



THE WINDMILL PRIMARY FEDERATION

EARLY YEARS POLICY

Formally adopted by the Governing Board of:-	Windmill Primary Federation
On:-	July 2026
Chair of Governors:-	Louise Cousins
Next Review	July 2027

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1. Purpose

- This policy has been written to outline the philosophy and principles of early years teaching and learning.
- Recent research is clear that high-quality early education establishes the foundations for later success, including academic achievement, good health and well-being.
- This document is to be used as a guide and framework to support our individual settings.

2. Aims for Early Years:

We recognise that all children learn more in the period from birth to five years old than any other time in their lives. By providing them with the best Early Years experiences, we not only give them the ability to progress in that year but also the best chance of success in future years.

- Early education must equip all children, without fail, with the knowledge and skills they need to make progress in Reception, through Key Stage 1 and beyond.
- Making sure all children have the best start in life is our purpose, as high-quality education benefits all children, it is especially important for those whose early learning has been limited, including children who come from disadvantaged backgrounds and those whose language and communication are delayed. This may include children with special educational needs and/or disabilities (SEND).
- Each setting aims to enable every child to fulfil its potential through quality interactions, consistency, working in partnership and providing equality of opportunity.

2.1 We give all children opportunities to-

- Develop a strong sense of self and high levels of confidence.
- Develop self-regulation and positive behaviour.
- Feel secure and confident within an atmosphere of respect for others, building positive relationships.
- Feel included, secure and valued.
- Be supported and extend their knowledge, skills and understanding.
- Make progress through our curriculum by remembering what they have learned.
- Learn and practise the fundamental skills they need to thrive in KS1.
- Enjoy and listen attentively to stories, songs, new ideas and concepts.

2.2 To achieve this our practitioners will-

- Work in partnership with parents/carers to support the children's rapid development, physically, intellectually, emotionally and socially.
- Share information with a child's family about their progress and help parents extend learning at home and encourage a love of reading.
- Ensure that their own speaking, listening and reading of English helps children develop their own language and vocabulary well.
- Read to children in a way that excites and engages them identifying new vocabulary.
- Deliver our planned and well sequenced curriculum which sets out the knowledge and skills that children will learn.
- Use deliberate and planned interactions and direct teaching methods with relevant and appropriate content that matches the different needs of young children.
- Build upon what the children already know and give all children more time to practise the fundamental skills so they remember what they are learning.
- Teach, model and practise the fundamental skills that lead to automaticity e.g.
 - how to compose simple sentences orally,
 - how to hold a pencil correctly and form letters and numbers,
 - how to spell using known phonemes and tricky words,
 - how to become a reader.
- Model characteristics of effective learning to encourage positive attitude towards learning from the children.
- Encourage the children to learn for themselves by providing opportunities for them to engage in activities planned by the teacher alongside those that they plan or initiate themselves.
- Allow time for the children to become engrossed, work in depth and complete activities.
- Identify pupils who require early intervention and adapt learning to overcome barriers.
- Develop basic skills through well-structured activities.
- Ensure the children are ready for Year 1.

3. Admission:

- All children are offered full-time learning in Reception from the first day of the Autumn term.
- Home visits are an essential part of the transition period so that staff can fully understand the relationship between the child and the parent/carer, as well as visiting any pre-school settings the child has attended.
- Where possible home and pre-school visits will be completed in the Summer term prior to the child starting Reception.

3.1 To ensure the best possible transition we:

- Value the parent as the first educator of their child.
- Contact the feeder preschools to discuss essential information on every child.
- Share important information about our school during a new parents meeting.
- Use written information sent by preschools to inform early planning.
- Hold a series of 'welcome/taster' sessions for parents and children in June and July.
- Share information in a transition meeting(s) with key adults for children with additional needs.
- Meet with every parent and child before beginning school to share important information from home and school (wherever this is possible).

4. Partnership with Parents and Carers:

The school recognises the huge importance of establishing effective relationships with parents/carers in ensuring the children achieve their full potential. Reception staff will promote the Best Start Strategy. Teachers will share Starting Reception guidance to help inform parents of the steps they could take to get their child ready for school. Parents will be given general guidance as well as information about tooth brushing and potty training. This will form information shared at the new intake meeting, nursery visits and home visits.

- Parental involvement is actively encouraged.
- Parents are very welcome to communicate with staff via class dojo or at the end of the school day giving them opportunities to discuss any concerns with staff.
- Staff ensure that parents are well informed about the curriculum their child is experiencing through Knowledge Organisers, Learning Journeys, mini reports, parent evenings and newsletters.
- Staff take the opportunity to post achievements on Jigsaw. When appropriate staff will talk to parents at the end of the day about any concerns.
- Throughout the year, parents are invited to attend workshops that help support their child's development at home.
- At the end of the year, parents are informed of the outcomes attained in the EYFSP.

5. Learning and Development in the Early Years:

The Early Years phase must provide the potential for learning in every activity and situation that arises; whilst providing a secure and stimulating environment in which children play, flourish and learn to make sense of the real world.

Activities will provide first hand experiences through:

- Learning and discussion where children are encouraged to interact with their peers, use self-regulation and explore a wide variety of learning situations in order to deepen their understanding.
- Clearly defined rich learning environments, indoors and outdoors, which provide a balance across the areas of learning.
- Use of resources, materials and adult support/modelling.
- Areas that are well planned in order to provide relevant and motivating learning experiences for each child.
- Communication friendly spaces that are language rich in order to stimulate the children in developing good speech and language and communication skills.
- Opportunities are provided through our planned curriculum for sustained play, as well as spontaneous, self-chosen play.
- Adults will model talking, listening, thinking and learning in order to extend children's learning.
- All children receive valuable adult time which up levels their quality of learning.
- Providing a balance for learning within whole class, group, individual and continuous provision.
- Reinforcing fundamental skills daily – letter/number formation, decodable reading and spelling, tripod grip, oral composition of sentences, dictation, number bonds, halves and doubles.
- By Summer, whole class and group work increases ensuring that children are ready for Year 1.

5.1 'The Characteristics of effective teaching and learning'

These are central to ensuring that quality teaching and learning is taking place. These underpin learning and development across all of the prime and specific areas and support the child to remain an effective and motivated learner.

- **Playing and exploring**
Children investigate and experience things, and 'have a go'
- **Active learning**
Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and thinking critically**
Children have and develop their own ideas, make link between ideas, and develop strategies for doing things

6. Observation, Interaction and Assessment

“Observational assessment doesn’t need prolonged breaks from interaction with children, or excessive written recording. It is likely to be interwoven with high quality interactions or conversations in words or sign language with children about their activities and current interests”

6.1 To ensure impact on learning we:

- Deliver a well-planned and ambitious curriculum through quality interactions in teaching groups and play.
- Implement a specified timetable so that all children get enough practice to become fluent in using important foundational knowledge.
- Use our curriculum as the progress model and through it, children learn more, remember more and develop the confidence ready for Year 1.
- Introduce learning units every 6 weeks which build on prior learning and new vocabulary.
- Assess against checkpoints identified on each knowledge organiser, cumulative towards the Early Learning Goals.

6.2 In order to ensure impact for every child, practitioners will:

- Use extensive interactions and knowledge of each child to understand and assess children’s learning.
- Enjoy interacting with children to help them engage purposefully in a breadth of activities, events and experiences using our curriculum.
- Assess the curriculum through baseline, daily live marking, half termly phonic and numeracy assessment, checking through quality interactions and questions that children are making progress and remembering what they are taught throughout year.
- Assessments lead to additional intervention and support that meets every child’s needs, with a focus on keeping those who are behind on track.
- Know that progress is measured through
 - **knowing things**, such as that caterpillars metamorphose into butterflies and knowing how to write sounds and numbers.
 - **knowing how**, such as knowing how to hold a pencil and scissors.
 - **knowing behaviours and habits**, such as knowing to look at others when they are speaking and to listen to stories.
- Identify pupils quickly who need extra practise to reinforce the skills needed to meet ELG

7. Organisation:

- Our schools follow the curriculum as detailed in the Statutory Framework for the Early Years Foundation Stage.
- Where there is a mixed age class, the EYFS curriculum will continue to be taught to all Reception age pupils.

- A whole class floor book will be collated through the year to gather the learning journey, taken from the working walls for each unit. This will be used to capture evidence and shared with children to help them recall and remember key learning themes and vocabulary.

7.1 Termly Teaching

Time spent on delivery of core subjects builds up each term so pupils are ready for Year 1 by the end of EYFS.

Autumn term

- Practitioners deliver RWI sessions, which pay attention to saying, segmenting, blending phonemes (oral sound) and focus on the correct tripod pencil grip and formation of graphemes (written letter).
- Oral story retelling is captured for each child through cold and hot retells in writing books.
- There will be a class storybook, which celebrates children's own storytelling and is read to the children.
- A weekly mathematical activity is taught and teachers introduce and revisit specific content from our knowledge rich curriculum three times during the week.
- Modelled decoding and writing comprehension draws upon phonic knowledge taught to date (e.g. h,a,m) and only builds as phonemes are taught.
- Aspects of live marking are used in books from day one with learning objectives highlighted green for success or yellow for consolidation. Adults also begin to use green highlighter to identify successful elements, with pink to show misconceptions/errors. With the teacher's support, children begin to use purple pen to make their corrections.

Spring Term

- Practitioners continue to embed phonic, word reading and letter formation sessions so no child is left behind with basic knowledge.
- A weekly T4W session is introduced to allow pupils to build confidence when applying specific reading, writing skills.
- The weekly mathematical activity continues.
- Adults to continue to live mark. Using green to show successful elements and pink for misconceptions/errors. Children using purple pen more independently to make their corrections.
- Speech and Language Intervention is delivered to those identified through screening.
- RWI intervention continues for those who need gaps filled

Summer Term

- Practitioners prepare pupils readiness for Year 1 further by introducing two English and Mathematical sessions each week.
- Live marking should be developed fully with Step For Depths evident ready for Y1.
- RWI intervention sessions continue.
- Where possible, the teacher takes children to the Y1 classroom for whole class teaching for Y1 readiness or in mixed classes take opportunities to teach whole class sessions in Y1 space.

8. Inclusion/Equal Opportunities (including SEN):

- Children will be taught to respect the cultural differences and abilities of all the children and their families and to recognise how other people feel.
- When appropriate, advice and guidance will be sought from outside agencies and professionals to support individual children.
- No child will be excluded or disadvantaged because of ethnicity, culture or religion, home language, family background, special educational needs, disability, gender or ability.
- We act quickly when we notice that a child is falling behind and recognise that it is not helpful to wait for them to become 'ready'. Rather provide the learning elements that they need in order to make progress.
- Additional practise will be utilised to get the child back on track using intervention, adaptations and support.
- Pupils will be identified for Special Educational Needs at the earliest opportunity with consent and advice from parents and outside agencies.
- Pupils that do not meet the good level of development (GLD) at the end of their Reception year will be discussed at a transition meeting with Y1 staff and Special Educational Need Co-ordinator

9. Direct whole class and group teaching

At specific times through the week, the children will take part in whole class and small group learning. These lessons include;

- Phonics
- Literacy
- Mathematics
- Handwriting
- Knowledge Curriculum
- Physical Education
- PSHE
- Religious Education
- Music
- Stories
- Singing
- Assemblies
- Teachers will also teach key new skills to groups/individual children who have been identified as needing extra support so they have more practise.
- The focus will depend on the child/ren and those children may change over the course of the year. All taught sessions are carefully planned and tailored for

each group using previous assessments of the children's knowledge, skills and ability.

- Planning is changed and tailored regularly and, in response to the result of taught sessions, ensuring all teaching and learning is relevant and challenging for each child.
- By the half term in Summer, children will take opportunities to visit KS1 classroom environments.

9.1 Literacy Development

Our schools follow the RWI scheme for Phonics.

- Phonics is taught from day 1 regardless of baseline.
- We use reading books daily as appropriate depending on each child's phonic knowledge.
- We encourage reading for pleasure books with adults reading stories to the children frequently.
- A love of books is celebrated through reading, re-reading, storytelling and role-play.
- An EYFS poetry spine, which details rhymes, stories and poems, is used as part of daily teaching in order to develop vocabulary and language comprehension. Classes participate in the school poetry recitals.
- Talk4Writing is the basis for our writing scheme with a focus on orally retelling stories and on independently writing simple phrases and sentences, when appropriate.
- Alongside frequent opportunities for independent learning within our continuous provision, we directly teach reading, writing and mathematics through directed learning.

9.2 Mathematical Development

- Mastery mathematics is taught through coherent and well-sequenced plans that reflect learning in the strands for Number and Number Pattern and the White Rose Maths Scheme.
- The Knowledge Curriculum mathematical plans have been carefully sequenced to support positive attitudes to maths at an early age with maths resources that help children learn in fun, hands-on, practical ways.
- Songs, rhymes, videos, images and books are used to develop mathematical concepts.
- Concepts are broken into small steps and these are developed progressively as they approach the ELG in summer term.
- Key vocabulary and modelled thinking via key questions and sentence stems help children learn and remember.

9.3 Handwriting Development

In order to give all children a strong foundation to early literacy; particularly for lowest attaining pupils and those that face disadvantage; we teach separate Handwriting lessons. We enable every child to make a strong start in successful composition by:

- Providing every child with direct instruction in handwriting and additional opportunities to practice independently. This is in addition to phonics lessons.
- Providing support to achieve a confident tripod pencil grip and to have accurate letter orientation and formation.
- Adults use quality visual instruction; modelling carefully and correctly using a visualiser.
- PenPals Foundation 2 scheme is used to teach handwriting. Linking to the RWI phrases in order to support the children to remember the letter formation more clearly.
- Further opportunities for motor development – both fine and gross – need to be seen in the continuous provision planning. These will build in skill level over the year.
- CPD is provided to adults to show the correct way to model and teach the handwriting lessons.
- Setting up tuition and extra practise for those children who find handwriting more of a challenge.

10. Learning Behaviours:

These are intentionally taught and modelled. Learning behaviours focus on the child's ability to self-regulate. In order for a child to self-regulate, they need to develop executive functions. Executive functions are where the child can hold information in their mind, focus their attention, regulate their behaviour and plan what to do next. These functions are the initial focuses when children start in early years.

Using these functions and language development, the children then develop the growing ability to self-regulate.

Self-regulation is the ability to focus their thinking, monitor what they are doing and adapt where appropriate, regulate feelings, show patience and resilience.

We teach learning behaviours through:

- High expectations for learning.
- Clear routines and procedures that help build self-assurance for children.
- Purposeful and challenging experiences.
- Purposeful Play.

11. Learning Environment:

- Children's work will be recorded in Maths, English, Art Sketchbooks and updates in Learning Journey books in line with the rest of the school. This ensures that progress from baseline is clearly visible for all children.
- Working walls will reflect the whole class learning in Maths, English and the Knowledge Curriculum.
- Questions related to the learning expectation, will be used in all learning environments, enabling the development of language. These will develop across the academic year, as the children's reading knowledge develops.
- There will be opportunities for children to write in the continuous provision.

- The environment will provide stimulating resource areas, which are accessible and open-ended so that they can be used, moved and combined in a variety of ways independently to enhance play.

Areas:

There will be a variety of areas inside and outside the classroom:

- Teacher input area (carpet area)
- Fine and Gross motor skills
- Block/construction
- Maths
- Writing
- Story Telling Space
- Reading
- Phonics
- Expressive art and design
- Science and investigation
- Snack
- Computing
- Music/Sound
- Physical development
- Role-play
- In each area, it will be clear to the children how they can independently access the tasks and tidy away. It will also be clear if there is a limit of how many children can participate at one time.
- Learning areas other than writing will have the equipment available for children to choose to write whilst immersed in their play.
- Teachers will explain specific learning expectations in particular areas to the class when activities change.

12. Learning Outside:

Opportunities to learn outside are essential for the development of all children.

All schools offer a sustained time outdoors to develop Teaching and Learning. This time is imperative for the vital development of the 'The Characteristics of Effective Teaching and Learning'. All schools provide appropriate clothing such as; waterproofs and wellington boots to ensure that learning takes place all year round.

There will be opportunities to write in the continuous provision.

The outdoor areas:

- Provide the children with a different environment where they can develop their learning and self-regulation.
- Provide opportunities for large mark making and writing including writing resources such as paintbrushes with water, pencils and clipboards.
- Provide reading opportunities in the form of signs, labels and simple stories and sequences.

- Provide opportunities for mathematical development such as opportunities for counting natural objects, comparing length and weight with real life objects such as sticks and stones. Be able to solve problems using mathematical knowledge and understanding.
- Provide a quiet area for activities such as reading and observation.
- Provide opportunities for large-scale construction and gross-motor development through sports equipment and other open-ended resources.
- Provide a sensory 'mud kitchen' with free access to water
- Provide water and sand opportunities
- Provide role play activities
- Provide musical activities with a variety of objects
- Provide an area to develop the knowledge of growing plants and vegetables
- Provide large physical activities including climbing and balancing (including bikes)

Outdoor areas will be regularly enhanced as the children develop their learning through a specifically taught subject and according to their observed interest fascinations. This is to support the children moving their learning forward and demonstrating they are secure with knowledge in a variety of contexts.

13. Baseline, Tracking and Moderation:

Statutory baseline assessment will be completed and sent using the current framework by the end of the third full week in September.

- School baseline evidence will be collected within the first 4 weeks and summarised on the school tracking system. Within this period, some evidence will also be collected in Literacy/Maths and the learning journey of each child.
- A moderation meeting will be held to cross moderate the baseline at the end of the fourth week.
- Moderation will continue across schools each term, initiated by EYFS lead. End of term evidence for Autumn, Spring and Summer Term should be collated onto a two-page spread in the learning journal of each and must be shared with practitioners and families.
- Observations will be annotated from activities that cover several curriculum areas in one longer interaction, drawing from evidence gathered by practitioners in a range of sources e.g. storytelling annotations, word reading and comprehension, writing and mathematics book examples.
- The areas of learning from Development Matters will be identified and cross-referenced with colour-coded stickers with gold representing the characteristics of effective teaching and learning.
- In addition, teachers complete an ongoing record of phonic attainment for each of the 26 phonemes and 10 digraphs.
- Attainment for each child as they progress towards the ELG is recorded on the tracker each term with reference to checkpoints from each knowledge organiser.
- Final data at the end of Reception is also moderated in early June, reported to parents and the local authority.

13.1 We ensure our EYFS assessments are reliable through:

- Responsible pedagogy that enables each child to flourish to their full capacity.
- Assessments that engage a range of contributors e.g. parents, the school nurse, Speech and Language Therapy, outreach teachers and other relevant adults.
- In-house moderation across the Trust EYFS team and CPD using our own Trust and National exemplification materials.

14. Safeguarding and Children's Welfare

Children learn best when they are happy, safe and feel secure. We aim to ensure that all children feel happy, safe and secure through the continuous development of positive relationships between children and staff as well as relationships with their peers. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Guidance. See the Schools Safeguarding Policy and Child Protection policy.

It is important to us that all children in the school are 'safe'. We aim to teach children that, in society as in a classroom, there is a need for boundaries, rules and limits to which we all need to adhere to, to help us stay safe.

- We aim to teach children to be consciously aware of their feelings and the feelings of others and how to manage their own behaviour by identifying behavioural issues and using them as a teaching moment.
- We also aim to teach our children to take risks whilst learning how to recognise and avoid hazards.
- Should accidents occur an emergency contact form is completed for all children on entry into school, which includes medical, personal and social details.
- Accidents are recorded following the school procedure.
- Ratios and Qualifications for staff employed in our EYFS classes are compliant with Statutory guidance.

15. Health and Safety:

Children's safety is of the utmost importance. This relates to the physical environment, sleeping, toileting, oral hygiene, allergies, medicines, food and drink as well as staff's qualifications.

- Staff will complete a checklist each morning checking the areas of the classroom and outdoor environment for any risks.

- Where a risk arises, it will be reported immediately and the area cornered off where necessary.
- One member of staff with a current paediatric first aid certificate will be on site at all times and will accompany the children on any outings.
- All staff will undertake statutory training for allergies and every child diagnosed with a severe allergy will have a personalized, signed Allergy Action Plan detailing their specific triggers, symptoms, and emergency medication needs.
- Training is provided for staff where the administration of medicine requires medical or technical knowledge. Prescription medicines will only be administered where they have been prescribed by a medical professional.
- At least one member of staff in the setting will hold a Food Hygiene certificate and attend Oral Health training.
- Pupils are supervised closely when eating any snacks. Children need to be sitting down at a table or carpet space, not outside as part of their morning play time. Lunch staff will closely monitor children in the dinner hall to check they are safely eating their lunches. Children will be supported to cut their food if needed, in order to make sure it does not pose a choking risk.
- In exceptional circumstances, where a child was to sleep, staff will ensure sleeping arrangements are safe with a clear environment, children are positioned safely, at a safe temp (16-20c) and that they are supervised.
- Parents will be advised about the need for a balanced diet and their attention will be drawn to the possible allergens that we cannot have in school e.g. nuts. This will form some of the welcome information.

16. Training/Professional Development:

- The Early Years staff are supported and encouraged to continue their professional development.
- All Early Years staff through their training and experience will be able to interact and respond appropriately to the children.
- New staff will have a thorough induction in line with the rest of the school.
- Regular EYFS meetings in person and remotely provide varying CPD opportunities for all staff, as well as an opportunity to share good practice.
- There is a requirement for a member of staff in the classroom and during lunch to have a Paediatric First Aid certificate. This should be discussed and training booked for the relevant people.
- It is also essential that a member of classroom staff has a Level 2 Food Safety certificate. This can be completed online and refreshed every 2 years.

Appendix 1 - Questions to ask EYFS children

- What do you think about?
- What could you do about it?
- How could we fix it?
- Just suppose that.. then what?
- What would happen if....?
- What else can we use this for?
- What is this like?
- What will happen if we add this?
- What will happen if we take this away?
- Why do you think this happened?
- How do you think this works?
- How did you.....?
- How could you?
- How else could you do that?
- What is similar about these?
- In what ways are these different?
- What could you tell me about?
- What did you notice about...?
- How do you think we could?
- Tell me about

Appendix 2

Daily Safety Checklist – example – this is adapted for each setting

Item	Details	Tick or Comment
Outdoor Environment		
1	Walk around the whole area checking for any rubbish/broken fencing/boundaries.	
2	Check the surfaces and consider the outside temperature with regard to safety of all areas.	
3	Check the climbing frames, free standing frames for damage and bird mess – remove, clean or make secure.	
4	Check the sand pit and water area for animal mess and rubbish and clear.	
5	Check the mud kitchen , drain any containers that could be dangerous, small containers could be left for play.	
6	Unlock any areas that are securely locked over night.	
7	Ensure all areas are set up and ready for learning with enhancements/writing opportunities and key questions.	
8	Check the gates are secure.	

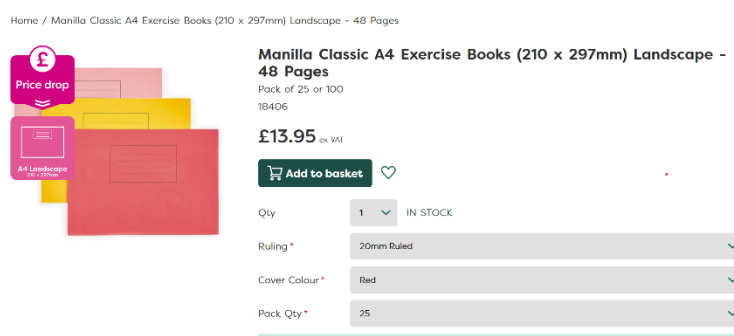
Daily Safety Checklist – example – this is adapted for each setting

Item	Details	Tick or Comment
Indoor Environment		
1	Check the classroom areas and toilets have been cleaned. Check there are paper towels in the toilets.	
2	Ensure the snack table has been wiped and laid out with the healthy snacks for the day, clean cups.	
3	Place chairs out around tables and check for damage	
4	Unlock the door to the outside area and check around under the cover for any blown in rubbish/damage, clean	
5	Check around the children's hooks to ensure they are safe for use	
6	Ensure all areas are set up ready for learning and the tools being used are not broken or damaged	
7	Ensure independent learning has enhancements/writing opportunities and key questions	
8	If rolling snack is provided make sure fruit is cut up in pieces that will not cause a choking hazard. The area should be clean and set up ready for use.	
9 (Once children arrive)	All snacks brought from home should be checked for potential allergens so that the risk of cross contamination is reduced. Any unhealthy items or those that do not meet the DFE/school's guidance should be removed.	

Appendix 3

Handwriting Expectations for Reception

- Use PenPals in addition to phonic teaching
- Use Foundation 2 content from PenPals
- Add a daily lesson in the afternoon towards the end of the day
- Whole class or in 2 groups – need table space like RWI
- Every pupil will write in 20mm landscape exercise book– contrasting colour to phonics
- Increased opportunities in continuous provision for motor development – both fine and gross



Autumn

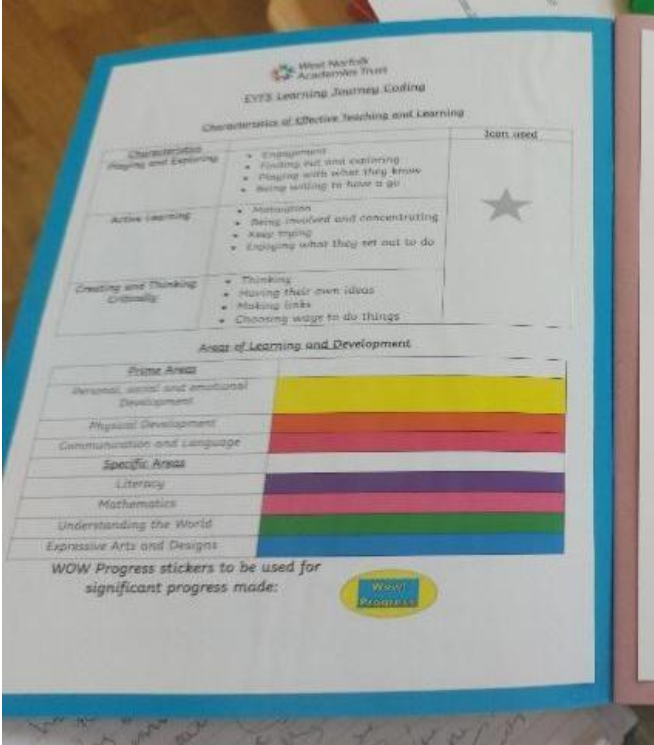
- Ensure there is sufficient space to seat larger groups for handwriting, this seating should be arranged for large groups as it is during phonic teaching.
- Prepare for lessons by reading guidance on posture and pencil grip, PenPals gym, patterns and alphabet.
- Introduce these to the children as appropriate looking, talking, modelling followed by independent practice.
- After watching PenPals content, modelling by staff onto a flipchart with lined paper will take place.
- Whilst modelling letter formation, staff must refer to the direction of the line to make the letters, use of space between lines, placement of letters so that as children are ready they can adopt secure letter size and placement.
- Consistent modelling by all adults will ensure that overtime children become successful writers.
- After October half term, start delivering lesson 1 by following the lesson sequence (PenPals gym, talk about, try).
- Continue with daily lessons through the term completing all 35 lessons.
- Assess accuracy and automaticity.

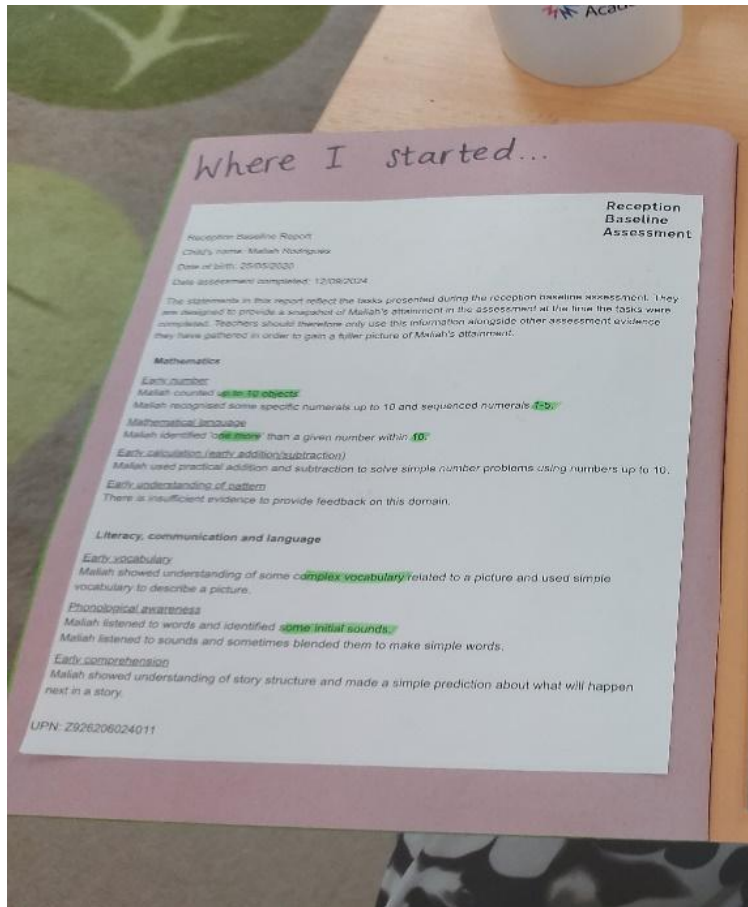
Spring and Summer Term

- Using assessments from Autumn, identify and fill gaps, repeating content in daily handwriting intervention
- Continue to review accuracy and automaticity
- By Summer term ensure lowest 20% can form letters ready for Y1

Appendix 4 - Book expectations and examples

Learning Journey

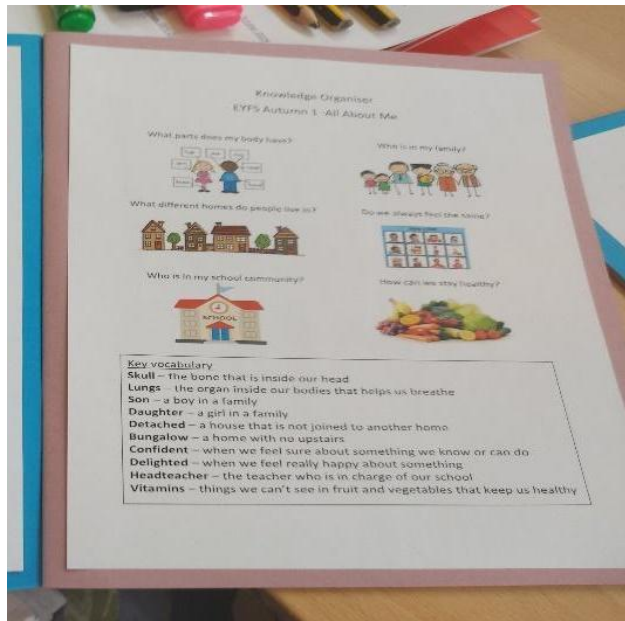
Page 1		Our WNAT EYFS curriculum colour code poster, wow progress and golden characteristics of learning sticker.
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Baseline
summary print
out from NFER
assessments –
annotate.



School baseline summary with colour coded stickers, photos and characteristics of effective learning. Add info on phonics set 1, and example of independent writing.



Knowledge Organiser to be stuck in at the start of each half term.

Weekly knowledge learning on subsequent pages which could be annotated against EYFS curriculum.

End of
Autumn
Term



Double page
spread for
the term.

a summary
by teachers
with
reference to
standards
(WTS/EXS)
across EYFS
curriculum
strands.
Colour code
stickers,
photos,
examples of
independent
writing,
reading,
number and
any related
areas of
curriculum.
Add metallic
characteristics
of
effective
learning
stickers and
wow
progress
stickers
where
appropriate
(see page 1)

Further double page spreads

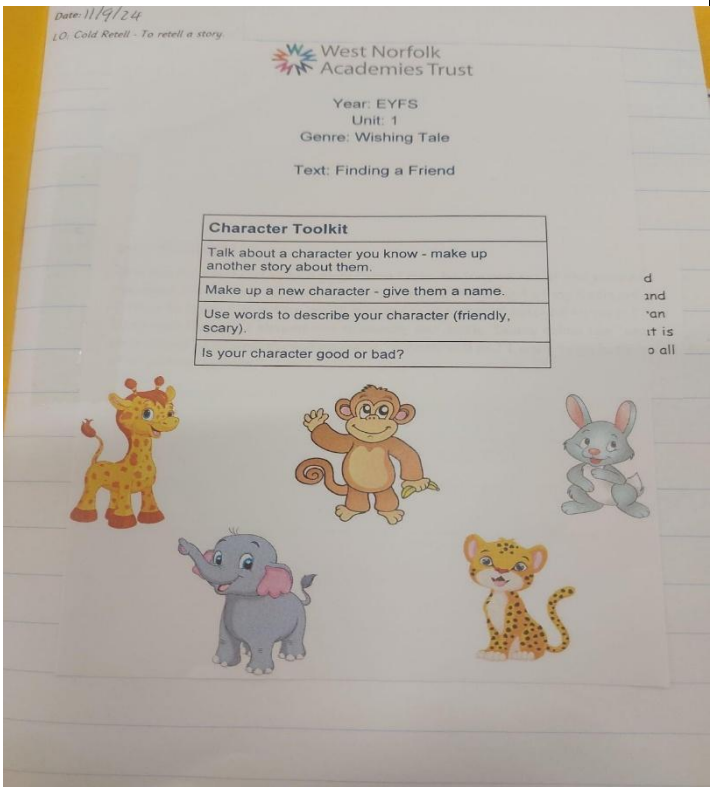


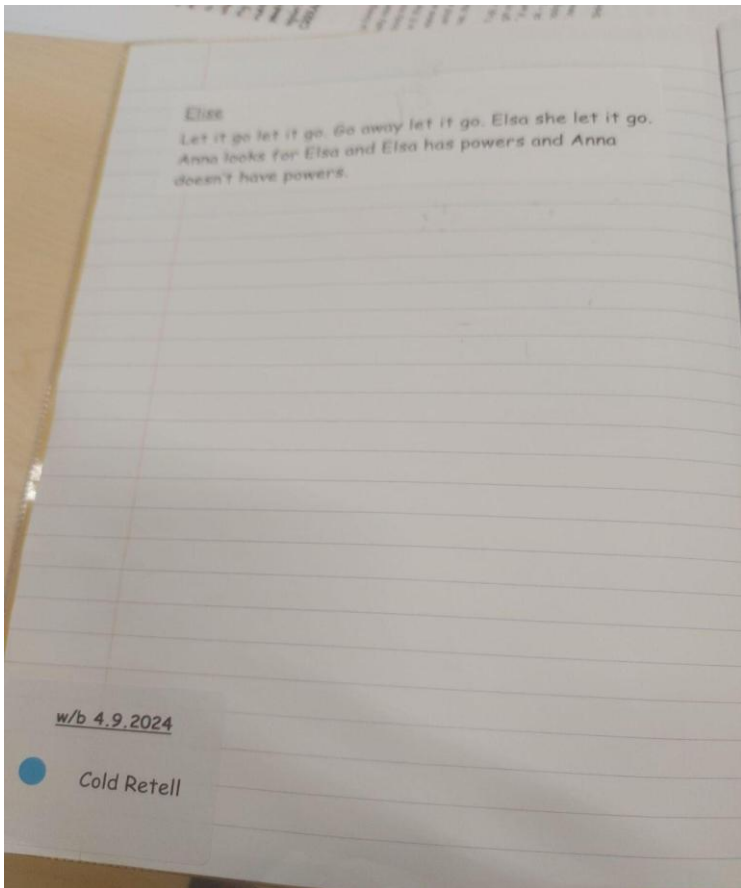
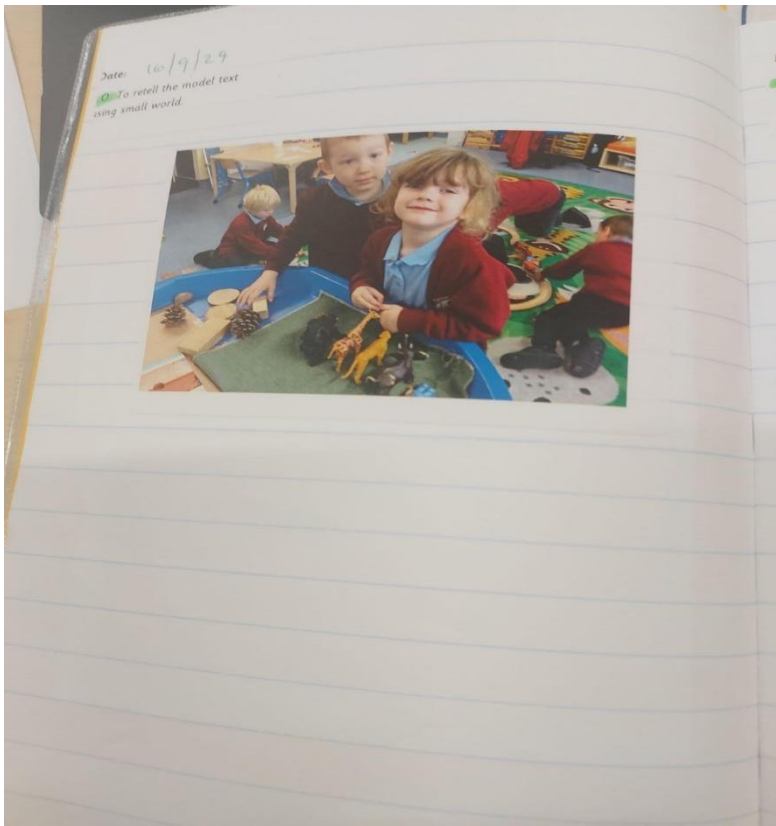
Continue each term with Knowledge Organiser and a double page spread at the end of the Spring and the Summer Term.

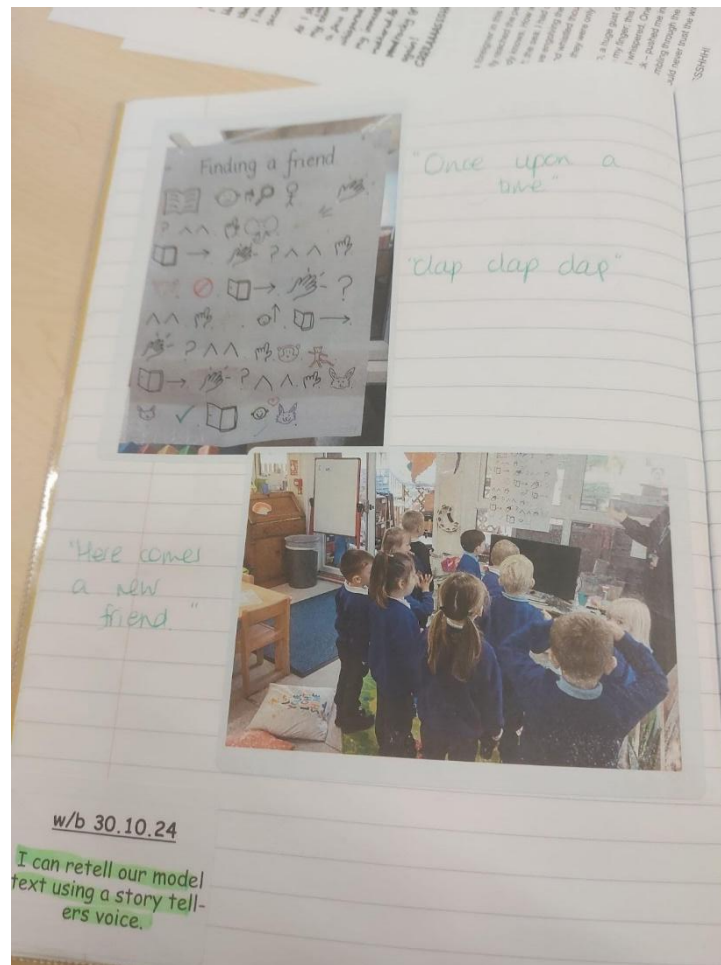
Get parent views via parents evening and add to the record of progress each term.

English Book

Autumn Term 1 guided lesson of approx. 20 mins each week

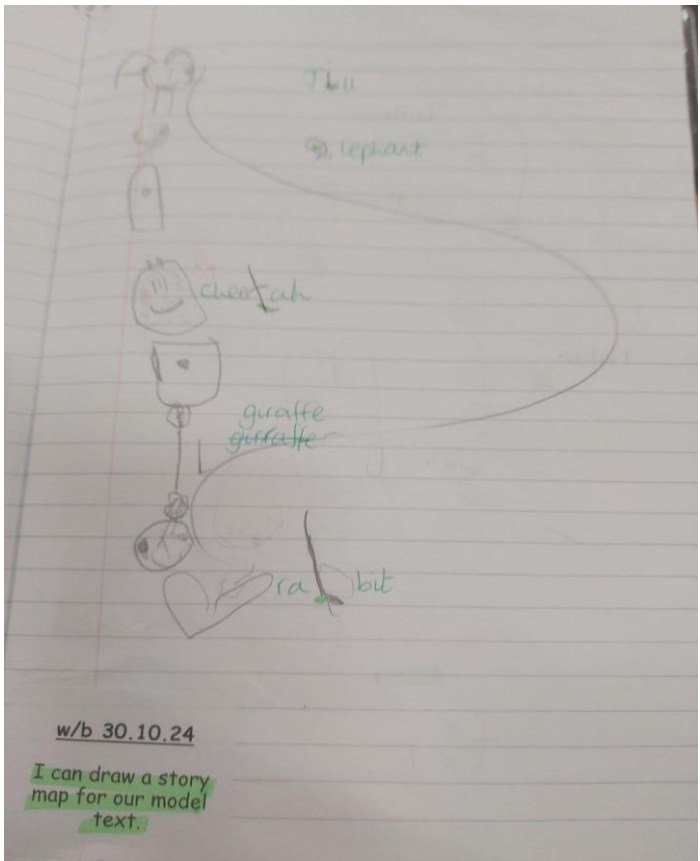
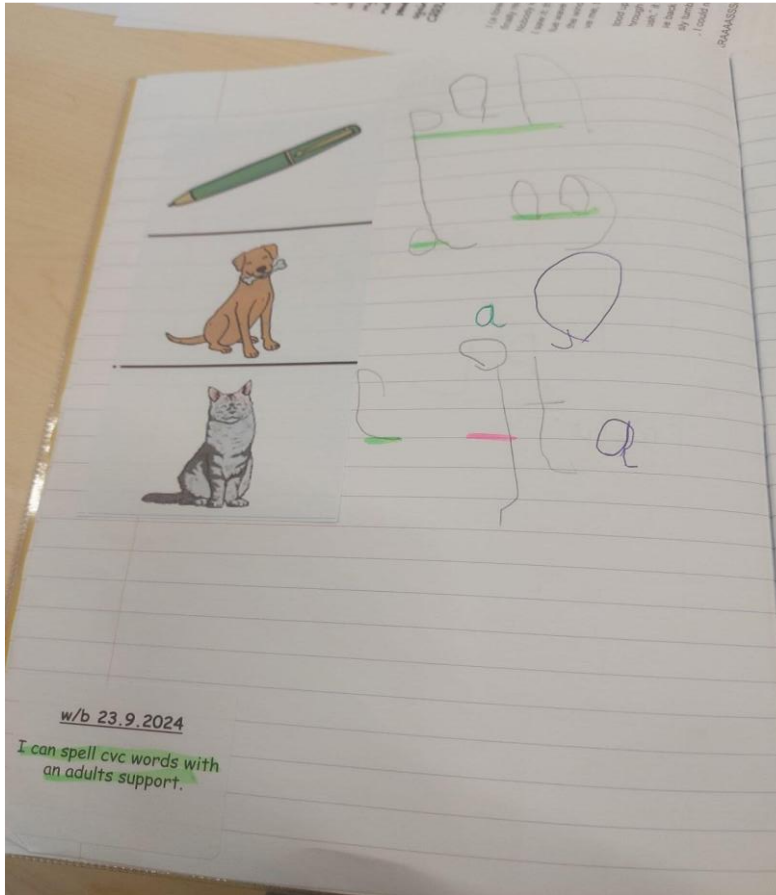
Page 1	 Date: 11/9/24 LO: Cold Retell - To retell a story. West Norfolk Academies Trust Year: EYFS Unit: 1 Genre: Wishing Tale Text: Finding a Friend <table border="1"><tr><td>Character Toolkit</td></tr><tr><td>Talk about a character you know - make up another story about them.</td></tr><tr><td>Make up a new character - give them a name.</td></tr><tr><td>Use words to describe your character (friendly, scary).</td></tr><tr><td>Is your character good or bad?</td></tr></table> d and 'an it is o all	Character Toolkit	Talk about a character you know - make up another story about them.	Make up a new character - give them a name.	Use words to describe your character (friendly, scary).	Is your character good or bad?	At the start of each story stick in the tool kit for the model text.
Character Toolkit							
Talk about a character you know - make up another story about them.							
Make up a new character - give them a name.							
Use words to describe your character (friendly, scary).							
Is your character good or bad?							

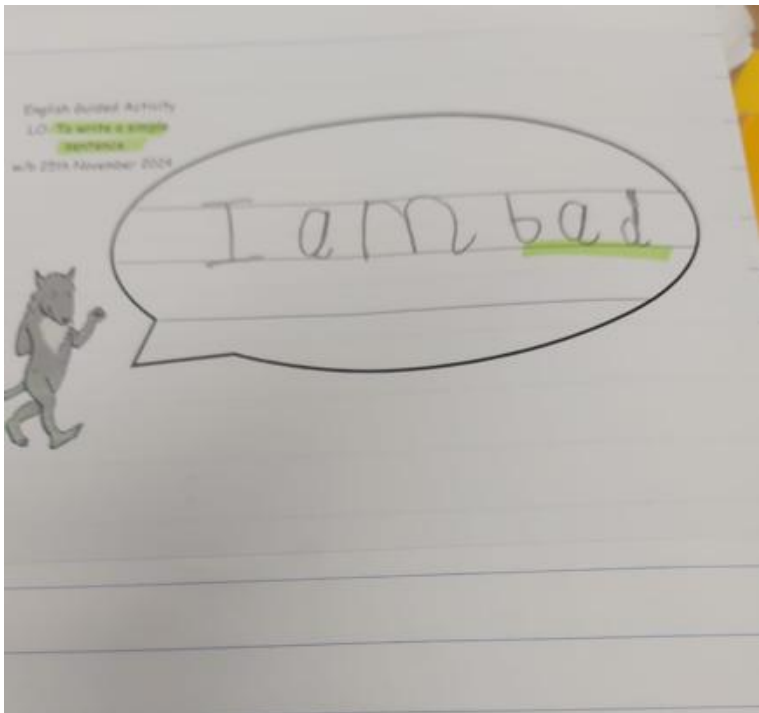
Page 2		Cold retell identified by blue spot LO sticker with date (eg wc 4/9/24) No cold write due to emphasis on spoken sentences in Autumn Term
Page 3		Subsequent pages from English plans Live mark LO on the sticker eg Photo of storytelling opportunities with annotated pupil voice, capturing what is said.

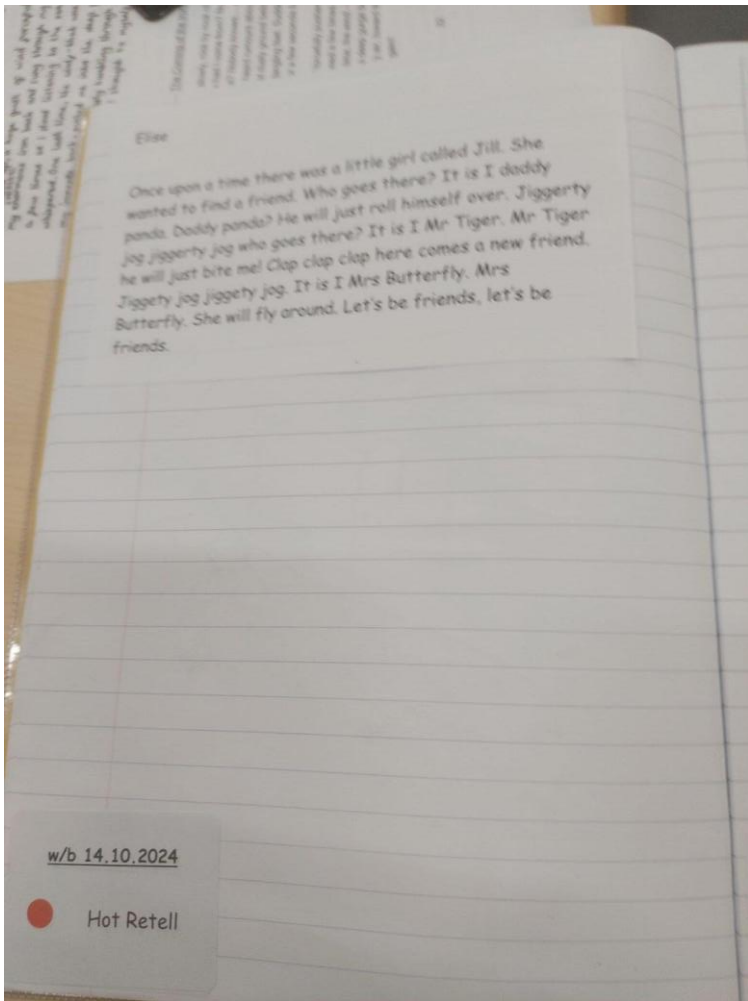


Teaching and learning involves oracy and retelling of a simple story. Imitate the story language

Add what children say. Live mark and highlight LO sticker.

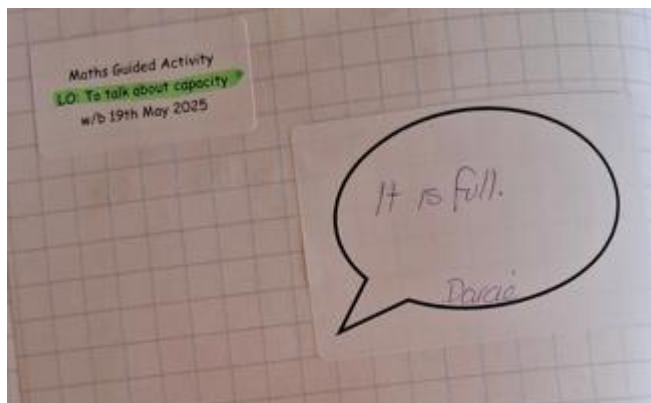
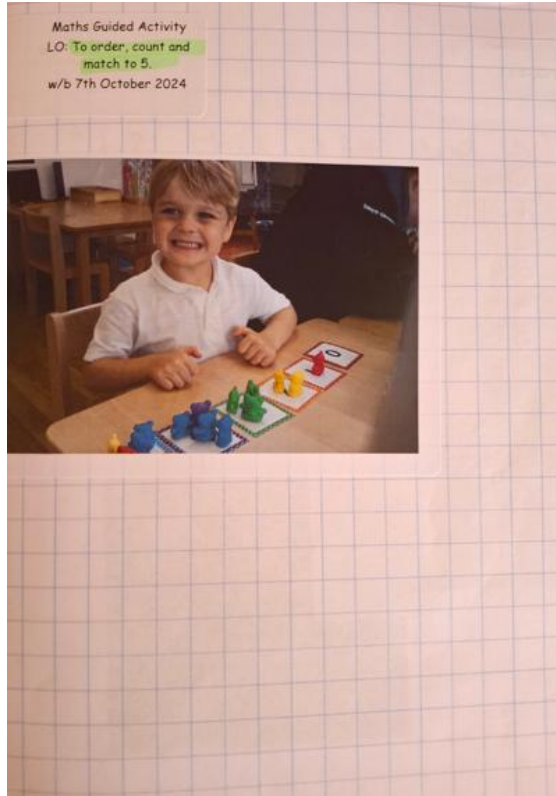
Page 5		Story mapping to develop memory and events within a story - imitate the story they know Encourage grapheme / phoneme correspondence and correct letter formation linked to set 1 sounds Add pupil voice.
page 6		Initial sound and word approximations related to story and phonic instruction to date Marking of LO, live mark spellings and misconceptions eg letter formation Adult/child correct in purple pen

		Innovate new story with speech bubbles for characterisation Sentence level work modelled by teacher on a flip chart and attempts made to write independently drawing on tricky words, phoneme/grapheme correspondence and correct letter formation Check trip pod grip Ask children to read and re read Live mark LO highlighted pink/green used and purple pen
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	Hot retell Invention - red sticker and date Type the new story after the innovation Expect children to have absorbed new vocab and more complex expanded sentences Write what they say so that language can be understood and any misconceptions (eg pronouns) are addressed
The process of cold activities, story mapping, oral rehearsal, innovation and hot activities follows each text through the year. Building children's independence more and more.	

Maths Book

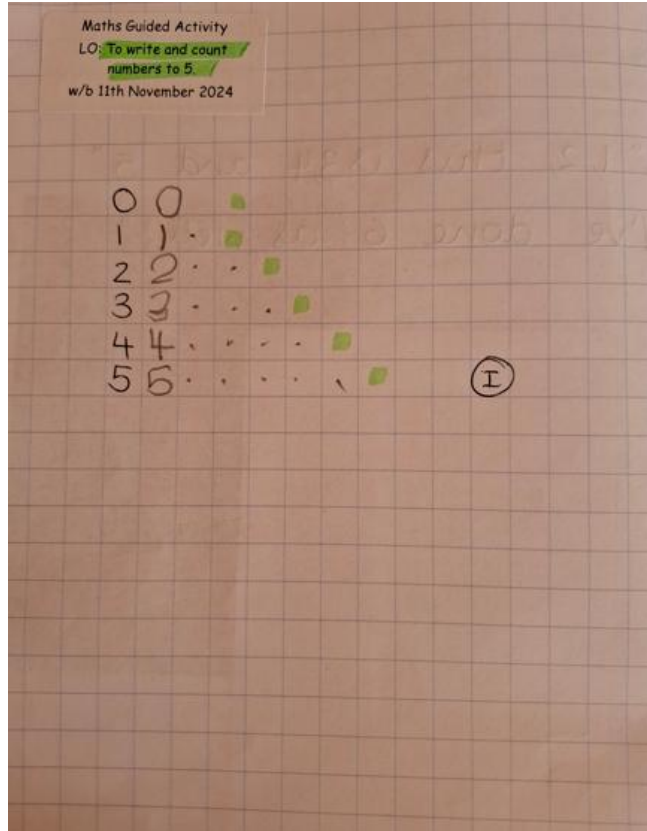
Autumn Term 1 guided lesson of 20 mins each week



Date and LO on sticker. LO to be highlighted.

Child's voice added to add detail to the activity alongside a photo/s of the activity.

Use speech bubbles to show pupil voice.



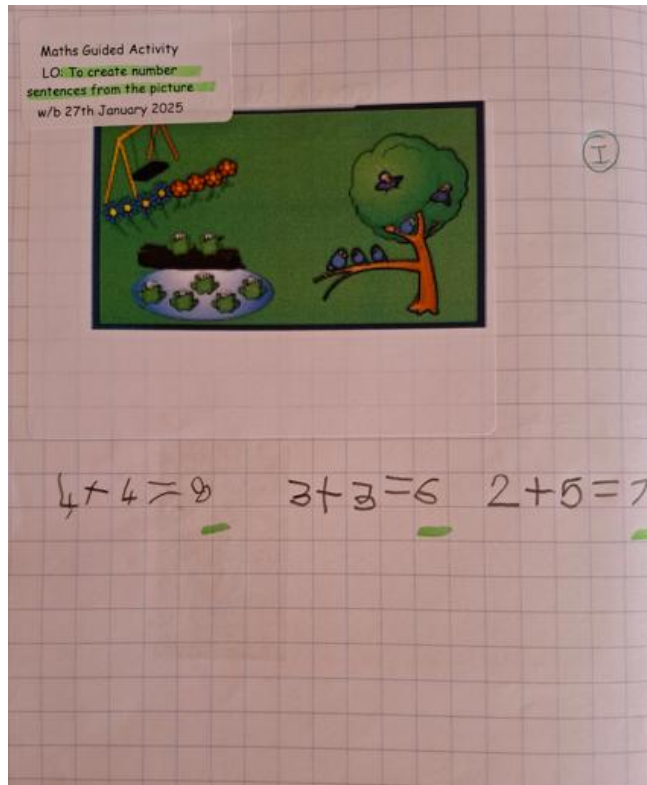
Adult to model number formation and allow children to copy in the early days. Children to develop independence with this as the year progresses.



LO highlighted and live
marking of number
formation.

Children to correct in purple
pen.

Page
4



LO highlighted and live marking.

Children gain more independence in writing numbers as the year progresses.

Focus on numbers being inside the boxes.

Page
5



Summer Term - introduce Step for Depth activities. These to be highlighted like the LO.