

EYFS Non-Negotiables

Learning Environment

Distinct learning areas carefully planned to meet curriculum and enable high quality learning through play;

- Literacy / writing / Mark making area
- Numeracy / Math area
- Reading corner
- Role Play area
- Construction area
- Small world area
- Creative area
- Sand or water area



These areas can be combined and do not all have to be indoors, these can be also in your outdoor areas to extend learning opportunities. Areas should be enhanced to progress throughout the term with clear instructions or learning.

Phonics posters to be displayed on the walls and accessible grapheme charts for writing.

Challenges for each leaning area for children to access in provision and documented in learning journals/seesaw.

Phonics, maths and literacy working walls to engage children in current learning topic.



Teaching and Learning

Teachers / Teaching Assistance respond to learning and questioning to progress learning further, allowing for ambitious language and progression.

All staff to be enthusiastic towards ambitious and high quality lessons.

Daily phonics to be taught following Little Wandle Letters and sounds.

(Please see Phonics policy for further information)

Children with SEND are identified quickly, receiving extra help they need to progress with their leaning.

All staff fully trained in Little Wandle Letters and Sounds.

Any children needing additional practice should have daily keep up support.

All staff to model correct letter formation.

Phonics assessment to take place as soon as phonics block has finished to allow time to generate results and to plug any gaps.

Children should be starting writing pre-cursively in Autumn Term 2. Adding a 'whoosh' from the line.

Literacy and Maths to be taught at least three times a week, one piece should be documented in Maths books.

Homework to be set half termly.

Reading

Reading practice session to take place three times a week with phonetically matched book.

The reading practice sessions focus on three key reading skills;

- Decoding
- Prosody – teaching children to read with understanding and expression
- Comprehension – teaching children to understand the text.

Each session to be recorded on reading record sheet.

(Please see Phonics Policy for more information)

Decodable reading book to be sent home weekly (sent home Friday returned the following Thursday)

Reading corner with texts related to theme and topic to enhance learning. Reading corner books to be labelled e.g fiction, non-fiction.

Daily story time, children to vote for their favourite book throughout the day.

Library or reading for pleasure books to be sent home weekly for parents to share and read to children.



Behaviour

High expectation of behaviour, making class rules clear from the beginning of term.

Children to move up and down the reward chart depending on behaviour and house points to be put on the chart.