

## **Transition between Key Stage 1 & 2 with a focus on Reading**

### **Lucy Wilson-Woodham – Court Lane Infant School**

During the autumn term of 2016-17 work began to support the transition process from Key Stage 1 to Key Stage 2 across the Court Lane Schools. Most children who attend Court Lane Infant School move on to attend Court Lane Junior School, therefore transition procedures for this were already in place. The focus; however of the SLE work has been to strengthen this transition process to give children increased confidence when moving to a new key stage.

As far back as the 1970s and 80s, national studies identified a 'dip' in achievement by Year 3 children. As pupils moved from Years 2 to 3 across the Court Lane Schools, this dip was sometimes becoming apparent. Therefore a need was identified to review the transition process and strengthen this to support children when moving from one key stage to another. The focus of this work has included:

- Considering how to adopt shared approaches to learning across years 2 and 3.
- Providing CPD opportunities across both the Year 2 and Year 3 teams so that staff are aware of the expectations of pupils before or after the phase in which they teach
- Scheduling opportunities for joint moderation and standardisation of work
- Looking specifically at pupils who achieved 'Greater Depth' in reading and maths and ensuring that they make at least expected progress in year 3

During the autumn term an action plan was formulated to ensure that the transition work was focussed and timely. In the spring term the Year 2 and 3 Leaders began to collaborate more. Visiting and observing in each of the settings has been crucial in identifying areas to work on. This allowed approaches to learning to be analysed and reviewed. From learning walks and professional dialogue, shared approaches to learning have been agreed, where both year teams have been trialling new things. It was also important to think about this for all abilities and styles of learners. Also during the spring term there was a focus on reading at Greater Depth, as this had been one of the areas identified during the action planning stage. This work involved looking at the structure of guided reading sessions in year 2 and 3 and also thinking about rich texts to use to ensure that pupils continued to be motivated, engaged and developed a love for reading as they moved on.

Another success of the work during the spring term was where year 2 pupils regularly visited the Court Lane Junior School site, this included taking part in art work, library activities, World Book Day celebrations and working with Year 5 pupils for a story sharing session.

The Year 2 and Year 3 teams are currently working together to plan more formal transition visits for the summer term. A transition project is also being planned for pupils to start at the infant school and then continue in September when they begin Year 3; this project is going to involve some home learning to encourage continued support from parents.

Joint moderation and standardisation has also begun between both year teams. This process has been beneficial as it has enabled year 3 colleagues to become more familiar with the end of key stage 1 assessment process. It has also enabled quality discussions of how year 2 teachers can support the transition into year 3. This work will continue into the second part of the summer term to ensure that assessment processes continue to be robust and judgements are mutually agreed.

The SLE work undertaken has been beneficial to both schools, it is now imperative that the transition process continues to evolve to ensure that pupils are confident and enthusiastic learners when they move on. During the autumn term 2017-18 this work will be reviewed to analyse successes and further points for development.

***Lucy Wilson-Woodham***