



Saint Joseph's Catholic Voluntary
Academy

How we teach Reception in the EYFS at Saint Joseph's

A Lesson Handbook: Guidance and Resources for Teaching Staff

**Vision: Intention,
Implementation,
Impact**

Intention

At Saint Joseph's, our intention is to create a happy, safe, and nurturing environment where children are excited to learn. We aim to provide a curriculum which is engaging and motivates children to develop a love of learning from the starting point of their school journey. We aim to create an environment where children can develop their resilience whilst forming positive relationships with their peers and adults. We encourage children to safely explore risks and allow them to apply and challenge what they have learnt. We aim to ensure that learning is accessible for all, and every child's individual progress is celebrated. We work closely alongside parents to ensure we value a child's home experiences and to develop a true reflection of the whole child. We aim to effectively prepare children for the next stage in their school life.

Implementation

We have a carefully planned curriculum covering the 7 areas of learning:

Prime Areas

- Communication and language
- Personal, social, and emotional development
- Physical development

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The EYFS curriculum is taught through engaging books and a variety of real-life, hands-on experiences to help children make sense of the world around them and develop their cultural capital. Reception have a book of the week and a range of topic based learning carefully planned across the year. We also follow the interests of the children building on what they already know. Children are encouraged to become independent learners through asking questions to find out more. Parents are updated on their children's learning via the Class Dojo pages and through regular discussions. We have an open door once a week where parents are invited to look at their child's work and talk to the Teacher.

Impact

Through the delivery of a well-planned and challenging curriculum we aim that the pupils will leave the Early Years Foundation Stage ready to build on their skills, knowledge and vocabulary in Key Stage One. At the end of Reception, teachers complete the EYFS Profile outlining whether children have achieved a Good Level of Development (GLD). This is shared with parents and discussed in detail with the Year 1 teacher to support a smooth transition into Key Stage One.

Curriculum	<p>The EYFS is based on the following four principles:</p> <ul style="list-style-type: none"> A Unique Child Positive Relationships Enabling Environments Learning and Development <p>The teaching and learning across EYFS is planned to offer children opportunities to make progress across all seven areas from the EYFS Framework alongside listening to and following the individual and collective interests of children.</p> <p>We offer a range of free play, guided play, and direct teaching to support children in making progress across the EYFS. The curriculum is carefully planned to lay the foundations which will be built upon as children move into Key Stage One.</p>
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Long Term Plan	<p>We have long term plans across the year for phonics, literacy, maths and understanding the world to cover vocabulary, knowledge and understanding of all seven areas of the EYFS. We have a strong focus on developing and broadening children's vocabulary and planned continuous provision allows for this language to be applied through real life experiences.</p>
Weekly Planning	<p>Weekly planning is based on our long-term plan and is adapted based on children's individual needs, interests and stages of development.</p> <p>Our plans include what we want the children to learn and how we are going to achieve it through guided play and direct teaching. We also ensure a focus on key vocabulary across the areas of learning.</p> <p>Plans are shared with the EYFS team so all staff have knowledge of what we want children to achieve and how learning can be supported.</p>
Literacy	<p>At St Joseph's we have a whole school writing curriculum that focuses on sequenced and progressive skills, starting from Reception and continuing all the way to Year 6. In Reception, there is a focus book of the week with key vocabulary and planned activities to support early reading and writing. The texts are carefully sequenced across the year to ensure coverage of a diverse range of texts and genres.</p> <p>Our whole school phonics programme is Little Wandle Letters and Sounds. In Reception, children quickly learn to recognise GPCs and learn to read words by blending sounds together. Children gradually build their reading fluency and by the end of Reception can read simple sentences. Children also develop their writing by learning how to correctly form letters which develop into writing single words and sentences. There is also a focus on reading 'tricky words' by sight and this is practiced at home through a 'Tricky Word Bingo' game.</p> <p>In Reception phonics is taught as a whole class every morning. Children also have three 'practice reading sessions' a week in small groups. After the third session, children take their reading book home to share with parents.</p>

Assessment	<p>EYFS children are assessed daily across the year using our Point in Time Assessments (PITAs). These assessments help to inform our planning and teaching to support children in achieving their next steps.</p> <p>At the start of the Advent term, Reception children complete the Reception Baseline Assessment alongside their teacher to assess children's starting points in language, communication and literacy and mathematics. Staff develop an overall knowledge of children across the first half term to inform planning for progression.</p> <p>In the Pentecost term, the Reception teacher completes the EYFS Profile which outlines a child's achievements across the 17 Early Learning Goals (ELGs). This information is shared with parents and the child's Year 1 teacher to support transition into Key Stage One.</p>
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SEND	<p>Based on the SEND Code of Practice, we aim to identify children with Special Educational Needs as early as possible. We consider all information about the child's learning and development from within and beyond the setting. This information includes communication with parents, healthcare professional assessments, discussions with other childcare settings and observations of the child. We also baseline assess children through our PITAs when they first join St Joseph's to help us develop an initial understanding of their overall development.</p> <p>If staff have concerns about a child, the SENDCo is informed, who supports staff in developing an intervention plan, communicates with parents and contacts relevant outside agencies if we agree the child is continuing to make less than expected progress.</p> <p>If a child is identified as having SEND, we continue to adapt teaching, and the learning environment based on the needs of a child. Each child has a SEND profile which outlines a child's individual needs, how they regulate and how staff can support them in achieving their targets.</p>
Working with Parents	<p>At St Joseph's we value quality communication with parents and carers and aim to achieve strong and respectful partnerships.</p> <p>We aim to talk to parents before a child starts school to discuss their child's needs and interests.</p> <p>We communicate information about children's learning and progress through Class Dojo posts and regular discussions with parents. We encourage parents to speak to their child's teacher if they have any concerns or information they wish to share. In addition to this, we invite parents to a Parent's Evening consultation twice a year.</p> <p>We provide opportunities for parents to engage in children's learning within school for example through Stay and Play sessions, being a Secret Reader and watching children's performances.</p> <p>By knowing and understanding children, their families and home life, we can provide additional support and encourage children's learning to continue at home.</p>

Staff Expectations	<p>Ensure all children are effectively safeguarded.</p> <p>Develop positive relationships with children.</p> <p>Communicate behaviours and achievements with parents.</p> <p>Support children with personal hygiene.</p> <p>Model high quality interactions and a range of key vocabulary.</p> <p>Have high expectations for all children.</p> <p>Manage behaviour in a positive way.</p> <p>Teach children directly in small groups and through guided play.</p> <p>Keep the provision tidy and maintain a calm, decluttered environment.</p> <p>Provide interesting and engaging provision enhancements.</p> <p>Assess children by identifying next steps and adapting teaching based on needs.</p> <p>Provide targeted interventions to support children in making progress.</p>
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