



*Moving on -
Transition from Early
Years to Key Stage 1*

What's important when children move on?

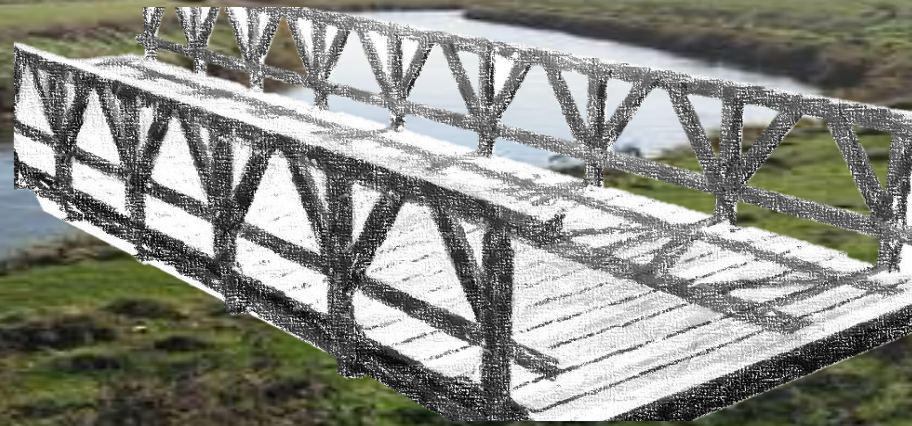
- ▶ Making sure all children feel confident and settled
- ▶ Keeping children interested and motivated to learn
- ▶ Continuing the learning journey with minimum disruption



Why is transition so important?

Effective transition

Reception



Year 1



How do we support your child's transition?

- ▶ Shared playtimes
- ▶ Transition day 2nd July
- ▶ Shared whole school events, such as Sports Day
- ▶ Year 1 letter writing project
- ▶ Mrs Elbourn-Holmes has worked in Year 1 and Miss Wilson in Reception (a match made in heaven!)



What will it be like in Year 1?

- ▶ The children will learn in an active way that is appropriate to their developmental needs
- ▶ Teaching of National Curriculum subjects will include lots of practical activities
- ▶ The children will have opportunities to continue to learn through their own play so that they remain interested and motivated



What will it be like in Year 1?

- ▶ The children will build upon the skills of independence that they developed in Reception
- ▶ The children will take part in guided groups and build on their prior learning
- ▶ The amount of work completed independently will build up gradually
- ▶ Fortnightly Forest School sessions will remain
- ▶ PE will be taught weekly
- ▶ The children will attend all whole school assemblies (like this year) and singing assembly each week



What will it be like in Year 1?

- ▶ Children will be encouraged to develop their independence as the year progresses
- ▶ 'Carousel' activities will be used so that the children have a balance of play-based and adult-led activities. The balance towards more independent activities will increase throughout the year



The Year 1 Curriculum

- ▶ The curriculum is largely influenced by the Reception curriculum and builds on the skills the children have already learnt
- ▶ Planning starts from the children's input and prior learning
- ▶ Activities are mostly practical and opportunities for learning outside the classroom happen where possible
- ▶ We continue to work with themes and topics that interested the children



The Year 1 Curriculum

► Our Topics:

Autumn 1 Incredible Me	Spring 1 Reach for the stars	Summer 1 Marvellous Monarchs
Autumn 2 Out and About	Spring 2 Our Wonderful World	Summer 2 Lets Grow



The Year 1 Curriculum

- ▶ Sounds-Write is still used to deliver phonics
- ▶ Talk through Stories and CUSP are used to teach reading - focusing on the skills of comprehension and word reading
- ▶ Mastering Number and White Rose are used to deliver Maths
- ▶ The Primary Knowledge Curriculum is used to deliver most foundation subjects



Expected progress in writing

► Expected in Reception:

Children can write recognisable letters, most of which are correctly formed.

Children spell words by identifying sounds in them and representing the sounds with a letter or letters.

Children write simple phrases and sentences that can be read by others.

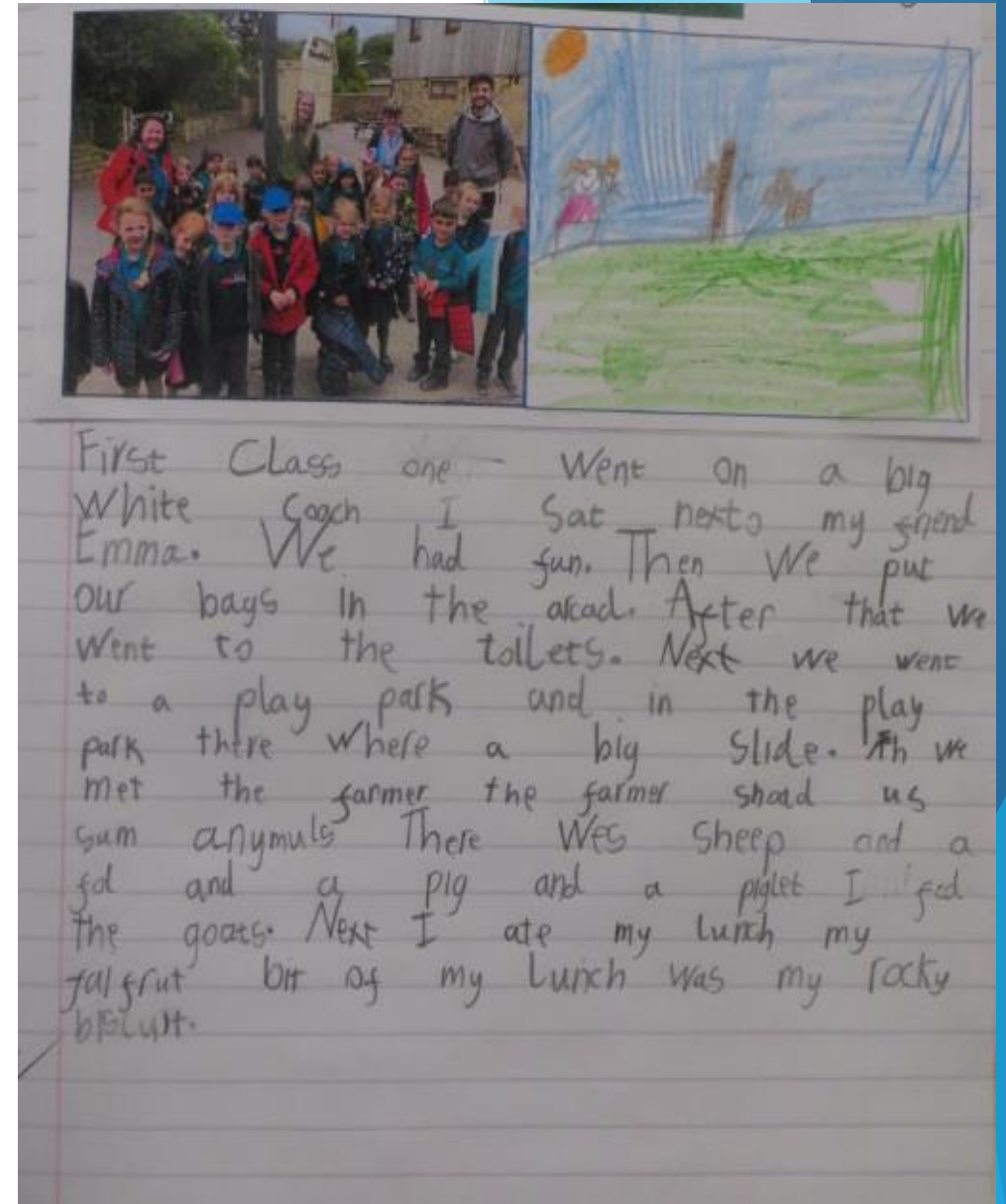


once a pon a time ther was
a littel old laidy. She made a
ginga bread man
and put him in the oven.
but it tump out agen and
e scapt and as he ran he sang
run run as fast as you can't
caeh me I'm the ginga bread
man. an till he cam to a
laik oh no how can I run over
the laik. then he met a fox
the fox seide climb on my tail
I'm geting wet climb on
my back I'm geting wet climb on
my head and sudanly he tost
the ginger bread man up
into the ure and la did in his mooth.
the end

Expected progress in writing

► Expected in Year 1:

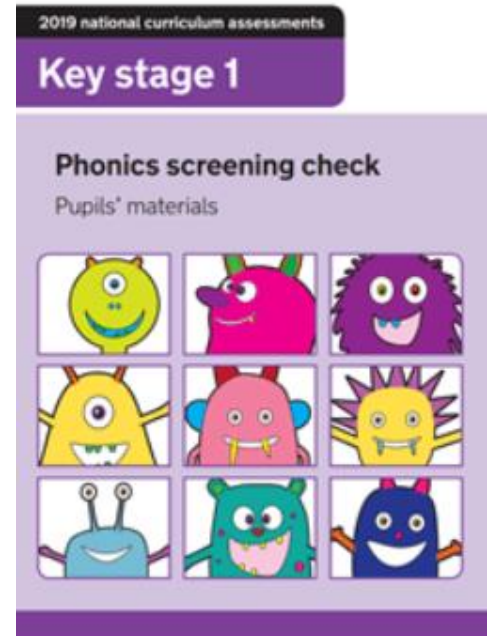
Children have good handwriting skills. Their sentences are well structured and make sense. They use finger spaces, capital letters and full stops. They are using adjectives, interesting language and the word 'and' to join sentences.



First Class one - Went on a big
White Coach I Sat next to my friend
Emma. We had fun. Then We put
our bags in the acad. After that we
Went to the toilets. Next we went
to a play park and in the play
park there where a big slide. Th we
met the farmer the farmer shad us
sum anymuls There Wes Sheep and a
gol and a pig and a piglet I fed
the goats. Next I ate my lunch my
jalf fruit bit of my lunch was my rocky
bflult.

Phonics Screening Check

- ▶ There will be a strong focus on phonics and reading throughout Year 1
- ▶ We use Sounds-Write to provide a structured and systematic approach to teaching phonics
- ▶ All Year 1 children complete the Phonics Screening Check in June. They read a combination of 'real' and 'alien' words. This will be carried out on a 1:1 basis with a familiar adult



How can I help my child prepare for Year 1?

- ▶ Talk positively about the change so your child feels confident and happy to move into Year 1
- ▶ Work on the targets outlined in their end of Reception report
- ▶ Read lots of stories and enjoy experiences together over the summer
- ▶ Encourage them to be as independent as possible and help out with 'tasks' around the home



What will our grown ups need to do to support us in Year 1?

<p>Years 1 and 2 (ages 5-7)</p>	<p>A minimum of 15 minutes per day, at least three times a week.</p>	<ul style="list-style-type: none"> Phonics – Practise individual sounds and words (word list provided). Read phonics reading books. Reading for pleasure – A text of pupil choice read by the parent or shared between pupil and parent. Spelling – Spelling rules and national curriculum words (word list provided), and activities delivered through Spelling Shed website. Number - Number facts delivered through Numbots website.
---------------------------------	--	--

Year 1 Spring A Phonics						
Week 1 1.1.2024	Week 2 8.1.2024	Week 3 15.1.2024	Week 4 22.1.2024	Week 5 29.11.2024	Week 6 05.2.2024	Week 7 12.2.2024
Phonics sound: /oo/ <oo> <ew> <ue> <u e> <o>	Phonics sound: /oo/ <oo> <ew> <ue> <u e> <o>	Phonics sound: /ie/ <i> <ie> <i_e> <igh>	Phonics sound: /ie/ <i> <ie> <i_e> <igh>	Phonics sound: /oo/ <oo> <u> <oul>	Phonics sound: /oo/ <oo> <u> <oul>	Phonics sound: /u/ <u> <ou> <o>
Word List: droot chew glue truth do blew cool rude too clue crude true	Word List: droot chew glue truth do blew cool rude too clue crude true	Word List: grnd tie by tight bike blind cry child prize dry shy	Word List: bride pipe find lie sky right line smile fight light bright	Word List: cook butch could bull brook took book push put bush foot	Word List: crook good foot full would look soot nook should cull	Word List: puff touch ton but truck tuck brush blush jump cluck
<ul style="list-style-type: none"> Children are expected to practise the sounds taught in school each week as part of home learning. The sounds should also match the phonics book that your child is reading at home. 						



Any questions?

