

EYFS Curriculum Intent

Vision

Our curriculum at Lockerley Primary School encompasses the following aims to meet the needs of our children and the EYFS curriculum is vehicle to bring these aims to life:

Aims of our curriculum

- **ACTIVE - Provide richness and depth to inspirational learning in school**

A child led curriculum allows pupils to make links between each area of learning.

- **EXPERIENCES - Provide a breadth of opportunity out of school whilst rooting children in their immediate and local environment**

Enrichment opportunities planned into the curriculum brought into school as well as trips out of school to bring learning to life. .

- **DIVERSITY - Build cultural awareness & knowledge to encourage children to be outward looking and forward thinking**

Nursery rhymes and traditional tales planned into reading enrichment opportunities to widen children's cultural capital. Vocabulary is explicitly taught in a language-rich learning environment for both breadth and depth to the children's speaking, reading and writing.

- **PURPOSE - We believe learning should matter**

Making meaning is central to our teaching. Authentic outcomes are planned into learning journeys to give a meaning and purpose to their learning.

Implementation

Phonics

Synthetic phonics is taught in a fun and engaging way across EYFS & KS1. We predominately follow the 'Letters & Sounds' programme and phonics is delivered daily. Phonic teaching is matched to the children's gross and motor skills assessments. Teachers maintain accurate assessments on children's attainment of phonic sounds. All children are read with individually on at least a weekly basis and key children, identified through early assessments, are read with on a daily basis. Parents are invited in for a phonic workshop within the first month of starting school. All children take reading books home which are matched to the phonic sounds they have learnt.

In EYFS after the autumn term children who are not keeping up with the pace of phonics learning are identified for extra interventions (precision teaching/ booster groups). In the spring term the children participate in Guided Reading sessions daily.

Our Reading Aim is...

In EYFS and KS1 our aim is to develop fluent readers who are able to decode texts.

In EYFS the children take home a reading book matched to their phonic level but they also take home a library book to share with an adult at home. As the children move up through the rest of the school the number of reading books change but they always have a library book to take home to share with an adult.

During lunchtimes there are books from the library outside for the children to enjoy with either friends or a lunchtime supervisor

Effective, rigorous synthetic phonics teaching and learning: daily across KS1 and continues into KS2 for those children who didn't pass the screening check

Established reading culture

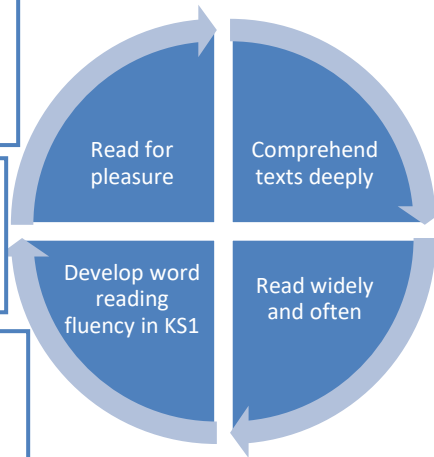
Promote reading at home:
Book bingo
Library books
School website has links to Cbeebies website & teachers telling stories.

Reading environment fosters a love of literature: engaging book corners in every class and inviting library

Choice of reading material:
Emphasis on traditional tales and nursery rhymes in KS1

Choice of reading material: visits to the library, engaging book corners, free choice of reading texts

Availability and planned use of a range of text types: long term plans ensure a breadth to reading experiences offered to children to broaden cultural awareness and vocabulary



Independent, guided and shared reading: daily story time in class, quality text drivers for each English unit, daily guided reading, huge support from school community to hear readers.

Use texts matched to GPCs where appropriate.

Actively read, deploying a range of strategies – KS1 GR takes the form of mostly carousel of activities around a book with 2 groups being led by a teacher.

Interactive talk and discussion leads to better understanding : reading of stimulus text

Our Writing aim is...

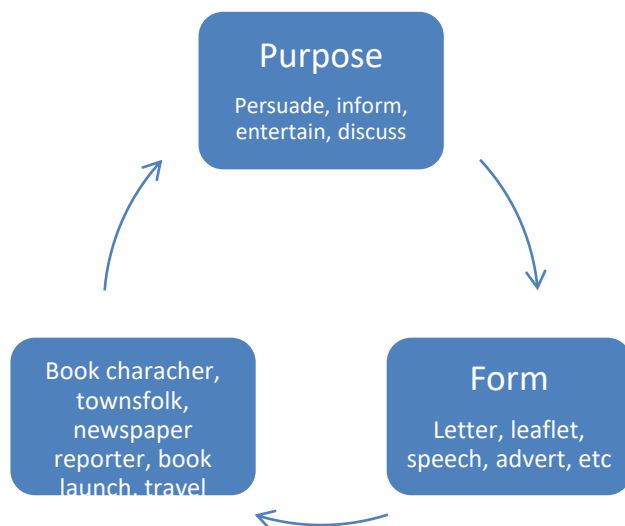
To develop motivated and independent writers: those who write with understanding and purpose.

At the start of school it is very important that the children are ready developmentally to write. Writing follows talk and reading. In order for a child to write something, they need to be able to say it first. This is achieved through a programme of play where young children learn to interact, talk and understand as well as develop physically. During the first term of Year R our main focus is the prime areas by providing opportunities for talk. This is encouraged at home with the use of the 'Walk and Talk Boards'.

During the Autumn term all the children complete the ABC (Achieving Body Control) programme and FMS (Fine Motor Skills) programme from the Hampshire therapy pack. It is run alongside a home programme which is shared with parents through tapestry. This informs further additional interventions required for specific children. The children then move onto Clever Bodies which incorporates balance, motor planning coordination, ball skills and clever hands. All of these activities are interwoven into the curriculum and provision.

Phonic learning and letter formation matches this provision with drawing around large letters on the black board or painting with water. Writing resources also match the children's physical strength. Large writing materials are used and over time these are refined down to finer and smaller materials in order to develop handwriting speed, fluency and legibility.

In order for the children to become motivated and independent writers they need to write with understanding and purpose. When planning writing units we ensure there is interplay between purpose, audience and form.



Outside Provision

We provide a free-flow provision between the outside and inside environment for the children. All areas of learning are reflected in the outside provision and enhanced to meet learners' needs. There will always be a role play area outside to maintain the focus on speaking and listening development. Another particular focus for outside is the development of gross motor skills so there will be coordination, balance or strengthening activity. There will also be an adult outside with the children either leading an activity, facilitating or observing. When working with children, the adult will use open questions stems such as 'I wonder...' to promote discussions.

Engagement with parents

At Lockerley we value the partnership between home and school. We provide lots of opportunities for parents to be involved in their child's education. Every half term there is a 'celebration of learning' which the parents are invited to. This is to share learning over the half term. We also hold workshops for parents each term to develop their confidence in supporting their child at home. In the Autumn term we held a workshop on phonics and in the Spring term a Tapestry workshop. Parents are also encouraged to share learning 'wow' moments on tapestry.

Assessment

Assessments are made by the teachers continuously and used to plan subsequent activities. Children are directed to activities during the week depending on the assessments made by the teachers. There will be photos of children at activities to indicate where they need to be. Teachers track individual progress on assessment sheets. These help the identification of gaps in learning and potential pre-teach groups when the learning is revisited in the next phase. Tapestry is used within EYFS to record observations and assessments. This shares learning with parents and we encourage parents to share learning from home through this platform. Teachers will use tapestry to invite parents to share learning at home, for example they have prompted parents to show their child using different crawls at home and then post it on tapestry.