



**Mind
the Gap**





Meeting transition



Early Years Foundation Stage

When transition is effective in pre-school

Transition is built around the child, not the adults' needs.

- The key person will **value the parent** as the first educator of their child and respond to the information they share about their child. Parents should be encouraged to spend time settling their child until everyone feels confident for the parent to leave.
- Staff spend **time observing** children to see who, what, when and where they like to learn, and support children to access the curriculum in their favoured style of learning, sharing this information with all those involved in the child's learning.
- Children feel **secure in the environment** and with resources available to them.

To ensure that daily transitions are supported, practitioners need to be reflective about their practice and respond by looking at issues that surround individuals. For instance, a child new to the setting may spend time observing what others are doing and not engaging with the resources and children.

The reflective practitioner will support the child by considering the four themes of the EYFS and which theme will need to be developed further.

Have you tried?

Planning the environment to support children in making daily decisions. Try providing **visual timetables** and photos of events, for children to use to show to the adult what they would like to do next, even if they do not have the vocabulary in place to do so.

Parent boards are a useful way to share information about what is happening in the setting and for parents to contribute, sharing what their child has done at home.

Sharing a child's schema with parents and carers. Parents' involvement in contributing to a child's assessment will support your next steps in planning.

Relevant information needs to be shared with **all those involved** with the child's learning such as parents, other pre-schools, childminders, and wrap-around care.

Practitioners need to be **aware of children's interests** and respond to these when planning the choice of resources.

Record **significant transitions** in a child's learning journey - such as photographs of early crawling / standing on two feet, and drinking from a cup. Build up a positive concept of change with the child, and talk about previous positive changes in their lives.

Phonics in focus / CLLD development

It is essential for children to develop their speaking and listening skills at all times with opportunities to develop their vocabulary in a meaningful context. It is up to the practitioner to provide this through the curriculum they offer.

Allow plenty of opportunity for a balance between adult-led and child-led learning. Children need plenty of opportunity to develop their speaking and listening skills in a purposeful context, with their peers and alongside adults, through role play, hot seating, puppets and using rhyme and story sacks.



needs over time...



When transition is effective in Reception

- The process is planned in three levels: for children, for families and for practitioners. All have **differing needs** during transition times.
- Schools have **enduring relationships** with pre-school regardless of the number of children transferring.
- Children, families and carers have regular and frequent opportunities to familiarise themselves with the school and staff before starting.
- All **children's needs** are considered, regardless of attendance patterns at pre-school.
- Children feel **secure in the environment** and with the resources available to them. They are familiar with routines, know where to get resources from, where to put things away, and where to display their work for others to see.

Have you tried?

Inviting pre-school leaders to work with the Reception teacher to monitor progress of children after they have started school. This supports moderation and develops a shared understanding of children's experiences and stages of development.

Monitoring levels of involvement and wellbeing of children. This really indicates how well they're settled and evaluates their transition plan.

Having an area in the classroom with adult-sized comfy chairs to **welcome** parents and carers.

Observing children's play patterns (schemas) and providing opportunities to help them make connections with the real world. The information gathered should be shared with parents and other agencies.

Emailing a piece of child's work to a working parent - who doesn't have the opportunity to drop off or pick up their child.

Sharing success with older siblings - both children will be proud.

Keeping a **settling scrapbook** with the class as a reflective tool throughout the year, and especially when they move to Year 1.

Visiting breakfast and after-school clubs in the same way as visiting pre-school.

Enabling older children in Reception or Year 1 to manage transition events.

Early reading includes **daily teaching of phonics** in line with the recommendations of the Rose Review. The language children experience should be rich, they should hear quality texts read aloud. There should be **explicit teaching of vocabulary and emphasis on speaking and listening.**

Children should have plenty of opportunity to read and write across the curriculum **applying their newly acquired skills** in a meaningful context.

Tracking children's progress with the chosen school method and by using the **Sounds and Letters phonics tracking sheets** will enable practitioners to modify their provision and curriculum for any child who may need additional support.



From EYFS...



Year 1

When transition is effective in Year 1

- Children develop an **understanding** of what they can do and what they need to do next in their learning and can talk about this confidently.
- Adults ensure that the **environment** accommodates the children's needs.
- The school's preferred method of **tracking** children's **EYFS** progress is used to support children as they move into Year 1 and is continued as a tool to assess progress. The EYFS guidance will support Year 1 teachers to plan for children who are not yet working within KS1.
- Prior to beginning Year 1, practitioners observe the children in their familiar environment, talk to their current teacher and to the children and find out about their current interests and preferred learning style. This information is used to **plan** experiences that will engage and motivate children as they start their new class.
- Parents are welcomed and **inducted into Year 1** practices. For many families, transfer to Year 1 can be more traumatic than starting school.
- All **supporting adults** have a role to play.
- The amount of time children in Year 1 spend **sitting still** and listening to the teacher are reduced so that there are increased opportunities for active play based learning with access to outdoor learning, sand, water, role play and construction etc within a meaningful context.
- Children have plenty of **time to revisit** their learning, to extend their thoughts and have opportunity to adapt or change what they have already begun.

“Schools should encourage staff to adopt similar routines, expectations and activities in Reception and Year 1. School managers should allocate resources to enable children in Year 1 to experience some play based activities that give access to opportunities such as sand and water, role play, construction and outdoor learning.”

NFER recommendations 2005

“Successful transition relies on a high degree of continuity and consistency in approach. This requires adults working with young children to have a clear understanding about the principles of the Foundation Stage and those aspects that will need to be continued in Year 1.”

Key Elements of Effective Transition Foundation Stage to Year 1, North Somerset Council

The daily teaching of phonics now includes hearing quality texts read aloud, **explicit teaching of vocabulary** and emphasis on speaking and listening promoted through role play, hot seating, drama, puppets, and rhyme and story sacks.

The **environment needs to be used as a teaching resource** and engaging for children through a **rich language** base that celebrates children's achievements. Children can interact with displays and contribute to them.

Refer to the children's profiles frequently so you can confirm starting points. By working and discussing the cohort with the previous practitioner, consider the needs of different groups of learners. For example, boys are motivated by seeing the purpose of their learning and may choose to learn outdoors or independently from an adult. Purposeful reading and writing opportunities should be planned and developed across the curriculum to enable children to apply their newly acquired literacy skills.