



SALTBURN PRIMARY
SCHOOL

TRANSITION POLICY
EARLY YEARS FOUNDATION STAGE TO KEY STAGE 1
(YEAR ONE READINESS)

Date of Next Review: September 2025

Responsible Officer: EYFS Lead

At Saltburn Primary School, we recognise that the transition from Reception to Year One is big step in all children's learning and that it is vital to have a smooth and consistent approach to the transition process.

The transition process to year 1 starts in Autumn term when the children arrive in Reception and is built on throughout the year. These are gradual and small steps that all contribute to their 'Year One Readiness'.

Principles of Smooth Transition

We know from research that transition can be made less daunting if teachers and parents work together and that when they do, this has a positive impact on children.

Our shared aims and principles that will shape a smooth transition from EYFS to Year One:

- Ensure that we retain the best of EYFS practice, recognising that Key Stage One is different
- Making the change from EYFS to Year One practice at a pace that is not too quick so that children continue to feel confident, secure and successful
- Taking account of all information that is shared so that children's needs are understood, particularly vulnerable children or those with additional needs
- Engaging parents in the process so that they know what to expect and can support their children by talking to them about the changes
- Supporting a gradual change in teaching styles from more informal to more adult-led teaching
- Focusing on the ways different children learn – recognising that some children may prefer to work in different ways
- Recognising that effective teaching and learning for 5-7-year olds should be based on what is known about how young children develop and learn (Based on: Smooth Transitions, Bayley, R. & Featherstone, S.)

Aims of our Transition from EYFS to Year One

Entering a new situation (e.g. a new classroom and a new teacher) can be a stressful time, and some points of transition e.g. Foundation Stage to Key Stage 1 can be especially so, due to the change of learning through a play-based curriculum to a more formal approach. Rapid change can lead to insecurity and stress. Children under stress may become withdrawn and unresponsive or demonstrate inappropriate behaviour. Both extremes can inhibit learning.

It is therefore the aims of this policy to:

- Promote the smooth transition of children
- Prevent and alleviate stress in order to promote well-being and involvement
- Promote continuity of teaching and learning

Purpose

- To ensure that children experience a smooth transition from the Foundation Stage to Key Stage 1.
- To ensure that the quality and pace of learning are maintained and that children continue to make good progress
- To ensure that children follow the appropriate curriculum as their needs define
- To ensure that all staff see transition as a process rather than event
- To inform parents and children about the transition process

Partnership with Parents

Parents and carers play a vital role in their child's learning. It is therefore important that they are included in each step of their child's learning journey.

A parents open-evening is held in the Summer Term to discuss progress made during the Reception year. This is an opportunity for teachers to discuss with parents about how they can assist with finalising their child's learning as they come to the end of the Early Years Foundation Stage. This is also an opportunity to ask any questions about the transition elements currently in place in Reception in the Summer Term.

Parents are invited to a 'Welcome Meeting' towards the end of the Summer Term, held by the year 1 teachers. This is an opportunity for the parents to meet the Year 1 teachers and will give the class teacher an opportunity to explain to parents/carers the process of transition and the changes to the structure of the school day. At this meeting parents are welcome to ask questions and voice any concerns they may have on the transition to Key Stage 1. Guidance will also be given on how parents can continue to support their child's learning, including the development of reading, writing and number skills.

Transition

It is vital that a close working relationship between Reception and Year 1 is developed so that the transition between Foundation Stage and Key Stage 1 is as smooth as possible. At Saltburn Primary School it is vital that we allow our children to build successfully and coherently on their past experiences, as they move between their early school years and continue on their learning journey.

During the final term, meetings are held between the Reception and Year 1 teachers, as well as the Department Leaders for Foundation Stage and Key Stage 1, to discuss the transition between the stages. These meetings allow for data, expertise and experiences of the cohort to be shared and discussed.

It is an expectation of the Foundation Stage Department Leader to ensure teachers have all data ready and collated ready for the meeting, these include:

- Characteristics of effective learning
- Cohort files including school reports
- Special Educational Need and Disability (SEND) files
- Data generated by SIMs (GLD's)
- Sounds4Life Phonics Assessment folder (Summative Assessments and Formative Assessment grids)

Progress

On entry to the Foundation Stage some children could start at a low social and emotional base line which can impact on the developmental stages and readiness for learning. It is expected that children who are working at low developmental stage at the start of Year 1, without any known individual learning needs, will have their progress accelerated during the year, therefore moving to age expected National Curriculum levels.

Familiarisation with Key Stage 1

The following will be used to aid the transition process of children between the Key Stages:

- Reception children will join Key Stage 1 Celebration Assemblies in the Summer Term
- Children encouraged to visit Year 1 to share good work
- Lining up in register order in Summer Term
- Year 1 teachers will visit Reception classes in July to read stories to the children
- Transition Days with their new class teacher for 2 days before breaking up for the Summer Holidays
- Children will continue to have the opportunity to experience outdoor learning through a range of subjects (where appropriate)

The style and content of teaching and learning in Year 1

During Autumn 1 term, the Early Years Outcomes and National Curriculum will be used to inform planning, assessment and to identify gaps in children's learning. By the end of Autumn 2 term, it is expected that the majority of children will be working within key stage expectations and are being taught from the National Curriculum. Children identified as working below National Curriculum expectations will need further support and intervention. Guidance from the SENCo may be required at this point.

Timetables

From the beginning of Reception, we begin following a structured timetable as part of transition from Nursery to Reception, this is a big step for the children to ensure a consistent routine is recognised which will be similar when moving into Year One. Our timetables are progressive and change throughout the year.

Reception Summer 2 Term

YRBD	Monday	08:45 - 08:55	08:55 - 09:10	09:10 - 09:30	09:30 - 09:40	09:40 - 11:15	11:15-11:30	11:30 - 11:45	11:45 - 12:45	12:45	12:45 - 13:00	13:00-14:30	14:30-14:50	14:50 - 15:00	15:00 - 15:10	
	Registration & morning activities	Handwriting (LetterJoin)	Phonics Reading	Literacy Input	Free Flow & Literacy Group Work	Maths Whole Class Activity	Reflection Time & Lunch Prep	Lunch	Registration	PSED & C&L Focus	First Day of Rainbow Challenges and outdoor time	Mindfulness	End of day story / singing	Collective Worship & hometime prep		
	Tuesday	08:45 - 09:00	08:55 - 09:10	09:20 - 10:15		09:40 - 11:15	11:15-11:30	11:30 - 11:45	11:45 - 12:45	12:45	12:45 - 13:00	13:00-14:00	14:15-14:30	14:30-14:50	14:50 - 15:00	15:00 - 15:10
	Registration & morning activities	Handwriting (LetterJoin)	Phonics Writing	Maths Input	Free Flow & Maths Group Work	English Whole Class Activity	Reflection Time & Lunch Prep	Lunch	Registration	Exp Arts & Design Focus	Rainbow Challenges and outdoor time	Guided Reading - Teacher	Mindfulness	End of day story / singing	Collective Worship & hometime prep	
	Wednesday	08:45 - 08:55	08:55 - 09:10	09:10 - 09:30	09:30 - 09:40	09:40 - 11:15	11:15-11:30	11:30 - 11:45	11:45 - 12:45	12:45	12:45 - 13:00	13:00-14:00	14:15-14:30	14:30-14:50	14:50 - 15:00	15:00 - 15:10
Registration & morning activities	Handwriting (LetterJoin)	Phonics Reading	Literacy Input	Free Flow & Literacy Group Work	Maths Whole Class Activity	Reflection Time & Lunch Prep	Lunch	Registration	PSCHE (Jigsaw) & PD Focus Handwriting	Rainbow Challenges and outdoor time	Guided Reading - LSA	Mindfulness	End of day story / singing	Collective Worship & hometime prep		
Thursday	08:45 - 08:55	08:55 - 09:10	09:10 - 09:30	09:30 - 10:30	09:40 - 11:15	11:15-11:30	11:30 - 11:45	11:45 - 12:45	12:45	12:45 - 13:00	13:00-14:00	14:15-14:30	14:15 - 14:30	14:50 - 15:00	15:00 - 15:10	
Registration & morning activities	Handwriting (LetterJoin)	Phonics Writing	Maths Input	Free Flow & Maths Group Work	English Whole Class Activity	Reflection Time & Lunch Prep	Lunch	Registration	UTW Focus and Rainbow Challenges	PE	Guided Reading - Teacher	Outdoor Time for rest of class	End of day story / singing	Collective Worship & hometime prep		
Friday	08:45 - 08:55	08:55 - 09:10	09:10 - 09:30	09:30 - 09:45	09:45 - 11:15	11:15-11:30	11:30 - 11:45	11:45 - 12:45	12:45	12:45 - 13:00	13:00-14:00	14:15-14:30	14:30-14:50	14:50 - 15:00	15:00 - 15:10	
Registration & morning activities	Handwriting (LetterJoin)	Phonics Recap & Tricky Words	Maths and Phonics AFL Tasks	Free Flow & Rainbow Challenge Focus Morning	Number Formation - Ten Town	Reflection Time & Lunch Prep	Lunch	Registration	Physical Development Focus	Rainbow Challenges and outdoor time	Guided Reading - LSA	Mindfulness	End of day story / singing	Collective Worship & hometime prep		

Year 1 Autumn 1 Term

Transition to Year 1 builds upon and extends the experiences children have had in the Foundation Stage. At the start of the year lessons will consist of Teacher Directed (TD) time and Teacher Initiated Activities (TIA). TD time can be short whole class teaching or a group led by the teacher.

Sound4Life Phonics Programme of Study

The children will continue with direct daily phonics teaching sessions that will follow the same routine and structure as reception, so that the children continue to anticipate what is coming next and therefore minimum time is spent explaining new activities. Teaching and learning activities will continue to be interesting and engaging but firmly focused on intensifying the learning associated with the phonic goal. At each step, children will continue to have sufficient time to practise reading and writing with the grapheme-phoneme correspondences they have been taught by following the same weekly teaching structure.



Monday – Reading lesson for a phoneme/grapheme.

Tuesday - Writing lesson for a phoneme/grapheme.

Wednesday - Reading lesson for a phoneme/grapheme.

Thursday - Writing lesson for a phoneme/grapheme.

Friday – Reading and writing lesson to teach how to correctly decode ‘tricky’ words.

Guided Reading will also continue to be taught daily in approximately 20-30 minute sessions in the same style as Year One and the bottom 20% lowest attaining children will continue to read 1:1 daily with their class teacher or LSA.

Additional Educational Needs

The progress of all children at transition is monitored to quickly identify children vulnerable to underachievement. Children who are identified as underachieving, requiring additional needs are discussed and strategies to ensure their targets are achieved are shared with the SENCo, Foundation Stage Leader and Year 1 team. Parents are kept fully informed on the progress their child is making and regular assessment and tracking ensures children’s needs are monitored and acted upon.

'Saltburn Ready' for Year One

At Saltburn Primary School, we have created a set of 'Saltburn Ready' aims for every area of learning to ensure children are ready to access the Year One National Curriculum. These are our aims and what we aim for the majority of our children to achieve to be 'Saltburn Ready'.

Personal, Social and Emotional Development (PSED)

To be 'Saltburn Ready' PSHE (Personal, social, health and economic education) Y1 by the end of reception we aim for:

- Our children to be familiar with the school Jigsaw programme of study and it's characters.
- Our children to display a positive attitude towards others and their learning.
- Our children to be active members that contribute their own ideas when working in small groups and also as a whole class.

Communication and Language

To be 'Saltburn Ready' to use Spoken Language in Y1 by the end of reception we aim for:

- Our children to listen to and follow instructions with several steps e.g. please hang your coat up and then sit down.
- Our children to engage in conversation with their friends and teachers and can take part in whole class and group discussions.
- Our children to speak in full sentences to explain their thinking process.

Physical Development

To be 'Saltburn Ready' PE in Y1 by the end of reception we aim for:

- Our children to travel around space and obstacles safely and show strength, balance and co-ordination in movement.
- Our children to move in different ways e.g run, jump, skip, climb, crawl.
- Our children to listen to instructions and rules in simple PE games.

Understanding the World

To be 'Saltburn Ready' for History and Geography in Y1 by the end of reception we aim for:

- Our children to understand and talk about the past using stories as a talking point.
- Our children to have an understanding of different religious and cultural celebrations e.g. Diwali, Hannukah, Christmas, Easter, Eid Al-Fitr and Chinese New Year.
- Our children to explore the natural world (animals and plants) and understanding the changing seasons.

Expressive Arts and Design

To be 'Saltburn Ready' for Art, DT and Music in Y1 by the end of reception we aim for:

- Our children to use creative tools such as scissors, rolling pins, paint brushes with increasing control.
- Our children to explain what they have made and talk about how they made it.
- Our children to sing a range of nursery rhymes alone and with others.

Maths

To be 'Saltburn Ready' for Mathematics in Y1 by the end of reception we aim for:

- Our children to be confident with counting to 20 in numerical order verbally.
- Our children to form numbers from 0-9 correctly in order to form other numbers.
- Our children to understand the different ways to compose and represent numbers up to 10.
- Our children to be able to compare quantities stating if they are bigger/greater than, smaller/less than or the same/equal.
- Our children to be able to measure using non-standard units of measures (cubes, bears) and use mathematical language linked to measurement and size (full, empty, nearly full, nearly empty, big, small, large, heavy, light).

English

To be 'Saltburn Ready' for reading and writing in Y1 by the end of reception we aim for:

- Our children to **begin** using thinner pencils to write with (if ready) to further strengthen their pencil grip.
- Our children to form the majority of the letters of the alphabet legibly (lower case) and write a simple sentence independently using their current phonics knowledge.
- Our children to read books independently consistent with their current phonics knowledge (including digraphs, trigraphs and tricky words) and to discuss the story after reading.