What does 'Ready' mean in EYFS and KS1 ?

Rationale

We recognise as a school that the best way of ensuring our children have the greatest range of choices as adults is to give them an excellent education.

A distinctive part of this is to ensure that ultimately our children are ready for secondary school. This means that they are socially, emotionally and academically ready for the year 6 into 7 transition.

We understand that this starts in EYFS and indeed into KS1.

Our school is structured to focus on School Ready (Years N-1), Junior Ready including Reading Ready (Year 1 and 2), Maths Ready (Year 3), and Secondary Ready (Years 4-6).

Each distinct ready phase has its own objectives.

This document outlines the objectives for the 'School Ready' (Year N-1) phase and 'Junior Ready'(Year 1 and 2).

Background

We know from cognitive science and child development that a young child's brain is developing rapidly taking on board new learning and making connections. Of particular importance for future learning and life are the prime areas of personal, social and emotional development, communication and language and physical development. Research informs us that some of these are time sensitive and are a priority in developing secure foundations for future learning and development.

A young child learns through action and interactions with skilled adults, who model and talk through the processes of thinking and learning. In the "School Ready" phase of school a holistic view of learning is taken, recognising that a young child is making links between their experiences and is developing into a curious, creative,resourceful and resilient learner. This creates a secure foundation as children move into the next stage of their education.

Alongside these prime areas are the specific areas of learning and development which provide children with the knowledge and skills to flourish in education and adult life, such as mathematics, literacy and wider cultural knowledge.

We recognise that children will move from modelled and scaffolded learning to independently completing tasks. This underpins our approach to the carefully planned journey for all children through EYFS and KS1 to be "Junior Ready". This is supported by the gradual release model, that at Bligh Primary School, we base our teaching and learning approach on.

With the above in mind and in consultation with EYFS, Year 1, Year 2 and Year 3 professionals the following bench marks will be used to ascertain whether children are indeed School Ready during year 1 and Junior Ready at the end of year 2. This should be the expected standard for 95% of our children.

School Ready benchmarks

Prime areas

-Children should be able to work and play collaboratively with their peers.
-Children should be able to hold a conversation with an adult with at least 4 serves and returns.
-Children should be able to talk about something they enjoy/like/have done for a minute.
(links to positive self esteem and communication and language).
-Children can begin to regulate their learning and behaviour.
-Children are able to use process criteria (Steps to Success) in an age appropriate way
-Children should be independent in self care, for example put on their coats and do up and be able to handle a knife and fork correctly.

Specific areas

-Children are able to hold a pencil correctly and write legibly, forming their letters correctly.
-Children are able to write 5 sentences in one writing session. The sentences are constructed with a high degree of accuracy and with some evidence of tier 2 vocabulary.
-Children know, use and apply their phonics knowledge of all phonemes/ graphemes to phase 5.
-Children are secure in decoding words and demonstrate automaticity in reading.
-Children have a secure cardinality of number.
-Children can work competently with numbers to 10 and beyond.

Junior Ready benchmarks

In this document these go beyond the academic, (which can be found in Bligh curriculum offer documents) to focus on the personal, social and emotional development and take a holistic view of a child.

Independence: children will be able
-To be independent in self care
-To be organised for their learning with resources
-To be resilient when finding things hard or having made a mistake
-To not always need an adult to solve a problem
-To use brain buddy board boss approach
-To know the appropriate behaviour for a situation

Communication: children will be able
-To begin to debate- agreeing and disagreeing with peers
-To ask and answer questions and explain thinking.
-To be able to talk about “what I have learnt” and” what I already know.”
-Know when it is appropriate to share my opinion. Or interrupt a conversation
-To use appropriate tone of voice
-To be able to use “No hands up” strategies in class

Collaboration: children will be able
-To take part in group activities both in play and learning.
-To understand the importance of working together for a common goal.
-To know how to join in with others play and invite others into play

Self regulation : children will be able
-To identify how they are feeling
-To begin to be able to manage their emotions, to control impulses and handle frustrations,
-To be aware of others feelings etc
-To be using zones of Regulation language and resources

Critical thinking and making links: children will be able
-To solve problems
-To link learning across subjects
-To begin to understand how we learn and to be able to talk about their learning.
-To understand retrieval and why it is important.
-To be used to gradual release model and begin to talk about their learning in terms of this.

Bligh Year 3 will need to be
- Chrome book ready
-Reading with fluency and understanding

- Reading cursive print
- Beginning to learn to write with cursive font.
- Stamina in writing
- Secure understanding of place value
- Aware of how to stay safe online

These link to Bligh's behaviour routines here and character curriculum here

Assessment of whether children are meeting these benchmarks will be through the ongoing formative assessment processes by staff.
Where appropriate summative assessment will happen through NFER tests, phonics assessments, maths assessments and teacher assessment of writing - (moderated across Trust). The "whole child" will be discussed at pupil progress meetings in line with these benchmarks.

Below follows an outline of specific actions to ensure these benchmarks are achieved.

. **Key Actions (links to curriculum offer)**

Year group focus		Milestones	Comments
Nursery	Focus on vocabulary and modelling conversation.	Term 1	
	Following simple instructions with a gestures	Term 1	
	Model sentence sentence back to child at their height and modelling giving eye contact	Term 1 From term 1	
	Wait turn to talk	Term 2	
	Stay on topic to communicate	Term 3	
	Assessment of development (2 year child)	Term 3	
	Beginning to talk in a sentence	Term 4 Term 5	
	Using new vocabulary	Term 5	
	Talk in pairs	Term 6	
	Play and Stay and homevisit	Prior term and Term 1	

	Modelling to the parents during workshop	Term 1	
	Sharing learning on Tapestry	Term 1 Term 2	
	Focus child Share a story	Term 2	
	Share with parents the key vocabulary	Term 1	
	Staff read focus stories on Tapestry	Term 1 Term 2 or 3	
	Work with parents around the importance of talk.		
	Environment labelled and photos up	Term 1	
	Process photos for toileting	Term 1	
	Process photos for coats to beginning to put coat on	Term 2 Term 5	
	Children self access some areas	Term 1 and 2	
	Snack on the carpet		
	Open snack bar -using spoons for cereal	Term 3	

	Know where to put their belongings Visuals as introduction to process criteria	Term 1 Term 1	
Reception	Expectation of children speaking in full sentences Beginning of rules of conversation Use of cutlery to eat and independence in lunch hall Coats and jumpers off. Once developmental ready reinforce correct pencil grip. Phonics and decoding focus Phase 2 Phase 3 Phase 4 Phase 5 Process criteria to be text and pictures To be able to recognise how I am feeling. Adults to model how to regulate my emotions.	Term 2 Term 3 Term 1 Term 3 By end of term 1/ Beginning of Term 2. Term 2 Term 1 and 2 Term 3 Term 4 Term 5 Term 1 Term 2 Term 3/4 Term 6	

	To begin to regulate my emotions. To be aware of what is inappropriate on the internet and what to do. To be able to ask for help. To introduce brain, buddy boss. To be able to independently use brain, buddy, boss. To begin to talk about what I already know. To begin to talk about what I have learnt. Identify an adult they can talk too (Safe adult).	Term 3 Term 1 Term 1 and 2. Term 3 or 4. Term 4 Term 4	
Year 1	Expectation of children speaking in full sentences Extended conversation, waiting time for response. Independence in coats, zips, jumpers on and off. Using cutlery without support	Term 1 Term 2 Term 2 Term 1	

	Discrete handwriting lessons	Term 3	
	Fluency focus in reading	Term 4	
	Phase 4 phonics	Term 1 incidental	
	Phase 5 phonics	Term 1 incidental	
	Mastering number for mathematical understanding	Term 1 onwards	
	Process criteria in words and pictures	Term 1	
	Process criteria in words only	By the end of Term 4	
	To be able to recognise how I am feeling.	Term 1	
	To model how to regulate my emotions.	Term 1 and 2	
	To begin to regulate my emotions.	Term 3	
	To independently use brain, buddy and boss.	Term 2 onwards	
	To talk about what I have learnt.	Term 1	
	Introduce stem sentences “ what I have learnt”	Term 3	

	To be able to recognise what is inappropriate on the internet and what to do To begin to work collaboratively with a partner. To begin to work collaboratively as a group. Know what a safe adult is/should be. They can identify who their safe adult is.	Term 3 Term 1 Term 2	
Year 2	Teach children to use brain, board, buddy, boss consistently Identify and collect the resources they need for specific lessons and create check list for pupils Less hands up strategies introduced eg pop corn for discussions To use stem sentences consistently "what I have learnt " what I already know"	Term 1 Term 1 Term 1/2 Beginning of year Term 2	

	Gradual release To begin to understand how we learn Ask and answer questions and explain thinking	Term 4	
	Chromebooks - knowing email address, password, knowing how to log on, use AR, safely search on google, understand elements of the contract, internet safety	Ongoing Ongoing and building linked to computing curriculum	
	Teachers to be modelling everything in cursive print Teach cursive font		
	Secure understanding of place value - use manipulatives	By end of term 2	
	Knowing the appropriate behaviour for a situation (knowing how to interrupt/share my opinion)	When ready for groups of children By end of term 1	
	To collaborate with a partner To collaborate in a small group on a task		

	To have distinct roles in a group task Self regulation station - taught Link emotion to the correct zone Start to recognise what they need to self-regulate Confident to make mistake and are aware of how to improve KS2 - Introduce and begin to understand gradual release steps Know their safe adults	Link to character curriculum Term 1 Term 2 Term 3 Term 4 Term 1 Term 3 Term 6	