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Headteacher: Mrs R. Griffiths

July 2025

Dear Parents/Carers,

I write to you in preparation for the children entering Year One in September and to share with you the support and transition arrangements in place to ensure their success.

Firstly, you will have seen that the children will be taught in Year One by Miss Barber, further supported by Mrs Bailey. This is an experienced team, highly successful in supporting children through this transition into Key Stage One and greater independence.



The transition from Early Years to Year One (and Key Stage One) can be challenging for some children, particularly those who are summer born. Over the past few years, educational practice has moved to focus on children being 'Year One ready' before they leave Early Years. At Rucstall, our approach has always been to ensure that the children are 'Year One ready', but that the transition from continuous provision (more choice based learning) to more formal learning takes place across the Summer Term of Early Years into the Autumn Term of Year One.

This transition process for the children began after Easter within the Early Years day structure. The children already engage with a 40 minute phonic lesson daily with different adults as they progress half-termy (this started in the Autumn Term). The expectation in listening and attention is extended gradually across the year by Miss Kay. Across the term the children have also had some activities which they must engage with at some point in the day, and the expectations around self-regulation increased with the adjustment from the thinking mat to our school behaviour system using warnings, yellow and red cards in readiness for Year One. Some of these adjustments have been made this year to enable the children to adjust with adults who know them well, rather than at the start of a new year when new relationships are still being formed.



From September, our approach continues to evolve. As you know, we have our Quad which enables us to provide similarities in the learning approach as we further support the children's developing learning behaviours, listening and attention skills. Once we reach the Spring Term, the children are then able to engage in more formal learning to ensure that they make the required progress across Year One and Key Stage One.

As you will be aware, your children had their early years impacted by the pandemic. This means, that these children nationwide have had fewer social opportunities, experiences and spent greater time with parents in their early years than they might otherwise have had with a childminder or in a nursery or preschool. As a school, we provide a wide variety of experiences for the children to support these known differences in



their early childhood and invite parents along as much as possible. We have also adapted our Personal, Social and Health Education (PSHE) to include greater opportunities to learn about self-regulation and social interaction from Early Years upwards. Our attention turns in the final half-term and Autumn Term to ensuring that the children in Early Years are equipped with the learning behaviours and independence of previous cohorts – we need your help to get this right.

Further to the developments already explained, the children's transition emotionally is also considered. Moving classes can be an exciting and nervous time for many children. You will remember when the children started at Rucstall the discussions we had around the vital importance of successful transition for children when starting at school.

Miss Barber will be the children's class teacher in Year One and is an existing member of the teaching team. This affords us several further transition opportunities, including the children already knowing Miss Barber well through break time duties, phonics teaching and leading assemblies. Across the coming weeks, and into next year, Miss Barber will be conducting the following transition activities:



- Observing the children in Early Years.
- Meeting with Miss Kay to find out about their progress and attainment, to enable effective transition of curriculum needs and support. Full assessment information is transferred between staff to ensure that children's progress continues, whether emotionally or academically.
- Teaching the children in their new classroom as part of the whole school transition afternoon.
- Sending home a picture story for use over the summer holiday.
- Teaching the children using some Early Years approaches in the first half-term, including use of the Quad.
- Leading an Information Meeting with parents in the first week to share the expectations and curriculum for Year One, so that parents can continue to support their children's education and work with the school.

Our approach has always successfully supported children in transitioning into this next phase of their education and we believe the additional opportunities planned this year will further support the children's continuous progress and love of learning. I encourage you to attend the meeting in September to ensure you understand the changes in expectation and curriculum for your child.

How can you help?

There are lots of things that you can do to support your child across this process. Firstly, you can talk to your child excitedly about moving year groups, sharing the learning from the school website that Year One have done this year and talking about being able to use the Quad. You can also enjoy the picture story over the summer holiday.

When the children transition to the Year One classroom, they become more independent with their learning in the mornings. We then ask parents to say their goodbyes at the cloakroom door (as in Early Years) and refrain from lingering or waving outside the Year One door when walking past (we know how tempting it is, but they are busy little people!). The children enter the classroom to a routine and it is important they are enabled to focus on this and the classroom adults' instruction. We assure you, they are fine.

Finally, at the end of the school day, approach Miss Barber and positively greet your child. Miss Barber will be supported by staff in the Autumn Term to enable her to have a greater opportunity to communicate with yourselves about the children's day. Children are observant to adult behaviour and will notice when adults are working together to support them. If you have questions about something that has happened in the school day, or a concern, then we ask



parents to think about arranging a meeting with Miss Barber to ensure that children don't feel any anxiety. This also allows you some privacy. We encourage a face-to-face approach at Rucstall, as this ensures full understanding and for us to work together. Please speak to Miss Barber, or ring the school office to arrange an appointment – we endeavour to respond within a few working days.

I fully appreciate that this email contains lots of information, however experience has taught me that it is vital we communicate fully to ensure we get things right at this early stage to enable the children's independence to grow and to ensure that we are working together for their best interests both emotionally and academically throughout their time at Rucstall.

I thank you for your continued support and action to support the children's growth in independence and confidence.

Kind regards,

Mrs R Griffiths

Headteacher

Things that support your child's independence:

- Name all their clothing so they can take care of them
- Ensure their PE kit is named on the outside
- Keep expecting your child to get themselves dressed and changed over the summer
- Expect your child to carry their items: book bag, coat, water bottle etc
- Encourage your child to still identify when they need the toilet, as much as possible, so they are listening to their bladders and bowels
- Keep reading over the summer – this supports their listening and attention
- Build up your child's routine again prior to a September return, including morning and evening/sleep routines
- Maintain boundaries and expectations around interactions and following instructions
- Continue to catch, match and attune to their behaviours, supporting them to self-regulate with increasing independence