

Sheffield Inclusion & Learning is developing a Transition Record which identifies children exceeding typical learning and development, children who are ‘ready for YR’, and those who are not yet ready for the YR curriculum. This format is intended to support

transition conversations between YN and YR practitioners.

For further information please contact the Inclusion & Learning

Early Years Team:

[EarlyYearsBusinessSupport@sheffield.gov.uk](mailto:EarlyYearsBusinessSupport@sheffield.gov.uk)

Children will…

* Be working at ‘age-related expectations’ / demonstrating ‘typical behaviour’ at the end of their time in Nursery. This means they will be working at a ‘secure’ level in the ’30-50 months’ age band in Development Matters/Early Years Outcomes in the following Areas of Learning:

Communication & language development

Physical development

Personal, social & emotional development

Literacy

Mathematics

Understanding the world

Expressive arts & design

* Be working at ‘age-related expectations’ / demonstrating ‘typical behaviour’ once they have settled into Reception. This means that at some point during their first term in Reception, they will be working at ‘entering’ level in the ’40-60+ months’ age band in Development Matters/Early Years Outcomes in the same Areas of Learning as above
* Be demonstrating consistently strong ‘characteristics of effective learning’ in their play and learning across a range of situations at home and at school.

These include:

Playing and exploring (engagement)

Active learning (motivation)

Creating and thinking critically

Sheffield Inclusion & Learning

Definition of School Readiness

for Entry to Reception