



Ellel St. John's

Church of England

Primary School

Early Years Foundation Stage Policy

Member of staff responsible:

Mrs Tyson

Date approved by the governors:

Autumn 2022

Reviewed:

Autumn 2023

Date to be reviewed:

Autumn 2024

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential." (EYFS Framework, 2021)

Mission Statement

'Living, Loving and Learning in the Light of Christ.'

At Ellel St John's children thrive socially and emotionally in a stimulating environment that nurtures every child with learning at the heart of all we do. We are committed to providing an excellent education where children achieve their full potential and our academic standards are consistently very high. Through our strong Christian ethos and pastoral care, we help our children develop into caring, confident, responsible and reliable young people.

Let your light shine before others, that they may see your good deeds and glorify your Father in heaven. ~ Matthew 5:16

Ellel Statement of Intent

We believe each child is known, unique, special and made in the image of God. Our children will discover a love of learning for life through an inspiring curriculum full of opportunity. Our school family is a welcoming, friendly community that builds compassionate and resilient children ready to take their place in the world.

Ellel St. John's provides an engaging and memorable place-based curriculum, relevant to each individual child in their locality. Every child is entitled to a diverse curriculum which builds on and develops their life experiences, ensuring that they are offered equality of opportunity.

Our curriculum ensures that it develops the whole child: their spirituality; their social and emotional mental health and well-being; their physical health; their academic success and their creativity and innovation. These aspects contribute to our children becoming local, national and global citizens for the future.

Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress and no child is left behind.
- A close working partnership between staff and parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

The Curriculum (Please also see appendix A for our EYFS Curriculum Goals.)

“Children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children’s learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 2021 and our children’s interests.

We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At Ellel St. John’s, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year.” Ellel EYFS Curriculum 2022

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In our school all children join us at the beginning of the school year in which they are five.

The Ellel St. John’s Primary School EYFS curriculum has been written in accordance with the latest version of the [‘Statutory framework for the Early Years Foundation Stage \(EYFS\)’](#) (September 2021). The EYFS framework includes seven areas of learning and development that are important and interconnected:

- **Communication and language**
- **Personal, social and emotional development**
- **Physical development**
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

However, the first three areas in the list above, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children’s capacity to learn, form relationships and thrive:

We have developed the curriculum giving **communication and language** skills a high priority. This is in line with Development Matters 2020: *“The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age*

form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively."

A high priority is also given to the teaching of **reading**. We aim to teach children to read and develop a love of books as soon as they arrive at Ellel St. John's Primary School, and books are used to teach topics and to enhance our whole curriculum. We follow a systematic approach to **phonics** teaching based on the Red Rose Letters and Sounds Phonics scheme.

We underpin our curriculum with the Personal Social and Emotional Development of all our children. We strive to enable children to be safe, happy, confident individuals. We also encourage self-regulation as much as possible and introduce rules and boundaries through modelling good behaviour and reflection time, using our calm corner. We teach the children the Ellel St. John's Primary School through our whole school values. These values then follow on throughout the school.

The Ellel St. John's Curriculum is based around cross-curricular topics. We aim to ensure that all children leave the Reception Year ready to start the Ellel St. John's KS1 curriculum. Each topic does not last a specific amount of time but is based on the children's learning at the time, and so a topic can run from anything between two and seven weeks. All the topics have resources and activities ready to use in the enhanced provision. Topics are introduced with a good quality storybook or age-appropriate non-fiction text. Using books in this way teaches children that books and reading form the basis of all learning.

Planning within the EYFS starts with the children and their interests. Initial thought clouds are produced with the children. Topic Webs/Knowledge Organisers are produced half termly and are used by the EYFS teachers as a guide for weekly planning. A weekly focus is based on the learning intentions linked to the EYFS curriculum and shared with all EYFS staff.

First hand experiences are planned for and provide opportunities for challenges appropriate to the development of the children. All areas are delivered through a balance of adult led and child-initiated activities.

A Unique Child

At Ellel St. John's Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We know that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by their school and home environments and we begin to build links with the families. We observe how each child learns to gain an understanding of the characteristics they develop to become effective learners. We use questioning, praise and encouragement to develop a positive attitude to learning and high self-esteem. During their first year at school, the children are introduced to the learning habits. They are taught to be observant, investigative, curious, determined, imaginative, adventurous, co-operative and to use reasoning. Children begin to understand the concept of the growth mindset. They are taught that they can 'grow their brains' so that they understand that everyone can learn with practice and effort. The children are taught how to learn and how to become successful learners.

Teaching and Learning

We believe in the three characteristics of effective teaching and learning that are set out in Development Matters 2021. These are:

Playing and exploring – children investigate and experience things, and ‘have a go’.

Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achieving.

Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The Ellel St. John’s Curriculum is ambitious and aims to teach all children the skills and knowledge in order that they reach the seventeen Early Learning Goals described in the Early Years Foundation Stage (*see Appendix B*). We teach through a range of teaching methods including child-initiated learning, whole class teaching, group teaching, investigations and problem solving together, and independently. As many activities as possible are play-based; however, there is also a need for direct teacher-led activities to ensure children gain essential knowledge and skills from their teacher. All activities are expertly modelled and children are given sufficient time, support and resources to repeat and practise them.

Enabling Environments

At Ellel St. John’s Primary School we recognise that the environment plays a key role in supporting and extending the children’s development. The role of both the indoor and outdoor environment in learning/organisation of learning provides opportunities for child initiated activities reflecting the topic where they can develop gross motor skills, social skills etc. We provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways.

The EYFS class have their own outdoor area used all year round in all weathers. Being outdoors encourages learning in different ways. It offers the children more opportunities to be creative and explore on a larger scale as well as to be physically active linking the indoors and outdoors together. We also access Forest School throughout the school year, seeing a variety of seasons!

Play!

Children’s play reflects their wide ranging and varied interests and preoccupations. In their play, children can be inquisitive, creative, questioning and experimental and will learn at their highest level. Playing with their peers is important for children’s development.

Through play our children explore and develop learning experiences, which help them make sense of the world. The adults model play and play sensitively with the children fitting in with their plans and ideas. The children are encouraged to try new activities and judge risks for themselves. We talk to them about how we get better at things through effort and practice and that we can all learn when things go wrong. They practice and build up ideas learning how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own.

Quality of learning

Effective learning takes place where children:

- Feel secure, valued and confident.
- Are interested in what they are doing and are making appropriate progress.
- Are given first hand experiences within which they can explore and experiment.
- Enjoy their learning, which is rewarding and satisfying.

- Can learn from each other and through spontaneous interaction with peers and adults.
- Are involved in practical activity, enquiry and purposeful play.
- Are using the outside environment.

Quality of teaching

Effective teaching takes place where:

- Staff have a clear understanding of how children learn.
- Staff plan, co-operate and work as a team.
- Activities are purposeful and clearly planned.
- There is a balance of self-chosen, adult initiated and directed activities.
- Staff work directly with the children.
- Children's play is supported and extended sensitively.
- There is a good use of space, materials and equipment.
- Staff are flexible and explore opportunities that occur spontaneously.
- Staff have high expectations based on each child's ability.
- Children have access to and use of the inside and outside environment.

Planning

- To provide a broad and balanced curriculum.
- To plan according to the seven areas of learning.
- To have sound learning intentions using the Development Matters document and Early Learning Goals.
- To have thorough planning as a guide while also being mindful to make the most of opportunities for learning as they arise.

Assessment

During the first term in Reception, the teacher assesses the ability of each child using a mixture of the statutory government baseline and also through teacher observations. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. We record each child's level of development throughout the year and record whether each child is on track or not on track to meet a Good Level of Development (GLD) at the end of the year in July. We have created our own progression measure, linked to our Curriculum.

In the EYFS, assessment of attainment and progress is based on observation, discussion, questioning and evidence of children's independent learning. Valuable evidence of children's learning is obtained through observation of independent and targeted learning. These observations are undertaken by teachers and teaching assistants and are recorded in a variety of forms in the children's individual Learning Journey folders which can be accessed by the parents/carers and children at any time. These ensure that each individual child's needs are being met and provided for. They also contain information provided by parents/carers and other settings.

At Ellel St. John's Primary School, we also use teacher assessments to record judgements in reading, writing and number against the EYFS Profile each term. These assessments show the stage that each child has reached at a given point, show the progress they have made and highlight any specific interventions required.

Children will be judged at either an emerging level or an expected level in each early learning goal. The exceeding level no longer applies. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations and through planned

activities. Assessment is completed regularly and involves both the teacher, teaching assistants, parents and children, as appropriate.

We record each child's level of development throughout the year. At the end of the final term in Reception we assess whether each child is emerging or expected in each strand within each area of learning and submit this data to the local authority. This information is also shared with the child's next teacher who uses this information to make plans for the year ahead. We share this information too at parental consultation meetings and in the end-of-year report.

Parents receive an annual written report that offers detailed comments on each child's holistic progress across all areas of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress. We complete these in June, and send them to parents in early July each year.

Inclusion

All children and their families are valued within our school. We value the diversity of individuals within the school and do not discriminate because of differences. All children at Ellel St. John's Primary School are treated fairly regardless of race, religion or stage of learning. We do not group children based on notions of fixed ability. We teach the children that practice and effort lead to learning and improvement. Teachers plan low threshold, high ceiling tasks which enable all children to access the learning and to achieve as highly as possible. In the early years the children begin to learn to take responsibility for their learning and begin to understand the concept of challenge.

We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when planning for their learning. Planning for children with additional needs is in line with the Special Educational Needs & Disability policy.

In the EYFS we have realistic and challenging expectations and meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests and develop their self-esteem and confidence through a creative curriculum and learning environment
- using a wide range of teaching strategies based on children's learning needs
- providing a wide range of opportunities and environments to motivate and support children and to help them to learn effectively
- providing a safe and supportive learning environment in which each child's contribution is valued
- monitoring children's progress and taking action to provide support as necessary

All children will receive quality first teaching on a daily basis and activities will be differentiated accordingly. In addition to this, where children have been identified as having a specific need, intervention programmes will be implemented. Teachers and Teaching Assistants plan programmes together and where needed with liaison with the Special Needs Co-ordinator. The class teacher and the SENDCO ensure children with special educational needs are identified as early as possible.

Safeguarding and Welfare Procedures

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We help children to self-regulate and manage their emotions appropriately and Personal Social and Emotional Education is at the heart of everything we do.

Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards both in the real and virtual world. We aim to protect the physical and psychological well-being of all children. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers.

The rest of our safeguarding and welfare procedures are outlined in our suite of safeguarding policies e.g. intimate care policy, risk assessments, online safety policy etc. which have been written in accordance with **'Keeping Children Safe in Education'**.

We are a healthy school and participate in the free fruit and milk for under-fives scheme. For our Reception children we provide the universal infant free school meal and the menu is regularly monitored with the chef. We cater for those children who have special dietary requirements and have robust systems in place ensuring that all children receive the correct meal. We make sure that children with allergies or other dietary requirements are catered for in conjunction with our catering providers.

Fresh water is readily available for all children and we encourage children to bring in named water bottles so that they can help themselves to water at any time.

A member of staff in the setting has a recognised paediatric first aid qualification in line with the EYFS framework 2021.

Structure and Staffing of the EYFS

The EYFS at Ellet St. John's consists of one Reception Class. The Reception Class (Acorn Class) use their classroom and the outside play area for most of their activities but also have access to the ICT suite, library and school hall.

The Reception Class is taught by one qualified primary school teacher. The teacher has a vast experience teaching young children. The class also has a full time EYFS teaching assistant. Extra teaching assistants are employed for children who have an Education Health and Care Plan. Specialist teachers are brought in for some PE lessons. These can include Didi Dance and Enjoy-a-ball.

Children can arrive into the classroom at 8:45 am every morning and children are picked up at 3pm. The children have lunch and breaks with the other KS1 and KS2 children. The class join the main school for assemblies and other whole school events.

Positive Relationships and Parental Involvement

At Ellet St. John's Primary School we recognise that children learn to be confident and independent through the development of secure relationships. We develop caring, respectful, professional relationships with the children and their families.

Staff develop good relationships with all children, interacting positively with them and taking time to listen to them.

We have strong links with the local feeder preschools and visits are undertaken prior to the children starting school. The EYFS teachers meet with staff to discuss new intake children.

We recognise that parents/carers are children's first educators and we value having a positive relationship with them in their child's education through:

✓ Making contact with parents/carers before their child starts school at our parent tours, induction sessions, welcome packs and preschool visits.

- ✓ Inviting parents/carers to attend an induction evening and talking to parents about their child before their child starts our school.
- ✓ Inviting the children to a small group stay and play session, with their teacher in the classroom and a whole class Teddy Bear's picnic during the Summer Term.
- ✓ Offering Home Visits at the beginning of September to aid with transition into school.
- ✓ Providing one shortened school day including lunch for half of the class over two days at the beginning of September to ease transition into full days at school.
- ✓ Sharing our approach to reading by inviting parents to a phonic and reading meeting to see how their children will begin learning and how they can support them.
- ✓ Operating an open-door policy for parents/carers with any queries or concerns.
- ✓ Inviting parents/carers to Stay and Play sessions throughout the year, to see our learning in action.
- ✓ Conversely, if EYFS staff have concerns about the progress of a child, they will approach parents and carers to discuss them.
- ✓ Written contact through reading records and newsletters.
- ✓ Encouraging parents to contribute observations in the home/school Reading Record book and 'Wow' moments certificates.
- ✓ Sharing photos, updates and 'wow moments' on our class blog weekly (our online communication and home learning platform).
- ✓ Encouraging parents to attend parent-teacher consultation meetings in the first two terms to discuss their child's progress and wellbeing
- ✓ Providing a progress update report at Christmas and Easter.
- ✓ Sending a written report on their child's attainment, progress and attitude at the end of their time in reception.
- ✓ Asking parents to sign a generic permission form for visits, photographs and intimate care etc.
- ✓ Parents are invited to a range of activities throughout the school year such as special events, workshops, Christmas productions and sports day etc.
- ✓ Offering opportunities for parents and carers to visit the school as a volunteer to assist with the children's learning e.g. hearing readers.

Transition

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle in to their new class quickly and happily.

We have a tried and tested induction programme which includes:

- An induction evening for parents so that teachers can get to know parents and carers and ask about the individual children. The teacher gives parents practical information such as the ethos of the school, vision and values, information about equipment and uniform needed.
- A small group Stay and Play in the Summer Term so that the children can get to know the teachers and school staff with their parent present.
- A whole class Teddy Bear's Picnic in the Summer Term (without the parents/carers present) so that the children can begin to get to know each other.
- Preschool visits to see the children at play and discuss transition information with their Key Worker.
- A gradual introduction to the school day. In light of the COVID disruption to education, this has been reduced to one shortened school day for each half of the class. This introduces the children to their new routines (including lunch time) and this enables children to be less overwhelmed.

When children transition into year 1 the teacher has time with the year 1 teacher to give them all the relevant welfare, academic and general information about all the children leaving the EYFS. The Year 1 teacher teaches the Reception children several times during summer term so the children can start to get to know them. One of these sessions is done in the year 1 classroom so that the children see their new classroom before the summer holidays.

Monitoring arrangements

This policy will be reviewed and approved by the Early Years lead teacher every 2 years. At each review, the policy will be shared with the governing board. The Early Years governor will liaise with the EYFS lead teacher annually to discuss the EYFS Action Plan.

Ellel St. John's EYFS Curriculum Goals

<p>To become a Confident Communicator who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings</p>	<p>To become an Independent Individual who can follow the agreed Class Promises, school rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy</p>	<p>To become a Fantastic Friend who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering the ideas and feelings of others</p>	<p>To become an Amazing Athlete who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment</p>
<p>To become a Talented Tool User who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence</p>	<p>To become a Brilliant Bookworm who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt)</p>	<p>To become a Wow Writer who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others</p>	<p>To become a Master of Maths who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5</p>
<p>To become an Exceptional Explorer who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places, knows their own family tree</p>	<p>To become a Compassionate Citizen who can help to look after their community and care for the environment, know some reasons why Galgate is special, have an awareness of other people's cultures and beliefs, know how people celebrate different religious festivals</p>	<p>To become a Proud Performer who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm</p>	<p>To become a Dynamic Designer who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it</p>

Appendix B - 17 Early Learning Goals – EYFS

<div>Communication and Language</div> <div>Listening, Attention and Understanding</div> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <div>Speaking</div> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<div>Personal, Social and Emotional Development</div> <div>Self-Regulation</div> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <div>Managing Self</div> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <div>Building Relationships</div> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. 	<div>Physical Development</div> <div>Gross Motor Skills</div> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <div>Fine Motor Skills</div> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
<div>Understanding the World</div> <div>Past and Present</div> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. <div>People, Culture and Communities</div> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <div>The Natural World</div> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<div>Expressive Arts and Design</div> <div>Creating with Materials</div> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. <div>Being Imaginative and Expressive</div> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. <div>Mathematics</div> <div>Number</div> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <div>Numerical Patterns</div> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<div>Literacy</div> <div>Comprehension</div> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <div>Word Reading</div> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <div>Writing</div> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

The EYFS at Ellel St. John's C of E Primary School

Intent

We believe that children's early learning experiences deeply affect their future physical, cognitive, emotional and social development. We understand that building secure relationships with children and their families at this early stage is key to understanding how we can get the most out of learning opportunities for each and every child in our setting. We are fully committed to taking the time to understand and follow children's interest and provide a rich curriculum that supports learning, consolidate and deepens knowledge and it shows that children achieve their next steps. Both our indoor and outdoor provision is carefully planned and demonstrates a thorough knowledge and understanding of the way in which our children learn. We aim to prepare our children to achieve the Early Learning Goals at the end of their foundation stage year. We ensure that all children have made good or better progress from their individual starting points. Our ultimate aim is to prepare our children with the understanding and skills needed for the next stage of their learning journey in KS1. This is so important as we know that; what our children learn in these first years of life will stay with them forever and children's early education is the best investment we can make in ensuring their future success.

Implementation

As a team we follow the EYFS Development Matters document and ensure that the learning opportunities and experiences we provide are clearly linked to both the Prime (Personal, Social and Emotional Development, Communication and Language and Physical Development) and Specific (Literacy, Mathematics, Understanding the World and Expressive Arts and Design) areas of learning. We begin each year by looking at the individual needs of our children and their different starting points and with this information in mind, we are then able to plan a range of broad and balanced learning experiences. We place huge importance on the development of children's vocabulary. We support children in being able to communicate their thoughts and ideas and explore the meaning of new words. Staff use their knowledge of the characteristics of Effective Learning to ensure that they plan appropriate activities and organise the provision in a way that demonstrates a clear understanding of the way in which our children are motivated to learn.

We know that all children are unique, with their own individual interests and it is for this reason that we believe a balance of child and teacher led activities is vital in order for our children to become fully engaged and excited by their learning. We feel that effective provision both indoor and out is based on a clear understanding of what we want our children to learn and how we plan to achieve this. We want our children to be independent in accessing quality play-based experiences that encourage them to notice, question and wonder. Effective interactions between staff and children and regular home / school communication ensures that our curriculum planning and provision is flexible and continuously adapted to meet the needs of all learners and to reflect children's needs and interests as they continue to develop and grow. We use Learning Journeys to celebrate children's achievements, record observations, assess and track children's progress and to identify their next steps. Regular parent's meetings and open door policy ensure that parents are kept up to date with their children's development and progress and are fully aware of how they can continue to support their children's learning outside of school. Our Wow slips offer the opportunity for parents/carers to send in information about their children's news and achievements outside of school and this provides us with a really well-rounded picture of our children.

Impact

We make every effort to ensure that all of our children make good or better progress during their time in Foundation Stage. Children who achieve the expected standard within the Early Learning Goals have the knowledge and skills needed to continue to maintain the good progress they have made in Key Stage 1 and beyond. We understand that when assessing children against the Early Learning Goals, there will be many children who are awarded the same level but maybe working at different levels within this range. Effective communication between FS and KS1 staff is therefore crucial to achieve an effective transition for children and to plan accordingly for the next stage of their learning journey. As a team, we carry out regular internal moderation sessions and also ensure that staff attend external meetings and training to ensure that we feel confident with our judgements and that these judgements are consistent with a range of other settings. In addition to regular formative observations, staff input summative data on a half termly basis and complete their own data analysis records to ensure that our children's progress is monitored carefully, the impact of actions is evaluated and next steps are identified.