



Raleigh Infant
Academy

EYFS Intent and
Implementation

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Early Years

Intent

The 'unique child' sits at the centre of our teaching philosophy with Early Years at Raleigh Infant Academy. Every child has the potential to be aspirational, resilient and safe. Our adults at Raleigh understand that children learn best when they are engaged in meaningful play through active learning. We place great importance on creating strong, positive relationships with all of the children in our care. Children are encouraged to explore, engage and interact with a carefully crafted learning environment that encourages independence and social skills, based on the children's needs and interests.

Following the new EYFS curriculum released in September 2021, we have made positive changes that put communication and language at the very heart of our children's learning experiences.

Children's language acquisition is vital for good progress in education, therefore, extending the knowledge and use of vocabulary for our children is embedded in our daily practice.

Implementation

Our reflective practitioners in Early Years place great emphasis on communication; it underpins our interactions with the children, whether this be during adult led carpet sessions or child initiated play.

Our practitioners model language and extend learning in the moment, through the use of high quality, open-ended questioning and ambitious vocabulary. This enables the children to think more deeply and practise the use of new vocabulary independently.

Development Matters non-statutory guidance includes three prime areas that support our continuous provision at Raleigh. We encourage the children to be independent learners who are naturally curious. Our learning environment supports vital social skills and language acquisition, which particularly supports our children who learn English as an Additional Language.

In Nursery, Key Person groups help to support our youngest learners in their prime areas, building positive relationships with adults and peers, ensuring they are ready for the next stage of learning.

In Reception, our children experience Adult led carpet times for Phonics, Maths, Literacy, Topic and Story, as well as child initiated play, known to the children as 'Challenge Time.' It is during this precious learning opportunity that our adults

target children to extend learning in the moment, based on their needs and interests. This ensures learning is impactful at the point of response and memorable for the children.

Our children with Special Educational Needs are given with 1:1 time with a practitioner to enhance learning opportunities and progress; this may be a part of a high quality learning interaction during Challenge Time or a separate intervention.

Our Early Years team also adopt whole school learning approaches such as the use of White Rose Maths and Talk for Writing.

Impact

The impact of our intent aims to reflect upon and provide a learning environment which is rich in ambitious language and vocabulary. This helps our children to know more and remember more, providing a learning foundation that supports higher order thinking in later key stages.

We intend for our children to leave Early Years with sound social skills that enable them to engage in collaborative learning in KS1. Our environments and practitioners look to embed language and vocabulary in a way that provides our children with the tools needed to talk, discuss, and question their learning as they move up the school. Our early years team are dedicated to ensure that the children in our care receive the building blocks of their education, needed to achieve and excel in the years to come.

Expectations for Adults in Early Years

Before the children arrive

Resources to be checked and prepared ready for challenge time.

TA's to be briefed on timetable changes.

TA's to check outside area for unsafe items (broken plastic, glass, animal faeces etc) before children arrive.

TA's to open up outside area's ready for challenge time.

Challenge Time

Adults to reinforce behaviour for learning to a high standard, using behaviour chart.

Adults engaging in children's play, moving learning forwards. This should include the main objectives for maths and literacy from planning.

Adults modelling social skills in play (eye contact, sharing resources etc.)

Adults modelling language in full sentences, using enhanced vocabulary.

Adults asking open ended questions that help children to know more and remember more.

Adults down on the child's level interacting.

Managing the room

Adults to reinforce behaviour for learning to a high standard, using behaviour chart.

Adults to oversee the appropriate use of areas and resources (use tambourine/bells to stop children and reinforce use.)

Adults to give directions using language "Can you show me how to put your coat away?" This will encourage the children to make good choices and foster independence.

Adults to encourage and enforce care for resources and tidying away to a high standard.

Maths carpet time

Teacher to utilise maths resources, embedding concrete representations of number (number beads and Numicon.)

TA's to support LAP's on carpet, explaining and modelling use of mathematical vocabulary.

Literacy carpet time

Teacher to follow sequence of talk for writing, encouraging storytelling skills for children.

TA's to support LAP's on carpet, explaining and modelling use of vocabulary.

Observation Script Example

Johnny was in the sand pit – This spade is big!

Adult **explained** – The spade is long and thin.

Johnny then found some chalk – This is long too.

Adult **modelled language** – The chalk is thick and chunky.

Johnny said – Yes it's thick!

Language to use

Adult **explained**

Adult **described**

Adult **suggested**

Adult **modelled**

Adult **supported**

Adult **questioned**

Ask yourself:

What support/response are you giving in the moment that is moving the **learning forwards**?

How are we helping children to **know more** and **remember more**?

Expectations

Adults to write up to 3 high quality observations a day, using the above script.

Adults to write observations during topic time in the afternoon.

Adults to demonstrate high quality interactions with children in observations, modelling language, behaviour and social skills.