

Fishergate Primary School

EYFS – KS1 Transition Policy



Introduction

This policy outlines the transition of children between the EYFS unit and KS1. The school's policy is based on the 2014 Primary National Curriculum and the 2021 EYFS Statutory Profile. It has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all EYFS and KS1 practitioners.

Key principles:

That...

- There is a smooth transition for children from EYFS into KS1
- KS1 staff will have a good understanding of a child's learning and social needs prior to transition into KS1 through discussions with the EYFS practitioners
- Children arrive into KS1 with the skills needed to approach the National Curriculum for KS1
- KS1 and EYFS teaching staff will share new resources, planning and training that may help prepare EYFS children for KS1

Phonics & Reading

ELG Comprehension

Children at the expected level of development will:

- demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- anticipate – where appropriate – key events in stories
- use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

ELG Word Reading

Children at the expected level of development will:

- say a sound for each letter in the alphabet and at least 10 digraphs
- read words consistent with their phonic knowledge by sound-blending
- read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

EYFS children at Fishergate will:

- receive a new reading book each week to read at home, the book will be matched to their phonics stage and they will progress through the school reading scheme
- read with an adult in school 3 times each week
- be assessed in their phonics knowledge each half term and will be placed in the appropriate phonics group and intervention group for catch up if needed
- be taught phase 4 phonics towards the end of EYFS (where appropriate) so that they are ready to begin phase 5 at the start of year 1

Writing

EYFS Statutory Framework ELG:

- Children at the expected level of development will:
- write recognisable letters, most of which are correctly formed
- spell words by identifying sounds in them and representing the sounds with a letter or letters
- write simple phrases and sentences that can be read by others

Maths

ELG: Number

Children at the expected level of development will:

- have a deep understanding of number to 10, including the composition of each number
- subitise (recognise quantities without counting) up to 5
- automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

Children at the expected level of development will:

- verbally count beyond 20
- recognising the pattern of the counting system
- compare quantities up to 10 in different contexts
- recognising when one quantity is greater than, less than or the same as the other quantity
- explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

EYFS children at Fishergate will:

- participate in whole class maths session each day
- have opportunities to work with numbers and solve maths problems in provision areas
- have opportunities to develop their understanding of number with lots of counting opportunities with adults and peers
- complete maths challenge following maths sessions and show their working to an adult
- use gross motor techniques to develop number formation

Summer Term

Children will have the opportunity to meet their new KS1 teachers during the summer term through several transition mornings/afternoons and a whole school day. Teaching and support staff from KS1 will visit EYFS during the summer term to work with the EYFS children coming into their class in the following academic year.

Beginning of the Autumn Term in KS1

Children will:

- Participate in a two week 'Global Fortnight' to learn about a different country within their class. This will allow Year 1 children to settle into the structure and daily routines of their new Key Stage without the additional pressure of formal learning
- In week 3, children will begin formal learning although they won't begin a full timetable. Initially, formal lessons will be shorter to allow additional opportunities for children to access provision areas which they experienced in EYFS.
- Over the course of the first term, Year 1 classes will gradually increase the duration of lessons and build up to a full timetable. Opportunities to access provision areas will still be provided, which may include opportunities to access the provision through formal learning.

KS1 will hold a 'Welcome to KS1' meeting for EYFS parents to share KS1 routines and expectations.

Date of Policy

September 2022

Date agreed by FGB

Review

September 2025

Sahar Dibden EYFS Leader and David Pennington KS1 Leader