



GOD'S LOVE IN ACTION

St John's and St Peter's CE Academy is a welcoming school family that seeks to serve the Ladywood community by equipping its children and families for success.

By placing **God's love in action** at the heart of everything we do, we hope to see our **children flourish, our culture transformed, and our community thrive.**

Through **high-quality education** and an **enriching curriculum**, we will equip every child with the knowledge and skills they need to **overcome challenges** and therefore **achieve their full potential.**

Our hope is that every child at St John's and St Peter's CE Academy can **uniquely contribute to the community and make it a place they are proud to call home.**

EYFS

Intent

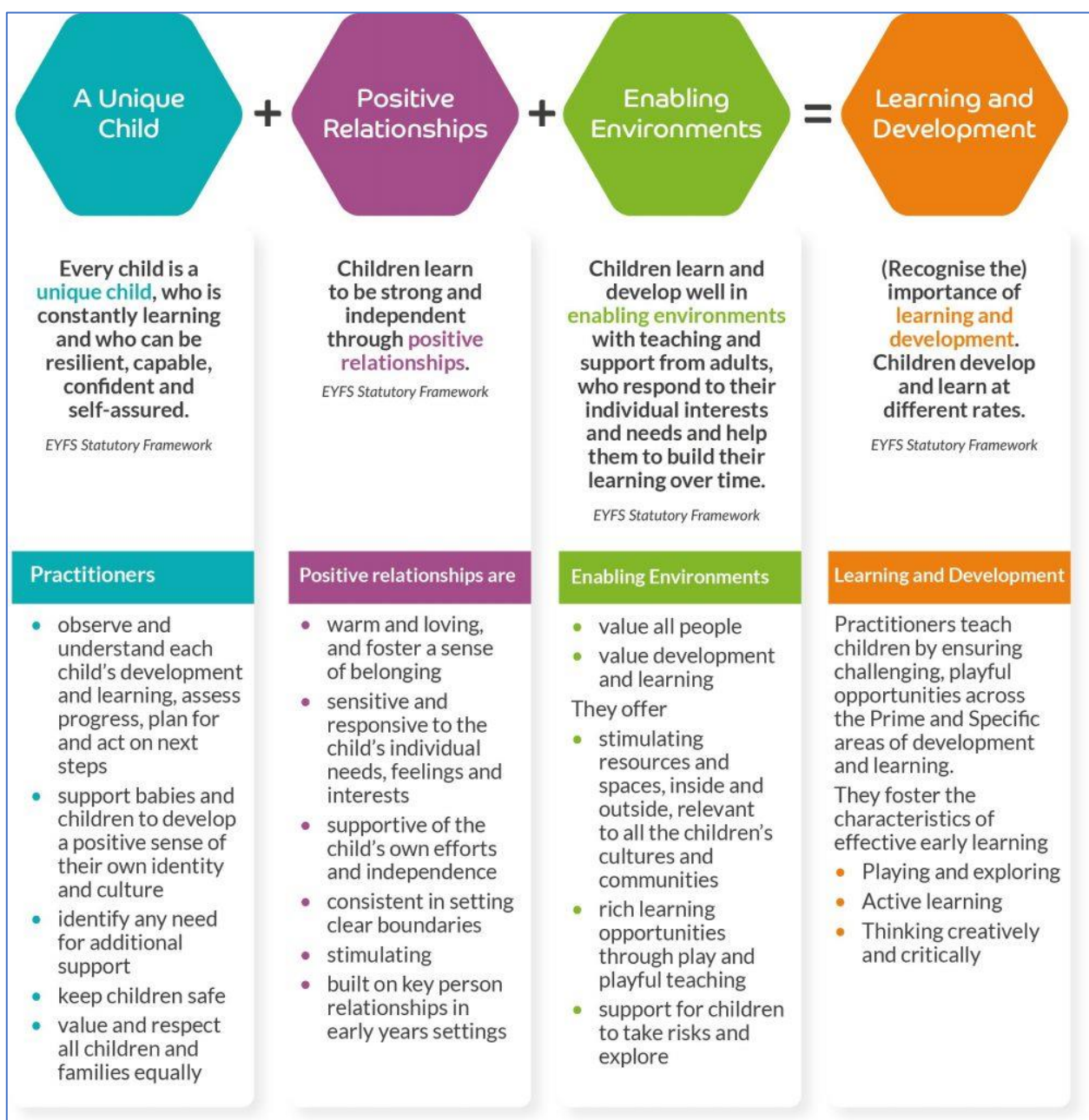
Contents

1. Principles of the Early Years foundation stage
2. Early Years Foundation Stage Vision
3. Early Years Foundation Stage Aims
4. Early Years Foundation Stage Curriculum

1. Principles of the EYFS

The four principles of the EYFS underpin all the guidance in Birth to 5 Matters, which is designed to show how these principles work together for children in the EYFS.

All children develop in different ways and development is not a linear or automatic process. It depends on each unique child having opportunities to interact in positive relationships and enabling environments that encourage their engagement and recognise their strengths. All children have agency and curiosity to learn and will interact with other people and the world around them in different ways. Understanding these different ways of knowing about the world is central to understanding who children are and how best to support their development.



2.EYFS Vision

As a Church of England school, we believe our Christian foundation shapes our approach to early education.

Our school ethos is:

‘Christian Values and Relationships’

Christian values and relationships are at the heart of everything we do. The values of the Christian faith form the basis of how we treat each other and how we invest heavily in all our relationships. We have respect for all, regardless of religious denominations, faith or no faith at all. Children are encouraged to respect the religious and cultural backgrounds of all people, noticing similarities between people and celebrating differences.

In the Early Years at St John's and St Peter's, we are passionate about children being happy, confident, well-rounded individuals with a love for learning. We believe that the Early Years Foundation Stage is crucial in securing solid foundations that children continue to build upon throughout their school life. It is our aim that the children who enter our EYFS develop physically, verbally, cognitively and emotionally whilst embedding a positive attitude to school and vision a love of learning. We do this by ensuring that all children feel safe and happy at school in an engaging and stimulating environment both indoors and outdoors that's builds on each individual child's needs and interests. We believe that all children deserve to be valued as an individual and we are passionate in allowing all children to achieve their full, unique potential.

“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” (Statutory Framework for the Early Years Foundation Stage, DFE, 2021)

3. Curriculum Aims

The core aims of the statutory framework for the early years foundation stage are to ensure that children from all backgrounds:

- Have the opportunity to learn and develop well.
- Are equipped with the knowledge and skills to thrive in school and later life.
- Are kept healthy, happy, and safe.

4. Early Years foundation Stage Curriculum

At St John's and St Peter's we operate Continuous Provision with high-quality resources for both in indoor and outdoor provision. This supports the development of the Characteristics of Effective Learning: Playing and Exploring, Active Learning and Creating and Thinking Critically.

The Early Years Foundation Stage curriculum (EYFS) has seven areas of learning to support children's development:

- **Personal and Social Education**
- **Communication and Language**
- **Physical Development**
- **Literacy**
- **Maths**
- **Understanding the World**
- **Expressive Arts and Design**

Our provision has a real focus on basic skills: particularly in early reading and Maths.

Maths

Maths within EYFS encompasses many skills, from number recognition and simple addition, to describing properties of shape and pattern. We follow 'White Rose Maths' in our early years setting and the children have a daily taught maths session, as well as access to high quality resources, focus activities with an adult and exciting maths games and provocations.



Little Wandle Phonics

At St John's and St.Peter's, we are following little Wandle phonics scheme. We believe, reading is essential for all subject areas and improves life chances. Positive attitudes to reading and choosing to read have academic, social and emotional benefits for children.

How children learn to read

- Phonics is the only route to decoding.
- Learning to say the phonic sounds.
- By blending phonic sounds to read words.
- Increasing the child's fluency in reading sounds, words and books.

Reading fully decodable books

- **Children must read books** consistent with their phonic knowledge.
- It is essential not to use other strategies to work out words (including guessing words, deducing meaning from pictures, grammar, context clues or whole word recognition).
- Books must be fully decodable and follow the Little Wandle scheme
- Children need to read books in a progressive sequence until they can decode unfamiliar words confidently.

The role of Parents' and Carers'

- Have a positive impact on their child's reading.
- Should model the importance of reading practice to develop fluency.
- Children take home books they have read at school to re-read at home to build fluency.
- There are two different types of books that pupils bring home: reading practice and books to share for pleasure.
- Reading at home encourages a love of books, along with developing vocabulary and discussion.
- Parents should use voices, expression, discuss unfamiliar vocabulary, talk about the pictures, and predict what might happen next.
- Give positive yet informative feedback in the home reading diary at least 3 times a week

Supporting your child with reading

Although your child will be taught to read at school, you can have a huge impact on their reading journey by continuing their practice at home.

So how do we do it?

All children in Reception participate in a daily phonics lesson, usually in the morning. All children no matter their attainment level are included in the lessons and we use 'daily keep up' interventions to make sure no child falls behind.

Children with a SEND are given additional support during the lesson and extra 1:1 lessons planned to match their point of development using the Foundation for Phonics programme or the LW SEND programme.

Timetabled guided reading groups involve (i.e., decoding, prosody & Comprehension) and these groups take place three times a week. Each group, of up to 6 children, spends 20 mins with a highly trained adult exploring how to decode the book in the first sessions, how to read with fluency and expression in the Prosody sessions and finally checking their understanding of the text in the Comprehension sessions.