



Gladstone Road Primary School

Early Years at Gladstone Road Primary School

Our **intent** for EYFS at Gladstone Road Primary School is to encourage and inspire all children to be active and successful learners. This begins before the child starts our school through establishing connections with families and local nurseries. Transition is carefully planned and our curriculum is designed as a result of children's prior experiences and exposure. Regardless to a child's social, academic or economic background, we ensure all of our pupils receive a curriculum rooted around early language development and with reading firmly at the centre.

Our children in EYFS learn in a safe and stimulating environment with high quality provision areas which stretch across two classrooms and an outdoor learning space. This includes our construction area, sand and water area, mud kitchen, home corner, enquiry area, creative area and many more which are enhanced to reflect our weekly 'book hook' inspiration. Through well planned provision, children have the opportunity to develop ideas, understand their feelings and build positive relationships. We provide a safe and stimulating environment where children are encouraged to ask questions and solve problems. High expectations are instilled in all of our children, providing them with the self-belief and confidence to become successful and aspiring learners.

Our approach is **implemented** from the children's interests through our play-based curriculum.

- We encourage our children to become empowered and independent learners by leading their own play. At GRPS we believe the adults role is to provide opportunities for children to learn through our 'watch', 'wait', 'wonder' approach towards quality interactions.
- We believe that incidental learning takes place throughout the day and our highly effective practitioners ensure learning is enhanced by using every teachable moment.
- We have high expectations that all practitioners will support children in developing spoken language and an enriched vocabulary which ultimately paves the foundations for reading and writing.
- Examples of how our areas are enhanced can include encouraging mark-making by writing labels for models, creating recipes or painting new characters in the creative area. Our outdoor classroom provides children with the opportunity to mark-make on a larger scale such as forming hopscotch templates, keeping tallies and recording scavenger hunt findings.

The **impact** of our Early Years approach is that children develop into enthusiastic and independent thinkers with a zest for learning!

Planning as a Unit

At GRPS all of our planning, with the exception of Phonics, Literacy and Mathematics, is based around pupils' interests and needs. Links are made between the seven areas of development through purposeful play. Provision enhancements are carefully crafted in line with a weekly 'book hook' so children are immersed in exciting and broadening opportunities. Our EYFS practitioners collaboratively plan on a weekly basis, using their expert knowledge of their learners to help influence the provisions. Each week, class teachers select three 'VIP learners' and their development needs, next steps and interests underpin the provision for the following week.



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Daily Phonics

Our school's philosophy is that every child should become fluent readers by the end of Key Stage One and ensuring our youngest learners have access to high quality phonics learning is paramount to this success. In Early Years we have a rigorous approach to phonics teaching and we follow the systematic and synthetic 'Letters and Sounds' programme. All of our practitioners receive up-to-date training as supported by the DfE English Hub. Phonics is taught as a whole-class approach throughout EYFS and we progress through the phases in an 'age-appropriate' manner. Any gaps of learning are addressed through 1:1 additional intervention (additional to whole class phonics sessions) in order for children to 'keep up' and not 'catch up'. We endeavour to ensure that all children move through the phases together and by using regular progress meetings we can readily identify those children making less than expected progress and implement the additional support. Phonics is embedded across our curriculum and we strive to ensure the teaching of phonics extends beyond the 'dedicated time'. As well as structured lessons, we also ensure opportunities are created to practise and develop skills in our provision areas.

Daily Mathematics

Mathematics in Early Years at GRPS is based around the Early Years Mastery approach and is delivered in a whole class setting. To develop a greater understanding of number, we spend two weeks on a single number so that children can really hone in on representations and how a number is made. This includes investigating concepts such as 'the twoness of 2' and different ways it can be represented such as dominoes, tallies, dice patterns and how a child sees two in the real world. Children are excited when they are introduced to number through 'Number Blocks' which helps them to view numbers visually and through song. To maximise learning throughout the day, Maths is emphasised in all aspects of our daily routine e.g. labelling and numbering resources, using lining up songs, using tens frames in the snack area etc. We endeavour to make maths fun, exciting, real-life and meaningful!

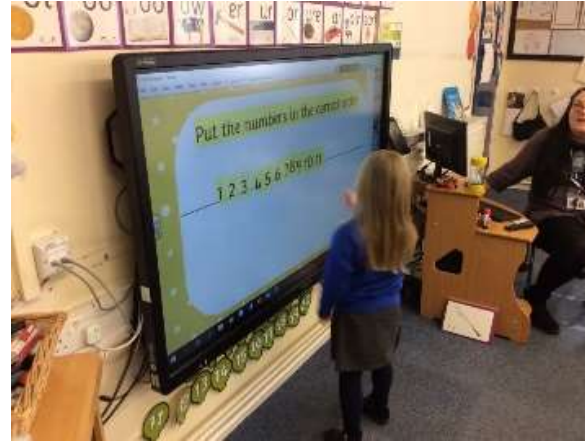
Parents as Partners

EExAT is our online Learning Journal we use to record photos and observations which captures the success and learning of all our pupils. Parents are encouraged to contribute to this process by providing photographs and sharing experiences of their children at home. We believe that positive and nurturing relationships between home and school are pivotal for ensuring all learners and families feel as supported as possible. We pride ourselves in our open door approach where parents and carers have weekly opportunities to join us in school to support the children's reading journey.



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Pupil Voice

because I like the bouncy hoppers because they are really bouncy. I love the Stanley-Warren RY

I love reading and storytime! Phonics is fun. I like learning sounds and I can really read now! Evie Bowman RG

I like playing with my friends in the small world area. I am happy in Reception Red. I like smiling. Zak Scott RR

I did lots of writing when I did an invitation to the pigs for the wolf's party. It was lots of fun. Dominic Sugden RB

"I like playing outside
bike because it is really fast." Taylor