

# EYFS

## INTENT. IMPLEMENTATION. IMPACT

### INTENT

Our Long Term Plan can be viewed on our website:

<https://www.cononlevprimary.org.uk/sites/default/files/uploads/media/files/eyfs-long-term-plan-lucy-holmes-2023-final.pdf>

### IMPLEMENTATION

Children learn through a balance of child-initiated and adult-directed activities. The timetable is carefully structured so that children have directed teaching during the day. These sessions are most often followed by small focused group work or intervention sessions to appropriately meet the needs of every child and ensure adults can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.

The timetable changes throughout the year, taking into consideration the changing needs of the cohort and increasing the length of group and class inputs ensuring all children are ready for the demands Year 1.

**Play is important and fun. All children must have time to play on their own and together.** Ofsted March 2022.

**For play-deprived children, lacking these fundamental, instinctive play behaviours can cause health issues into adulthood and lower their life expectancy. The average screen time in this country is now over 6 hrs per day for children. These children do not always have opportunities for simple play activities at home, meaning that school, nursery, or out-of-school provision could be the only environments in a child's life where they are supported to simply play. There is compelling evidence to suggest that these moments of play do more for a child's development and well-being than anything else they ever do."** - Ben Kingston-Hughes, Blog 2020

Within each half term EYFS staff introduce new themes to provide inspiration for learning, whilst providing the flexibility for children to follow their own interests and ideas in both the indoor and outdoor learning environments. These themes are typically blocked 2 weekly in line with Year 1 National Curriculum subjects to ensure breadth and coverage.

Our rigorous assessment and tracking allow us to highlight children who are 'not on track' throughout the year and provide interventions to meet their needs. Working closely with our SENDCo ensures we are able to submit an Expression of Concern and work collaboratively to action plan involving parents and other agencies if necessary. High priority is given to all of the Prime Areas with the addition of Reading, Writing and Maths.

### English / Literacy

#### **Phonics**

We follow the FFT Success for All Phonics programme. All children participate in daily phonics sessions and practise cooperative learning behaviours which develop oracy and independence. During these sessions children practise their blending and segmenting skills as well as rehearsing letter formation of both lower and upper case letters. All children are exposed to the GPCs with the rapidity of the scheme but as the year progresses those that need more consolidation are grouped accordingly for revisit and review work..

#### **Reading**

Reading is at the heart of our curriculum and our aim is to encourage a love of reading right from the start. In EYFS we have 'Top 10' core books (reading spine). These books will be read throughout the year and always on offer in provision. Through revisiting the same texts children begin to internalise new vocabulary, language patterns and begin to retell stories with increasing confidence. In addition books in provision are changed half termly to meet need, interest and link to topics. The aim is to expose children to a range of books that not only develop a love of reading, but have been chosen specifically to develop their oracy, vocabulary and comprehension.

Children are grouped according to their phonics need for daily group reading lessons to rehearse their phonic and comprehension skills. They regularly work with a partner to develop interdependence and develop cooperative learning behaviours. Children revisit the same text at home the proceeding week and if appropriate children also take home a complementing reading book in order to extend or support their reading. These books are all carefully matched to phonic ability and need. We aim to hear all children read individually at least once a week in school, in addition to their daily reading lessons. Children are encouraged to read at home every day. Our reading aim is that all children will become successful, confident and fluent readers by the end of Reception.

Our approach to English aligns with the whole school Jane Consodine approach to ensure cohesion and consistency. High quality texts are chosen to compliment topic or interests with a focus in oracy in the first instance exploring new vocabulary with 'Grandad Fantastic' and using sentence stems to develop compositional skills. As the year progresses the link to writing is embedded through teacher modelling before children are supported to compose and write their own sentences on large paper, sentence strips or in workbooks.

## **Writing and Handwriting**

### Handwriting

Success for All Phonics introduces the letter formation of lower and upper case letters in the daily phonics lessons and revisited in reading lessons (Teach Handwriting used for formation of uppercase). Initially these are non-pencil activities learning the shapes and direction of letter formation to develop motor memory (in the air, in shaving foam, with water etc). Once children are able to hold and manipulate a pencil these are rehearsed using pens, pencil and other mark making tools.

Children begin to learn the mnemonic for each letter formation to help remember them. All staff refer to these in any written work.

Please refer to the whole school handwriting progression policy for more details on handwriting, lower case and upper case letter and number formation

### Writing

Writing composition is introduced during Reading lessons. Children rehearse their compositional skills by using sentence stems orally before writing them down using words matched to the children's phonic ability. In addition children are exposed to story language and non-fiction language through Jane Consodine English lessons and begin to write short sentences (see above).

In Reception we use Sassoon Primary Infant font. We do not teach cursive or pre-cursive hand writing in Reception.

### **English Homework**

Each week children take home homework from phonics and reading lessons. This is matched to children need as the Reception year progresses.

Autumn - Revise the GPC, associated mnemonics and letter formations. Learn Red and Green words.

Spring - Revise the GPC (digraphs) and associated mnemonic. Letter formation families. Number formation. Learn Red and Green words. (in Spring term this is differentiated to phonics and reading need)

Summer – As Spring. Capital letter formation. Consolidation.

## **Mathematics**

In Reception, we follow the White Rose Maths Scheme of work. High quality learning environments and meaningful interactions with adults, support children in developing mathematical thinking and discussion.

Pupils learn through games, songs and tasks using concrete manipulatives and pictorial structures and representations which are then rehearsed applied and recorded within their own child-led exploration. We have a well-stocked maths area within the classroom and enhancements change regularly to support new concepts and learning.

Maths in Reception is practical and fun. Early maths is about **deep embedded learning**. Understanding each small step is the path to each child's success; rushing ahead doesn't work. Once a child is confident we use problem solving activities to stretch young minds and build new skills and insights. Similarly if children need more support and consolidation planned intervention time to revisit key concepts and address misconceptions and overall maths 'fluency' is planned. Children work towards using maths workbooks by the end of the Summer term.

### **Mathematics Homework**

Parents have access to a termly overview with links to activities and ways they can support at home.

## **Wider Curriculum**

Our wider curriculum is taught through; 'Understanding of the World' and 'Expressive Arts and Design.' Each subject area is blocked (with the exception of PE, Music, PHSE and RE which are taught weekly) to ensure curriculum coverage which directly feeds into National Curriculum subjects for Year 1 (Science, Geography, History, Computing, RE, Art and Design and Technology).

Careful and detailed planning of specific vocabulary and knowledge that children in Reception should learn about in each of these subject areas ensures all knowledge taught in Reception connects directly to what pupils go on to learn in Year 1.

Robust and coherent plans for all National Curriculum foundation subjects allow for clarity and progression with both specific vocabulary and knowledge in Reception. Staff are aware of how the progression of each subject links directly to Year 1 and vice versa. Subject Leaders across school are able to see the direct links and progression for their subject from the Reception year.

**PHSE** is taught on a weekly basis and comprises a mixture of 'circle time' linked to GALT Co-operative learning and 'Kapow PHSE and RSE' curriculum coverage.

**Music** is taught weekly and follows Music Express and complemented with musical pieces for listening and appraising.

**PE**- is taught weekly by Kanga Sports.

**RE** – is taught weekly and includes regular reflection time.

### **Intervention**

Our inclusive approach means that all children learn together but we have a range of additional intervention and support programmes to enhance and scaffold children as appropriate. We use a systematic Phonics, Handwriting (Teach Handwriting) and Maths intervention as well as Time to Talk and Talkabout and other more specific intervention programmes as appropriate.

**Vocabulary** – built systematically in all subject areas and displayed in yellow in topic big books and on displays (in line with the whole school approach). Our aim in Reception is to expose to as much vocabulary as possible. Children are encouraged to use subject specific vocabulary and terminology (displayed in yellow) and this is revisited by looking in subject 'big books' to review and revise current and previous vocabulary.

### **Assessment**

All staff watch out for misconceptions and any children not demonstrating 'on track' behaviours for each of the foundation subjects and these are noted for revisit and review as needed and shared with parents if necessary.

## **IMPACT**

**Baseline:** Prior to children starting, staff spend time speaking to the child's parents, previous settings and read previous learning journey's to gain an understanding of the whole child and where they are at. During the first half term in Reception, all staff use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies each individual's starting points in all areas so we can plan experiences to ensure progress. Before starting school all children are asked to fill a 'treasure box' during the summer to share their lives, cultures and experiences and for us to gain an insight in each child and cultural family background prior to starting in Reception.

**The RBA** (Reception Baseline Assessment) This statutory assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception until the end of KS2.

**Ongoing Observation:** All ongoing observations are used to inform weekly planning and identify children's next steps and personalised interventions. This formative assessment does not involve prolonged periods of time away from the children and excessive paper work. Practitioners draw on their knowledge of the child and their own expert professional judgements through discussions with other practitioners, photographs and physical examples. Some observations are uploaded using Tapestry and shared with the supporting parents and carers.

**Daily formative assessments:** Quick notes are made in order to support learning for specific children on proceeding days or address any misconceptions.

**Termly phonic assessments** are carried out using phonics tracker every term to quickly identify pupils that are not making expected progress. Our aim is for children to 'keep up' rather than 'catch up' where possible. Regular assessments are completed inline with the SfA Phonics programme.

**Teach Handwriting Assessment** when children are struggling with aspects of handwriting we carefully target the exact strength or ability (see above) that needs further development through a carefully structured programme. Recommended activities are also shared with home.

**Termly assessments** – After each half term teachers assess all children as to whether they are 'on track' or 'not on track'. If children are 'not on track' we put in place interventions to support the areas of need. This is reported to the Headteacher and Governors on the yearly progress tracker and shared with all EYFS colleagues. EYFS colleagues constantly review target children throughout each half term.

**The Early Years Foundation Stage Profile** (EYFSP) is completed at the end of the Summer Term where teachers judge whether the child has met each of the 17 Early Learning Goals (ELG's). They will be assessed as either 'emerging' or 'expected.' Whilst there is no judgement to state if a child is exceeding beyond an ELG, teachers, have a duty to provide a narrative for both parents and the Year 1 teacher in order for their needs to be met as they enter Year 1.

## **OTHER**

### **Partnership with parents**

We work closely with parents and families throughout the year and recognise the power of parental partnerships. Regular communication uploaded onto Tapestry, subject 'drop ins', class assemblies, class fundraising events, as well as parents evenings allow for building and securing relationships with parents.

### **Safeguarding**

All staff are upto date with safeguarding training and any new staff are trained as part of their induction. All staff are aware of who the Designated Safeguarding Lead is and systems to report. Staff mobile phones and other devices capable of taking photos/videos are locked out of the classroom.

### **Workload**

Workload is manageable and realistic. Record keeping does not entail prolonged breaks from interaction with children, nor require excessive paperwork. We are continually looking to improve practice and training opportunities are offered to all staff to keep up to date with initiatives and guidance. We meet as an Early Years team, at least once a half term and liaise with local school clusters at least termly.

