



Reception – Year 1 Transition at The Hyde School

Rationale

In order for our children to settle quickly into their new classroom we aim to provide a bridge between the style of learning, organisation and layout of the EYFS classroom and the expectations for Year 1. Our children must feel secure and aware of the new boundaries in order for their best learning to happen.

Organisation

In the beginning, the classroom layout will reflect the learning from the EYFS with (managed) free flow from inside and outdoor provision. Staff will support children to understand the new daily routine of assembly, playtime, phonics, lunchtime etc. Focus activities will be provided for children in order to assess and move on their learning. By the 3rd week guided reading will begin (set up as 'big reads') and the expectations for this will be set.

Timetabling will be run as morning and afternoon sessions in order to ensure all children have opportunities to use all the continuous provision as well as take part in the focused learning task. As the term progresses, the learning intention will be reflected in all areas of the provision as well as outside in order for the children to 'bump' into challenging learning wherever they are.

Eventually the sessions will become smaller in length as possibly 2 or more groups of children may be working on a focused learning task at any time.

Evidence

We will use photographs, observations on post it notes or class lists as well as any work produced by the children. This evidence may be displayed around the classroom, on working walls, in their books. Any marking (and next steps) will be done in front of the children and will mostly be in the form of verbal feedback, which will be written as VF in books. The context for the learning will always be noted (e.g. if children were using word walls, word mats, numberlines, etc for prompts). This evidence should always inform future planning.

Timescale

Transition can be a year long process with lots of slow and steady, small adjustments along the way. There are no set rules as to how long transition should take. Every class is different and has different needs. The elements of good early years practice (such as outdoor learning) are absolutely appropriate for KS1 and beyond and should be embedded into our practice. It is vital that there is challenge and as always, a high expectation for our children's learning.

