



Education Support and Development Services
Standards and Quality

Bristol Schools

2005

KS2/KS3 Transition Units

Bristol – a city where learning comes first

Why Key Stage 2/3 Transition Units?

We are committed in Bristol to improving the experience of pupils as they move from primary to secondary schools. The Transition bridging units provide one tool for supporting pupils. Part of the module is taught in Year 6 and the rest at the beginning of Year 7, so that pupils can bring their books and their experiences with them to share with the secondary school. For 2005, we want to build on the successes of 2004 and encourage all schools to participate in teaching English and mathematics units.

Why teach the units?

- Work completed in KS2 can support secondary teachers in their assessment of pupils at the beginning of year 7
- The secondary lessons build on the primary, giving good continuity between the two phases
- With all schools delivering the same materials within Bristol and in the neighbouring LEAs, pupils transferring between LEAs still see the continuity
- The primary and secondary strategy teams have worked with Bristol teachers to develop the materials available to support the teaching.
- A shared curriculum will support discussions between teachers in primary and secondary schools
- With three or less hours of curriculum time for core subjects in secondary schools, it is important to use the same approaches so that lower and middle achievers can maintain the focus that primary school has given them, and high achievers can maintain the pace and switch off because of the lack of demand.
- The transition materials provide clear links across the phases on content, learning objectives, and style and pace of delivery.

The Practicalities

For 2005, Bristol will provide exercise books for all Y6 pupils in participating primary schools, which are then sent on to the secondary schools **in time for the start of the Autumn Term**. Each primary school will need to ensure they make arrangements to send the books via the school post to secondary schools **by 4th July which is the last posting date**. Texts were provided in 2003/4. Additional resources were available on CDrom for distribution at the cluster meetings last year and the contents of the Cdrom will be put on the intranet site before Easter this year.

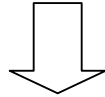
Continuing Professional Development

Support this year will be:-

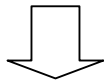
- A central day for senior leaders to share good practice between schools and suggest ways to support children transferring from KS2 to KS3.
- One training session for the bridging units for Y6 teachers and Y7 teachers of mathematics and English who have not attended.
- We hope that clusters of schools will meet to share their plans for using the bridging units.

Time line

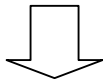
18 March 2005 Central Training
Gloucestershire County Cricket Club
CPD for Senior Leaders in Primary and Secondary schools



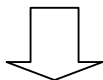
27 April 2005
Bristol Education Centre
Twilight Session – 4.15pm-5.30pm
Central training for Y6 Teachers/maths/English teachers



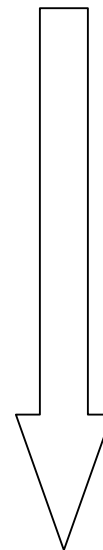
May 2005
Primary schools prepare materials



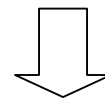
May/June 2005
Primary schools teach materials



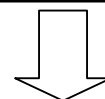
4th July 2005
Last posting date to secondary schools



June/July 2005
Secondary schools receive primary books and prepare materials



September 2005
Secondary schools teach materials



October 2005
Secondary schools feed back to primary schools

Year 6 Mathematics

Use of the transition units

- The transition unit is an annotated version of the national transition unit published by the DfES, (DfES 01 18/2002) which is the same as Unit 9 of the Y6 summer term unit plans.
- The annotated unit plan and additional resource sheets give ideas for differentiation, especially for lower achieving pupils. Teachers can choose to use these ideas or further adjust the plans in their own way to meet the needs of children in their class.
- Day three has been removed from the plans. Year 6 teachers can choose to redistribute the four remaining lessons over the week. In evaluations from last year, many teachers found it useful to extend and develop the lessons as part of a two week unit of work.
- Teachers currently using the Year 6 unit plans may want to adjust the order of the units, teaching this unit earlier to allow enough time to prepare pupil books to be forwarded to secondary schools.

Use of the Year 6/7 pupil booklets

- Pupils need to label their books with the full name, primary school and secondary school and where possible their new Y7 tutor group.
- Pupils should record all their work completed during the transition unit in this book. Any activity sheets, self- assessment sheets and homework sheets should also be included.
- When marking the transition unit of work, teachers may wish to include additional comments which they feel would be useful for Y7 teachers.

Year 7 Mathematics

After consultation, it was decided to offer an alternative set of lesson plans based on the national Transition Unit, published by the DfES .

The Bristol lesson plans.

- Some of the lessons have been left almost as they were, but others, e.g. Lesson 2, have been changed quite significantly.
- There are changes to some of the resources, particularly some of the worksheets that proved very challenging for the majority of pupils.
- There are new resources, provided chiefly for supporting pupils working at level 3.

Teaching the unit

- It is not essential that you teach the Transition Unit during the first two weeks of the autumn term. You may prefer to leave the lessons for a week or two.
- The new set of lessons can be done in a different order if you wish, in particular lessons 1 and 5 stand alone.
- You may continue with the original Transition Unit lesson plans if you prefer and use some of the new resources.
- Note that on the CD you have access to the Year 6 resources, which include the cut-out coins sheets.

Year 6 English

The lesson plans

- The unit provides a two week plan consisting of ten lessons, based around two novels with a common theme. The novels are: *Kensuke's Kingdom* by Michael Morpurgo and *The Suitcase Kid* by Jacqueline Wilson. The unit also provides resource sheets to support the lessons.
- Additional material has been provided to give differentiated support for lower achieving pupils.
- A package of drama activities based around the two texts has been included.
- An alternative section provides plans for two different novels for use in classes which include Year 5 and Year 6 pupils. It still complements the Year 7 transition unit.
- When planning for these units we suggest that teachers read *Kensuke's Kingdom* to the pupils before starting the unit and read *The Suitcase Kid* on a daily basis throughout the unit.

Use of the Reading Journal

- Pupils need to label the Journal with their full name, the name of their primary and secondary school and, where possible, their new tutor group.
- The purpose of the Journal is to provide evidence of each pupil's competence in reflecting upon their reading and their competence in writing. The pupils should record their work in the Journal. Any activity sheets etc. should be included. Do feel free to add to it any other work linked to reading that you feel may be useful.
- It is suggested that the reading journal is introduced to the pupils (Lesson 1), at the beginning of the reading of *Kensuke's Kingdom*. Children might be encouraged to make regular entries in the journal from then onwards. Appendix 1 will support lower achieving pupils. Page 18 of the unit booklet provides additional teacher support for this work.

Do, please, look at the materials being used in Year 7 (on your CD) to see how your Year 6 work is linked to, and develops in, Year 7.

Year 7 English

The lesson plans

On the Transition CD-Rom you will have a folder which contains the English materials for 2003. This contains :

- The original DfES/Strategy transition booklet.
- The re-designed Bristol booklet – with 8 lessons, including starters that support the lesson.
- Lesson Objectives (in WALT & WILF) for each lesson to blu-tac straight on to your blackboard
- Resources for those lessons that require it. The actual OHT's referred to are in the red *Transition Packs* given to you last year
- A printout of Michael Morpurgo's introduction (to blu-tac straight on the board)
- ... and a polar bear joke.

Additional materials

In response to suggestions made , we have produced:

- a “generic” pack – containing the main lessons, but written to allow you to use your own short story(s) with your classes, and,
- ideas for differentiation for lower ability pupils.

Schools were given these in Summer term 2004.

The Reading Journal

Teachers commented that one of the most useful features of the English transition process has been the Reading Journal. It both represents the link between primary and secondary and provides pupils and teachers with clear evidence of continuity and progress. The use of these books throughout Year 7 and even further into KS3 provides a kind of portfolio of work which can bring alive evidence of development and achievement. Incidentally, we are sure that the passing on of the journals will be more efficient this year.

As with primary colleagues, secondary teachers will find it very useful to look through the Year 6 materials. This will enable you to relate to your pupils' experience and it will indicate the demands and rigour. Also there should be copies of the two texts (*Kensuke's Kingdom* and *The Suitcase Kid*) in your English Office!

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