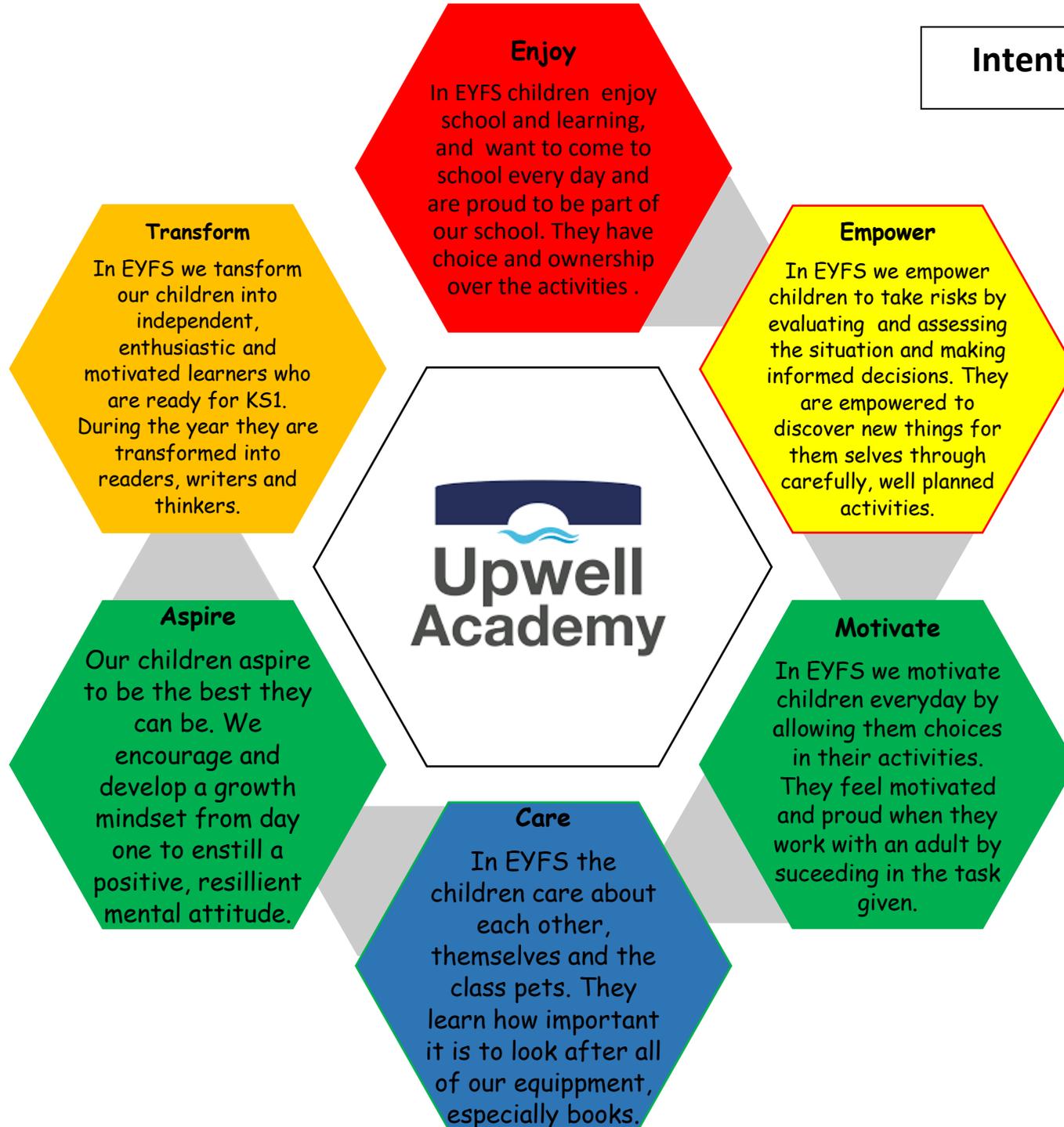


EYFS Policy

Intent

Intent



EYFS Implementation

While the COVID-19 pandemic has changed many things, our curriculum intent continues to apply. The flexibility our curriculum provides, empowers us to make the decisions needed to provide a curriculum that is adaptable and responsive to the potential diverse needs of individual learners and will be vital during our Recovery Phase.

In EYFS we carefully plan each activity to develop a multitude of skills and knowledge based learning. We have three clearly defined areas within our classroom, 'the working room', the exploration room', and the outdoor classroom. Each offers different activities which carefully meet the needs of and extend the children. Children have high quality teaching and support in all they do. Carpet time is divided up into subject specific foci; phonics, English and maths. Additional carpet time is given for topic, story time and rhyme.

We follow the Read Write Inc phonic and reading scheme, and the teaching of phonics happens from day 1 in reception class. Children who are not learning phonics at the expected rate are given 'phonics blast' intervention later the same day, as well as one-to-one intervention and group interventions which take place weekly.

SEND

Speech and language issues are supported by lots of singing and speech and language interventions take place as many as 5 times a week depending on the need of the child.

Strategy sheets and 'can, do, review' sheets are used as soon as are needed, in line with the rest of the school.

Although we use the Read, Write Inc scheme exclusively for all children; for children with significant need or where the scheme is just not working for a particular child we will find an alternative phonic program.

All lessons are differentiated when and where appropriate. Discussions regularly take place with SEND co-ordinator.

Impact: **By the time children leave EYFS at Upwell Academy, they will:**

- be beginning to be transformed from learning to read to reading to learn readers.
- be beginning to read with confidence, fluency and understanding.
- have a love of reading and a desire to read for enjoyment;
- have a solid and growing vocabulary.
- be confident to try new things
- have a can do attitude
- have a good foundation of knowledge on which they will build upon throughout the school. Know more, remember more.

We will ensure this happens by:

- Completing a baseline assessment as soon as possible after the child has started the reception year, but at least within six weeks.

- Assessing phonics daily, weekly and half termly. 'Phonic Blast' takes place every day, as well as 1:1 phonic intervention and group intervention.
- Using a reading book which matches the phonic knowledge of the individual child. We only change 'book bag books' once the book has been read 3 times.
- Giving immediate feedback, including a moving on comment at least once a week in maths and English.
- Using the 'purple polishing pen' to improve their own work or complete moving on comments. (This is in line with the rest of the school.)
- Using stickers for self-assessment, to give the children a simple but effective way to assess their own learning.
- Giving opportunities to reflect on their learning with a key adult to celebrate success and consider next steps/targets.

