

Transitions from Reception into Year One: a timeline

September:

Ready School: Ensure adults have time to begin, or develop further, trusting relationships with the child and family.

Ready Family: Keep school informed of how your child and your family are coping with the changes.

Ready Child: Support the unique child to feel safe, secure and happy to learn and develop.

October:

Ready School: Feedback to EY Settings on how their cohort of children have settled into reception. Invite Year One practitioners to 'experience' first hand the level that children enter reception.

Ready Family: Continue to establish routines at home to ensure your child is able to get the best out of the school day.

Ready Child: Support the child to become a valued member of the whole school community.

November:

Ready School: Invite Year One practitioners to your class to spend time with your children

Ready Family: Engage with any home learning opportunities.

Ready Child: Continue to ensure that continuous provision and all directed learning is interesting to the unique child.

December:

Ready School: Invite the children and staff from your feeder settings to a festival celebration.

Ready Family: Continue to engage with any home learning opportunities.

Ready Child: Spend time in the Year One environment so that the space begins to feel familiar.

January:

Ready School: Ensure that Year One practitioners have support to understand the EYFS framework and curriculum.

Ready Family: Find out what the transition process will look like for your child over the next two terms.

Ready Child: Begin to involve the unique child with conversations about what it means to be a Year One child.

February:

Ready School: Jointly arrange with feeder preschool practitioners opportunities for moderation activities, to ensure robust and accurate judgements.

Ready Family: Continue to support your child's developing independence.

Ready Child: Find out, and start to action, what the unique child feels they need from adults around them to feel confident and involved in the transition process.

March:

Ready School: Following on from your moderation activities, ensure your curriculum has depth and breadth to support the unique child's interests and learning needs.

Ready Family: Continue to engage with any home learning opportunities.

Ready Child: Expose the unique child to the daily routines and expectations of the Year One classroom.

April:

Ready School: Together with your feeder settings, arrange the summer term support that will assist the transition process for the children starting reception in September. Include the school's SENDCO in these plans

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Ready Family: Engage with any communication from your child's school so that they can start to understand how best to support your unique child. This may include meeting with the school SENDCO.

Ready Child: Expose the unique child to the daily routines and expectations of the Year One classroom and involve them in any plans for this term. How do they feel? What do they need? How can we support them?

May:

Ready School: Arrange a joint moderation meeting between reception and year one to share and validate judgements.

Ready Family: Talk to the school regarding any concerns you have and how they can best support your unique child with the transition into year one.

Ready Child: Talk to your Year One colleagues about the unique needs of the children moving up. What does the environment need to include? What routines will be needed?

June:

Ready School: Support current reception children with any planned transition days or events.

Ready Family: Respond to any communication you receive from the school.

Ready Child: Plan in additional transition visits for any children that would benefit from this

July:

Ready School: Support parents to visit the year one environment. Assist the year one practitioners to set it up ready for point of entry into year one.

Ready Family: Talk to your child about the transition, provide them with regular timelines during the holiday.

Ready Child: Plan in additional transition visits for any children that would benefit from this.

