



## EYFS Curriculum intent

The EYFS is the **very foundation that all learning is built upon** at West Croft School.

We know that if we get it right in the Early Years we give every child their best ever starting point for success in the future. We offer a very broad and balanced curriculum that values every area of the curriculum equally. Developing language is at the heart of everything we do and building children's vocabulary is key. Children are taught to read and write through our structured synthetic phonics programme of letters and sounds. Close partnerships with parents are fundamental in Early years and parents have many opportunities to come into school to see their child at work, plus varied workshops are offered to them. We strive to provide inspiring environments that create awe and wonder that we develop alongside children's interests. We have kept environments very natural and have developed wonderful loose parts areas which have been key for developing communication, language and imaginative play. We aim to give every child the tools to become an **enthusiastic, confident** and **competent** reader by providing a **literacy-rich environment, high quality engaging texts** and **inspiring reading opportunities**.

### **It is our intent that a child leaving the early years from West Croft will:**

- Have a life-long love of learning.
- Access the phonics programme and make rapid progress from their starting points.
- Have a passion for reading and have a high regard for books and reading.
- Have a rich vocabulary which will deepen the four language skills of listening, speaking, reading and writing.
- Have a passion to explore the world around them and want to find out more.

### **We will strive to:**

- To provide enabling environments that offers challenge to all children.
- To ensure **all** children access the curriculum.
- To create strong partnerships with parents that continue through the school.
- To deliver a creative and broad curriculum that values play and offers a balance of child initiated and adult initiated tasks

	<b>Intent</b>	<b>Implementation</b>
<b>Phonics</b>	<ul style="list-style-type: none"> <li>• West Croft follow the 'Letters and sounds' sequence for teaching sounds.</li> <li>• Teaching Phase 1 of the Letters and Sounds program is taught in Nursery. Aspects of the program are integrated into all areas of the provision, which creates a language rich environment. Phase 1 is integrated into provision in the Autumn term of Reception to ensure a transition of skills and ensure they are built upon.</li> <li>• Daily direct, focused phonics sessions (Phase 2 and Phase 3 are taught in Reception).</li> </ul>	<ul style="list-style-type: none"> <li>• Children take home reading books matched to their current phonics levels to ensure they can access what they are reading. Phonically decodable books are the basis of children's individual and guided reading experiences.</li> <li>• Phonics workshops are offered throughout the year to ensure parents know how to best support their child at home. We have an emphasis on handwriting during the phonics session to ensure letter formation is developed from an early age.</li> <li>• Teachers and teaching assistants provide extra practice throughout the day for the children who make the slowest progress. Second session of phonics and precision teaching ensure that children make the progress that is required.</li> <li>• Teachers track children's progress half- termly which is reviewed by the Phonics Lead.</li> </ul>
<b>Guided Reading</b>	<ul style="list-style-type: none"> <li>• To teach decoding and early comprehension skills required for children to get their Early Learning Goal.</li> <li>• We aim to develop comprehension skills through pupils' experience of high quality-quality discussion with the teacher, as well as reading and discussing a wide range of stories, poems and non-fiction.</li> </ul>	<p><b>Small group reading</b> A critical component of guided reading is text selection; it must be purposeful and have the needs of the learner in mind. Books must be phonetically matched to the ability of the learner. The guided reading book doubles as the home reader, giving the children an opportunity to explore the book several times at both a decoding and comprehending level.</p> <p><b>Step One</b></p> <ul style="list-style-type: none"> <li>• <b>Determine your objective for the lesson</b></li> </ul> <p><u>Skills and strategies used during guided reading:</u></p> <ul style="list-style-type: none"> <li>· Reading and recognising sight words</li> <li>· Using picture cues</li> </ul>

- Tracking print left to right
- Making predictions
- Activating prior knowledge
- Identifying story elements
- Retelling
- Sequencing
- Phonemic awareness
- Recognising concepts of print

**Step Two**

- **Select reading materials that match the level of your reading groups.**

**Step Three**

- **Plan before-reading, during-reading, and after-reading activities.**

**Before-Reading**

**Build Background** — Look at the cover of the book and ask your pupils what they think the book will be about. Predicting is a great way to set the purpose for reading. During this time use the cover of the book to guide pupils in making connections to their own experiences and previous reading.

**Picture Walk** — During the picture walk guide pupils through the text, allowing them to discuss what they see in the pictures. Also discuss and review high frequency words or any vocabulary words you want to focus on.

**During-Reading**

**During Reading:** The pupils will read independently within the group. As pupils read, the teacher will monitor student decoding and comprehension. The teacher may ask pupils if something makes sense, encourage pupils to try something again, or prompt them to use a strategy. The teacher makes observational notes about the strategy use of individual readers and may also take a short running record of the child's reading. The pupils may read the whole text or a part of the text silently or softly for beginning readers.

**After-Reading**

After reading the text, discuss what they have read with pupils. This is the time to focus on the strategies and/or skills you've selected for the lesson.

		<p style="text-align: center;"><b><u>Teachers questioning</u></b></p> <p>There are 3 main types of questioning to be used for whole class reading; literal, inference and evaluative.</p> <ul style="list-style-type: none"> <li>• <b>Literal:</b> A question that can be answered directly from the text. The answer is already there</li> <li>• <b>Inferential:</b> A question that cannot be answered straight from the text. You will need to think about it and read over the text to see. The text only tells you hints and clues.</li> <li>• <b>Evaluative:</b> Evaluative questions are very similar to Inferential Questions. However, Evaluative sort of sums up the text and ask you to judge something of the text such as; the meaning, truth, answer, opinion and etc.</li> </ul>
<p><b>Reading aloud to children</b></p>	<p>At West Croft School we believe that reading aloud to children is directly linked to children’s developing literacy ability and we acknowledge the multiple benefits of reading to children aloud including;</p> <ul style="list-style-type: none"> <li>• Supported cognitive development.</li> <li>• Improved language skills.</li> <li>• preparation for academic success.</li> <li>• Developing a special bond with your child.</li> <li>• Increased concentration and discipline.</li> <li>• Improved imagination and creativity.</li> <li>• Cultivating a life-long love of reading.</li> </ul> <p><b>We will</b></p> <ul style="list-style-type: none"> <li>• Build a bank of story and rhyme knowledge.</li> <li>• Expose children to texts beyond what they can read themselves.</li> </ul>	<p>All adults in EYFS model reading behaviours regularly and encourage children to take part in shared reading experiences.</p> <p><b><u>Modelled reading behaviours</u></b></p> <ul style="list-style-type: none"> <li>• Adults lead the reading process, and bring the text to life</li> <li>• children listen and make meaning from adults’ narration of and interaction with the text</li> <li>• modelled reading allows adults to develop children’s concepts of print, phonological awareness and making meaning and expressing ideas through texts</li> <li>• during modelled reading, adults can engage in print referencing, where they point out aspects of print nonverbally</li> </ul> <p><b><u>Shared reading behaviours</u></b></p> <ul style="list-style-type: none"> <li>• Adults provide opportunities for children to engage with texts in collaboration with them</li> <li>• Adults make the reading experience enjoyable and exciting for children</li> <li>• children comment, describe, and narrate parts of the text they recognise or are familiar with</li> <li>• children join in on the repetitive, predictable parts of books</li> </ul>

- Develop an enjoyment of reading.

### **Shared Book Experience**

#### **We practice three stages of the shared book experience;**

**Discovery**—children share the book reading with the educator for the first time, attempting to join in, or read along as the educator points to the words, making meaning throughout

**Exploration** – educators and children reread the text together (e.g. on the next day, or subsequent days), children are more able to join in as they become familiar with the text

**Independent experience and expression** – children are scaffolded to discuss the text and what it meant to them, and express their understanding in a variety of ways.

At the earliest point, we begin to foster a love of reading by sharing stories, poems and rhymes to develop vocabulary and comprehension.

Reading is an absolute priority from the beginning of a child’s educational journey within our setting and staff embed a love of reading in a variety of practical ways within the environment through;

#### **Nursery**

- A dedicated focus on Phase 1 phonics
- Literacy based hooks to introduce an activity or concept
- Developing reading in the outside area. Special outdoor boxes house fiction and non-fiction texts to accompany outdoor provision.
- Weekly book focus which most activities and Continuous Provision come from so children can internalise the story.
- Revisiting of a book multiple times, read by an adult, throughout the week with a vocabulary focus or joining in with repeated refrains and sound effects.
- Vocabulary triangles to highlight the vocabulary for a specific theme
- Daily story book-based intervention (to support children who struggle to listen as part of a larger group) with links to EAD activities.

		<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>• Linking all enhancements to continuous provision to our text.</li> <li>• Newsletters and home-learning link to the texts so parents can see what we will be doing in school and how they can support at home.</li> <li>• Dedicated vocab/language sessions which explore unknown words from stories we are reading.</li> <li>• Vocabulary triangles added to with the children with words from stories and from guided reading sessions.</li> <li>• Story squares/ helicopter stories are beginning to be developed (CH)</li> <li>• Role-play areas which encourage re-telling of known stories and creating new stories.</li> <li>• Puppet theatres, puppets and small world objects support oral re-telling and performances.</li> <li>• Guided reading sessions supported by the children reading the same book at home.</li> <li>• A box of top 11 reads in Reception to be read over and over.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Children will be subjected to a wide range of new vocabulary.</li> <li>• Children will have the opportunity to explore new vocabulary and will be supported to have the confidence to use new and varied vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Discrete vocabulary sessions are taught.</li> <li>• Vocabulary from texts are taught through a range of games.</li> <li>• The vocabulary triangle is used to enhance language skills.</li> <li>• Adults model using extension and technical words and encourage children to extend their vocabulary.</li> <li>• Colourful semantics is used to help build longer sentences, which in turn is used to support their writing.</li> <li>• 2 step phrases are displayed in the 2-year-old room and children are extended by the adults</li> <li>• Vocabulary progressions are on display and focus words of the week are carefully selected and are enhanced in the provision, offering a language rich environment.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• At West Croft we know that all children are writers. Writing involves the transcription (spelling and handwriting) and composition (articulating ideas and</li> </ul>	<ul style="list-style-type: none"> <li>• Writing is initially developed through the Phonics program.</li> <li>• Segmenting is taught and modelled daily.</li> <li>• Children are encouraged to use fingers to segment words for spelling (Heavily modelled in Phonics sessions, shared writing sessions and in continuous provision)</li> </ul>

	<p>structuring them in speech, before writing)</p> <ul style="list-style-type: none"> <li>• In Nursery all children will have the confidence to explore mark making materials and will talk about the marks they make.</li> <li>• Children in Reception will be able to write a simple sentence or phrase that can be read by others.</li> <li>• Children will show an awareness of punctuation, such as a full stop and capital letter.</li> </ul>	<ul style="list-style-type: none"> <li>• Rehearsing the sentences is modelled and children are encouraged to do this for independence, being able to hold the sentence in their brains to write it independently.</li> <li>• Sound mats are used and adults' model how to use these to give children independence in their writing.</li> <li>• Letter formation is taught daily through the Phonics program.</li> <li>• Writing materials are in all areas of provision to encourage early mark making and writing.</li> <li>• Message centres are available across The EYFS and the opportunity to write both indoors and outside.</li> <li>• The writing raffle is utilised from the Spring Term to encourage child initiated, independent writing.</li> <li>• Identified children receive writing interventions.</li> <li>• Writing materials sent home to support children.</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>• At West Croft we know developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically.</li> <li>• Children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.</li> <li>• Provide rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.</li> <li>• Develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Maths sessions are taught following the White Rose program.</li> <li>• Lessons are adapted to needs and interests of the children.</li> <li>• Providing frequent and varied opportunities to build and apply this understanding, using manipulatives within the lessons and enhanced in the provision.</li> <li>• F1 and F2 have maths foci and a strong emphasis of maths skills are developed in the provision.</li> <li>• Discrete maths areas are accessible both inside and outside where children can demonstrate and consolidate the skills they have been taught/modelled.</li> <li>• Develop and nurture a 'have a go' attitude and encourage talking to adults and peers about what they notice and not be afraid to make mistakes.</li> <li>• Number rich environments both inside and outside.</li> <li>• Home learning support.</li> <li>• Identified children receiving number interventions.</li> </ul>
<b>PSED</b>	<ul style="list-style-type: none"> <li>• PSED is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development.</li> <li>• We will provide strong, warm and supportive relationships with adults</li> </ul>	<ul style="list-style-type: none"> <li>• Feelings are explored in the first instance through the book The Colour Monster.</li> <li>• Books are carefully selected to tackle any issues that may arise or for a particular skill the children need to learn.</li> <li>• Children will be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.</li> </ul>

	<p>enabling children to learn how to understand their own feelings and those of others.</p>	<ul style="list-style-type: none"> <li>• Adult modelling and guidance of how to look after their bodies including healthy eating, and manage personal needs independently.</li> <li>• Children are modelled through supported interactions with other children how to make good friendships, co-operate and resolve conflicts peacefully.</li> </ul>
<b>PD</b>	<ul style="list-style-type: none"> <li>• To provide a physically stimulating environment which is vital in children's all-round development, enabling them to pursue happy, healthy and active lives.</li> <li>• Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.</li> <li>• Fine motor control and precision helps with hand-eye co-ordination which is linked to literacy skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Finger strengthening skills are developed through the use of daily dough disco sessions and squiggle while you wiggle is used for interventions.</li> <li>• Real Gym is used to ensure the progression of core strength skills are followed which will have a direct impact on learning with being able to sit both on the floor and at the table.</li> <li>• PD skills are widely modelled and is available across all of the provision, both inside and outside.</li> <li>• Climbing equipment for younger children to explore and loose parts form them to create own structures for climbing are integrated into the provision.</li> <li>• Create games and provide opportunities for play both indoors and outdoors, supporting development of core strength, stability, balance, spatial awareness, co-ordination and agility.</li> <li>• Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and craft and the practice of using small tools, with feedback and support from adults, allowing children to develop proficiency, control and confidence.</li> </ul>
<b>UW</b>	<ul style="list-style-type: none"> <li>• Guide children to make sense of their physical world and community.</li> <li>• To foster an understanding of our culturally, socially, technologically and ecologically diverse world.</li> <li>• Enrich and widen children's vocabulary which will later support reading comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>• Carefully chosen texts and topics are used to develop children's understanding and awareness of the world.</li> <li>• Provide a broad range of stories, poems, rhymes, non-fiction and songs.</li> <li>• Class discussions and teaching of new vocabulary helps to support further understanding.</li> <li>• Children are encouraged to ask questions and have the drive to find out more.</li> <li>• Home links are nurtured so families can learn together at home, helping to form discussion points around the table for dinnertime.</li> <li>• UW enhanced in the Provision linked to texts and topics.</li> </ul> <p><b>The frequency and range of children's experiences increases their knowledge and sense of the world around them</b></p> <p>We will try to provide more experiences to help them make sense of the world around them like;  Visiting parks, libraries, zoos  To meeting important members of the community like;  Police officers, nurses and firefighters</p>

<b>EAD</b>	<ul style="list-style-type: none"><li>• To develop children's artistic flair, creativity and imagination. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.</li></ul>	<ul style="list-style-type: none"><li>• Discrete Art sessions are taught.</li><li>• Children to leave EYFS being able to draw a person including features.</li><li>• Techniques of how to join materials are modelled and supported in provision.</li><li>• An array of art materials is always available in provision to support creativity, innovatively and independence.</li><li>• Opportunities for frequency, repetition and depth of experiences which are fundamental to their progress in interpretation and appreciating what they hear, respond to and observe.</li><li>• Using instruments will be taught, keeping to a tempo and beat- opportunities to explore sound and creating own pieces of music in music area.</li></ul>
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