



## EYFS at Twiss Green

### Pedagogy

At Twiss Green, we believe that the Early Years Foundation Stage is exactly that - the crucial foundations to a child's education in school. With this in mind, we aim to provide children with a broad and balanced curriculum from their first year in school. Our approach aims to provide children with exciting opportunities, first hand experiences, a range of school trips, and well planned interactions with highly trained adults with a wide range of EYFS knowledge and experience. By doing this, we are able to ensure that children are well prepared for the future of their education.

### Links to Y1 and the National Curriculum

Children are prepared for Y1 from the moment they begin school. Children's learning is purposeful with close links to the Y1 curriculum.

- Literacy - Children in Reception follow Literacy Counts: Read to Write Foundations and this ensures children are prepared for English lessons in Y1 with Literacy Counts.
  - Phonics/ Early Reading - Children in Reception are taught daily Little Wandle Phonics lessons which continues in Y1 with the same lesson format in order to reduce cognitive load.
- Children are immediately integrated into the wider life of school, taking part in assemblies and whole school themed days. This provides Reception children with a wide range of opportunities and chances to see and meet members of staff and the school community.
- Foundation Subjects:
    - Expressive Art and Design - Children in EYFS use and follow Kapow which has careful links and progression of skills from EYFS to KSI Art and D&T.
    - Understanding the World - Science, History, Geography and RE subject leaders have close links to these subject areas.
    - In the Summer term, children are provided with the opportunity to spend the morning in their new classroom with their new teacher to provide opportunities to get to build relationships.
    - EYFS to Y1 parent meeting - Reception parents are invited to a meeting to discuss Y1 changes and expectations in order to support parents in supporting their children with any change.
    - Reception and Y1 staff meet extensively to discuss EYFS Profile, needs and support before transition.

### Intent

At Twiss Green Community Primary School, we greatly value the importance of the EYFS in providing a secure foundation for future learning and development.

We seek to provide:

- **Quality and consistency**, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

### Implementation

- High expectations
- Regular assessment to plan and provide opportunities for clear next steps
- Individual support and interventions provided wherever needed.
- Exciting learning activities within continuous provision that provide opportunities to consolidate knowledge
- Close links with Y1 and wider school
- Trips and visitors - first hand experiences
- Inclusive and safe environment
- Parental involvement

### Impact

- Happy children who enjoy coming to school
- Children who are able to read a large number of phase 2, 3 and 4 texts with high accuracy (unlocks other areas of the curriculum)
- Well rounded children
- Children with all the foundational knowledge and skills needed for future learning

## Early Reading

Children are taught using Little Wandle Letters and Sounds Revised Phonics Scheme. Phonics is taught daily from Autumn 1 as soon as the EYFS baseline assessment has been carried out. At Twiss Green we aim to complete the Language, Communication and Literacy baseline in the first week at school so that phonics lessons can begin from Week 2.

Children are formatively assessed daily within phonics and early reading and daily keep up sessions are provided to any identified children.

Children read 3 times per week with a trained adult and these guided reading sessions follow the format of decoding, prosody and then comprehension.

Additional individual reading practice takes place for any identified children.

Children's reading books are carefully matched to their phonics ability and are fully decodable. These reading books are sent home via ebooks currently for children to practice.

Children are also provided with the opportunity to take home a books for pleasure each week which parents/carers can share at home to continue to develop a love of reading and stories.

## Literacy - Writing and application of phonics

Children are taught Literacy lessons daily from Week 3 during Autumn 1 once Reception Baseline Assessments have been carried out.

At Twiss Green, we use and follow the Literacy Counts: Read to Write Foundations. This means that Literacy lessons are taught based around a vehicle text that changes each half term.

The children begin each half term completing a 'hook' activity that provides clues and ideas about the story they are going to become immersed in. Next, the children follow a cycle of Look, Jump in, Plan Sentences, Write Sentences.

This routine and consistency of following a cycle enables children to produce high quality writing based around the text.

Additionally, children explore texts through the use of 5 different characters from the scheme (Opening Octopus, Build up Bear, Problem Penguin, Elephant Ending and Wise Owl). These 5 characters all teach the children about key information of each part of the story so that the children can incorporate this into their own versions. The routine and consistency of these characters means that children are able to plan sentences to form their own short stories from very early on in the year.

## Maths

Children are taught maths lessons daily in Reception alongside exciting and engaging maths activities within continuous provision which allows children to apply taught skills independently.

At Twiss Green, we aim to complete the Reception Baseline for mathematics within the first 2-3 weeks of school. This means that Maths lessons are able to begin in Week 3 of Autumn 1.

At Twiss Green our baseline assessments show that children start school with a strong foundation of mathematical knowledge. With this in mind, we have created our own long term plan that meets the needs of our pupils. Lessons are then planned using resources and steps of progression from White Rose and NCETM.

In Reception we introduce children to a range of concepts and representations viewed in a range of ways. This ensures children build a strong foundation of maths knowledge AND skills.

In Reception children are introduced to the following equipment: Part whole model, fives frame, tens frame, bead strings, Numicon, double sided counters, balance scales and much more!

## Understanding the World

### The World

In Reception, the children are exposed to first hand experiences that build on the knowledge and skills they will need in the future to be able to work scientifically. In EYFS we plan for children to explore, ask questions and solve problems so that they have hands on experiences.

Children are exposed to lots of planned outdoor learning opportunities to observe changes in seasons as well as plant and grow fruit, vegetables and flowers.

### Past and Present

Children learn about themselves and adults who are familiar to them e.g. their parents and grandparents. Children explore the history of themselves, how they have grown and changed over time as well as explore what life was like for their parents and grandparents as a child. Children are exposed to this through stories and practical exploration.

### People, Culture and Communities

Children explore a range of different religious and cultural communities through stories and exciting lessons designed to think about special buildings and books etc... always linking back to what is special to themselves.

Children explore similarities and differences between life in this country and life in other countries through the use of stories, videos, non-fiction texts and Google Earth. Children are also provided with lots of opportunities to explore non-fiction texts in order to find out more information around questions that they have generated themselves. (Always encouraging their own curiosities.)

## Expressive Art and Design

Children are provided with lots of opportunities within continuous provision to explore a range of media and artistic resources. Meaningful interactions with adults mean that children are supported in continuous provision as well as exciting activities that are planned and changed throughout each week ensure that children are excited to learn new skills and explore a range of different media and how it can be combined.

Art and D&T - whilst these skills are continuously practised in continuous provision, EYFS follow Kapow combined scheme where specific art and D&T lessons are taught every other half term. This is in line with our whole school approach and ensures that children have a solid foundation for their future art and D&T lessons.

Equally, Kapow's combined long term plan is planned in order to ensure a clear progression of skills, thus preparing children with the appropriate skills to guarantee a smooth transition into Y1 and future year groups.

## Physical Development

### Fine Motor

Children in Reception have lots of opportunities to develop fine motor skills which change throughout the year based on children's needs. Typically, at the start of each academic year children will be provided with planned activities such as 'dough disco' and 'squiggle while you wiggle' which are aimed at developing fine motor control and muscles needed for correct pencil grip. As the year progresses, daily handwriting lessons are introduced which are closely linked to our chosen phonics scheme - learning to form each letter sound as it is learned. Once all phase 2 sounds have been introduced and letter formation taught with the Little Wandle Mantras, writing lessons then follow LetterJoin handwriting scheme in line with the rest of school. This ensures continuity and progression for our youngest learners as they move through school. Finally, children are provided with a 'Finger Gym' area in their classroom where they can access a variety of fine motor activities to develop their fine motor skills.

### Gross Motor

To practise and develop gross motor skills and sport specific skills, children take place in twice weekly PE lessons. These PE lessons follow the 'Get Set 4 PE' scheme in line with the whole school. This ensures that children are learning skills that will support them with future PE lessons as they continue to learn and grow throughout school. These lessons also mean that children are exposed to specific skills needed for particular sports and games.

### Communication and Language

C&L skills are integrated in all that happens in our EYFS setting. Children are encouraged to ask questions and explore new vocabulary continuously and this is particularly evident in our Literacy lessons through the use of Literacy Counts. Additionally, children explore a variety of texts outside their daily Literacy lessons which is vital to encourage lots of early language skills. Children sing nursery rhymes which form a crucial part of learning new language and developing understanding. Finally, children explore 'word of the day' where the meaning of a new word they have found/encountered is explored.

### Home learning

Children at Twiss Green are provided with lots of opportunities to engage with learning at home.

- Children are provided with 3-4 pieces of homework per week that directly links to learning that has taken place in class. This homework often consolidates handwriting, phonics and maths learning
- Children are provided with an e-book to read at home which is fully decodable and directly linked to their phonetic knowledge so that they can read it accurately.
- Children take home a book for pleasure so that they can share stories at home and develop a love of reading.

### Assessments

#### DFE Baseline

- Children complete the DFE Reception Baseline Assessment upon starting school. Although the Baseline Assessment can be carried out for up to 6 weeks of a child starting school, at Twiss Green, we aim to do this by week 3 in school in order to gain the most accurate baseline before teaching of formal lessons begins.

#### Development Matters (2021)

- At Twiss Green, we are guided by the Non-Statutory Curriculum Guidance **Development Matters (2021)** to provide small steps of skills children will need in order to reach their ELG's.

#### Termly Assessments

- The EYFS team spend time in the first weeks at school gaining a clear baseline picture of children against each area of the Development Matters. This provides a clear baseline overview of each child in order to plan their individual next steps.

- Children are then assessed against every area of the Development Matters termly in order to monitor their progress and development.

#### Little Wandle

- Phonics is assessed summatively every half term and is carried out again after 3 weeks if a child does not meet the expected standard. Assessments are used to plan daily keep up sessions and place children on their appropriate book levels.

#### EYFS Profile

The EYFS Profile - a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1.

### Quick Overview of Data

(% meeting expected standard)

	National Data 21/22	Twiss Green Data 21/22	Predicted Data 22/23
Communication & Language	79.5%	93.1%	96.15%
Physical Development	84.9%	100%	92.3%
Personal, Social, Emotional Development	83%	86.2%	92.3%
Maths	75.9%	93.1%	96.15%
Literacy	68%	75.9%	96.15%
Understanding the World	79.6%	96.6%	96.15%
Expressive Art & Design	84.5%	100%	96.15%
Good Level of Development (GLD)	65.2%	75.9%	88.46%