

Read the text about new ways to cope with the transition of children to primary school. Some parts of the text are missing. Choose the correct part (A-M) for each gap (1-10). There are two extra parts that you should not use. Write your answers in the boxes provided on the answer sheet. The first one (0) has been done for you.

Transition to primary school

Early years practitioners across the country agree that the transition between the *Early Years Foundation Stage* (EYFS) and early primary education is crucial. With this in mind, many primary schools have already put stronger links between EYFS and key stage 1 in place, making the move for a far smoother experience for young children.



One school which has done impressive work in this area is Trimdon Grange Infant and Nursery School, near Durham. The 144-pupil school, which has four classes and serves the former mining village of Trimdon Grange, was described as (0) ____ by Ofsted in 2009.

“Its reputation is justifiably high both within the local authority and further afield because of its inspirational curriculum and amazing level of creativity,” said Ofsted’s report. “Pupils’ achievement is excellent, (1) ____ by the time pupils leave school. Numeracy and literacy levels are excellent because of the innovative ways in which children acquire basic skills.”

Led by dynamic headteacher Catherine Worton, Trimdon Grange prides itself on having developed a curriculum (2) ____.

The school takes its ethos from a wide variety of sources. As well as visiting Denmark’s Forest Schools, the staff (who include four teachers, two higher level teaching assistants and two classroom assistants) have been to schools in northern Italy to observe (3) ____.

They were fascinated to see how children attending Reggio Emilia schools are encouraged to interact with others, to explore their own ideas and to (4) ____ and were keen to incorporate some of these ideas at Trimdon Grange.

Four years ago, keen to bring the school’s key stage 1 curriculum pedagogically more in line with the EYFS curriculum, the Trimdon Grange staff decided to take a long, hard look at the transition between reception and year 1. They began to carry out a series of interviews with children who were about to start year 1, asking them what they had liked best in EYFS.

“Rather than building a bridge between the two distinct curriculum models we wanted (5) ____,” explained Miss Worton, who has been headteacher at Trimdon Grange for 10 years.

“We asked the children who were leaving EYFS about their best times and what they had particularly enjoyed. We wanted to see what had had the most impact on them and what had been (6) ____, and then try to reproduce these as part of the key stage 1 model.

“It turned out that they really remembered things (7) _____. One was dismantling my old Renault 19 car, which they took apart. Another involved making a huge sculpture out of sticky tape and

an old climbing frame after we had seen a sculpture at the Baltic Centre for Contemporary Art in Gateshead, made of an old grinder wrapped in tape.

“They were also very interested in adults who were not teachers. They remembered when we had invited people in (8) ____ and to share their expertise. And the third thing that came out of our interviews was that they were fascinated by tools, especially adult-sized tools like power drills.”

After listening to the children's views, the Trimdon Grange teachers decided to go ahead and (9) ____ into the school's key stage 1 curriculum.

“It struck us that the children had talked about quite profound things that had really made them engage with their learning,” said Miss Worton. “So we decided to use these principles to build a series of half-termly units of work in key stage 1.

“We start these units by (10) ____ that we think they will find desirable, and ask them what they will need to learn to attain this goal. We know the key learning and curriculum coverage that is going to underpin a project and we work towards the goal.”

A	focusing on children's reading skills
B	giving children some kind of goal
C	have a say in how and what they learn
D	the Reggio Emilia approach in action
E	outstanding in every respect
F	projects for intercultural learning
G	they had done on a big scale
H	standards are significantly above average
I	to make it a more continuous curriculum
J	inspired by the pupils' own interests
K	to demonstrate particular skills
L	the most engaging features of the curriculum
M	incorporate all these practical and child-initiated approaches

Transition to primary school

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