

Year 6-7 Transition network meeting

8th October 2026

Welcome!

Agenda

- ▶ Wokingham Year 6-7 transition booklet - Reminder
- ▶ New transition booklet for parents/ carers
- ▶ Transition summer 2026: what went well?
- ▶ Year 6-7 Transition - a national and local priority as part of the focus on school belonging
 - Including:
 - Vulnerable pupils
 - RISE KS3 Alliance
 - Hull transition protocol
 - Core subjects
- ▶ AOB - training and resources; future meetings

Wokingham Year 6-7 transition booklet

Primary-Secondary Transition



Year 6-7 Transition in Wokingham Schools



Agreed common practice
and
examples of good practice

Summer term transition visit day

Visits of the whole Year 6 cohort to their secondary school take place on an agreed date each year - a Wednesday near the end of June.

The agreed visit date for 2027 is **Wednesday 23rd June 2027**

Some secondary schools have arrangements which require more than one visit day. Any additional visits will take place during the same week as the agreed visit day.

Additional visits for children who require extra support with the transition will be arranged by secondary schools.

Wokingham secondary transfer form

Process for completing the form

- Each year a date at the beginning of May/ end of April is agreed as the latest date by which secondary schools should contact primary schools to share the form with them and inform primary colleagues of the date by which they need the form to be completed.

In 2027, secondary schools must contact primary schools by Friday 30th April 2027 at the latest to request completion of the form.

Scheduling of transition events for pupils

- ▶ Transition events spreadsheet to gather information from secondary schools for sharing with primary schools
- ▶ Transition events in the lead up to KS2 tests
- ▶ Open events during the school day in the autumn term

Good practice guidance/ suggestions

Transition for pupils with SEND and other vulnerable pupils

- ▶ Wokingham Ordinarily Available Provision guidance
- ▶ Good practice for vulnerable pupils agreed at transition network meetings

Writing samples

Curriculum continuity

The various aspects of transition with examples of good practice: pastoral support; academic transition; information sharing

Primary to secondary transition in Wokingham Borough

A guide for parents and carers



2026 / 2027

WOKINGHAM
BOROUGH COUNCIL

Primary-Secondary Transition

Discussion: what worked well this year?

► Pastoral support

- **Familiarity** with buildings, people, systems, routines, expectations
- Healthy **peer networks**: Support to establish friendships? Peer collaboration? Older pupils involved?
- **Vulnerable pupils**: Additional support and scaffolding?
- **Positive relationships** between all stakeholders (schools, pupils, parents/ carers)

► Support for effective academic transition

- **Curriculum continuity**, addressing academic challenges: Cross phase conversations? Diagnostic assessment information? Bridging projects? Curriculum review

► Information sharing between primary/ secondary schools

- documentation; discussions

Belonging and Transition

Professor Geoffrey Cohen highlights transitions as moments of “belonging uncertainty”, and early adolescence as a particularly vulnerable moment.

- ‘Belonging: The Science of Creating Connection and Bridging Divides’ 2022

Figure 7.1. Change in enjoyment of school by year group.

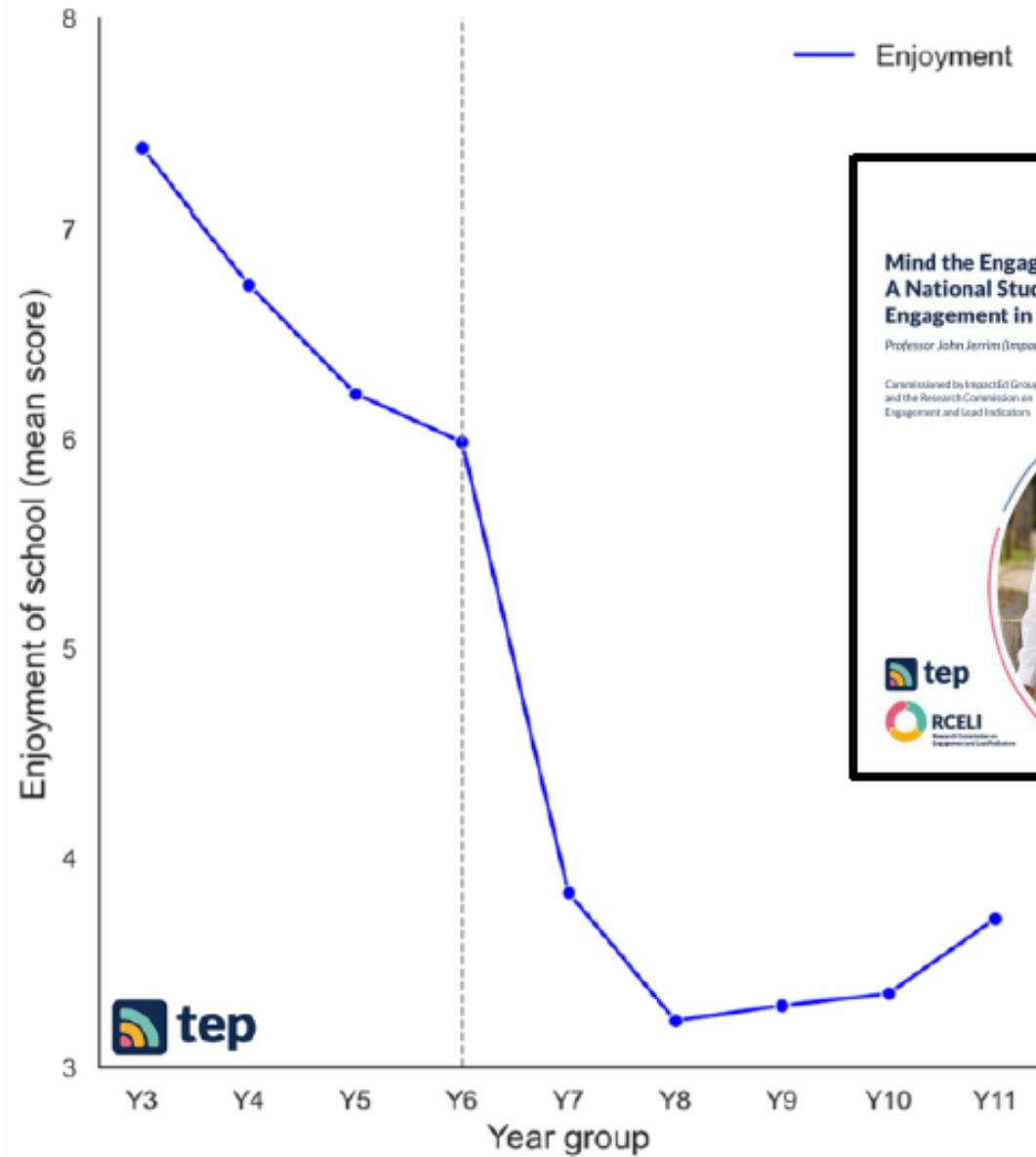
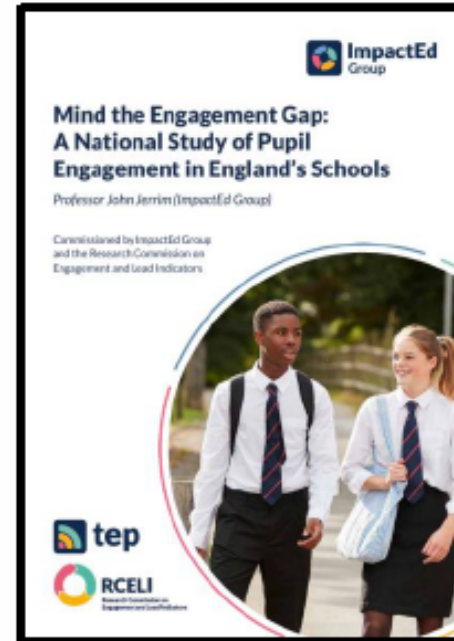
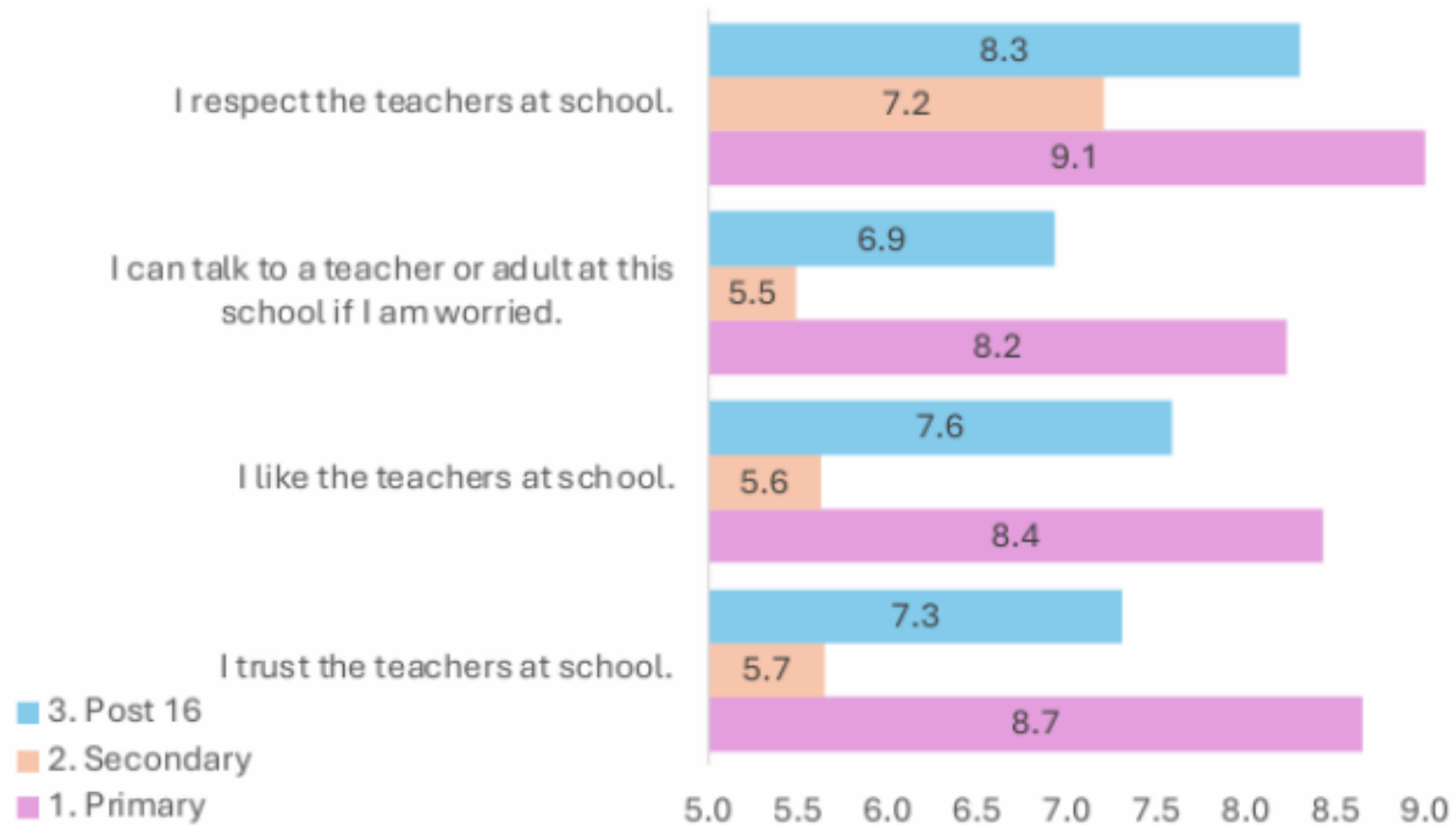
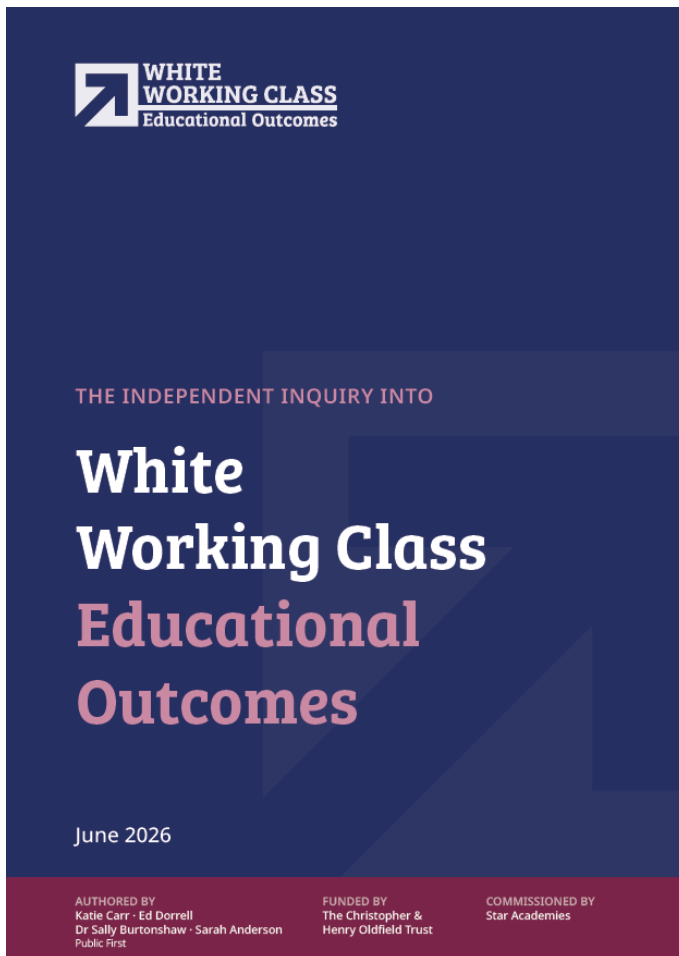


Figure 9.1. Differences in views of pupil-teacher relationships across school phases.





Key findings include:

- Transitions are key pressure points where gaps widen and engagement declines for white working class young people.

Recommendations for schools include:

- Making reading fluency a priority for white working class children
- Reforming the transition from primary to secondary school
- Reprioritising KS3 as a critical phase of secondary education

The Inquiry into White Working Class Educational Outcomes

Local research - Institute of Health Equity: Inequalities for CYP in Wokingham

Education recommendations include:

- Improve information sharing between early years, schools and other service providers to identify children in need of additional support and improve transitions between home, early years, primary and secondary schools.

Discussion: Relationships with parents need to be a key focus at primary-secondary transition, so that trusting relationships built by primary school colleagues are maintained.

DfE RISE KS3 Alliance - South East

Reimagining the early secondary years

Welcome to the KS3 Alliance - a national initiative to improve learning, belonging and opportunity in the early secondary years by sharing ideas and expertise between schools across the country.

A reminder of why this work matters

Key Stage 3 is one of the most consequential and underdeveloped phases in England's education system. Across the system, we see a consistent pattern:

01 / END OF PRIMARY

Strong engagement and belonging at the end of primary.

02 / KEY STAGE 3

A sharp decline through Years 7-9.

03 / LONG-TERM IMPACT

Consequences for attendance, attainment and long-term outcomes.

Despite this, there is no coherent national improvement architecture for KS3, in contrast to early years, phonics and KS4.

The KS3 Alliance exists to fill that gap, collectively, as a sector.

Four priorities

01



**Engagement,
belonging &
relational
climate**

02



**Foundational
literacy &
numeracy**

03



**Assessment &
data
coherence**

04



**Skills, agency
& pathways**

**Create schools where
every child feels known,
safe and that they
belong.**

**Develop purposeful
assessment and simpler,
coherent data to support
learning and earlier
action.**

**Build strong foundations
in literacy & numeracy.**

**Develop children's skills,
agency and pathways
into adult life.**

PRIORITY 1

Engagement, belonging and relational climate

Pupils should feel known, safe and ready to take part.

A strong start in Year 7

Relationships and routines that sustain engagement

Early action when attendance or participation falters

PRIORITY 2

Foundational literacy and numeracy

Including catch-up

Identify gaps early in Year 7

Teach the foundations pupils need in every subject

Check that support helps pupils keep pace

Can they read subject texts?

Can they understand academic vocabulary?

Can they write effectively?

Can they interpret data?

Can they solve unfamiliar mathematical problems?

Young people should experience high expectations and intellectual challenge alongside a strong sense of belonging, trusted relationships, excellent transition, clear routines, growing independence, curriculum breadth and opportunities to develop their identity and interests. The Alliance will work with schools and trusts to identify, test and evaluate the practices that make the greatest difference.

KS3 Alliance

Call for evidence

We want to understand the challenges schools are facing more precisely; identify practices that are making a difference; learn honestly from approaches that have not worked; and determine where the Alliance should focus its collective effort.



We are launching a **Call for Evidence** to the sector.



This includes a general survey, and a student-facing survey.



Please submit your own evidence, share with colleagues in the sector, and elevate student voices.

[South East Region | KS3 Alliance](#)

Lift Schools MAT - KS3 Engagement

KS3 Cliff Edge report

[KS3 Engagement Report - Lift Schools](#)



The implications are clear.

First, engagement must become a system priority. Attendance will not recover until students experience connection, purpose and success at school.

Second, adolescence must be recognised as a distinct developmental stage, requiring different structures, relationships and rhythms of learning.

Third, we need better data for learning - treating school climate and pupil voice as diagnostic tools, not decoration.



Year 6 to Year 7 Transition Framework for Kent – September 2027

Ensuring a positive transition from KS2

Supporting smooth progress from primary to secondary school



THE MARSH ACADEMY
the skippers' family of schools



You might be nervous about the older students.

Starting secondary school can be quite scary

The jump to secondary school can be frightening.

You'll probably be worried about getting lost.

Most children are anxious about making friends.

It's a challenging time for young people.

Everyone gets nervous about moving up.

It's a big, daunting step.

don't worry, it's perfectly normal to feel anxious about secondary school

It's natural to feel overwhelmed.

It's a rite of passage

New school. New people. New opportunities.

A brighter future.

Pupils settle in very quickly.

You'll learn your way around faster than you think.

There will be lots of people ready to help you.

Making new friends takes time, and that's okay.

Every Year 7 starts as a beginner.

It's a new experience, but you're ready for it.

Thousands of pupils make this move successfully every year.

It's normal to have questions when you're starting something new.

PRIMARY SCHOOL

SECONDARY SCHOOL



Why Transition Matters

Year 6 to Year 7 is more than a change of school. It is a change in identity, relationships and expectations.

- Every child deserves a positive start to secondary education.
- Effective transition promotes attendance, belonging, wellbeing and achievement.
- Successful transition relies on strong partnerships between families, primary schools, secondary schools and wider services.
- Consistency of information and support helps reduce barriers and identify need early.
- Readiness is measured not only by academic progress, but by a child's confidence, relationships, engagement and sense of safety.

Principles for Kent's framework include...

Child-Centred Practice

Decisions are shaped by the child's strengths, needs, relationships, aspirations and voice.

Collaboration

Primary schools, secondary schools, families and professionals work together to remove barriers to success.

Accountability

Transition arrangements are evaluated through their impact on attendance, belonging, wellbeing and engagement.

Communication

Information is shared early, clearly and purposefully between families, schools and services.

What Information Makes the Greatest Difference?

The framework focuses on information that supports belonging, attendance and success.

- **SEND and Inclusion Needs**, reasonable adjustments, successful strategies and pupil voice.
- **Attendance and Engagement Patterns**, barriers, EBSA indicators and factors affecting school participation.
- **Pastoral and Wellbeing Relationships**, resilience, significant life events and protective factors.
- **Learning and Communication Strengths**, interests, communication preferences and approaches that support success.
- **Safeguarding and Vulnerability** Relevant information that enables continuity of support and risk management.

Hull's Transition Protocol

Core Offer:

- ▶ A 5-day, fully immersive transition week for all Year 6 pupils in the penultimate week of the summer term at their new secondary school
- Activities in new form groups
- Spending time going to lessons as part of a regular secondary school day
- “Sports Day” building relationships and culture
- Guest speakers, usually an author, including “resilient me”

Benefits for secondary schools:

- Opportunities to build relationships and better understand pupils' needs
- Foster a sense of belonging
- Embed our school culture and expectations

Secondary school HT:

- We have less “testing” of pupils and more time spent on relationships
- Closer relationships with families and primary schools
- Early, extended and enhanced transition for the most vulnerable in our community

Reading (and writing, maths) at transition

Passed SATs but Lost in Transition? Smoothing the Step Up in Core Subjects



'As the secondary curriculum places increasing demands on reading comprehension, older pupils who struggle with reading comprehension do not catch up. Each year, only 10% of disadvantaged children who leave primary school with their reading below the expected standard get passes in English and mathematics at GCSE.'

Ofsted. (2022)

'Now the whole school is reading': supporting struggling readers in secondary school

The 'Justs' were highlighted

Students who just made it at KS2 or just didn't...

- May have achieved EXS with additional support but are less secure
- Risk of not achieving expected age-related scores on secondary reading tests.
- Often find transition and secondary curriculum demands more difficult than peers.
- **Secondary are not always aware of these students - they are not the lowest students**

Transition form changes resulted from a literacy working party focused on improved primary-to-secondary transition. Reading was initial focus.

The 'Expected' Standard (100-120)

- Pupils may have scored anywhere from 24/50 to 50/50.
- A score of 100 does not equate to a specific reading age.
- Ongoing support may have been required to achieve expected standard 100 scaled score (or just not!)

Other Considerations

- Varying results on reading age tests are likely.
- Pupils may be predominantly used to reading fiction novels.
- Scores don't fully reflect confidence, attitude, or broader skills.
- Test scores doesn't reflect all the work that has happened

Information sharing

Transition form:

EXS Secure; EXS Stretch
GDS Secure; GDS Stretch

- **Secure:** Children should attain that result.
- **Stretch:** Support/push provided for them to achieve it.
- Enables secondaries to understand if children may not be secure even if the grade is achieved.

- **Skills, Confidence & Attitude:** A new indicator (1-5 scale) has been added for Reading, Writing, and Maths to capture qualitative progress.

Qualitative Information for Transition

Reading

Level 1: A very independent, very confident reader who can read a wide range of texts and would be very secure reading across a range of subjects. Extremely intrinsically motivated to read for pleasure. No anticipated concerns for transition.

Level 2: An independent, confident reader. Can read a range of texts, should be secure reading across a range of subjects. Can be motivated to read for pleasure. No anticipated concern for transition.

Level 3: Can read independently although may need support and lack confidence. Can read a range of texts but would be less secure at reading in other curriculum subjects. Is not motivated to read for pleasure except with support. Has potential to reach age- related expectations but may have difficulty in transition and has had some intervention/ targeted support. May need additional support in Year 7.

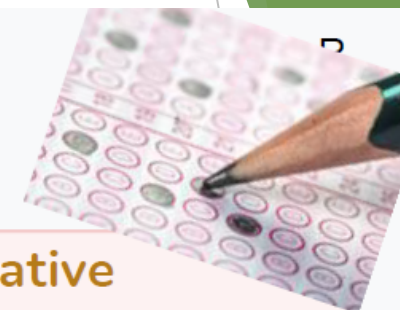
Level 4: Can lack independence in reading and find it more challenging; There may be areas of word reading, fluency or comprehension that are not secure. They have had intensive support/intervention. Likely to need additional support with reading in Y7.

Level 5: Identified as having difficulties in reading SEND support/EHCP



Rethink Entry Assessments

Optimising timing and validity to prevent transition anxiety



The Pitfalls of "Day One" Testing

- **Elevated Anxiety:** Standardised testing during transition captures stress during an already vulnerable time.
- **Engagement First:** High-stakes testing straight away can impact attitude and engagement
- **Building on Knowledge:** Tests often ignore comprehensive Key Stage 2 data already compiled.

An Evidence-Based Alternative

- **Prioritise Primary Data:** Use Key Stage 2 SATs and primary teacher assessment profiles.
- **Delay Standardised Baselines:** Save formal tests (e.g., CAT4, NGRT) until after October half-term.
- **True Baseline for Progress:** Settled students perform more accurately, providing a robust baseline.

Transition top tips: Primary

R

Keep them Reading, Writing & Maths after SATs

Use other subjects

- **Disciplinary literacy:** Disciplinary literacy - what other talking, reading and writing could happen in school?
- **Topic:** choose a topic that could link to other subjects and where children have to read and write, interpret data.

Maths

- **Secure basic skills:** play games with numbers
- **Multiply!** Make sure they know their times tables
- Develop **problem solving skills**- use open ended group problems solving tasks (NRICH)
- Games: Play board games!

Sentence stems for other subjects

History - evidence and analysis

"The source suggests that..."

"We can tell from the text that..."

"For example, the author states that..."

"An example of this is when..."

This implies that..."

"This tells us that [X] was important because..."

"This is significant because it proves..."

"From this, a historian might conclude that..."

Science and geography

Explaining Causes & Effects

"As a result of..."

"This happens because..."

"Consequently, this leads to..."

"The direct impact of this is..."

Sequencing a Process

"Initially, the process begins when..."

"This triggers a reaction where..."

"Over time, this results in..."

"The final stage of the process occurs when..."

Science Reporting

Hypothesis & Prediction Stems

"It is predicted that if [X] increases, then [Y] will..."

"Based on scientific theory, it is expected that..."

Evaluating Data

"The data clearly demonstrates that..."

"An anomaly (unusual result) in the data occurred when..."

"The evidence supports the prediction because..."

AOB

- ▶ LSTSH webinar series - Belonging and transition [Secondary Belonging and Transition Webinar Series with London South Learning partnership](#)

- ▶ Anna Freud resources:

[Moving Up! Free Transition to Secondary School Resources | Anna Freud](#)

+ 'Supporting children and young people's transition to secondary school - Guidance for parents and carers'

- ▶ [Resources for schools | Children's Commissioner for England](#)
[cc-moving-from-primary-to-secondary-school-activity-pack.pdf](#)

- ▶ Virtual school training - Supporting Adopted Children Transitioning to Secondary School - 3rd March 27

[Training calendar Booking links.pdf](#)

Topics for future meetings...?

- ▶ Pupils with SEND
- ▶ Disadvantaged pupils
- ▶ Oracy at transition
- ▶ Reading at transition
- ▶ Support for academic aspects of transition/ curriculum continuity
- ▶ Supporting belonging and engagement

Please let us know if you are willing to share any of your transition practice.

Next transition network meeting: Thursday 15th April