



The Whiteoak Academies of Hannah More Infants & Grove Juniors

Transition from Early Years into Year One Policy

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1. Aims

This policy provides a framework outlining the smooth transition programme provided for Reception children entering into Year One. This policy aims to ensure that the high-quality learning in Reception is continued into Year One, meaning all pupils make excellent and robust progress in their learning. This policy demonstrates how practitioners will:

- Ensure essential aspects of Early Years practice are retained in Year One, particularly in the Autumn term. This will involve a well-planned and gradual implementation of a more formal curriculum. Skills developed in Reception will inform children's next steps in Year One. Communication between Early Years and Year One teachers is effective and meetings will take place throughout the year.
- Ensure that progression from the Early Years Areas of Learning into the Key Stage One subjects are sequential and well planned.
- Provide an excellent transition programme starting in Reception and continuing into Year One. This will provide pupils with the very best start to their academic lives and mean that they will continue to feel confident, secure and successful as they move into a new key stage.
- Continue to engage parents in the process so that they are familiar with both the EYFS and Year One expectations and are provided with the information needed to support their children with this transition process.
- Ensure that all children's needs are met and understood, particularly disadvantaged children or those with additional needs.

2. Timetable of Reception Transition Events

Ongoing	Throughout the year, there will be shared assemblies, buddy reading systems and opportunities where children throughout the school can mix together to enable them to get to know other teachers, staff and each other.
Term 5	Year One staff will observe practice in EYFS and spend time in the Early Years provision. This will ensure that there is continuity between learning experiences from EYFS to Year One.
Term 5	Children will be encouraged to share good work with their next class teacher.
Term 6	A thorough handover meeting between Reception and Year One teachers will be completed. This meeting will include discussions on children's pastoral information, assessments and personal needs.
Term 6	SLT, Reception and Year One teachers will moderate writing books together. There should also be an opportunity for staff to discuss phonics data. This will ensure high expectations continue when the children start in Year One.
Term 6	Year One teachers will teach the Reception classes for circle time/story time. Year One teachers will team-teach a phonics session and observe and participate in a guided writing session.
Term 6	Reception children will visit the Year One classrooms in small groups. They will have the opportunity to work with Year One teachers and children. Individual children requiring an enhanced transition will visit more frequently.
Term 6	The children will participate in two 'Move Up' sessions. During these sessions, the children will visit their new classroom as a class and spend the morning with their new teacher.
Term 1 Year One	Interventions will be introduced by the end of week 2, in collaboration with EYFS teachers. EYFS and Year One team will meet in September to discuss individual children falling behind the expected level and to identify any regression of learning. These gaps will be addressed immediately through the introduction of

	high quality interventions.
Term 1 Year One	Parents' Information Evening – This evening will outline the transition process from EYFS to Year One. It will also provide parents with an understanding of the teaching and learning style in Year One.

3. EYFS Areas of Learning into National Curriculum subjects

The EYFS areas of learning underpin and align closely with the National Curriculum subjects taught in Key Stage One. This ensures continuity in learning, with knowledge, skills and learning behaviours developed in Reception providing a secure foundation for subject-specific teaching in Year One.

EYFS	The National Curriculum
Communication and Language	English
Physical Development	Physical Education
Personal, Social and Emotional Development	PSHE
Literacy	English
Mathematics	Mathematics
Understanding the World	Computing History Geography RE Science Languages
Expressive Arts and Design	Art and Design Design and Technology

4. Teaching and Learning in Year One

In September, the Year One classroom will reflect the familiar and enabling environment of the Early Years Foundation Stage. Having visited the Early Years throughout the previous term, Year One teachers will be well equipped to ensure they are familiar with routines, approaches and the areas of learning in the Early Years Foundation Stage. The EYFS Lead will support the organisation of the learning environment in Year One. The independent skills developed in the Early Years will continue to be developed in Key Stage One.

Children will continue to have daily access to a range of activities that explore the seven areas of learning. When the children are not exploring these activities independently in small groups, they will participate in guided adult sessions or deliberate practice activities. As the year continues, the children will begin to undertake more formal, whole class lessons. The decision as to when to formalise learning further will be informed by the children and how they are adapting to the Year One curriculum. Typically, this progression begins in January.

5. Progression in English

English is a key priority throughout the school. The EYFS and Year One curriculums are based around carefully selected, high quality and diverse texts. All literacy sessions are thoroughly planned and sequential. Both Reception and Year One utilise LSP Literacy planning, meaning there is consistency of approach and that essential knowledge and skills are developed across year groups.

In Reception, guided reading sessions are conducted weekly. The children also frequently complete comprehension activities. They listen to and read diverse picture books several times a day. They are also taught daily phonics, following the 'Unlocking Letters and Sounds scheme'. They have access to fully decodable home readers, as well as a reading for pleasure book. All phonic knowledge is recorded and

assessed using an electronic phonics tracker sheet. This data is utilised to inform planning, interventions and next steps. Both Reception classes also receive a weekly handwriting session.

In Year One, the children will continue learning phonics in the same way as in Reception. Phonics sessions follow the same format and children will be assessed using the same tools and resources. In addition to this, they will also receive whole class guided reading sessions. They will continue following the Unlocking Letters and Sounds Handwriting scheme, receiving at least one formal handwriting session weekly.

6. Progression in Mathematics

In Reception, Maths is taught in a practical, kinaesthetic way. By adopting a mastery approach, all children are encouraged to achieve excellence. Learning is carefully sequenced so that children develop a deep and secure understanding of key mathematical concepts, moving through small, progressive steps. Children are given time to practise, revisit and apply their knowledge in a range of contexts, developing fluency, reasoning and confidence before new learning is introduced. Mistakes are valued as an important part of the learning process and are used to deepen understanding.

This approach ensures children build strong foundations for Key Stage One, where they will apply their understanding to more complex mathematical concepts and problem solving.

Reception and Year One use White Rose Maths as a core resource to support the teaching of mathematics across the school. It provides a structured and progressive curriculum that ensures consistency between year groups and clear progression from EYFS into Key Stage One. Children explore mathematical concepts using concrete, pictorial and abstract representations to secure understanding and embed key learning over time.

This is complemented by materials from the National Centre for Excellence in the Teaching of Mathematics (NCETM), which further support a mastery approach and strengthen number sense. Reception children also have access to Numicon resources, using practical activities to develop a secure understanding of number, pattern and relationships.

7. Assessment

In Year One, pupils will be working within the National Curriculum and will be assessed as working towards, expected or with depth. KPI results will be shared with parents/carers and Year One teachers will be provided with a copy of the Early Years Foundation Stage report. The EYFS Profile, completed at the end of Reception, will inform Year One planning and assessment.

Where appropriate, the school works in partnership with external agencies to support assessment and ensure that children's individual needs are accurately identified and effectively met.

8. Working with Parents & Carers

As the children move into Year One, parents and carers will continue to be valued as contributors and highly involved in their learning. On a Friday, parents receive a weekly class 'roundup' from their child's class teacher. This may be a post including pictures of the classes' work. They will also receive individual messages and pictures with wow moments throughout the year. During the Autumn term, parents will be invited to attend an Information Evening. This will detail the transition from Reception into Year One. Parents and carers will also be invited to open mornings and parent's evenings, similarly to those in Reception.

9. Children with English as an additional language

Throughout Reception, children with English as an additional language will be provided with support and resources to help aid language development. This information will be provided to their new teacher who will continue to support this process.

10. Children with SEND and additional needs

In both Reception and Year One, in-depth meetings with the school SENDCo take place once a term to review provision, monitor progress and plan next steps. All children's needs are considered to be of the highest priority, and staff work to ensure that every child is fully included and able to access the curriculum.

Children with SEND are identified early through ongoing assessment, observation and professional dialogue. Where additional needs are identified, appropriate support is put in place, which may include targeted interventions, adapted teaching and additional adult support within the classroom.

Provision is carefully planned and regularly reviewed to ensure it is responsive to children's individual needs and is having a positive impact on their progress and wellbeing. Practitioners work closely with parents and carers to ensure a consistent and supportive approach between home and school.

Where appropriate, the school works in partnership with external agencies to provide specialist advice and support. This ensures that children receive timely and effective intervention and are well supported as they transition from Reception into Year One.

11. Children who are disadvantaged

We are committed to ensuring that children who are disadvantaged achieve as well as their peers and make strong progress from their starting points.

Disadvantaged children are identified early, and their needs are carefully considered within daily provision. Practitioners prioritise high-quality interactions, particularly in developing communication and language, as a key driver for improving outcomes.

Where children are at risk of falling behind, timely and targeted support is put in place. This may include small group work, focused interventions and additional adult support within the classroom. Teaching is adapted to ensure barriers to learning are reduced and all children can fully access the curriculum. Progress is closely monitored through ongoing assessment and regular professional dialogue, including pupil progress meetings. Provision is reviewed and adjusted to ensure it is effective and supports children to keep up with their peers.

We work in partnership with parents and carers to support learning at home and promote strong engagement with school. Where appropriate, additional support may be accessed through external agencies.

Our aim is to diminish differences over time, ensuring all children develop the skills, confidence and resilience needed for a successful transition into Key Stage One.

12. Monitoring arrangements

This policy will be reviewed and approved by the Governing Body every three years.

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Member of staff responsible:	Early Years Lead
Reviewed:	April 2026
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