

Year 2 – 3 Transition meeting

- **Aim of meeting**

To give you an overview of where your children are now and what happens from September when they begin the next stage of their school career.

Where your children are now.

As we approach the end of the school year, we see children who are confident in their learning, at ease with their peers, have developed good relationships with their teacher and familiar with the routines of the school day.

If you cast your mind back to those first meetings in nursery or reception, you can appreciate how accomplished your children have become.

As they prepare for life in Upper School we want these things to continue. We are very fortunate at St Edward's that our lower and upper school are combined. Children do not have the worry of finding their way around a new building or eating lunch in a different place.

However, times of change can cause anxiety and worry and need to be handled with care and consideration.

So, what will stay the same?

- We expect the same high standards of behaviour.
- Teachers set high expectations and ask that all children try their best in all areas of the curriculum.
- We have the same Golden Rules – they may be worded slightly differently.
- Same class rules apply.

- Representatives from each class will be chosen for our School council and Eco group just as in lower school.
- We will continue to build on your child's current level of achievement. Their learning is a continuation of skills and knowledge that they have already learnt. The children won't suddenly experience a change in the way things are taught.
 - Spelling – we continue to send spellings home and ask for your support to help your child to learn them.
 - Homework will be sent home on a Friday and is due back in school by the following Wednesday. It will include spellings, literacy, maths and /or science or topic research.
 - Mathematics. We will begin to use Maths Mastery in Year 3 from September. Your children are already familiar with the lesson structure and format.
 - We continue to use 'The Power of Reading' scheme where children study a text in detail over a number of weeks.
 - Reading - Your child will continue to work through the reading scheme.

Many parents feel that as their child becomes more competent with their reading, they do not need to 'listen ' to them read. I would like to take the opportunity to emphasise the importance of parental involvement with reading.

Children are often able to talk about what they have read and demonstrate literal understanding. Eg "Where did the boy go?" However, we are finding that many children find inferential questioning much more difficult - for example – "Why do you think the boy chose to go to the park?" This is an area where parents could really help their child to develop these skills.

EXAMPLES of how parents can be involved.

Reading records - We want these to be used as an opportunity for dialogue between home and school. There is space for you to make a comment – to say whether your child read fluently, struggled with some words, didn't enjoy the content etc . Please don't use them to write a full scale report! You may just want to sign it to indicate that you have read with your child.

Your child will be heard read once every two weeks. Please don't hassle your child's teacher about this. They will still be able to change their books when needed. Your child's teacher will also write comments, respond to what has been written and at times, to set a target that your child needs to work towards.

Included in the reading record are a list of high frequency words, digraphs and a National Curriculum word list. This will enable you to see the level of phonics and sight vocabulary that they will be working on.

What will be new?

- As children progress through the school, they will be expected to take more responsibility. We will expect them to verbally give you messages from school rather than bring home notes. Occasionally, letters will still be given out, but as you know, letters are uploaded onto the school website and you are notified through groupcall.
- There may be occasions when you need to speak to your child's teacher. You are very welcome to do this by speaking with them at the end of school,

if brief, as staff often have meetings at the end of the school day. Alternatively you can arrange a meeting by contacting the school office. We shall be encouraging the children to become more responsible for finding out information for you. Have faith in them that they can do this!

- The amount of adult help is less in Upper school. That does not mean that children who are experiencing difficulties will be left to flounder. Help is always given and will continue to be given as and when it is needed, but increasingly they will be expected to do things for themselves and will be able to do so.
- A 'try for yourself' attitude is encouraged, as a suggestion at first and then increasingly as an expectation.

REMINDERS – your child must have the full PE kit in school by the end of the 1st week of each term. Please ensure that they have plimsolls that fit and kit for indoor and outdoor lessons. We are finding more and more children are unable to take part in lessons because they have no kit or inadequate kit. PE is part of the curriculum – it is not optional.

Our school policy is that if your child is well enough to be in school they are well enough to swim.

Preparing for upper school

What happens between now and September?

The children are already having opportunities to experience life in Year 3. They have been going into Upper school playground after eating their lunch, so they know where to go and what it is like.

They are already dismissed from the upper school playground at the end of the day, so there are no changes for them. If you have children who are in Lower School, we make arrangements for your Yr 3 child to come into Lower school playground so that you can collect them all in 1 place.

Each class will be shown where to come into school at the start of each day. In the last week or so, they will spend a morning in their new classroom meeting their new teacher. That will give them an opportunity to familiarise themselves with the cloakroom area, the location of the toilets, which way they go out to play etc.

These routines will be repeated during the first week back in September, so there is no need for them to be worrying if they forget where something is.

As part of the transition process, for the whole of the 1st half term, year 3 children will continue to have an afternoon playtime.

At every new stage of a child's education, we understand there may be concerns and anxiety. We endeavour to make the transition process as smooth as possible. Our desire is that every child settles into their next year quickly and that they continue to be happy, motivated learners.

We continue to ask that this is a partnership between home and school. Your involvement is crucial to the well-being and development of your child and we look forward, with you, to this next step.