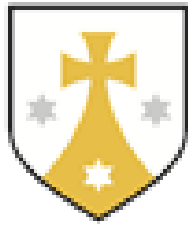


**St Teresa's
Catholic
Primary Academy**



TRANSITION GUIDANCE

For Reception & Y1 Staff

Praying Together, Aspiring Together, Achieving Together!

Transition to Reception

We do not have a Nursery at St Teresa's. Our pupils start school in September joining from local authority nurseries including Phoenix & Windsor Nursery. A few of our children start school after attending a private day care nursery or no setting at all. We aim to alleviate any stress or concerns children and their families may have. Our carefully planned transition compensates for the lack of on-site nursery provision and includes:

Summer Term before starting school:

- 4 x Tuesday Taster days (final two, include a school lunch)
- Parent stay and play session
- St Teresa's staff liaison with Nursery staff
- Induction evening – parents and children. Class dojo launch as communication tool.
- Enhanced TAF meetings for identified families working with EYs Special Needs
- 'My School' Social story book for SEND pupils. *(From 2024 this will be applicable for all)*
- Links meetings with Social Workers / Strengthening Family Workers

Autumn Term in school:

- Home visits
- Welcome week
- Parent open mornings on 'Family Fridays'.
- WellComm Screening

Mid-Year New Arrivals

Some pupils join St Teresa's mid-year. We aim to offer these pupils the same supportive transition by making sure they have:

- A stay and play meeting with class teacher, parent and child.
- A 'My School' Social story book to take home before they start.
- A welcome visit (half day)
- A buddy for their first week in school
- A special role to play in class each day
- The EYFS teddy to look after each day
- Greater communication with parents
- EAL / SEND support if needed

Transition from Reception to Year 1

The move to Key Stage 1 from Reception is a crucial time for all young children, parents/carers and staff. We aim to alleviate any stress or concerns children and their families may have. We will support their learning journey through a carefully planned transitional process beginning in Reception, which gradually adapts over a full academic year ending in the summer term of Year 1.

- All staff to work together to ensure that Y1 are ready to receive children from Reception.
- Regular liaising between Y1 and EYFS staff to inform Y1 to adapt their curriculum to meet the needs of the children they are receiving from reception.

Reception Summer 1

From summer 1, every child in Reception will be given the freedom to mark-make/write in books and more able children will have the opportunity to write in their individual books each week based upon that week's learning.

All children will be expected to take part in whole school assemblies.

Reception Summer 2

Children will be slowly introduced to the KS1 playground whilst KS1 children are out for their break time. The children will be supported to take their snack outside for break time and shown where to eat safely/throw rubbish away.

Carpet times will be slightly increased during input sessions and children are reminded to put their hands up to speak and answer questions.

Towards the end of the year, the whole school takes part in 'Transition Day' where they spend a day with their new teachers on their new timetables.

Children have access to the KS1 toilets at lunch time to get them used to the change when they join KS1.

Entering Year 1

As the children enter year 1, the teaching and learning will mirror reception Summer Term 2 to ensure the transition is smooth and manageable for all children. The teaching strategies will then be adapted throughout the year, to ensure children can

move up to year 2 with readiness. Please see the details of the termly transition throughout Year 1 in the table below:

Y1 Autumn 1

Mornings	Afternoon
<p>-Pre-teaching by teacher following focus activity (or anything picked up as a gap from the carousel activity)</p> <p>-Phonics groups as normal.</p> <p>-All children to have individual exercise books for Maths and English.</p> <p>-1 LO per week for Maths and English (focus group each day for teacher and carousel learning for TA). Input every day for everyone.</p> <p>Children who are completing carousel activities - work in independent books as evidence with "independent carousel evidence" and date/initial.</p> <p>-Maths challenge - to be a practical activity as a whole class to model (or HA to be with another adult).</p>	<p>-Whole class 'Big books' for subjects – History, Geography, Science, Art/ DT. Children choose the activity and stay there (progression from Reception) - the big book to include unit marker, pupil voice, pictures and evidence for all children at some point within the unit. At the end of the unit marker, include the evaluation of what they now know (post-its etc for pupil voice). To include key vocab from unit marker in each lesson. The knowledge and skills from each lesson still needs to be reinforced.</p> <p>-RE to follow Diocesan expectation - remember to focus on practical activities as much as possible (e.g. Godly Play/Religious Art etc)</p> <p>-Time for daily sharing of a story - language acquisition/vocabulary. See R4P LTP.</p> <ul style="list-style-type: none"> - Kinetic letters modelling & whiteboard work.
<p>Classroom continuous provision to include:</p> <ul style="list-style-type: none"> o Book corner (books to mirror Reception key texts from Summer term & link to Y1 topics texts) o Post Office / Hospital / Child interest role play (linked to topic or text) o Self access pens / pencils / colours for independent drawing / writing. o Outdoor tough tray 	

Y1 Autumn 2

Mornings	Afternoon
<p>-Pre-teaching by teacher following focus activity (or anything picked up as a gap from the carousel activity)</p> <p>-Phonics groups as normal. Individual exercise books for Maths and</p>	<p>-Whole class 'Big books' for subjects – History, Geography, Science, Art/ DT. Children choose the activity and staying there (progression from Reception) - the big book to include unit marker, pupil voice, pictures and evidence for all children at some point within the unit. At the end of the unit</p>

<p>English. 2/3 WALTs per week for Maths and English (focus group each day for teacher/TA and carousel learning).</p> <p>-Input every day for everyone. Children who are completing carousel activities - work in books as evidence with “independent carousel evidence” and date/initial.</p> <p>-Maths challenge - to be a practical activity as a whole class to model at the end of each LO(or HA to be with another adult).</p>	<p>marker, include the evaluation of what they now know (post-its etc for pupil voice). To include key vocab from unit marker in each lesson. The knowledge and skills from each lesson still needs to be reinforced.</p> <p>-RE to follow Diocesan expectation - remember to focus on practical activities as much as possible (e.g. Godly Play/Religious Art etc)</p> <p>-Time for daily sharing of a story - language acquisition/vocabulary. See R4P LTP.</p> <p>Kinetic letters modelling & whiteboard work.</p>
<p>Classroom continuous provision to include:</p> <ul style="list-style-type: none"> o Book corner (books to mirror Reception key texts from Summer term & link to Y1 topics texts) o Post Office / Hospital / Child interest role play (linked to topic or text) o Self access pens / pencils / colours for independent drawing / writing. 	

Y1 Spring 1

Mornings	Afternoon
<p>-Pre-teaching by teacher following focus activity (or anything picked up as a gap from the carousel activity)</p> <p>-Phonics groups as normal. All children to have exercise books for Maths and English. 2/3 L.O per week for Maths and English (focus group each day for teacher/TA and carousel learning).</p> <p>-Input every day for everyone. Children who are completing carousel activities/ work in books as evidence with “independent carousel evidence” and date/initial.</p> <p>-Maths challenge to be stuck into books. Give support where needed.</p>	<p>-Individual exercise books for History, Geography, Science.</p> <p>-Continue using class big books for all other subjects - with children choosing the activity and staying there (progression from Reception) - the big book to include unit marker, pupil voice, pictures and evidence for all children at some point within the unit. At the end of the unit marker, include the evaluation of what they now know (post-its etc for pupil voice). To include key vocab from unit marker in each lesson. The knowledge and skills from each lesson still needs to be reinforced.</p> <p>If children are able, consider moving them to their own independent exercise books (remembering that SEND pupils in Eng/Maths may be HA in foundation subjects).</p> <p>-RE to follow Diocesan expectation.</p>
<p>Classroom continuous provision to include:</p> <ul style="list-style-type: none"> o Book corner (books to mirror previous texts from LTP. 	

- o Role play linked to topic, Ci or texts.
- o Self access pens / pencils / colours for independent drawing / writing.

Yr 1 Spring 2

Morning	Afternoon
<p>-Pre-teaching by teacher following focus activity (or anything picked up as a gap from the carousel activity)</p> <p>-Phonics groups as normal.</p> <ul style="list-style-type: none"> - All children have exercise books for Maths and English. Printed LO & date only. <p>3 x L.Os per week for Maths and English (focus group each day for teacher/TA and carousel learning).</p> <p>-Input every day for everyone. Children who are completing carousel activities - work in books as evidence with “independent carousel evidence” and date/initial.</p> <p>-Maths challenge to be stuck into books. Give support where needed.</p>	<p>-Exercise books for each subject - with children choosing the activity and staying there (progression from Reception) - include unit marker.</p> <p>Kinetic Letters tasks in accordance with KS1 programme.</p> <p>Include key vocab from unit marker in each lesson.</p> <p>The knowledge and skills from each lesson to be covered using ‘stage readiness’. Teacher to assess whether written tasks or practical/ pupil voice, with pictures and evidence is more appropriate.</p> <p>-All of the above is dependent on cohort. If children are ready, then move children to individual books.</p> <p>-RE to follow Diocesan expectation - remember to focus on practical activities as much as possible (e.g. Godly Play/Religious Art etc)</p>

Yr 1 Summer 1 & 2

Morning	Afternoon
<p>-Walk in to learning activities (focus on pupil gaps identified in AfL)</p> <p>-Phonics groups as normal.</p> <p>-All children to have exercise books for Maths and English. 5 LOs per week for Maths and English. Focus group to change daily for teacher/TA.</p>	<p>-Individual books for all children for all subjects in line with (class book for PSHE & Music)</p> <p>Success Criteria & LO to be used in each lesson as KS1 expectations.</p> <p>Kinetic Letters tasks in accordance with KS1 programme.</p>

<p>Success Criteria & LO to be used in each lesson as KS1 expectations.</p> <p>-Maths challenge to be stuck into books. Give support where needed.</p>	<p>Include key vocab from unit marker in each lesson.</p> <p>The knowledge and skills from each lesson to be covered using 'stage readiness'. Teacher to assess whether written tasks or practical/ pupil voice, with pictures and evidence is more appropriate.</p> <p>-RE to follow Diocesan expectation.</p> <ul style="list-style-type: none">- Kinetic Letters
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