

CAW Early Years' Guidance Document

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The Leadership of the Early Years Curriculum

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Our Mission

Our mission is to provide an outstanding education for our children, enabling each child to be the very best they can be. We strive to develop children's aspirations, self-belief and self-esteem in a safe, secure and stimulating learning environment through consistently high quality learning opportunities.

We will know we have been successful in the Early Years when:

- Children are proud of their achievements. They enjoy overcoming challenges and understand that effort and perseverance are importantly rewarded.
- Children have found their voice. Pupils are confident to communicate their needs as well as enjoying voicing their own opinions and ideas.
- Children are connected in their thinking and make links between new and prior knowledge. Through this it is apparent that learning has become embedded and skills are seen as transferable.
- Children have developed a range of skills and knowledge which not only prepare them for future academic learning but equally make them well-rounded individuals who are more aware, considerate and proactive in the world they live in.
- Children recognise the importance of being considerate and caring towards others and foster positive relationships with peers and staff. They understand the importance of demonstrating polite and respectful attitude towards all aspects of school life.
- Children are motivated and engaged in their education and show a great desire to learn. From here, children are excited and confident to embark on their next phase of schooling.

The Early Years' Ethos

Forming the Foundations

We appreciate that the Early Years is the phase in which all of the foundations of future learning are laid. Therefore the Early Learning Goal (ELG) Maps, which set out key learning for each of the Early Learning Goals (ELGs), are created with links to the next year group's curriculum with the support of school Subject Leaders. Through this, pupils do not only make steps towards the ELGs, but equally become prepared for their next phase of schooling.

Playful Learning

'Play' is appreciated as a highly valuable and precious experience for children. In light of this, an experiential approach to learning which immerses children in exciting hooks, problem solving and tangible contexts is adopted. Such narrative-based learning is seen as a key tool for igniting children's interest to empower them to access the environment independently and develop skills in playful ways.

Achieving Personal Excellence

Having a good understanding of every child's unique development enables learning to be personalised and tailored to meet the needs of all children. Therefore staff understand the importance of having a sound understanding of pupils' individual starting points. Learning is appreciated as a personal and individual process. Therefore, staff recognise and celebrate every small step of progress and support pupils in being proud to do the same.

Working with Families

The transition from home to starting Nursery or Reception is a significant event for children. Staff appreciate that knowing each child as an individual is essential in achieving a successful transition for pupils. We acknowledge that building a well-rounded picture of a child is reliant on establishing a positive relationship and good communications with their family.

Key Ways of Communicating with Families:

- Tapestry - An online journal which shares key news and celebrations with families.
- Parent Engagement Events - Termly events in which families are invited in to see the setting and celebrate the children's Topic learning.
- Termly Learning Overviews - Each term, a booklet which outlines the new Topics and activities for the next term is published for families.
- Stay and Plays - To support a successful transition for children starting at CAW, families are invited to meet their new teachers, peers and familiarise themselves with the setting.
- Family Workshops - Families are invited in to learn more about ways to support their child's development at home e.g. promoting 'talk', supporting early phonics, dental hygiene.
- Feeder Nursery Visits – Visits and transition meetings are arranged with nurseries in the local area to help us build a well-rounded profile of our new starters. We observe children in their nursery settings to help us plan a transition that best suits them. Meeting children in this way also establishes a relationship between staff and pupils early on.

Promoting Communication and Language

We recognise the importance of creating an environment and curriculum that promote the development of communication and language skills. Such development is not only essential for achieving early development milestones but equally later life as there is a notable correlation between literacy attainment and outcomes for adult life. Both Maths and Topic learning sessions have key vocabulary which teachers encourage children to learn and use as a way of supporting the expansion of their vocabulary. Key vocabulary and language structures in Nursery are revised or extended in Reception learning as a way of consolidating this learning.

How do we promote language development?

Explicit Teaching

- Exploration of key texts and 'reading around' by using supporting stories
- Exploration and modelling of specific vocabulary related to Topic or Maths learning
- Music Lessons to prepare children's inner ear for phonological learning
- Rhyme & Rhythm lessons which teach children a range of key songs, poems and rhythms of language

Interactions

- Allowing children time to explain their ideas and asking open-ended questions, where appropriate, to extend them.
- Supportively rephrasing children's speech back to them to model standard English
- Planning provides guidance to staff on how to extend children's learning through conversation

For more information, please refer to 'The Early Years Curriculum, Working Collaboratively' section in this document.

An Accumulative Approach to PSED

We recognise that PSED learning is not pertained to set PSED carpet times but is rather something which must be developed over time, in every aspect of school life. We therefore place a big emphasis on the learning of daily routines and expectations and explore PSED focused questions through Topic characters and problems so that this learning is brought alive and links to other learning done within other subjects.

Outdoor Learning – Forest School

We appreciate that many children do not always have immediate access to the outdoors outside of school and we are therefore keen to provide opportunities for children to experience the outdoors. One of the aims of our outdoor provision is to provide children with opportunities to make sense of the natural world they live in by exploring our local environment and practising Forest School skills. Such provision is also supportive in developing self-regulation skills needed for the classroom. Children are encouraged to get muddy and take the lead in their own exploration of the outdoors.

Provision
Planning Considerations
<p>To provide a rigorous and engaging education to pupils, all vehicles of learning should be considered in conjunction. We appreciate that simply accounting for and maintaining the delivery of teaching inputs, enhanced and continuous provision is not enough. Instead, these three systems should work cohesively and respond to one another. Through this approach, teaching and learning can be delivered in a holistic and 'wrap-around' manner. Children are fully-immersed in a learning environment which responds to and extends skills and knowledge introduced through teaching inputs.</p> <p>The setting promotes exploration and independence from its learners, but equally ensures children's readiness to learn by providing provision which addresses their primary needs of comfort, security, hunger and attention. Resources are displayed to promote children to access tools with increasing independence and prompt children to develop and extend processes and narratives within their play.</p> <p>A key factor in ensuring the success of a new area or part of provision is planning its implementation. Children need to be taught how to use new areas and resources as well as how to tidy them away to ensure that provision can be enjoyed by children as independently as possible. Therefore when new changes are made to provision, children are informed and the expectations are modelled by adults. This is also supportive in preparing children to embrace changes to their setting when needed.</p> <p>A Sensory Approach</p> <p>Sensory play forms a key provision for our early learners. Children have access to fine motor and tactile resources as well as tuff trays which are used to make links to learning in sensory ways. We understand that such exploration not only develops fine motor and responds to sensory feedback needs but that it also creates great opportunities for speech and language development as children excitedly discuss and describe what they can see, feel and smell.</p>
Continuous Provision
<p>Key Characteristics of Effective Provision:</p> <ul style="list-style-type: none"> • High level of organisation • Familiarity leads to security, confidence and independence • Saves time, reduces frustration, increases efficiency and effectiveness • Allows room for meaningful and considered enhancements • Is organised in a defined space • Is consistently available everyday • Has resources presented accessibly, in the same way everyday • Offers resources that children can use independently <p>We actively promote providing a wide range of free-access materials for children to use independently in their pursuit of developing their skills and knowledge through play. To support this, our setting is equipped with a variety of continuous provision areas which are well maintained and resourced.</p> <p>Our continuous provision has been developed with the understanding that such provision, as the name suggests, should be continually accessible to children all year round. Children should be able to independently access resources which are presented in ways which support them to make choices and plan. For example, laying out block pieces in a way which highlights their shape and size helps children to make informed choices about which blocks they need to help create the structure they have in mind. Our areas of provision are set out in 'zones'. This supports children's familiarity with the resources and subsequently their confidence in selecting from the wide range of tools on offer. The continuous provision we sustain throughout the year is reviewed and adapted to ensure it continues to meet the needs of our learners at every stage of the year.</p> <p>Areas of continuous provision will remain constant. They may undergo slight modifications or be added to with temporary enhanced provision, other areas will take on more prolonged changes as the year progresses. These changes will be a response to recognising the need for the environment to adapt and evolve as the children become prepared for their</p>

transition to either the Reception or Year 1 classrooms. We believe that through a considered and responsive approach towards continuous provision, the children's environment can be used in conjunction with explicit teaching to sensitively prepare pupils for their next phase of schooling.

Enhanced Provision

Key Characteristics of Effective Provision:

- It promotes 'talk' and problem-solving skills.
- It encourages us to think and makes links with other learning.
- It encourages us to try new things.
- It encourages us to engage and sustain concentration.
- It promotes independent exploration.

Ensuring that the continuous provision in the setting is robust and of high-quality enables practitioners to focus more on making informed and considered enhancements to existing provision which focuses on the quality of each enhancement rather than the need for quantity.

Enhanced provision is accounted for through weekly Enhanced Provision Plans. These plans are not exhaustive but specify the main areas of continuous provision and give staff ideas of how to enhance such areas to support children in making links with their Topic learning or engage in focused skill learning.

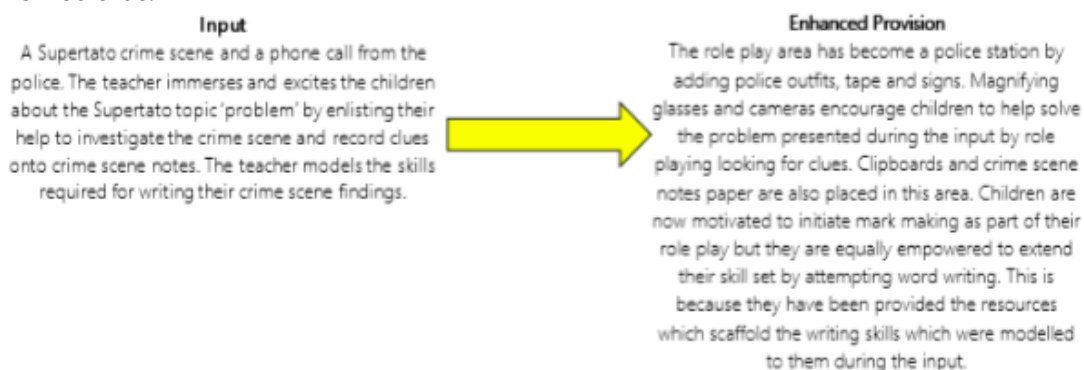
Activities which are open-ended, intriguing and can be accessed without adult support are essential in providing provision which promotes conversation, problem solving and independence from pupils. Practitioners are aware of this and use their knowledge of their pupils' interests and development to know when or how to enhance an area of continuous provision. Practitioners also understand the importance of providing enhancements which relate to the explicit teaching, from an input for example.

Enhancements have meaningful links to the skills being explored at the time. Links to the current learning are evident in the environment and activities are carefully planned and considered to support the development of key skills alongside knowledge development.

Input Teaching

Delivering an input should be driven by the intent to ignite the interest of learners and equip them with the ideas, knowledge and skills to extend their learning within the environment following it. In light of this, a whole class input will mostly be structured around a narrative or problem-solving context which is then reflected in the enhancements placed in the setting following it. A sense of continuity between the skills, knowledge and context in an input and the setting's enhanced provision should be apparent.

An example of this would be:



Effective Input Teaching Includes:

- A positive approach to behaviour management is evident in all teaching. The Rocket is used as a key tool in supporting children to display good behaviours for learning. For more information, please refer to the school's Behaviour Policy.
- High levels of engagement. The vast majority of pupils will be engaged throughout the input sessions. This will be evident through their focused and responsive behaviour towards the adult(s).
- The children's voices. The child's voice forms a key part of whole class learning. Children are encouraged to take part in

sharing their ideas or joining in with songs and phrases.

- Makaton signing. Key concepts are delivered using Makaton signs and/or memorable rhymes and songs. Such an approach is supportive in embedding key ideas in the children's memories.
- A flexible approach to duration. As the year progresses, the duration of carpet sessions will increase at pace which is sympathetic to children's development.
- High quality modelling. All modelled writing or story maps will follow the school's Writing Policy. For further guidance, please refer to this document.
- Where appropriate, cultural content which may be unfamiliar to the majority of pupils. It is seen as important to acknowledge and celebrate ways of life which are different to the majority of the pupils in as many aspects of school life as possible.
- Considered deployment of support staff. Available support staff will be deployed with the intent to support children during this period of whole class learning. Staff will be directed by the teacher to support selected children in eliciting the session's learning.

Explore Time

'Explore Time' is used to indicate to the children that it is free flow learning. In this time, children are able to access designated areas of the indoor and outdoor environments. The placement of staff is decided through a rota to ensure coverage of the setting and the safety of children. Support staff will be directed by teachers on their role for each Explore Time sessions.

Explore Time sessions are timetabled to allow for as much uninterrupted time as possible. This is to give children time to settle into their independent exploring and engage in deep thinking and sustained play as this is where high level thinking and engagement is encouraged.

A Successful Explore Time Session Includes:

- Children exploring and playing with intent and purpose.
- Staff observing and extending children's learning and vocabulary.
- Staff making considered decisions about when to intervene with children's interactions and when to watch and observe.
- A calm setting which is buzzing with purpose and enthusiasm. We use the analogy that it should feel like 'bees around lavender' to encapsulate this feeling.
- Children self-selecting and exploring the environment with confidence and purpose.
- Some staff carrying out set tasks. Whilst staff are carrying out set tasks they will also be aware of other children and where appropriate will pause their work to attend to the needs and learning of other pupils e.g. 'meerkating'.
- Staff referring to and enacting the school's Behaviour Policy.
- Staff acting incisively to address misconceptions and challenge learners.
- Where possible, adults will be promoting and modelling the use of 'standard English' as a way of encouraging pupils to make steps towards speaking in full and standard sentences.
- Children being given the opportunities with adults to practise skills which have been explicitly taught e.g. Maths, Phonics or when appropriate Art and DT skills.

The curriculums for Nursery and Reception have been designed to run in cohesion with one another.

Working Collaboratively

Key Feature	Rationale
Both year groups complete the same text-led Topics alongside one another.	This allows for key concepts to be explored in Nursery and revisited, on a deeper level the following year in Reception. It supports children to enter into Reception with a more developed understanding of key knowledge than they may have otherwise had.
Each year group has different key texts for each shared Topic.	Different texts have been chosen to promote high engagement from learners when exploring the Topic in Nursery and then Reception. The different texts also encourages practitioners to explore the Topics through differing themes, therefore
Some key texts are shared between the year groups e.g. The Story of Rama and Sita, The Nativity Story and Goldilocks and the Three Bears.	Traditional tales or key religious stories are explored by both year groups to provide opportunities to have a deep and solid understanding of the key concepts covered. It also gives children the chance to revisit the Religious festivals and overlearn key information and build on this in Reception which helps to develop a robust and solid understanding of other cultures and religions.
Key vocabulary for Topics links between the year groups. Often words are revisited several times throughout the year.	Link vocabulary between the year groups supports language acquisition for children as vocabulary is built upon. Revisiting key vocabulary throughout the year also provides children with the opportunity to overlearn unfamiliar language and apply it in a variety of contexts by exploring it through different Topics.
ELG Maps planning outlines the key developmental milestones and skill progressions for the year groups' age range but also shows that of the next year group's.	This supports practitioners to plan activities which will support children to reach the expected level of development for their pupils' age range but also to be aware of the progression beyond this to support teaching in pushing and extending learners who are ready. It also helps practitioners to be more confident in seeing how key skills progress in later years and encourages them to teach beyond the specified goals outlined by assessment tools.
Routines, transitions and language are shared across both year groups e.g. Explore Time, call and responses, transition songs and routines, key phrases.	This supports children to transition from Nursery to Reception as they are already familiar with many of the expectations and routines of the setting. Working in this way also supports staff to support children from both year groups to navigate the daily routines and behavioural expectations.
Exploring the same mediums in Art and Design but at different skill levels. For example, Nursery pupils making a clay push pot Diva lamp and Reception making a clay coil pot Diva lamp.	Exploring the same mediums ensures children in both year groups are offered a breadth of art and design experiences. By exploring different skills within this offers the children a progression and a chance to revisit and extend their previous learning. Practitioners can also make adaptations for their pupils who are excelling or require more support by referring to the other year group's ELG Map for the corresponding activity.
Both using Purpose for Writing (PFW)/Purpose for Mark Making (PfMM)	The idea is that Topic input teaching is followed with the opportunity for children to choose to create meaningful and purposeful writing as one of the activities available. By adopting this approach in both year groups, children are provided with multitude of opportunities to explore and rehearse early writing skills as well as learn that their writing has meaning and can be used for purpose.
Both year groups enjoy weekly PE and Music lessons.	Children entering into Reception are familiar with being taught these subjects in specific sessions and out of the setting (for PE sessions outside or in the gym). Within this both year groups prepare for Sports Day and the Nativity Performance. The children follow different schemes and skill progressions to support children's development in these areas.

Both year groups follow the AAT Early Years Maths curriculum which consists of Mastering Number and White Rose.

This supports children to become familiar with key mathematical concepts which build on from previous learning and adjust to more focused whole class and group work Maths activities explored as the Reception year progresses.

Literacy Teaching

Our Literacy Mission

- Teach beyond the curriculum to prepare children for Reception or Year 1.
- Foster a love of writing from all pupils, regardless of attainment.
- Grow children's stamina for writing and develop their writing toolkit.
- Grow children's confidence to take on challenges in their writing and to do so with increasing independence.
- Use text-led learning to inspire and immerse children in engaging and exciting learning.

Literacy teaching is seen as a vehicle to teach the majority of other Early Learning Goals (ELGs). Key questions for these subjects are detailed in the ELG Maps and are then mapped out onto medium term plans by teachers. This ensures that these important questions are thoughtfully woven into Literacy teaching and link in a meaningful way to the current Topic. In this way, learning of key knowledge from other areas of the curriculum are woven into exciting text-based learning and avoid being learned in isolation. Here children are encouraged to make links with learning across all of the areas through their own experiential Literacy sessions. Learning in this way allows for slow expositions of key texts which is supportive in promoting a real 'love' and enjoyment of a key text.

Purpose for Writing (PfW)/Purpose for Mark Making (PfMM):

The writing opportunities the teachers design are well considered and meaningful. Children are posed with a problem or task related to the hooks designed for the Topic text which writing will help them to solve. Working in this way supports children in regularly revising key writing competencies. Where appropriate, these tasks will also encourage conversation around the key questions identified across other ELGs for that time.

An example of this would be:

Children discovering photos of Evil Pea in their school causing mischief! They write a wanted poster for the Sussex Police who later visit that week and engage in these Evil Pea discussions. The teacher leads a PSED focused discussion during the task about what Evil Pea could do to fix his mistake.

In Nursery, a child-initiated approach is adopted with regards to creating PfMM opportunities. When children progress into Reception, this approach is continued until practitioners judge that children are ready for this practice to become an expectation. Working in this way promotes a love for writing and helps children to see their writing as a powerful communication tool.

How does this approach support children in their writing?

- Children are engaged and excited by the experiential hook-based lessons. They are keen to write and be involved in the exciting narratives the teachers create.
- Learning is exciting and memorable, meaning children make strong connections across a range of ELGs covered in the literacy teaching e.g. Children learn facts about stars by engaging in letter writing to the Topic's character who believes a star can be caught..
- Children feel empowered to write as they feel their writing is purposeful and useful to a cause.
- Children see the power of writing as a communication tool and the impact it can have.
- Children are immersed in learning and their imaginations are sparked. Through this pupils' idea generation for writing and their understanding of their own writing is supported.
- Children's ability to write in role and make links with a storyline is developed.

Recording Evidence of Cross-Curricular Links

Literacy tasks are designed to incorporate the key questions outlined on the ELG Maps. Where appropriate, staff record quotes of the children speaking about their learning onto their work. This captures the child's voice and evidences their

understanding of the key concepts taught that day.

Transcriptional Writing

As children develop as early writers they are required to master a vast range of writing competencies. Children need to be given the opportunities to overlearn these skills by engaging in writing opportunities regularly. It is important to develop the author's voice but children must first begin to develop an increasingly secure basis of competencies. Therefore, before writing children engage in discussions about their ideas to develop their sense of voice and language structures for writing but when writing, staff make the judgement, based on the child's writing level, as to the level of transcription that will be used for each child. This avoids children becoming overloaded with demands for writing and helps to tailor each writing task to align more with the skills the child needs to develop. As children become more secure with writing competencies, the expectation for children to construct their own sentences independently for writing increases.

Please refer to the Reception and Nursery Writing Mark Schemes for more information about how these writing competencies are assessed and developed.

Mathematics

Whole Class Maths Lessons

Children enjoy three Maths lessons a week in Nursery and four in Reception. Here teachers plan whole class learning, tasks and environment enhancements by following the AAT EYFS Mathematics curriculum.

Promoting Automatic Recall and Fluency - Reception

Alongside their four Maths lessons a week, children also enjoy a daily Maths Meeting. This provides children with an opportunity to explicitly revise number facts and other key skills which have been taught through Maths sessions. This supports children to increase their number fact recall speed and in turn their fluency. Sessions are delivered in a call and response style with opportunities for Maths songs and chants where appropriate. Maths Meetings are adapted to respond to the gaps children may have in basic knowledge and skills. These gaps are identified through the Maths Fluency Tracker and children's success is monitored throughout the year.

Promoting Automatic Recall and Fluency – Nursery

Nursery Maths sessions are designed to include some key features of Reception Maths teaching which promote fluency and recall. For example, creating opportunities for children to develop their fingerpoking and subitising skills.

Supporting Number Formation

Whilst children are not required to be able to write numerals in the Early Years, we acknowledge this is an important skill needed in completing learning in Year 1. Therefore children are exposed to number formation rhymes through adult modelling and opportunities for them to practise writing these themselves, when appropriate. Ten Town is a scheme which focuses on the numbers 0-10. Children are introduced to the numbers 0-10 as the characters from Ten Town and learn the number formation rhymes. Children make connections with the numerals by associating them with their characters and learn how to write the numerals by learning the number formation rhymes.

Next Phase Readiness

What are the additional things we do to prepare children for Y1 Maths?

- completing Maths written tasks with the aim of working in Maths books in Year 1
- developing number formation
- developing reasoning skills in Maths tasks
- developing partner work, particularly through Maths games
- developing fluency facts by using finger counting, addition and doubling skills
- using purple practising pen where appropriate to practise number formation in written tasks

Reading - Read Write Inc.

Both Nursery and Reception follow the school's implementation of the phonics scheme, Read Write Inc.

Stage Not Age

A 'stage not age' approach has been implemented in Phonics. Phonics has been timetabled in line with the whole school to

enable Nursery and Reception learners to access the relevant phonics group rather than be constrained by their age group.

Embedding RWI Practises

Staff understand the importance of following the phonics terminology and techniques taught in daily phonics lessons.

In the setting you will see:

- Adults referencing RWI handwriting phrases when writing with pupils
- Adults modelling RWI terminology such as red words and special friends
- Adults modelling RWI strategies such as fred talking, fred fingers and fred in your head
- Adults using opportunities in whole class teaching to expose all pupils to the sounds explored by the highest attainers in the cohort.
- Pupils provided with a range of activities and resources which encourage them to explore their developing phonics knowledge e.g. phonics based enhancements or sound pebbles and sound pots to access.

For further information, please refer to the whole school Reading Policy.

Gross Motor - Nursery

Nursery pupils enjoy a weekly session of PE in the school gym. Here they develop their gross motor skills but also become familiar in travelling around the site and using the gym's resources. This supports pupils to be familiar with the space before starting their Reception year at the school.

Gross Motor - Reception

Reception pupils receive PE lessons once a week which are delivered by the school's PE Specialist teacher. Whilst PE is delivered through whole-class sessions, gross motor development is equally supported back in the Early Years setting. The teachers work in partnership to ensure that the enhancements made to the gross motor provision emulates the skills which were taught in the previous whole class session. This supports children in practising these newly acquired skills and subsequently their gross motor development.

Supporting Writing Development

Whilst physical development is recognised as an Early Learning Goal in itself, the school's approach to planning Early Years PE sees the subject used as a vehicle for other essential development.

Sue Cowley's book, *The Road to Writing*, details how instrumental gross motor development is in enabling children to become ready to write. She explains how a child first learns to control their gross motor movements before they can even begin to learn to control their hands and fingers. This understanding, alongside an appreciation of the limited gross motor skills most children enter September with, means that Reception PE is delivered in a way which supports children's progress towards writing. The Early Years PE Skills Progression document refers to these specific gross motor stages of development. In this document, an additional unit of core strength has been timetabled into the Reception curriculum which is then followed by coordination and balance. Children's first experiences of PE in whole-class teaching and outdoor provision are tailored to support those in becoming ready to write whilst also providing a curriculum which scaffold children to reach the Early Learning Goal. From here, thoughtful and targeted Early Years provision accounts for and develops fine motor skills which support those who are ready to begin writing or those who are developing their stamina for writing.

Preparing for Key Stage One

Whilst PE teaching accounts for the curriculum's Early Learning Goals, it also considers the new expectations children will encounter when starting Key Stage One. These expectations are detailed within the Early Years PE Skills Progression document alongside 'Self-Care Skills' which support children in transitioning into Reception and their developing independence throughout the year.

Supporting Text-Led Learning

To support children's understanding of key texts learned in 'Topic' (text-led learning), weekly PE sessions run alongside the Topics covered in the classroom. Key events, stories and vocabulary are used when exploring PE skills to help further

consolidate learning completed in the classroom.

For example, in the Autumn term pupils will develop their throwing and catching skills in their PE lessons. At this time their key text will be Supertato as part of their Superhero Topic. Therefore pupils will catch Evil Pea, fire peas with super shooters and shoot Supertato out of the freezer! Working in such a way supports pupils to develop their role play, story telling and language skills whilst also developing their gross motor skills.

For more detail, please refer to the 'YR Gross Motor (PE) ELG Map'.

Music

We understand that in order for children to become successful and confident readers and writers, early phonological skills must begin being developed and embedded during the Early Years. Music is an effective vehicle for developing the skills needed to become 'phonics ready'.

Rhyme & Rhythm

Pupils engage in daily sessions in which they are taught traditional, number or Topic based songs and rhymes. Children engage in games and activities which develop their listening and attention skills as well as their understanding of syllables and rhyme.

Music Lessons - Nursery

Preparing children for their first year of school is essential work. We understand that preparing children for phonics and whole-class learning requires children to have developed their listening, attention and phonological skills.

'Boogie Mites - School Ready' programme is a phonics focused music scheme. In weekly sessions, pupils engage in song and rhyme based learning which supports their musical development alongside their phonological awareness to help get children ready to start phonics learning in Nursery.

Music Lessons - Reception

We also recognise the importance of ensuring that teaching is responsive to the needs of our pupils. Our Reception baseline assessments show that the majority of our Reception pupils enter their first year of school with significant delay in their early phonological skills. Providing our pupils with a curriculum which extends beyond explicit phonics teaching to support their early reading and writing is therefore essential.

Jolly Music, a music scheme operated by Jolly Phonics, acknowledges that teaching early music not only brings about great enjoyment and the development of children's musicality but also supports children's early reading and writing.

"As rhythm is more overt in music than in language, early interventions based on musical games may offer previously unsuspected benefits for learning to read." (Huss, M. et al., 2011) Based on the Kodaly principles, the scheme teaches pupils to develop their inner ear by creating music chorally and learning melodies which imitate familiar calls such as 'mummy' or 'co-ee'. This scheme is grounded in the understanding that teaching music in this way effectively prepares children's voices and brains for language acquisition.

Following this scheme, our Reception pupils enjoy weekly music sessions which have been designed to support the development of their listening, attention and core musical skills. Here pupils develop their social skills and confidence through musical games, performances and listening exercises as well as exploring the fundamentals of music, such as pitch and tempo. In this way, our pupils' readiness for phonics learning is developed throughout the year and the musical skills and knowledge they acquire through this scheme also prepares them for their next phase of music learning in Key Stage 1.

SEND Provision

The First Wave of Teaching

Differentiation scaffolds support learners to access whole-class, group learning activities or play.

A Sensory Approach

Sensory play forms a key provision for our early learners. Children have access to fine motor and tactile resources as well as

tuff trays which are used to make links to learning in sensory ways. We understand that such exploration not only develops fine motor and responds to sensory feedback needs but that it also creates great opportunities for speech and language development as children excitedly discuss and describe what they can see, feel and smell.

Speech & Language - Reception

Speech & Language Provision

Upon arrival in Reception, pupils complete a Speech & Language focused baseline. From here, the school's Speech & Language team identify pupils in need of additional support and support them through weekly 1:1 or group sessions.

A Wrap Around Approach

In order to support pupils with speech and language needs in the most effective way possible, a wrap around approach is taken. The Speech and Language team work together with class teachers to support key learning in and outside the sessions.

1-1 Sound Tutoring

Children who are identified to have difficulties with sound production and Phonics sound retention receive 1-1 tutoring throughout the week from a Phonics Tutor. The Speech and Language team share targets with the tutor who works on them alongside the phonics tutoring.

Shown below are examples of how the teams work in unison to support those with additional speech and language needs.

Reception Teaching

Language Link Teaching

1:1 SALT Teaching

Makaton is used a key scaffold for all teaching.

Teachers support the use of personal pronouns by modelling the 'he/she/they' sentence when introducing new characters in Topic learning e.g
Rama is a boy and Sita is a girl.

LO: Supporting pupils to identify and use personal pronouns confidently and accurately.

Reception staff model the use of full sentences as good practice. Teachers include sentence structure to model in Maths Mastery teaching and Topic/literacy input teaching. The use of story maps is also used to support sentence construction and retention for writing.

LO: To able to use and construct simple 'full' sentences.

LO: To support children in engaging and making links with their classroom learning and being equipped to access new concepts and knowledge.

The team refers to Reception's weekly Maths and literacy planning. They refer to the key themes, language and concepts which are being developed in the classroom when planning their stand-alone sessions. In this way, children are supported to make links between their classroom and S&L teaching. They are also provided the opportunity to receive pre-teaching prior to classroom learning.

LO: To support children in settling into their first year of school and being confident in using and understanding their school environment.	<p>The three Topics used are:</p> <ul style="list-style-type: none"> • The Classroom • The Playground • The Beach <p>These Topics help reinforce key concepts being learned in the classroom.</p>	Staff liase with one another to promote consistency between the use of scaffolds e.g. visual timetables, 'first, next, last' boards, choice boards.
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Assessment

We understand that knowing the 'whole child' is essential in making accurate and well-rounded judgements about their development. In light of this, the tools we use to gather evidence are used to support conversations about pupils' progress rather than replacing them.

Writing Mark Scheme

We recognise that progress in early writing is made up of multiple small parts. In order to identify and celebrate these key parts of writing we use an assessment tool called the writing marking sticker.

Why?

- Standardised marking across the setting.
- To monitor and celebrate small steps of progress.
- To provide staff with clearer next steps for learners.
- To support staff to teach beyond the ELG and prepare children for writing in the next phase.

For further information, please refer to the Reception and Nursery Writing Mark Schemes.

Mathematics Books

Staff use the whole school marking symbols of H, M or I to indicate the level of support the pupils required.

Maths Fluency Trackers

Children are assessed throughout the year and progress on to learning other key fluency based skills and knowledge.

RWI Assessments

Children are assessed at regular intervals and when recognised as ready for the next group.

Tapestry

Staff follow a set structure when completing observations.

1. Child Initiated

Ob: Observe (What did I see?)

T: (Teach - What did I do to extend their learning?)

O: (Outcome - What did that child achieve from my interaction?)

Next Step (if appropriate)

2. Adult Initiated

T: (Teach - What did I do to extend their learning?)

O: (Outcome - What did that child achieve from my interaction?)

Next Step (if appropriate)

3. Sharing News

This post is not used as a form of assessment but rather a way of communicating news to parents such as event e.g. Supertato crime scene!

Why?

- Reduce time taken to produce observations, increase time with pupils.
- Focus observations from staff.
- Highlight the role the adult played in scaffolding the children's learning and the impact they had.