

## The Oval School EYFS Policy



### The Oval School EYFS Policy

Reviewed Sep 2021

*“Logic will get you from A to B, imagination will take you everywhere”*

Albert Einstein

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#### EYFS policy rationale

Children are born ready, able and eager to learn. They actively reach out to interact with other people and in the world around them. Development is not an automatic process; however, it depends on each unique child having opportunities to interact in positive relationships and enabling environments.

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

“Early Years Foundation Stage Profile” Department for Children, Schools and Families’ 2012

#### Policy Aims:

The EYFS is based upon four principles:

- **A unique child** - We recognise that every child is a competent learner who can be resilient, capable and self-assured. We recognise that children develop in individual ways and at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement as well as celebration and rewards to encourage and develop a positive attitude to learning.
- **Positive relationships** - Children learn to be strong and independent through positive relationships. We recognise that positive relationships are warm and loving and foster a sense of belonging. Practitioners are sensitive and responsive to the child’s needs, feelings and interests. They are supportive of the child’s own efforts and independence and consistent in setting clear boundaries.
- **Enabling environments** - We recognise children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

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- We recognise that the environment plays a key role in supporting and extending the children's development. Through observations we assess the children's interests, stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.
- **Learning and development** -The EYFS is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. Early Years is set up in learning areas where children are able to find and locate equipment and resources independently.

The aims of EYFS provision in our school are to:

At The Oval School we aim to provide children with opportunities to prepare them for adult life. We create an ethos and curriculum which provide maximum learning for each individual child. To suit all pupils' needs we:

- provide the structure for a broad, exciting and interesting curriculum
- provide the environment to develop physically, creatively and spiritually
- encourage everyone to strive for success and become numerate and literate & help pupils prepare for life in a modern democratic Britain and a global society and to prevent extremist behaviour
- help people appreciate the world around us, to learn the part we need to play in protecting our environment particularly within our own local area and community

### Mission Statement

The mission statement for The Oval School is: 'Together we are achieving success' We provide a safe environment in which pupils can develop: & socially by showing respect for others and their beliefs & academically by achieving our potential & with our partners by developing partnerships within the community and across the UK.

### Statutory requirement

**Staffing:** Early Years Provision is staffed, as a minimum, to the statutory guidance outlined in [The Statutory Framework for the Early Years Foundation Stage](#); this information is outlined from page twenty-eight to thirty-one. Our school has assigned key workers in each of the Early Years settings. These members of staff ensure that every child's care is tailored individually to meet their needs. It also enables the child to settle and build relationships between themselves, parents and staff.

## Curriculum: 5. School Curriculum - Approach Programme of Study and delivery Teaching and Learning

<h3>Approach</h3> <p><b><u>Pedagogical approaches used in EYFS:</u></b> Pedagogy is the understanding of how children learn and develop in EYFS and the practices through which we can enhance that process.</p>	<h3><u>Pedagogy in practice</u></h3>
<p>In our school our pedagogy is based on mixture of different approaches. Child initiated and adult led activities.</p> <p><b><u>Adult-led activities</u></b> are those which adults initiate. The activities are not play and children are likely not to see them as play. But they are playful activities which are as open-ended as possible, with elements of imagination and active exploration that will increase the interest and motivation for children.</p> <p><b><u>Child-initiated activity</u></b> has many characteristics in common with play, as it is decided by the child, based on the child's own motivation and remains under the child's control. It may involve play of many types, or it may be seen by the child as an activity with a serious purpose to explore a project or express an idea which the child may not see as pure play. It is guided by certain expectations within an Early Years setting regarding responsible use of space, time and purposes. From Stewart, N. and Pugh, R. (2007) Early Years Vision in Focus, Part 2: Exploring Pedagogy.</p> <p><b><u>Scaffolding</u></b> is embedded in our teaching as Vygotsky explained children have two levels of development; one what can already do on their own and other what they can do with the help of an adult (Vygotsky, 1978). So in our school teaching is based on children' emerging skills not on the existing ones. This does not mean pushing children too far or too fast, but instead meeting children where they are, showing them the next open door and helping them to walk through it. It means being a partner with children,</p>	<p>Timetable during the day; Direct teaching, adult led morning session include; Phonic session, maths focus, writing focus, blending sessions, shared reading. Highly structure sessions include interventions, phonic sessions, handwriting focus session, guided reading.</p> <ul style="list-style-type: none"> <li>• Child-initiated play, actively supported by adults include; Free choice sessions offer well planned activities linked to cross curriculum to provide opportunities for children to apply skills in play and progress. These</li> </ul>

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enjoying with them the power of their curiosity and the thrill of finding out what they can do.

### Role of an adult:

role of an adult is crucial in child initiated activities. We have used Iram Siraj Blatchford approach for practitioners to use 'sustained shared thinking' and high scope approach 'plan-do-review'.

Adult;

- support children with '**plan-do-review**' approach. Adult use scaffolding to support this. This might involve an adult talking through their plans for the play and then children thinking ahead of resources they need and what they will be doing. When children finished the 'do' phase, adults have conversation to 'review'. They have the opportunity to think about which of their ideas worked and what they might do different next time.
- offer assistance and support as needed to help children to be successful in following their ideas, including talking about or suggesting strategies, and practical support such as holding an object in place as the child works with it.
- ensure that the learning environment offers a range of stimulating open-ended materials, outdoors and indoors, which children can use and combine in their own way to meet their own purposes.
- ensure that children have sustained time to develop their activities.
- encourage children to **use the language of learning** as they make their plans and carry out and review their activities, talking about things such as 'I remembered, I tried, we found out, we know, I can, we thought, we solved the problem.'
- use a problem-solving approach to resolving conflicts or behavioral issues, helping children to be aware of others' points of view and thinking together to agree on a solution.
- observe children's activities carefully, trying to discover what the child is thinking about and learning and the goals of the play, so they can accurately support and extend the

sessions develop their self-regulation and cognitive skills. Some activities in outdoor, science sessions, art and story making sessions are focused learning, with adults guiding the learning through playful, rich experiential activities.

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child's learning focus either at the time, or later by changes to the environment or in planned activities.

- Our practitioners follow metacognitive strategies in teaching different subject content during the day through play. It involves: 1. Activating prior knowledge; 2. Explicit strategy instruction; 3. Modelling of learned strategy; 4. Memorisation of strategy; 5. Guided practice; 6. Independent practice; and 7. Structured reflection. (EEF Metacognition and self-regulated learning)

### Role of Play:

In our setting children have the opportunity for different types of play.

We plan for;

Unstructured play (Play without Adult support) Child-initiated play, (adult support for an enabling environment and sensitive interaction) Focused learning, (adult-guided, playful and experiential activities) Highly structured (Adult-directed, little or no play).

We have balance of different types of play because too little adult support can limit learning. While play without adults can be rich and purposeful, at times it can become chaotic or repetitive.

In our Early Years practitioners will organise the time, space and activities in the daily routine to reflect the overall combination which best supports children's well-being and learning. At the other end of the scale, too much tightly directed activity deprives children of the opportunity to engage actively with learning.

Children actively drive their own learning and development, by the choices they make, the interests they develop, the questions they ask, the knowledge they seek, and their motivation to act more competently. Children's choices and interests are the driving force for building knowledge, skills and understanding: by working and playing with other people, they are constantly learning about themselves and their social and cultural worlds. Children build positive identities through collaborative, caring relationships with other people, by managing and taking risks, 'having a go', experiencing success, developing

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resilience, and developing 'mastery' or 'can-do' attitudes. High-quality provision helps children to develop positive dispositions which lay the foundations for becoming lifelong successful learners.

Intent	Implementation	Impact
<p>At The Oval school, the curriculum is designed to recognise children's prior learning and their experiences at home, provide first hand learning experiences, whilst allowing the children to build resilience, ambition and integrity. Every child is recognised as a unique individual and we celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We provide enhancement opportunities to engage learning and believe that our first experiences of school should be happy and positive, enabling us to develop a lifelong love of learning.</p> <p>The intent of our EYFS curriculum is to design a curriculum, which is accessible to all and that will maximise the outcome for every child</p>	<p>Last year we become early adopter schools. Which means, the government had published a new Framework, which all Schools and Early Years Settings will be introducing in September 2021. Our school is early adopter schools. This means that we have launched the new framework a year early.</p> <p>This framework specifies the requirement for learning and development in the Early Years and provides prime and specific areas of learning we must cover in our curriculum. We have a curriculum that is child-centred and that is based upon experiences and topics which engage the children. We encourage active learning to ensure the children are motivated and interested. We take time to get to know children's interests and their likes to support learning. All areas of the EYFS curriculum are followed and planned for to ensure there is a broad, balanced and progressive learning environment and curriculum.</p>	<p>We strive to ensure that our children's progress across the EYFS curriculum is good from their varied starting points. We also strive for children to reach the Early Learning Goals at the end of Reception and to be at least in line with National Expectations. We have exceeded this in the past few years. Evidence in children's learning journeys support all areas of the EYFS curriculum.</p>

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<p>so that they know more, remember more and understand more.</p>	<p>To ensure children know more, remember more, and understand more we provide opportunities for children to revisit their learning, they have opportunities to apply skills independently during free flow sessions and cross curriculum links indoors and outdoors consolidate their learning.</p> <p>Practitioners plan opportunities to revisit phonic skills, subitising, number recognition, composition of numbers (number bonds) daily and it is planned in the time table.</p>	
<p>Community involvement is an essential part of our curriculum as we celebrate local traditions, learning new skills to enable the children to take an active role in events throughout the year. Throughout their time in EYFS, the children develop a sense of belonging to our school community, ready to transition to year 1 the following academic year. They have the confidence and skills to make decisions and self-evaluate, make connections and become lifelong learners.</p>	<p>The children will learn new skills, acquire new knowledge and demonstrate understanding through the seven areas of the EYFS curriculum.</p> <p>Children engage with other people and their environment - playing and exploring, active learning, and creating and thinking critically these characteristics of learning underpin learning and development across all areas and support the child to remain an effective and motivated learner.</p> <p>These are the prime areas:</p>	<p>The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools nationally. We measure the percentage of pupils achieving age related expectations throughout the academic year, put supportive interventions in place if and when needed.</p> <p>Class teachers use observations to make formative assessments which</p>

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• communication and language • physical development • personal, social and emotional development

The specific areas are:

• literacy • mathematics • understanding the world • expressive arts and design

Here is the more detail about all the areas. [EYFS Early Adopter Framework \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

These 7 areas are used to plan children's learning and activities. Planning for this curriculum is designed to be flexible so that a child's unique interests are supported. During each week, the children will work with an adult to complete at least one 1:1 reading session as well as adult led literacy tasks, maths tasks and a range of child-initiated tasks through both the indoor and outdoor provision.

A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing taught skills throughout the year on a daily basis.

inform future planning and ensure that all children build on their current knowledge and skills at a good pace.

Summative assessment compares children attainment to age related expectations. This is tracked to ensure rates of progress are at least good for all children, including vulnerable groups such as those with SEND, disadvantaged or summer born children.

Our assessment judgements have been moderated both in school and externally with local schools and others in our trust. We also take part in local authority moderation which has validated our school judgements.

The impact of our curriculum will also be measured by how effectively it helps our pupils develop into well rounded individuals

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Continuous provision practise and principles begin in EYFS and support children to develop key life skills such as independence, innovation, creativity, enquiry, analysis and problem solving.

During the school day, children will have an opportunity to work independently, work collaboratively with their friends and with members of staff.

Daily guided activities are also planned to cover different areas of the EYFS curriculum and allow children to develop their next steps in learning. Through observation and discussion, areas of need and next steps are identified for all children to ensure good progress is made. There are also a range of stimulating and engaging activities which the children can access independently and a variety of opportunities for child-initiated play.

In planning and guiding children's activities we reflect on the different ways that children learn and reflect these in our practise. Staff in the EYFS make regular observations of the

who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens.

We endeavour for pupils to be Key Stage 1 ready and have our school values embedded by the time they leave reception, preparing them for their future.

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children's learning to ensure their next steps are met.

During a whole day, a period of free choice play meets a child's need for exploring, experimenting, evaluating and making new discoveries. It gives opportunity to develop **metacognition and self-regulation skills**. During free play staff listens carefully what children are saying/ doing by taking genuine interest; asking children to elaborate what they are doing. They repeat/ recap and clarify if there is any misunderstanding. Praising children what they can do and what they need to work on next by modelling their thinking process. Practitioners develop children' learning by asking open ended questions. Then set children some challenges to apply skills independently.

On the other hand, short sessions of carefully planned, structured activity in teaching specific skills, for example benefiting children with identified special educational needs, building vocabulary for children learning English as

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	<p>an additional language or demonstrating how to use tools or equipment.</p>	
	<p><a href="#"><u>For Maths, English, Reading, Geography, Science, History, PDED, for EYFS see individual curriculum policies for progression and skills.</u></a></p>	
<p><b>We intend:</b>  <b>Partnership with parents</b>          To work in partnership with parents and carers to encourage independent, happy learners who thrive in school and reach their full potential from their various starting points.          To understand and follow children's interests and provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge and ensure children meet their next steps.          To create an indoor and outdoor environment which supports learning.          To prepare children to reach the Early Learning goals at the end of the Foundation</p>	<p>To support our wider curriculum, we provide regular opportunities for parents and carers to come into school and work with their child, share their work and celebrate successes. We have weekly parents' sessions focusing on various skills. Parents come and read with their own child during weekly reading sessions.</p> <p>We keep parents informed and we meet regularly with them to ensure children's transition into school and through the EYFS is happy and allows them to reach their potential with the support needed.</p> <p>This includes transition days, nursery visits, stay and play sessions, parent workshops,</p>	

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<p>Stage and ensure children make at least good progress from their starting points. To support transition into KSI.</p>	<p>teddy bears picnic, learning journeys, wow moments, reports and parent consultations as well as more frequent informal communication to suit individual families. We also support the transition into Key Stage 1 for both child and parents. We prepare children for Year 1 with visits to their new class, meeting the teacher. Parents have the opportunity to meet with new teachers and visit their child's new learning environment. They also complete 'moving on' activities with their child throughout the summer term. These aim to support the transition for all.</p>	
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### Equal Opportunities

Our school values the contribution of all staff, pupils and their families. The Trust believes that this should be the case no matter an individual's background, gender, religion, ethnicity, sexuality and disability. We commit to celebrating diversity and ensure that all practice is inclusive.

### Admissions:

For pupils when they are three, families should apply directly to the school.

Pupils joining reception should apply through the local authority application process by the end of December. Pupils applying for reception will be considered in-line with the admissions policy on the school's website. This policy is decided and set by the local authorities in which the school is located. It is important to note that pupils who attend a school's nursery provision, must still apply for a reception place, even in the same school, through the local authority.

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All Trust Early Years settings provide an age-appropriate transition for pupils joining nursery and reception. Where required, to better enable an individual pupil to settle safely into an environment, schools may adapt and create a bespoke transition alongside parents and outside agencies.

See admission' policy for details.

### Health and Safety and Safeguarding

Our school meets or exceed the expectations for pupils safeguarding and welfare requirements outlined in [The Statutory Framework for the Early Years Foundation Stage - section three](#). Our school has a safeguarding policy in place; this policy is freely available on all school' website for viewing. This policy meets the requirements outlined in the Keeping Children Safe in Education document; a link to this statutory documentation can be found in section three of The Statutory Framework for the Early Year Foundation Stage document.

### Planning and Resources

#### To enable the environment adults provide resources to explore

We provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways.

In our EYFS setting we make sure resources are relevant to children's interests and we arrange flexible indoor and outdoor space and resources where children can explore, build, move and role play.

We help children to concentrate by limiting noise and making spaces visually calm and orderly. •Practitioners plan first-hand experiences and challenges appropriate to the development of the children. They ensure children have uninterrupted time to play and explore. Children benefit from a strong partnership between practitioners and parents or carers. All staff recognises that the environment plays a key role in supporting and extending the children's development. Through observations staff assesses the children's interests, stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.

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### Impact

In order to be confident of the impact of the Early Years provision, senior Trust leaders, headteachers and EYFS leaders within schools will monitor all aspects of teaching and learning effectively using the deep dive methodology. They will also carry out regular discussions with pupils. The Trust believes this is a valuable way of knowing exactly what the children feel is the impact on them of their learning. This approach will ensure that impact matches intent across all school communities and will be a part of Trust wide reviews. Data collected through regular and rigorously moderate assessments will also be used to track pupils progress and attainment. This data will be used by school leaders to ascertain the impact of teaching and curriculum delivery.

Trustees will receive feedback about the success of the Policy and Trust approach to Early Years within an annual report to the Trust Board.

### Assessment:

#### Formative Assessment

On-going formative assessment is at the heart of our effective early years practice.

We carry out a base line assessment on all children entering the EYFS in all seven areas of development. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observations, annotated examples of work, photographs and this involves the teacher and other adults as appropriate. Practitioners observe children as they act and interact in their play, everyday activities and planned activities, and learn from parents about what the child does at home. Each child has an individual maths and topic book in which this evidence is recorded. Parents and/or carers are kept up-to-date with their child's progress and development through daily contact with staff and regular meetings. These observations are also used to inform the Strategic Leadership Team. The parents and guardians are given the opportunity to meet with the EYFS team each term, we provide mid-year report to parents and, at the end of the last term, we provide a written report in relation to the children's early learning goals to parents and guardians. We also assess children through their pupil targets. Teachers assess children's progress ongoing by highlighting individual targets and monitoring assessment. In the EYFS, we use the Developmental Matters in the early Years Foundation Stage Age related bands to guide judgements about children's progress. Progress is updated on an on-going basis and action plan meetings take place on a termly basis.

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### Summative assessment:

In early years practitioners review children's progress and share a summary with parents at two points:

- at the end of nursery year.
- and at the end of the EYFS in the EYFS Profile.

The EYFS Profile is used to summarise all of the assessment undertaken and to make statements about the child's achievements in the seven areas of learning at the end of EYFS. The profile provides parents/carers and staff with a summative assessment of a child's attainment against expected levels. Each child's level of development must be assessed against the 17 early learning goals. Staff must indicate whether children are meeting expected levels (expected) of development, or are not yet reaching expected levels (emerging). This information is submitted to the local authority.

### Roles and responsibilities

#### The Trust

The Trust Board will approve and review the Early Years Foundation Stage Policy for all Trust schools and hold headteachers to account for its implementation. The Trust Board will receive annual reports enabling them to make judgements on its effectiveness. Ensure a culture of safeguarding across the Early Years setting.

#### Headteacher

Headteacher is responsible for ensuring that the policy is implemented consistently across their school and the quality of education in place. She will also be responsible for ensuring staff are suitably inducted to implement this policy and deliver the Early Years Foundation Stage curriculum. Ensure a culture of safeguarding across the Early Years setting.

#### EYFS Leader

EYFS Leaders are responsible for ensuring that the curriculum is delivered effectively in their school, fulfilling this policy in its entirety. Ensure a culture of safeguarding across the Early Years setting.

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### Staff

Staff are responsible for:

- implementing the Early Years Foundation Stage Policy in its entirety;
- ensuring they have sufficient subject knowledge to deliver the curriculum effectively and seek support when needed;
- engaging in staff training and using documentation to ensure they feel confident to teach all areas of the curriculum;
- monitoring and assessing pupil progress;
- teach using individual school's agreed pedagogies;
- adhere to all school policies;
- responding to the needs of individual pupils;
- ensure a culture of safeguarding across the Early Years setting.

### Professional development and training

drb Ignite Trust values the importance and impact of professional development on school improvement and pupil outcomes. The Trust works closely with leaders to support staff development and measure the impact of this. Where necessary, schools may be provided with enhanced levels of development, this could be in the form of school-to-school support. Trust and school leaders work collaboratively to identify key development points and these are used to select and implement targeted CPD. The impact of professional development is tracked and used to inform next steps.

### Monitoring and review

The delivery of Early Years is monitored by each school's Early Years Leader and senior leaders through scrutinise, learning walks, observations of teaching and pupil voice.

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Pupil development in Early Years is monitored by class teachers as part of Trust assessment systems to ensure their teaching is impactful.

This Policy will be reviewed annually by school leaders. At every review, the Policy will be finally approved by the full Trust Board.

<i>Date approved by</i>	<i>Date: Sep 2021</i>
<i>Next review date:</i>	<i>July 2022</i>

[See each curriculum policy for details.](#)

## EYFS Mathematics curriculum

### Number:

#### Cardinality and Counting

- Count to 20 and beyond.
- Count forwards and backwards starting from any number up to 20.
- Matching numbers to quantity up to 20.
- Recognise numbers to 20.
- Write numbers to 10 in numerals.

#### Numerical Patterns

#### Comparison

- Identify one more and one less up to 20.

#### Composition

- Adding and subtracting with objects, using count all then count on, or take away, strategies.
- Recall number facts to 5 and more.
- Use number bonds and related subtraction facts within 5 and more.

### Shape and Space

- Use the language of position and direction.
- To spot and create patterns in different contexts.
- Identify similarities between shapes.

### Writing:

#### Nursery

Pre-writing skills are practised through developing gross motor skills and progressing to finer motor skills, aiming for children to use the pincer grip. Correct handwriting posture and formation of letters is practised, beginning with controlled pattern-making. Grammatically correct sentences are modelled to the children who are encouraged to talk in correct sentences. Phase 1 of phonics is taught.

#### Reception

Correct writing posture emphasised. Letters and sounds phase 2 and 3 followed (Finn Phonics) Correct formation of each letter is taught with emphasis on ascenders and descenders. Using their phonic skills and tricky words, children write their own independent sentences. Formal dictation is also used. Children are individually supported to improve (edit) their sentences. Children are encouraged to know “what makes a good sentence” - finger spaces between words, full stops at the end of sentences and capital letters used correctly.

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### Reading:

- Sharing books and storytelling are daily activities in the Early Years.
- Pupils are encouraged to enjoy books during all child-initiated activities and adults share stories with the children at various points during the day.
- Pupils are encouraged to talk about the pictures, characters and story and to recognise familiar sounds and words. As the Reception year progresses, pupils will be encouraged to start reading books more independently as their knowledge of sounds and words develops
- Early reading skills are practised throughout the day in child-initiated activities. These may include tasks and games such as: matching letters or words; being encouraged to join in with repeated refrains in stories; singing; recognising familiar logos and their own name; word building with resources such as magnetic letters and recognising print in the classroom.
- Each pupil chooses a new book each week to take home. Parents / carers are asked to share the book with their child at home. Nursery children respond to their book by drawing a picture about it. Reception children have a teacher comment in their book about the appropriate reading and phonic skills and tricky words taught that week and how parents can support their child at home.
- Daily phonics lessons take place using the 'Letters and Sounds' approach. Children work systematically through a synthetic phonics scheme.
- EYFS (Reception) have guided reading sessions weekly. During Guided Reading sessions, the class teacher will select books, which are suitably challenging for the reading ability of the group/child.

See reading policy for details.