



What EYFS looks like at Pinvin CofE First School

Phonics and early reading

At Pinvin CE First School we use Letters and Sounds to teach phonics, alongside Jolly Phonics to support kinaesthetic learners. This multi-sensory method is very motivating for the children. The phonetic sounds are taught in a specific order which enables children to begin blending and segmenting words as early as possible. Once children start to blend their letter sounds they initially read from books with these sounds that they know. However, children are also exposed to a range of books each day to instil a love of literature.



Our Vision for Early Years

Our aim is to support children to be happy, fulfilled and successful learners whilst also reaching their potential academically. We try to give them many opportunities to develop their unique personalities and talents and are keen that our provision and environment support them to be well-rounded individuals. Spiritual development, kindness and good manners are all very important to us. These aspects are encompassed by our school values which we encourage the children to demonstrate each day.



Characteristics of effective learning

At Pinvin we place the three characteristics of effective teaching and learning at the heart of our curriculum. Children are encouraged to play and explore; be active learners; and create and think critically. We have different characters to represent each aspect, such as a concentrating crocodile, which the children proudly wear as a badge when they are seen displaying any of these aspects. We place a significant focus on how children learn, as we are passionate about supporting children to form positive attitudes about learning that will hopefully last a lifetime.

Transition

We work collaboratively to foster links with the nearby preschool to ensure transition begins before the children start in Reception. These links are strengthened through a range of activities throughout the year including visiting the Forest School or sharing relevant visitors to enhance topics eg a visit from the air ambulance. Later in the year, we have a structured transition programme which starts early in the Summer term. This enables the children to become familiar with both the staff and environment in a gradual and supportive way.

Our curriculum

The children in Reception follow the Early Years Foundation Stage Curriculum which lays the foundations for all future learning in Key Stage One and beyond. We have a thematic, creative curriculum with the children's interests at its core. We are constantly driven by our children's passions and this is strengthened by home-school links and classroom observations. We do have carefully planned learning objectives throughout each term to ensure the children receive a well-rounded and challenging curriculum. The children receive a balance between adult directed tasks and child initiated activities to ensure they are taught key skills and knowledge but also have sustained time to practice and consolidate these whilst initiating their own learning. During this child initiated activities, a priority is placed on children's talk, play and wider curriculum experiences. We use the outdoor environment as a teaching space and use Forest School to fully engage the children in their surroundings.

Assessment

We are continually assessing our children and responding to their needs on a daily basis. We use a computer programme to build up evidence of their achievements and this is regularly shared with parents and carers. We also value parent contributions to ensure there is a comprehensive and complete record of every child's progress and achievements. The children's progress is carefully tracked each half term as they move towards the Early Learning Goals at the

