

Early Year Foundation Stage at St Charles School

At St Charles our aim is to offer every child a high-quality early year's education in a supportive, safe and challenging environment in which they feel valued and are inspired to become life-long learners.

The Curriculum: What we want children to learn

Teaching in the EYFS is delivered in accordance with the government's statutory document 'The Statutory Framework for the Early Years Foundation Stage'. This document states that four guiding principles should shape practice in every early years setting. These are:

- Every child is a **Unique Child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **Positive Relationships**
- Children learn and develop well in **Enabling Environments** with teaching and support from adults, who respond to their individual interests and needs and help them build their learning over time. Children benefit from a strong partnership between practitioners and parents/carers.
- Children **develop and learn** at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

The curriculum is centred on **3 prime areas of learning:**

Communication and Language

Personal, Social and Emotional Development

Physical Development

And **4 specific areas** which strengthen the prime areas:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

These areas of Learning and Development address children's physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in isolation from the others as all Areas of Learning and Development are closely interlinked. This ensures the delivery of a holistic, child-centred curriculum, which allows children to make links between their learning. All areas of Learning and Development are given equal weighting and value.

Our carefully designed Early Years curriculum provides a context to develop personal, social and emotional skills, communication and language skills, and physical skills, and apply and practice those skills, particularly in reading and oracy.

We recognise that many of our children may have limited access to outdoor spaces therefore we offer lots of learning outdoors to build children's confidence and physical strength and co-ordination through our outdoor continuous provision.

We promote speaking and listening skills by providing a language rich environment, which gives opportunities for children to experience new and imaginative vocabulary through problem solving, book sharing, role-play, child initiated activities and when

using the outdoor area. To further deepen children’s learning, staff in EYFS are trained to use the ‘**ShREC**’ approach to interactions. This evidence based method ensures high-quality communications through a consistent approach of sharing interest in the child’s play, responding to their to their verbal and nonverbal leads, expanding on their knowledge by modelling new language and entering into extended back and forth conversations.

HIGH QUALITY INTERACTIONS IN THE EARLY YEARS
The ‘ShREC’ approach



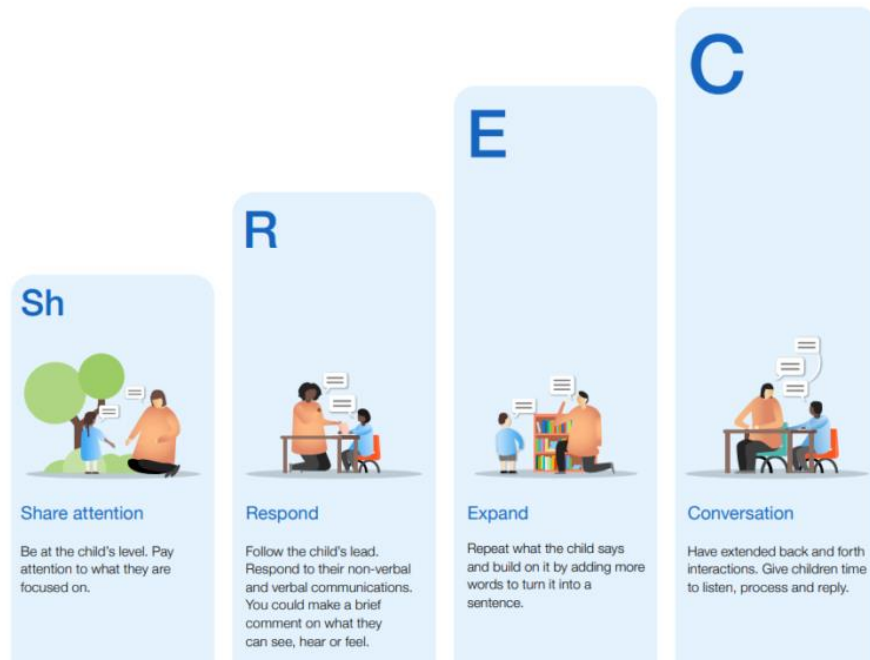
The aim of the ShREC approach is to provide early years professionals with a simple, memorable set of specific evidence informed strategies that can be embedded into everyday practice.

“When done well, high quality interactions often look effortless but they are not easy to do well.”

EEF Guidance Report, *Preparing for Literacy*



This resource supports the ‘Preparing for Literacy’ guidance report.



Phonics

Phonics lessons begin in Nursery where children develop the knowledge, skills and understanding to use and discriminate between auditory, environmental and instrumental sounds through 7 Aspects:

- Environmental Sounds
- Instrumental Sounds
- Body Percussion
- Rhythm and Rhyme
- Alliteration
- Voice Sounds
- Oral Blending and Segmenting

In Reception, we use the DfE validated SSP programme Essential Letters and Sounds (ELS). ELS whole class, daily phonics teaching begins from the first days of Reception to ensure children build an immediate understanding of the relationship between the sounds they hear and say (phonemes) and the written sounds (graphemes). Phonics lessons are delivered to the whole class, using the same teaching sequence until each child is independent.