



## **Communication and Language**

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

**(DFE Statutory Framework for EYFS, 2014)**

As a school, we recognise the importance of developing communication, speaking and listening skills at all levels and stages and therefore the school aims –

- To develop spoken language through conversations between children and adults, in one-to-one situations, in small groups and in a class situation.
- To confidently and clearly communicate thoughts, ideas and feelings.
- To build up relationships with adults, their peers and older children.
- To share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books;
- To link language with physical movement in action songs and rhymes, role-play and practical experiences such as cookery and creative work.
- To experience an environment that reflects the importance of language through signs, notices and books.
- To sustain attentive listening, responding to what they have heard by relevant comments, questions of actions.

The expectation is that by the end of the EYFS, children will be working towards or have achieved some or all of the early learning goals and they should:

- Children listen attentively in a range of situations
- They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- They give attention to what others say and respond appropriately, while engaged in another activity
- Children follow instructions involving several ideas or actions
- They answer 'how' and 'why' questions about their experiences and in response to stories or events
- Children express themselves effectively, showing an awareness of listeners' needs
- They use past, present and future forms accurately when talking about events that have happened or are to happen in the future
- They develop their own narratives or explanations by connecting ideas or events

## **Physical development**

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activities, and to make healthy choices in relation to food.

**(DFE Statutory Framework for EYFS, 2014)**

Physical development in the Early Years Foundation Stage is about improving skills of coordination, control, manipulation and movement. Physical development also helps children gain confidence in what they can do and enables them to feel the positive benefits of being healthy and active. Therefore the school aims to give children the opportunity to –

- To develop a positive attitude to physical activities.
- To respond to appropriate physical challenges.
- To use space, indoors and outdoors appropriately.
- To use a range of equipment safely and with increasing skill.
- To experience the language of movement alongside their actions.
- To become increasingly independent in physical activities.
- To recognise the importance of exercise and healthy eating.

The expectation is that by the end of the EYFS, children will be working towards or have achieved some or all of the early learning goals and they should:

- Children show good control and co-ordination in large and small movements

- They move confidently in a range of ways, safely negotiating space
- They handle equipment and tools effectively, including pencils for writing
- Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe
- They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently

### **Personal, Social and Emotional Development**

Involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

**(DFE Statutory Framework for EYFS, 2014)**

Successful personal, social and emotional development is critical for the development of young children in all aspects of their lives and gives them the best opportunity for success in all areas of learning. Therefore the school aims-

- To provide an ethos that encourages mutual respect and understanding.
- To encourage the children to develop a positive self-image.
- To provide opportunities for children to interact with others,
- To provide opportunities for children to develop the skills of negotiation and turn taking.
- To provide an environment and support that encourages independence and confidence.
- To provide activities and experiences that encourage children to develop a positive attitude to learning.
- To provide support and encouragement for them to consider the consequences of their words and actions for themselves and others.

The expectation is that by the end of the EYFS, children will be working towards or have achieved some or all of the early learning goals and they should:

- Children are confident to try new activities and say why they like some activities more than others
- They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities
- They say when they do or don't need help
- Children talk about how they or others show feelings, talk about their own and others behaviour and it's consequences, and know that some behaviour is unacceptable
- They work as part of a group or class and understand and follow the rules
- They adjust their behaviour to different situations and take changes of routine in their stride
- Children play cooperatively, taking turns with others
- They take account of one another's ideas about how to organise their activity
- They show sensitivity to others' needs and feelings
- They form positive relationships with adults and other children

### **Literacy**

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest.

**(DFE Statutory Framework for EYFS, 2014)**

Literacy is an essential skill for everyday life and so as a school, we aim to -

- To develop a love of books, stories, poems and other written materials
- To link letter sounds, words and meaning
- To experiment with writing for themselves through making marks, personal writing symbols and conventional script
- To provide opportunities for writing in all areas of the curriculum
- To give children experience of modelled, guided and independent writing

The expectation is that by the end of the EYFS, children will be working towards or have achieved some or all of the early learning goals and they should:

- Children read and understand simple sentences,
- They use phonics knowledge to decode regular words and read them aloud accurately
- They also read some common irregular words
- They demonstrate understanding when talking with others when talking about what they have read
- Children use their phonic knowledge to write words in ways which match their spoken sounds
- They also write some irregular common words
- They write simple sentences that can be read by themselves and others
- Some words are correctly, and others are phonetically plausible

## **Mathematics**

Involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.

**(DFE Statutory Framework for EYFS, 2014)**

This area of learning incorporates numbers as labels for counting, calculating and shape, space and measures. Therefore the school aims to give children the opportunity to –

- To provide a practical ‘hands-on’ approach to Mathematics where the child is encouraged to discover and become confident and competent in learning and using key skills.
- To ensure all areas of learning, including counting, sorting, matching, seeking patterns, making connections, and working with numbers, shapes, space and measures are effectively covered mostly through practical activities underpinned by children’s developing communication skills.
- To ensure Mathematical understanding is developed through stories, songs, games and imaginative play.
- To ensure emphasis is placed on developing communication skills and recording is gradually included as the child becomes confident with the concepts.
- To ensure children are given opportunities to apply their knowledge and skills to solve simple problems.

The expectation is that by the end of the EYFS, children will be working towards or have achieved some or all of the early learning goals and they should:

- Children count reliably with numbers from 1 to 20
- They can order numbers
- Children say which is one more or one less than a given number
- Using objects, they add and subtract two single-digit numbers and they count on or back to find the answer
- They solve problems, including doubling, halving and sharing
- Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems
- They recognise, create and describe patterns
- They explore characteristics of everyday objects and shapes and use mathematical language to describe them

## **Understanding the World**

Involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

**(DFE Statutory Framework for EYFS, 2014)**

This forms the foundation for later work in Science, Design and Technology, History, Geography, and Information and Communication Technology (ICT). By incorporating knowledge and understanding of the world in planned activities children are given the opportunity –

- To participate in first-hand experiences that encourage exploration, observation, problem solving, prediction, critical thinking, decision making and discussion.
- To provide an environment with a wide range of activities indoors and outdoors that stimulate children’s interest and curiosity.

- To provide opportunities that help children to become aware of, explore and question issues of differences in gender, ethnicity, language, religion and culture and of special educational needs and disability issues;
- To provide adult support in helping children communicate and record orally and in other ways;

The expectation is that by the end of the EYFS, children will be working towards or have achieved some or all of the early learning goals and they should:

- Children talk about past and present events in their own lives and the lives of family members
- They know that other children don't always enjoy the same things and are sensitive to this
- They know about similarities and differences between themselves and others, among families, communities and traditions
- Children know about similarities and differences in relation to places, objects, materials and living things
- They talk about the features of their own immediate environment and how environments might vary from one another
- They make observations of animals and plants and explain why some things occur and talk about changes
- Children recognise that a range of technology is used in places such as homes and schools
- They select and use technology for particular purposes

### **Expressive Arts and Design**

Involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play, and design and technology.

**(DFE Statutory Framework for EYFS, 2014)**

Creativity is fundamental to successful learning. Being creative enables children to make connections between one area of learning and another and so extend their understanding. This area of learning includes art, music, dance, role-play and imaginative play. Therefore the school aims to give children the opportunity to –

- To experience a stimulating environment in which creativity, originality and expressiveness are valued.
- To participate in a wide range of activities that children can respond to by using many senses;
- To explore and experiment with ideas, materials and activities.
- To imitate what they see, experiment with ideas and to incorporate their own ideas.

The expectation is that by the end of the EYFS, children will be working towards or have achieved some or all of the early learning goals and they should:

- Children sing songs, make music and dance, and experiment with ways of changing them
- They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes
- They represent their ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories

### **Organisation of the Early Years Foundation Stage**

The children are all admitted in the September of their reception year. They attend for mornings and lunchtimes only during the first few days and this is extended with the aim that all children will be attending full time by the end of week two of the autumn term. However, if any child requires a more gradual introduction to the routines and demands of school this can be accommodated in liaison with the parents.

Due to the size of the school the Early Years Foundation Stage is part of a mixed-age class. The class is composed of Reception and Year 1 children. With careful planning, differentiation, and regular liaison with all classroom assistants the needs of the different groups can be successfully met. Careful liaison and feedback between all teachers and assistants ensures continuity and consistency is maintained and the progress of children is accurately monitored.

### **Assessment and Recording**

Initial informal observations and formal baseline assessments are made as soon as possible after entry to school to ensure that planned activities can build on and extend current knowledge and skills. Progress in the seven learning

areas of learning are continually monitored and recorded. All assessments and observations contribute to the Foundation Stage Profile, which is completed throughout the year and finalised in the summer term. This profile is shared with parents during consultation evenings and they receive a written copy as part of the annual report in July. The current Learning Intentions are displayed in a child friendly way in the classroom and progress against these is monitored and recorded as appropriate, including in the child's learning Journal.

### **Home-School Links**

A successful partnership between the home and school has a positive impact on the child's development and learning. This partnership includes:-

- An induction meeting with the headteacher, staff and parents before the child starts school.
- Written information about the Early Years Foundation Stage at Shotton School and the class.
- The children receive a letter from their 'special friend' inviting them to come and join their class.
- The children are invited to spend time in school during the summer term before starting school in the September.
- Home visits are carried out where appropriate and necessary.
- Parents are encouraged to bring their child into the classroom in a morning, help with morning routines, look at work on display, settle their child and speak informally to the teacher and classroom assistant.
- Parents are welcomed into school to discuss worries, queries, or to share an experience or information with staff.
- Termly information about class topics and curriculum coverage is available on the school website.
- Formal Parents Consultation Evenings are held twice a year, usually in October and March when the child's progress is reported.
- The parents also receive a written report, which includes the Foundation Stage Profile information in July, after which a further parental consultation may be arranged.

Parental support is encouraged in many areas including the following:

- Sharing of books.
- Listening to children read.
- Playing games.
- Mutual activities, such as cooking or craft
- Helping with classroom activities.
- Helping with school trips.

### **Provision for SEND**

Children with special needs will be planned for within the Early Years group and given appropriate work and support. For further information see the SEND policy.

### **Equal Opportunities**

It is the school's policy to give equal opportunities to all children irrespective of gender or race. The same demands are made of and opportunities given to every child in the school. For further information see the Equal Opportunities and Race Equality policies.

### **Review of Policy**

It is the responsibility of the Early Years Manager and Early Years Leading Teacher to jointly review this policy in accordance with the school development plan and when requested by the Head Teacher or Governing Body. After reviewing the policy, any recommendations should be brought to the head teacher, teaching staff, governor with responsibility for the Foundation Stage, and chair of the Curriculum Committee.

October 2002  
September 2005  
October 2008  
October 2011  
October 2015

## EYFS Policy Review Cover Sheet

Date of this review: **Autumn 2015** (copy of policy attached)

Comments (if any):

Policy now reflects the framework for 2014 and corresponding Early Learning Goals. Alterations made to reflect new class organisation.

Please ensure Headteacher's views are sought prior to forwarding to Link Governor

Signed

(Headteacher)

*Barshall*

20/10/12

Comments of Link Governor (if any):

Signed ..... Date .....

(Link Governor)

Forward to Committee Meeting held on **11/11/12** for approval

Comments (if any):

Signed ..... Date .....

(Chair of Sub Committee)

To full Governors' Meeting on **25/11/12** for final presentation and signature of Chair of Governors.

Signed ..... Date .....

(Chair of Governors)