



## STREATLEY PRIMARY SCHOOL

### Early Years Foundation Stage

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4	February 2024	Amendments to wording on: p.4 p.5, p.6, p.7 General formatting Added Appendices for Maths and Reading & Writing
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## Introduction

The Early Years Foundation Stage applies to children until the end of the reception year. Children join our reception class at the beginning of the school year in which they are five. The Foundation Stage is important in its own right to the development of young children's learning and in preparing them for the transition into Year 1 and the beginning of Key Stage.

1. We aim to ensure that all children 'learn and develop well, and are kept healthy and safe'. We support children in their learning through 'teaching and experiences that give children the broad range of skills that provide the right foundation for good progress through school and in life'. (Statutory Framework for the EYFS 2012).

The curriculum is based on the Early Years Foundation Stage (EYFS), which sets out what is expected of the majority of children by the end of the Foundation Stage. Many children joining our school have already learnt a great deal from their pre-school settings.

The Early Years education we offer our children is based on the following principles:

- it builds on what our children already know and can do
- it recognises that each child is different and ensures that no child is excluded or disadvantaged
- it offers a structure for learning that has a range of starting points, content that matches the needs of young children and activities that provide opportunities for learning both indoors and outdoors
- it provides a rich and stimulating environment
- it is grounded in our school ethos and rules

## The Aims of the Foundation Stage

The curriculum of the Foundation Stage underpins all future learning by supporting, fostering, promoting and developing children's:

- personal, social and emotional well-being
- positive dispositions and attitudes towards their learning
- social skills
- attention skills and persistence
- language and communication skills
- reading and writing skills
- mathematical understanding
- curiosity for the world around them (Understanding the World)
- physical development and well-being
- creative development

**Practice**

At Streatley CofE Primary School there is one Reception class with a fully qualified teacher and part time teaching assistant. Our practice is built upon guidance in the Statutory Framework 2012: 'Each area of learning and development is implemented through planned, purposeful play and through a mix of adult led and child initiated activity. Play is regarded as an essential part of children's development, building their confidence as they learn to explore, to think about problems, and relate to others.'

As soon as children join the Reception class within the school, we aim to:

- set realistic and challenging expectations that meet the needs of all children
- provide a wide range of teaching styles
- create an environment where children feel motivated, promoting a high level of success and self-esteem
- provide a safe and supportive environment
- enable all children to develop positive relationships with each other and adults in the school
- provide opportunities to develop independence, enabling children to feel confident, make informed judgements and take part in self-initiated activities
- establish a consistent daily routine
- encourage a sense of fun through learning

Children experience learning in a variety of groupings - individual, paired, small groups and whole class. The organisation of the timetable allows for adult-directed tasks, whole class times and child initiated opportunities (Independent Learning), providing opportunities for all children to develop their learning in a variety of ways and at rates suitable for them.

**The Foundation Stage Curriculum**

The practitioners working within the Foundation Stage acknowledge the fact that all children learn in different ways and develop emotionally, intellectually, morally, physically, spiritually and socially at differing rates. All aspects of development are equally important and opportunities are provided for children to develop these aspects fully at all times.

From September 2012 the reformed EYFS came into effect.

There are 3 Prime Areas of Learning:

- Communication and Language (Listening & Attention, Understanding, and Speaking)
- Physical Development (Moving & Handling, Health & Self Care)
- Personal, Social & Emotional Development (Self-confidence & Self-awareness, Making Relationships and Managing Feelings & Behaviour)

There are 4 Specific Areas of Learning through which the Prime areas are strengthened and applied:

- Literacy (Reading & Writing)
- Mathematics (Numbers and Shape, Space and Measure)

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- Understanding the World (People and Communities, The World, and Technology)
- Expressive Arts and Design (Exploring & Using Media and Materials, and Being Imaginative)

Elements of Religious Education are also taught in the Reception Class and through whole school assemblies and celebrations following the Locally Agreed Syllabus (Oxford Diocese support us). The Development Matters document within the EYFS, provides the basis for planning throughout the Foundation Stage. Much of the work planned for the Foundation Stage focuses on a particular topic or theme with the tasks related to it. It is within these tasks that opportunities to progress in the seven areas of learning are provided. Planning and guided children's activities will reflect on the different ways the children learn.

We focus on the children's characteristics of effective learning (taken from EYFS 2012):

- playing and exploring – children investigate and experience things – 'have a go'
- active learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements
- creating and thinking critically – children have and develop their own ideas, make links and develop strategies

### Assessment

Children within the Foundation Stage are regularly assessed by the staff working with them. On entry to Reception, children are assessed using a combination of pre-school transfer records and staff observations. These assessments are then recorded on individual and class documents that are then used for tracking purposes and also to modify teaching and planning.

Ongoing assessment (formative assessment) is an integral part of the learning and development process. Staff are involved in daily observations and assessments throughout the Reception Year; they include both child initiated tasks and teacher led activities in the inside and outside learning environments. Observations, samples of work and photographs are recorded in each child's 'Learning Journal'.

The EYFS Profile will be completed at the end of the Reception Year (summative assessment) in the form of a written report. Teachers will report whether children are meeting expected levels of development (Expected), exceeding expected levels of development (Greater Depth), or not yet reaching expected levels (Working Towards). Effort and progress over time will also be noted. All attainment data is passed on to Year 1 teachers for continuity at this time of transition. Any children who are assessed as Emerging will continue to work on the EYFS curriculum in Year 1.

Parents receive regular updates on the progress of their children through:

- two 'book looks' – an opportunity to view their child's Learning Journal, Handwriting folder, Maths and Writing books in the classroom
- two formal parent-teacher meetings
- the EYFS profile in the form of a written report in the summer term

At the end of the Reception Year parents receive a copy of their child's EYFS Profile and they can keep their child's Learning Journal, Handwriting, Writing and Maths books.

### Inclusion and Equality

We believe that all children matter and should be provided with the opportunities to achieve their best. This is done by valuing each child as an individual and taking this into account when planning for their learning. In the Foundation Stage we set realistic and challenging expectations for all of the children in our care. This means that we plan to meet the needs of boys and girls, children with special educational needs, children who are more able, children who are deemed to be more able, children with disabilities, and children from all social, cultural and ethnic backgrounds as well as from diverse linguistic backgrounds.

We meet all of the needs of our Reception children through:

- planning opportunities that build upon and extend children's knowledge, experience and interest, and develop their self-esteem and confidence
- using a wide range of teaching strategies based on children's learning needs
- providing a wide range of opportunities to motivate and support children and help them to learn effectively
- providing a safe and supportive learning environment in which the contribution of all children is valued
- using resources which reflect the diversity of the world in which we live
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills
- monitoring children's progress and taking action to provide support as necessary, involving outside agencies where available

### The Role of Parents within the Foundation Stage

We believe that all parents have a very important role to play in their child's education. We value the role that parents have played prior to their child starting school and their future role in the education of their child.

To secure this role and promote good relationships with all parents we:

- invite all parents to an induction meeting during the summer term before their child starts school – 'Parent Welcome Evening'
- invite parents to share a session with their child in the Year R setting before they start school – 'Stay and Play'
- offer regular opportunities to discuss their child's progress and view their children's learning – 'Parents Evening' and 'Book Looks'

- provide opportunities for parents to speak to the teacher on a day-to-day basis each afternoon at the Foundation Stage gate
- invite all parents sign up to support with Forest School - 'Wellie Wednesday'
- plan for a range of activities to be carried out throughout the year that encourage a collaboration between the child, parents and Foundation Stage staff
- promote the involvement of parents in their child's reading, and encourage regular communication between home and school with reading records
- provide Phonics, Handwriting and Maths supporting documents at the first parents evening of the school year to ensure cohesion between learning at home and at school

### **Resources**

We plan a learning environment, both indoor and outdoor, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.



**Appendix A - Maths in Foundation Stage at Streatley Primary School****Our Offer**

We use the White Rose 2023-24 scheme of learning in daily directed lessons followed by an independent activity which children are supported to engage in.

Maths books are used to highlight key pieces of work, to support number formation practice, and for assessment checkpoints at the end of each unit in the White Rose scheme.

We provide children with access to Doodlemaths online, and they are encouraged to spend 5-10 minutes daily completing the activities which are automatically set to both support and challenge.

To support curriculum cohesion and encourage mathematical fluency across the school each term we have a KIRF (key instant recall fact) which children are supported to learn. The KIRFS will be sent home early in the year and a record of assessment kept in maths books.

**How to Support at Home**

- Support your child to complete 5-10 minutes daily on Doodlemaths.
- Practice the key instant recall facts, such as the days of the week.
- Use songs or rhymes to aid KIRF and general mathematical fluency, for example there are various 'Days of the Week' songs on YouTube.
- Numberblocks on BBCiplayer is another great online visual resource for supporting children to understand what different numbers consist of.
- Focus on concrete representations of number before moving on to abstract. For example, use resources such as pebbles or cutlery to show the number two before writing it.
- Encourage children to count out objects methodically, saying one number for each object.
- Encourage children to see mathematical patterns in their everyday life. For example, numbers on a speed limit sign, numbers on a clock.
- Ask children questions that encourage use of mathematical thinking, for example 'how many plates do I need to set the table?' and 'if I have four plates how many forks do I need?'
- Encourage children to spot shapes in everyday life, for example, the TV is a rectangle, the dinner plate is a circle etc.
- Encourage children to spot repeating patterns in everyday life. For example, stripes on clothing or home furnishings.

**Games to Encourage Mathematical Thinking**

- Sing the song 'Five Little Speckled Frogs', you can increase the number of speckled frogs if needed!
- Sing the song 'Ten Green Bottles', again you can change the number of bottles if needed.
- Snap or any kind of matching picture or number card game.
- Snakes & Ladders or any dice games.
- Complete my pattern – create a repeating ABAB pattern and ask your child to finish it. This can be extended to AAB, ABB, AABB etc if needed.

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**Appendix B - Reading & Writing in Foundation Stage at Streatley Primary School****Our Offer**

We use the accredited West Berkshire Flying Start Phonics scheme of learning in daily directed lessons followed by a separate handwriting lesson following the Flying Start handwriting patter. We start these Flying Start lessons as soon as possible (child dependent) in the Autumn term/September.

Traceable handwriting sheets are used to support letter formation practice. Repetition and practice are key. Handwriting patter sheets are sent home at parents evening to support practice at home. Writing books are used to highlight key pieces of work, to support letter formation practice and to encourage children to use their phonic knowledge to begin to spell words and, by the end of the year, write whole sentences.

Sound mats and tricky words sheets are provided for parental support at the first parents evening of the school year.

Our reading books are matched closely to the sounds the children learn by phase. We have to ensure your child has learnt all the sounds present in the reading book and can read these fluently before being able to move them up to the next phase.

Miss Davies will read with your child on a 1:1 basis once a week and keep a record of this with any pointers for improvement in the reading record.

**Reading for Pleasure**

We encourage reading for pleasure throughout our curriculum. Our book corner is rotated half termly to link with our Topic learning and children are encouraged to look through these books and spot any sounds or tricky words they recognise as well as to engage with the content. We have close links and a yearly visit with the local librarian and encourage children to read for pleasure, alongside their school reading book, at home. We read as a class daily and engage children with a wide range of Fiction, Non-Fiction and Poetry from around the world so that they learn books by heart or can join in using call and response. Comprehension is key and this is supported by frequent questioning.

**How to Support at Home**

- Read once a day together. Little and often is best, ie one or two pages or sentences a day, if a whole book is too much at first, is more effective than just once a week. Repetition is key.
- To ensure reading is as accurate as possible encourage your child to use their 'magic finger' (index finger) to point to each sound and say it. When the word has been sounded out, blend the sounds together to form the word. Use your finger too if needed but encourage your child to always use their finger as well. This will help them keep their place and remain focused.
- Support them to blend the sounds by saying them one after another without leaving a gap, or by gradually minimising the gap each time.
- Always read the sentence back to support fluency.
- Ask questions about the story to encourage comprehension, for example, 'what do you think will happen next and why?'
- Have mini quizzes at home using the sound mats and tricky word lists provided.
- Read to your child to encourage a love of books and reading for pleasure. Point to the words as you say them and ask questions about the story such as 'how do you think this character is feeling and why?'

- Talk about the structure of a book whilst looking through one together. For example, point out the front cover, the page numbers and the back cover. Discuss key vocabulary such as the author, illustrator, title and blurb. What do these terms mean?
- Support fine motor skills for handwriting by using the activities below.

**Activity Ideas to Improve Fine Motor Skills**

- Games - how many pegs can you clip on a paper plate or basket before the timer runs out? Put coloured pegs round a plate to make a pattern, throw a colour dice and pick the relevant peg.
- Cooking – chop, spread and mix.
- Art - drawing, colouring, painting, finger painting, collage, sculpture with airdry clay.
- Cutting – shapes, fringes, pictures to mount, lanterns, paper men.
- Tear along straight or wavy lines on newspaper or tissue paper or round an outline.
- Threading – buttons, pasta, hole-punched shapes onto string, wool or pipe-cleaners.
- Fasten – dolls' clothes, treasury tags, elastic bands, shoelaces, buckles, poppers, velcro, buttons, hook and eye, zips, string, pegs on a washing line.
- Construct – using straws and pipe-cleaners, Duplo, Lego, Playmobil, Playdough.
- Use tools and utensils for cooking, eating or building.