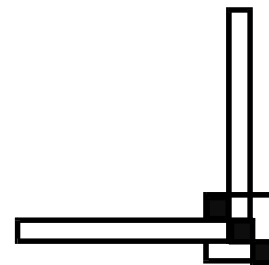


Continuity and Progression From Pre-5 to P1



Foreword

This paper is issued to primary establishments as part of the Teaching for Effective Learning series. It contains the policy for transition from pre school to P1. The actual transition process is detailed in the transition record which is being issued to all primary and pre school establishments. This policy paper is also being issued under separate cover to pre school establishments to inform their practice.

Rationale

It is this authority's policy to offer a pre school educational experience to all eligible children in their pre school year and the year preceding. The authority has developed a partnership with voluntary and private sector providers who, together with local authority pre 5 centres, ensure a place is available to all who wish one.

The curriculum being delivered is detailed within the document. *'A curriculum Framework for Children 3 to 5'* SOEID 1997. This document offers guidance to those planning the curriculum for children in both the pre school year and the year preceding.

It differs significantly from the 5-14 Guidelines in that it details a range of learning outcomes for children based on appropriate activities, whereas the 5-14 Guidelines detail attainment targets which children work towards.

Therefore in providing suitable contexts for learning, a pre school educator responds to the child's agenda whilst in primary establishments the teacher recruits the child into the shared agenda of the 5-14 curriculum. Quality in all aspects of pre school educational provision is assured by a range of measures:

- The local Authority Quality Development Team (QDT)
- SEED inspection procedures
- Regulation and Inspection under the Regulation of Care (Scotland) Act 2001 by Scottish Commission for the Regulation of Care known as Care Commission
- Self evaluation using SOEID performance indicators (SEED)
- An ongoing programme of staff and curriculum development

Principles

This document is based on the following principles:

- Children are more likely to make continuous progress where the transition from pre school to primary is seamless
- An appropriate methodology is used at each stage of the child's development
- Resources are appropriate to the age and stage of development of the child
- An ongoing programme of staff development is provided which includes opportunities for shared experiences allowing for the exchange of expertise and the clarification of the roles of both pre school and P1 educators
- Continuous involvement of parents in their own child's learning is encouraged.

Procedures

To ensure delivery of the above principles the following procedures should be in place:

Transition

Liaison between pre school staff and P1 teachers is essential and should include;

- Visits of staff and pupils to establishments in both sectors
- Area liaison groups with representation from all providers
- A transition record (including any baseline assessment) and pupil reports should be completed for each child. A report should be issued to the parents. The original documents from the pre five establishment should be passed to the receiving primary schools.
Primary staff have a responsibility to use this information in planning learning programmes which take account of children's prior learning and achievement. The authority is committed to ensuring the reporting format is uniform across the authority; is easily accessible and takes cognisance of relevant workload issues.
- A designated member of the primary school staff should provide pre school staff with a report on the progress made by pre school pupils in the early stages of primary school.

- A designated member of the primary school staff should have responsibility for arranging induction procedures with ALL associated pre 5 providers. Advice on best practice within this area may be sought from the Quality Improvement Team.

Methodology

Staff must be aware of the appropriate methodologies for the age and stage of development of the children in their care. In early years education and particularly at the pre school stages, the main focus should be on learning through play in an informal setting. Educators in both sectors should routinely employ the full range of effective teaching and learning approaches. Examples include:

- A range of play opportunities to include free play, constructive play, imaginative play and expressive play.
- Interactive learning ranging from one adult to one child through to larger group interactions and child instigated interactive play.
- Directed learning involving: adult to individual; adult to small groups; adult to whole groups/class
- Independent learning
- Experiential learning through visits, first hand experience and observations.

Resources

- Resources used should match the appropriate method of learning for the age and stage of the child. While some resources are applicable to both sectors, their use may be different eg sorting materials at the pre 5 stage **may** be used freely by the child but at the P1 stage the sorting activity would be directed by the teacher for a specific purpose. The use of the resource will be dictated by the developmental stage of the child whether in pre school or an infant classroom.
- Area Liaison Groups may advise on the use of shared resources and make recommendations on the suitability of a specific resource for a particular sector eg care bears and linking elephants
- The good practice of creating opportunities for learning through play using relevant materials in the pre 5 stage should continue into P1 and beyond. Teachers should use their professional expertise when judging a child to be ready for more formal learning experiences within any curricular area
- Access to relevant ICT based resources such as the interactive CD Roms "*Just Grandma and Me*" and "*Millie's Maths House*"; concept keyboards and touch screens should be encouraged in both sectors.

Staff Development:

- Where the results of the needs analysis in both sectors indicate an overlap in staff development needs and interests, shared training will be offered by the Quality Improvement Team.
- Account will also be taken of staff development needs applicable to individual sectors and there is an ongoing commitment to providing a core programme aimed at overtaking individual staff development needs.
- The annual course calendars issued to primary and pre school establishments contain the full range of pre school/primary courses. These courses may be delivered centrally or on an area basis, depending on demand.
- A separate calendar containing the pre school courses will be issued to all commissioned groups.

Working in Partnership with Parents

- The involvement of parents in their children's learning is actively sought throughout both sectors. A planned/shared programme of parent workshops will ensure provision of relevant information regarding all aspects of the the service and their child's learning experience
- Information regarding transition and induction procedures will be timeously provided to all parents. It is recommended that this happens in the summer term and prior to induction
- A progress report which includes baseline assessment will be issued to parents and an opportunity will be provided to discuss information contained in the report
- The parent should be made aware that this information will be passed to the primary school as part of the transition process
- The primary schools should ensure that a copy of their handbook is readily available in the pre school establishments in their local area
- During the induction process parents should receive a copy of the school handbook and/or induction booklet.

Curriculum Interface

Children who benefit from the pre school curriculum will have learning experiences which enable them to acquire knowledge and develop skills within the 5 curricular areas:

Emotional, Personal and Social Development
Communication and Language
Knowledge and Understanding of the World
Expressive and Aesthetic Development
Physical Development and Movement

The appendices attached outline the overlap between the pre school curriculum framework and the 5-14 guidelines taking account of the child's experience in pre school. These attainment outcomes will have been experienced by all pupils to some extent in a pre school year.

Appendix 1 – Pre school curriculum audit
Appendix 2 – Continuity and Progression Pre School to P1
Appendix 3 – Level A maths planner page 1, 2

These appendices can be used or adapted by establishments to ensure relevant provision, pace and progression for children entering primary 1. Similarly pre 5 workers can use these practical guides to inform their planning and illustrate next steps for development.

As previously stated within the rationale, the pre 5 curriculum is a list of learning outcomes and the depth of experience of these will vary from child to child.

Primary 1 teachers should take account of these experiences when forming groups for core curriculum areas.

Monitoring and Evaluating

All aspects of the interface between pre school and primary should be regularly included in the monitoring and evaluation process within both sectors. This will be achieved by:-

- The regular monitoring of key aspects of this interface including
 - continuity and progression
 - effective cross-sectoral liaison
 - reporting procedures
 - induction processes which are inclusive of all providers
 - sharing best practice
- The regular use of the relevant performance indicators and aspects of each establishment's action and/or development plans.

This policy will be reviewed in 2006/07

PRE SCHOOL			PRIMARY ONE	
Learning Outcomes	Resources	Methodology	Strand	Level A Attainment Target
Sort and categorise things into groups	Concrete materials, Play equipment eg home corner, clothes, tidying up	Topic linked eg farms, seasons, resources	<u>Information Handling</u> Organise	Organise into specific sets: shape, colour, size, category
Understand and use mathematical processes such as matching, sorting, counting, grouping and measuring	Concrete materials, Play equipment, children, Games	Same, plus everyday activities	<u>Information Handling</u> Display	Display by using real objects into pairs, sets etc, Understand 'more' and 'less'
Recognise patterns, shapes and colours in the world around them	Beads, Cubes, Bears, Elephants, Cards, Counters	Patterns involving colour/shape/size	<u>Number, Money and Measurement</u> Patterns and Sequences	Copy and describe: simple patterns or sequences of objects of different shape and colours

Be aware of daily time sequences and associated words (first, next, morning, etc)	Daily activities, Clocks, Books, Animals, Night/Day	Home time, Snack time, Circle time, 1 st , next, Day and night	<u>Number, Money and Measurement</u> Time	Can understand sequence of time, night/day, 1 st , next etc
Recognise familiar shapes during play activities	Shapes, Junk, Posters, Construction toys, Jigsaws	Topic links, Home, Shop, Children, Baking, Play dough	<u>Shape, Position and Movement</u> Range of shapes Position and Movement	Collect, discuss, make and use basic 3D structures using building blocks and everyday objects.

**Continuity and Progression – Pre School to Primary One
Knowledge and Understanding of the World**

PRE SCHOOL			PRIMARY ONE	
Learning Outcomes	Resources	Methodology	Strand	Level A Attainment Target
Identify and use numbers up to 10 during play experiences and counting games	Concrete, Materials, Toys, Children	Songs, Games, Stories, Children	<u>Number, Money and Measurement</u> Range and type of numbers	Whole numbers 0-20 (count, order, read/write statements, display on calculator)
Use Mathematical language appropriate to the learning situation	Everyday equipment, Sand, Water, Toys	Using in context, eg home corner, shop, counting out	Money	Use 1p, 2p, 5p, 10p, 20p coins to buy things
Apply these processes in solving mathematical processes	Junk, Sand, Water (containers), Construction toys	Craft and design activities	<u>Number, Money and Measurement</u> All strands	An awareness of numbers in day to day activities and in their environment
			Problem Solving and Enquiry	Ability to attempt to solve problems, make judgements

PRE SCHOOL			PRIMARY ONE	
Learning Outcomes	Resources	Methodology	Strand	Attainment Target
Listen to other children and adults during social activities and play	Children and adults Tapes	Adult should provide good role model	Listening in groups	Listen to others in group or one-to-one activities in order to establish relationships and respond by contributing, with support, to the purpose of the activity.
Listen and respond to stories, songs, music, rhyme and poetry	Children, Adults, Books, Tapes, Sound lotto	Provide opportunities for listening to music, stories, taped stories and taped everyday sounds	Listening in order to respond to texts	Listen to a simple story, poem or dramatic text and respond in a way that shows some reaction to one aspect of it.

Pay attention to information and instructions	Children, Adults, Sound lotto	Again, adults should encourage child to appreciate the need of self and others to be listened to. Tidy up time	Listening for information, instructions and directions	Listen to a short straightforward text which gives an item of information, instruction or direction and show that they understand, and, where appropriate, can use what has been heard
Listen to the sounds of words in stories, songs, music and rhymes	Books/poetry/rhymes, Tapes (story), Musical tapes/instruments	Adult guidance on particular words/sounds	Awareness of genre	In listening to texts, show recognition of one obvious difference between two simple texts of distinct types, such as a poem and a recipe.

**Continuity and Progression – Pre School to Primary One
Communication and Language – Talking**

PRE SCHOOL			PRIMARY ONE	
Learning Outcomes	Resources	Methodology	Strand	Level A Attainment Target
Talk to other children or with an adult about themselves and their experience	Circle time, Show and tell, Everyday objects	Provide opportunities for child to talk a 1 to 1 with adult b talk in small groups with peers and adults	Talking in groups	Talk to others in a group led by a known adult or in one-to-one activities, and with support contribute to the purpose of the activity
Express needs, thoughts and feelings with increasing confidence in talk and non-verbal language	Traditional tales, Nursery rhymes, Videos, Children's own past experiences, Local environment, Role play corner	Outings, Visits, TV/Video programmes, Children's own experiences	Talking about experiences, feelings and opinions	Talk readily about their own experiences and feelings

Take part in short and more extended conversations	Everyday conversation between children and adults	Provide opportunities for child to interact with an adult 1 to 1. Adults should repeat a mis-spoken sentence and sensitively encourage correct speech	Audience awareness	In the talking tasks above, talk clearly and audibly to peers and class teacher
Use language for a variety of purposes eg to describe, explain, predict, ask questions	Large pictures, big books, interest table and visits	Encourage child to talk about art work, drawings, models, games, activities	Conveying information, instructions and directions	Talk to convey a short, straightforward item of information, an instruction or a direction
Use talk during role-play and retell a story or rhyme	Dressing-up box, Home corner, Shop, Stories, videos etc	Provide opportunities for child to add last word, recall rhyme/songs, use memory games	Talking about texts	Talk about a simple story, poem or dramatic text that has been heard or read, revealing some reaction to one aspect of it

**Continuity and Progression – Pre School to Primary One
Communication and Language - Reading**

PRE SCHOOL			PRIMARY ONE	
Learning Outcomes	Resources	Methodology	Strand	Level A Attainment Target
Use books to find interesting information	A variety of simple reference books linked to topics	Use pictures in books to talk about new experiences/situations. Talk about content, title, author of books	Reading for information	Find, with teacher support, an item of information from an informational or reference text
Recognise the link between the written and spoken word	Big books, pictures, display labels, names	Identify simple, linked, written words	Reading aloud	Read aloud a familiar passage or poem so as to convey understanding
Understand some of the language and layout of books	Variety of books including big books, computer software, sequencing cards, Matching cards	In talking about stories and books staff should introduce some of the language of books such as 'story' 'page' and point out the directions of print (left to right)	Awareness of genre	Show recognition of one obvious difference between two simple texts of distinct types, such as a story and a list of instructions

<p>Develop an awareness of letter sounds in the context of play</p>	<p>Alphabet pictorial display, tactile alphabet jigsaws, stencils, magnetic letters</p>	<p>Through play adults expose children to letter sounds in order to acquire an easy familiarity with some letters and their shape and sound eg new objects start with the same sound as child's name. Children with names which begin with the same sound eg 'Callum and 'Craig'</p>	<p>Reading aloud</p>	<p>Read aloud a familiar passage or poem so as to convey understanding</p>
<p>Recognise some familiar words and letters eg the initial letter of their name</p>	<p>Labels, captions, signs, names on pegs, trays for snack time, folios</p>	<p>Use labels, captions, signs etc displayed in pre 5 setting to help children recognise familiar words. As above to recognise words which begin with same initial letters of 'toys' and 'trays'</p>	<p>Reading for information</p>	<p>Find, with teacher support, an item of information from an informational or reference text</p>

**Continuity and Progression – Pre School to Primary One
Communication and Language – Writing**

PRE SCHOOL			PRIMARY ONE	
Learning Outcomes	Resources	Methodology	Strand	Level A Attainment Target
Use their own drawings and written marks to express ideas and feelings	Pencils, crayons, chalk, felt-tips, charcoal, clay, plasticine, dough, paint	Provide opportunities for children to discuss ideas and feelings then represent them pictorially. Allow children to create drawings, cards and messages to exchange or give to another child or adult	Personal Writing Imaginative Writing	Write briefly about a personal experience Write a brief imaginative story

<p>Experiment with symbols, letters and in some cases words in writing</p>	<p>Tracing, tactile letters and symbols. Pencil and paper provided in appropriate areas, eg home corner</p>	<p>Create opportunities for children to 'write' lists in house corner, shop etc. Use books to copy letters or words. Create 'writing table' with paper, pencils etc where children can copy letters, posters, labels, etc around the pre 5 unit</p>	<p>Handwriting and Presentation</p>	<p>In the writing tasks above, form letters and space words legibly for the most part</p>
<p>Use pictures, symbols and in some cases words in writing</p>	<p>Paper, pencils, a variety of words, pictures, charts displayed round the room at child level</p>	<p>Exposure to a wide variety of written word or writing tools</p>	<p>Functional and Imaginative writing</p>	<p>Write briefly for a simple practical purpose. Write a brief, imaginative story</p>

ARGYLL & BUTE 5-14 MATHS – LEVEL A				PLANNER A1			(appendix 3)		
Class	Group	Session	Core Resource		Other Resources	Reinforcement /Extension	Home Work	Assessment Checkups	Date Completed
Attainment Outcome	Attainment Target	Teacher's Notes	Work Book						
Information Handling Colour	Collect by obtaining information for a task from a picture, video or story	12-14	Work book 1 1, 2, 3			Argyll & Bute Colour Support Sheets			
Sorting	Organise by sorting in specific sets (shape, colour, texture)	14-20	Work book 1 4, 5, 6, 7			Argyll & Bute Sorting Support Sheets Res Card: Snowman 1, 2, 3		Workbook 1 1	
Number Money Measure Matching	Display by using real objects, pictures and diagrams; interpret information by locating and counting eg how many?	20-24	Work book 1 8, 9, 10, 11, 12, 13			Argyll & Bute Matching Support Sheets		Workbook 1 2 & 3	

Patterns & Sequences	Work with patterns and sequences. Copy, continue and describe simple patterns or sequences of objects of different shape or colour	25-26	Work book 1 14, 15				Workbook 1 4	
Extension	Heinemann Problem Solving Activities							

ARGYLL & BUTE 5-14 MATHS – LEVEL A

PLANNER A2

(Appendix 3)

Class	Group	Session	Core Resource						
Attainment Outcome	Attainment Target	Teacher's Notes	Work Book	Work Cards	Other Resources	Reinforcement/ Extension	Home Work	Assessment Checkups	Date Completed
Number Money Measurement Number 1, 2, 3	Work with whole numbers 0-20 (count, order, read/write statements, display on calculator)	30-34	Work book 2 1, 2, 3, 4, 5, 6, 7			Argyll & Bute Number 1, 2, 3 Support Sheets		Work book 2 1	
Number 4 & 5		35-37	8, 9, 10, 11, 12, 13, 14, 15	1, 2, 3, 4, 5, 6, 7		Argyll & Bute Number 4, 5 Support Sheets		Work book 2 2, 3, 4	
Number 6, 7, 8, 9, 10		38-49	Work book 3 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15	1, 2, 3, 4, 5, 6, 7		Argyll & Bute Number Support (Res Cards) Sheets 4 & 5		Work book 3 1, 2, 3, 4	
Weight	Use and understand vocabulary related to all aspects of measuring & ordering	120-124	Measure 7, 8	Weight 1, 2, 3, 4, 5, 6					

Length	Use & understand vocabulary related to all aspects of measuring and ordering	111-115	Measure 1, 2	Length 1, 2, 3, 4, 5, 6					
Length	Place pairs of objects in order				Practical Activities				
Problem Solving and Enquiry	Act out the situation (Lanark A)				1 Tallest and Smallest 2 Let's go shopping 3 Around the Tables				
Shape Position Movement 3D Shape	Collect, discuss, make & use 3D shapes: classify shapes by simple properties; create or copy 3D structures using building blocks or everyday objects	143-147	Shape 1, 2, 3, 4	Shape 1, 2, 3, 4, 5, 6				Shape 2, 3	
Extension	Heinemann Problem Solving Activities								