

Morley Primary

Support for Reception children as they journey to Year 1

Whole-School Routines & Independence

- Lining up with the whole school at the start of the day and after breaks
- Year 6 buddies supporting Reception children with routines
- Changing for PE in school
- Classroom leadership roles (e.g. book corner monitor, drinks monitor)
- Independent learner mantra introduced

Foundational Knowledge

Communication and Language

- High-quality interactions with explicit language modelling and vocabulary revisiting.
- Targeted small-group language support, with a focus on disadvantaged children.

Stories, Rhymes, and Songs

- Repeated story exposure with shared enjoyment and rich discussion.
- Use of everyday songs to strengthen routine and engagement.

Phonics and Early Reading

- Precise phonics teaching with repeated practice for automaticity.
- Decodable books closely matched to taught GPCs.

Early Writing and Transcription

- Transcription and composition taught separately for clarity.
- Dictation and frequent practice to build spelling and writing fluency.

Early Number and Thinking

- Regular rehearsal and recall using small, progressive steps.
- Emphasis on fluency with simple, not overly complex activities.

Executive Function & Learning Behaviours

- Clear routines supported by memory- and attention-building games.
- Gradual removal of support paired with purposeful practice.

Personal, Social & Emotional Foundations

- Adults model desired behaviours with explicit routine teaching.
- Consistent expectations to support emotional security.

Independence & Classroom Routines

- Consistency in routines and expectations across the day.
- Reducing unnecessary choices to support independence.

Teaching & Learning Structure

- Discrete daily lessons in:
    - Handwriting (Kinetic Letters)
    - Phonics (Little Wandle)
    - Maths (White Rose)
- Discrete computing, topic, and science lessons with short whole-class teaching and follow-up activities from Autumn 2
- Weekly independent "Rainbow Challenge" tasks
- Introduction to Mighty Writer to support sentence structure and punctuation
- Opportunities to write or mark-make in books during morning activities from Summer 1

Phonics & Targeted Academic Support

- Phonics taught in two groups to allow additional daily support
- Extra phonics sessions for children needing support with blending and vowel digraphs
- Targeted interventions for children close to achieving the Early Learning Goals (ELGs)

Executive Function support

- Visual reminders and checklists
- Extra time to process information
- Tasks broken down into smaller chunks
- Routines established to reduce cognitive load
- Play focus games that require attention
- Gradually extend the length of activities

Curriculum Enrichment & Wider Learning

- Reception children joining Year 1 for PE, Music, Art, and D&T
- Autumn 1 term of Year 1 curriculum following KS1 objectives with time for continuous provision

Learning Environment

- Increased expectation for independent table-based activities linked to teaching input from Spring 1
- Classroom changes to include more formal learning tables in Spring 2

Assemblies & School Life

- Attendance at whole school morning and Star of the Week assemblies from Spring 1

Transition to Year 1

- Two transition mornings to experience Year 1 routines and expectations
- EYFS profile results submitted and analysed to inform Year 1 planning

Parental Engagement & Communication

- Parent/carer meetings to discuss transition to Year 1
- "Welcome to Year One" booklet provided
- Meet the teacher evening for new Year 1 parents

SEND & Additional Needs

- Information from outside agencies shared with staff
- Support plans prepared for children working below ELG standards
- SEND parent meetings arranged
- Classroom transition videos shared with parents via DOJO

The Morley Feeling

Togetherness

- Use inclusive language and explicitly teach cooperation and turn-taking.
- Create structured opportunities for collaboration and intervene early to support social inclusion.

Love

- Build calm, trusting relationships and use language that reassures and affirms.
- Model empathy while teaching emotional vocabulary in a safe, supportive environment.

Passion

- Model enthusiasm, set warm high expectations, and frame challenge positively.
- Praise effort, encourage curiosity, and create opportunities to revisit learning and celebrate success.

Belonging at Morley

- Use shared language, routines, and consistent reinforcement of the Morley Feeling.
- Maintain consistency across all adults and environments to strengthen community identity.