8.45	Tabletop activities including Four a day	Table top activities including Four a day	Table top activities including Four a day	Table top activities including Four a day	Table top activities including Four a day	Table top activities including Four a day	Table top activities including Four a day	Table top activities including Four a day
8.45	Registration	Registration	Registration	Registration	Registration	Registration	Registration	Registration
8.55	Whole school assembly	Whole school assembly	Whole school assembly	Whole school assembly	Whole school assembly	Whole school assembly	Whole school assembly	Whole school assembly
9.15	Orientation / welcome back. Teaching input 15 minutes then choice of activities with adult leading one activity and invite children to take part.	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics
10.10	Morning break	Reading	Reading	Reading	Reading	Reading	Reading	Reading
10.30	Snack in classroom while playing nursery rhymes on IWB or similar.	Snack in classroom while playing nursery rhymes on IWB or similar.	Snack in classroom while playing nursery rhymes on IWB or similar.	Snack in classroom while playing nursery rhymes on IWB or similar.	Snack in classroom while playing nursery rhymes on IWB or similar.	Snack in classroom while playing nursery rhymes on IWB or similar.	Snack in classroom while playing nursery rhymes on IWB or similar.	Snack in classroom while playing nursery rhymes on IWB or similar.
10.40	Teaching input 15 minutes then choice of activities with adult leading one activity and invite children to take part. Change teacher led activity and input if needed.	Maths input to whole class then group activities.	Maths input to whole class then group activities.	Pathways English introduction and independent work. Input 15 minutes max.				

11.30	Story / Brain break to lead into second session.	Pathways English introduction and independent work. Input 15 minutes max.	Pathways English introduction and independent work. Input 15 minutes max.	Foundation?				
12.00	Packing away	Packing away	Packing away	Packing away	Packing away	Packing away	Packing away	Packing away
12.10	Lunchtime in hall	Lunchtime in hall	Lunchtime in hall	Lunchtime in hall	Lunchtime in hall	Lunchtime in hall	Lunchtime in hall	Lunchtime in hall
12.15 – 1.15	Lunchtime break							
	Teaching input 15 mins. then choice of activities with adult leading one activity and invite children to take part.	Foundation	Foundation	Maths input to whole class then group activities.				
2.40 – 2.55	Break time	Break time	Break time	Break time	Break time	Break time	Break time	Break time
3.00	Prep for end of day and then sit down for story.	Prep for end of day and then sit down for story.	Prep for end of day and then sit down for story.	Prep for end of day and then sit down for story.	Prep for end of day and then sit down for story.	Prep for end of day and then sit down for story.	Prep for end of day and then sit down for story.	Prep for end of day and then sit down for story.
3.15	Home time	Home time	Home time	Home time	Home time	Home time	Home time	Home time

Snack time to have once pupils come back in from break time.

Rowan are used to going to the toilet after play in KS2 toilets; Ash used to going to the toilet before break.

July: Train Reception up to have their milk while at morning break

Week 4	Week 3	Week 2	Week 1
Trailing through Year 1 classrooms when coming in from lunch. Y2 past Y3 classrooms.	Trailing through Year 1 classrooms when coming in from lunch. Y2 past Y3 classrooms.	Trailing through Year 1 classrooms when coming in from lunch.	Trailing through Year 1 classrooms when coming in from lunch.
CHY and CRC visiting the children in their classrooms.	CHY and CRC visiting the children in their classrooms.	Swapping for story.	Swapping for story.
Invitation from CHY and CRC to new class to visit.	Simon says / What is the same what is different? Phonics lesson in the new class taught by current Reception teachers.		

Cf Enabling environments; FB page Continuous provision with images of activities; Early Excellence website.

**Approved and signed by:**

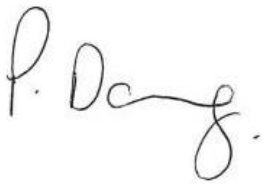
**Headteacher**



**Signed:**

**Date:** 15<sup>th</sup> July 2024

**Chair of Governing body**



**Signed:**

**Date:** 15<sup>th</sup> July 2024