



**Bankside
Primary School**

Putting down strong roots for success

EYFS Policy

2026 - 2027

Bankside Primary School

Version & Date of Last Review: September 2026

Approved by Governors (date): September 2026

Authorised by: V. Broughton

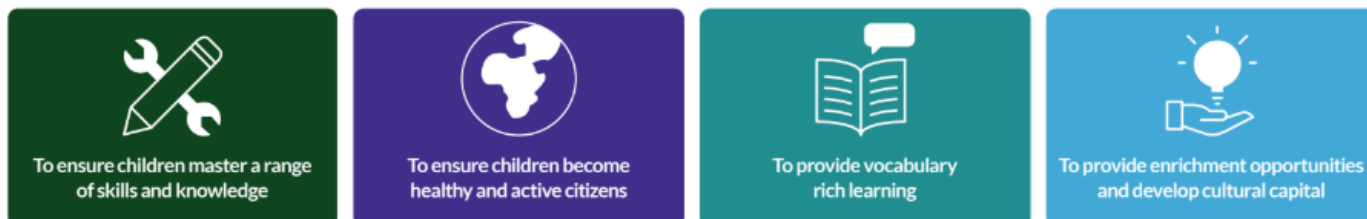
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1. Policy Statement

At our setting, we are committed to providing a high-quality Early Years education that gives every child the best possible start in life. We recognise that children learn best through positive relationships, meaningful experiences, play, exploration, and carefully planned adult interactions.

Our teaching and learning approach is guided by the principles of the Early Years Foundation Stage (EYFS) Statutory Framework and reflects the expectations outlined in Ofsted's *Strong Foundations* report. It also aligns with our whole school;



We aim to create an inclusive, nurturing, and stimulating environment where all children feel safe, valued, and motivated to learn.

2. Aims

- Provide a broad, balanced and ambitious curriculum for all children.
- Promote high levels of engagement, curiosity and independence.
- Develop children's communication and language skills as a foundation for future learning.
- Foster strong relationships with families and carers.
- Ensure all children make good progress from their starting points.
- Prepare children effectively for the transition into Key Stage 1 by ensuring they develop the foundational skills and knowledge necessary for future academic success and personal growth.
- Support children's emotional wellbeing and personal development.
- Create an environment where every child can thrive regardless of background or need.

3. Principles of Effective Teaching and Learning

We are dedicated to ensuring every child attends school daily to thrive through engaging, hands-on learning designed to deepen their knowledge, memory, and skills. We build a foundation of security and confidence using **Maslow's Hierarchy of Needs***, while the **Leuven Scales*** guide our approach to high well-being and engagement, pairing ambitious expectations with the right level of challenge.

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Teaching and provision is the EYFS:

learning within our underpinned by the four overarching principles of

A Unique Child

We recognise that every child:

- Is constantly learning and developing.
- Is capable, resilient and confident.
- Has individual needs, interests and starting points.
- Learns at their own pace.

Practitioners carefully observe children to understand their development and plan appropriate next steps.

Positive Relationships

We believe children learn best through secure and trusting relationships.

Practitioners:

- Act as positive role models.
- Build strong partnerships with parents and carers.
- Support children to develop confidence and self-esteem.
- Promote emotional security and wellbeing.

Enabling Environments

We provide environments that:

- Are safe, stimulating and inclusive.
- Promote independence and exploration.
- Encourage sustained shared thinking.
- Support learning both indoors and outdoors.

Resources are accessible and carefully selected to support curriculum goals.

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Learning and Development

Learning experiences are:

- Well planned and purposeful.
- Responsive to children's interests and needs.
- Ambitious and progressive.
- Carefully sequenced to build knowledge and skills over time.

4. Curriculum (INTENT); *Seeds to Saplings*

Our curriculum is a research-based approach, designed to ensure children develop the knowledge, skills, and understanding needed for future success. We break learning into small steps, allowing practitioners to assess what children already know and build upon it to secure new skills.

While we map progression across distinct age bands—**Seeds** (age 2), **Sprouts** (ages 3–4), and **Seedlings** (ages 4–5)—practitioners use this curriculum to tailor teaching to the individual **stage of development**, rather than age.

The curriculum features seven learning areas, each with a unique offering ([appendix 1](#)).

(2)	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Listening and Attention						
Listening to a Person	Responds to everyday noises (doorbell, phone, animal sounds).	Recognises and reacts to their name.	Anticipates actions in familiar rhymes	Understands single-step instructions in context e.g. come here, get your shoes	May look at the speaker during shared play (e.g., "Give teddy a drink").	Responds to talk during shared play (e.g., "Give teddy a drink").
Listening to a Rhyme	Stops and looks when a rhyme or song starts.	Listens for a few moments, maybe while still moving or playing.	Begins to anticipate favourite parts (e.g., smiling, clapping, bouncing)	Copies simple gestures or actions that go with the rhyme.	Repeats key words, sounds, or short phrases.	Repeats key words, sounds, or short phrases.
Attention and Focus	Briefly looks up from play when something new happens.	May become absorbed in exploring one toy.	Returns to an activity repeatedly.	Can move attention when prompted (e.g., adult points or calls their name).	Looks where the adult is pointing or gazes at the same object.	Stays engaged in a simple activity even with background noise.
Response	Follows very simple cues like "come here" or "look."	Brings or shows objects when prompted	Answers with single words ("yes," "no," "more").	Waits briefly for their turn in a conversation	Answers simple questions about what they see/do ("Where's your ball?").	Shows understanding by expanding ("Adult: 'Teddy's sleeping.' / Child: 'Sht, night-night.'")

Unique Offer
All our setting, communication and language are at the heart of everything we do. We believe that strong communication skills are the foundation for learning, relationships, and emotional wellbeing. We provide a communication-rich environment where talk, listening, and interaction are encouraged in every space - indoors and outdoors. Our practitioners model rich vocabulary, encourage curiosity, and celebrate every child's voice through daily routines, play, and exploration. Vocabulary is at the heart of our curriculum, when planning new learning adults start with the words that children already know and carefully map out the words we want them to learn next. We adopt a Total Communication Approach, using spoken language, visuals and gesture to ensure all children can access and express themselves effectively. Intensive interaction and strategies to support early social communication are embedded in practice, supporting those of the earliest stages of language development. Language is at the heart of our curriculum and in our planning. We use Colourful Semantics and Word of the Week to help children build sentences, expand vocabulary, and develop narrative skills in a fun, visual way. Our team engages in regular CPD focused on high-quality adult-child interactions, underpinned by the 3B&C approach (Show, Hear, Respond, Communicate). Practitioners use sustained shared thinking to extend children's ideas, model language, and promote confident communication. Our environment reflects communication-friendly spaces principles, offering quiet areas for focused listening and calm interaction, as well as stimulating outdoor opportunities for language-rich play. Stories, songs, and rhymes sit at the heart of our curriculum, nurturing imagination, rhythm, and a love of language. Daily storytelling sessions use props, puppets, and story maps to support comprehension and expressive skills. We see the value in repetition and ensure that children have at least 5 opportunities to read the same book over the period of a week - this is to ensure that children have optimal opportunities to recall. We also celebrate and support children with English as an Additional Language (EAL), valuing home languages through dual-language books, family involvement, and cultural storytelling experiences. In our Two-Year-Old Room and Nursery, our Literacy curriculum follows the Super Sounds approach, where children engage in playful, developmentally appropriate activities that build early listening and language skills. They take part in interactive games, enjoy a wide range of stories, and learn songs and rhymes carefully matched to their stage of development. The progression of nursery rhymes is informed by Frederick's Mother Songs, ensuring a thoughtful and research-based approach that supports speech, rhythm, and early phonological awareness. Our stories are purposefully chosen to enrich vocabulary and ignite a love of language from the very start. As children move into Reception, they follow the Talk for Writing approach, learning to internalise stories through repetition, actions, and storytelling. This empowers them to retell familiar tales with confidence, laying strong foundations for reading, writing, and a lifelong enjoyment of literacy. All children in Nursery are assessed using Wellcomm, enabling us to identify needs early and provide timely, targeted intervention. We work closely with Specialist Speech and Language Therapists and external professionals to deliver individualised support, ensuring every child can thrive. Families are key partners in this process, receiving guidance, workshops, and home resources to support communication beyond the setting. Progress is tracked carefully, and strategies are continually reviewed to ensure that children make strong progress in understanding, speaking, and listening.

Prime Areas

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Communication and Language	Personal, Social and Emotional Development	Physical Development
<i>Children are supported to:</i> Develop listening and attention skills. Build vocabulary. Understand language. Express themselves clearly and confidently	<i>Children taught to:</i> Build positive relationships. Manage emotions. Develop resilience. Become confident and independent learners.	<i>Children are provided with opportunities to:</i> Develop gross motor skills. Refine fine motor control. Understand healthy lifestyles. Build coordination and strength.

Specific Areas

5. Teaching Approaches (Implementation)

Play-Based Learning: The Third teacher

Play remains central to children's learning.

Children have opportunities for:

- Child-initiated play.
- Adult-guided experiences.
- Exploration and investigation.
- Creative and imaginative activities.

Age Band	PSED	Block Play	Small World	Imaginative Play	Joining Play	Continuous Provision
Saplings	Works with a partner to achieve a shared construction goal	Creates multi-level builds with clear design features.	Incorporates figures into elaborate role-play scenarios using constructed environments	Develops extended storylines based on builds	Builds recognisable objects using medium-sized bricks	Magnetic tiles Larger variety of blocks Ramps Planks Cars Superheroes Princesses People who help us Furniture Story books Emergency vehicles Large books
	Negotiates roles ("I'll build the roof, you build the walls")	Uses blocks to represent specific objects (ramps, roads, tunnels)	Adds detail to spaces (furniture in buildings, vehicles in garages)	Uses building as part of a larger narrative (rescue mission, city planning)	Begins to follow simple picture instructions	
	Begins to resolve disagreements with minimal adult input	Begins to consider stability and balance when building	Matches build style to the pretend setting (castle, city, zoo)	Integrates construction with other play areas (farm, transport, small world)	Creates symmetrical or patterned designs	

We have designed a progressive approach to play, "The Third Teacher" ([Appendix 2](#)), which focuses on the specific skills and knowledge children gain through our Seeds to Saplings curriculum. Adults use this framework to enhance indoor and outdoor continuous provision, ensuring it remains engaging, challenging, and allows children to practice new skills independently.

Direct Teaching: Weekly planning, medium term and long term planning, skill led planning.

Practitioners provide carefully planned direct teaching using the **Plan, Do, Review cycle** to:

- Introduce new knowledge.
- Teach vocabulary explicitly.
- Develop phonics skills.
- Support mathematical understanding.
- Model language and learning behaviours.

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Each learning space will provide a long term curriculum map that outlines key themes, topics, **enrichment opportunities** and overarching objectives (**Appendix 3**).

Th e m e s	Key Literacy Text	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
							
	Topics	My family and me Autumn leaves	When I was a baby A Snowy Place	What happens at night? People who help us	Meet the Pirates! How is it made?	Wiggly worms and slimy snails!	I'm not a farm animal! Welcome to Africa
	Big Create	Autumn Sculpt (EMM)	Star Hunt (BI)	Nocturnal night (EMM)	Pirate Performance (BI)	Snail homes (EMM)	Dinosaur museum (EMM/BI)
Lit er ac y	14W Text Diverse	The Enormous Turnip NF: Autumn	The Runaway Chappati NF: Recipes	Peace of Last NF: Nocturnal Animals	The Little Red Hen NF: Life cycles/farm	Rapunzel NF: Mini beasts	The Little Green Dinosaur NF: African animals
	Alternati ve Text	Not Now Naoor The dragon came to school Goldilocks and the 3 bears The Gruffalo Pumpkin soup Penguin and Pumpkin Ladybird heard Squash and a Squeeze	One Snowy Night Last and Found The Babys Catalogue The Gingerbread Man 10 Little Elves My Santa Your Santa Stick man! My hair This is England (black history)	The Gruffalo's child Handa's Nasty Night Owl Babies The Proudest Blue NF: People who help us The Very last castle The knight who wouldn't fight	The Ugly Duckling Ruby Flew too Handa's hen Pirates love underpants Ramadan Hassan and Enisa celebrate Eid The pirates are coming	Butterfly dance Superlato Jack and the Bean stalk Superworm The Extraordinary gardener The Kindest Red	Rumble in the Jungle Meisha makes friends Cave baby Harry at the Museum Gigantosaurus Handa's Surprise

A **medium term plan** will break down overarching objectives into the sequence in which it will be taught with the specific vocabulary identified for each half term.

	Vocab	Week 1	Week 2	Week 3	Week 4	Week 5
Literacy						
Key Texts: F: The Three Little Pigs						
Recalls and describes events and characters with some detail. Answers why	He She They Under Above Next to	Learn the names of the whoas and whoats in the story.	Answer questions about the story based on BLAHKS level	Answer what doing questions about the story with the new vocabulary taught	Answer why questions about the story with new vocabulary taught	Use suddenly to scaffold and event in the story.
Uses the words once upon a time, suddenly, so and but to sequence a story.	But Because	Learn the names of the whoas and whoats in the story	Say next after each part of the story	Retail the story through story mapping using time connectives and new vocabulary to retail the story with confidence		Retail and act out the story using Time connectives
Sequence a series of 5 pictures to show the events of a story.	Pig Mummy pig Brothers and sisters Wolf	Learn the names of the whoas and whoats in the story	Join in with the repeated refrain (pattern)	Sequence the three houses and the wolf blowing them down	Sequence 4 events	Sequence 5 events
Recognises cause-and-effect relationships in stories or events	Straw Brick Sticks House Scared Worry Sly	Learn the names of the whoas and whoats in the story	Say a who what doing sentence to say what the wolf did each time	Answer why questions about each character as we draw the story e.g why does the pig need a scared face?		Talk about feelings of characters at the end using the new vocab.
Reflects on how characters might feel based on own experiences	Strong Weak	Learn the words: scared, frightened, brave, cunning	Talk about events when they have been scared and relate to pigs	Know the word 'sly' and 'cunning' and talk about the wolf and his behaviour	Know the word 'brave' and talk about the pigs behaviour	Change characters based on their personality e.g wolf is another villain
Recognises and comprehends action words (verbs) in sentences	Blowing Blowed Blew Built/build/building	Word of the week: action words				

Any **adult taught sessions** will be carefully planned using a weekly planning format, which breaks down the specific learning objectives, vocabulary and adaptive teaching.

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Ead 3:ape story planning - WB: 2.6.26				
The Little Green Dinosaur		Vocabulary: fierce, fox , enormous, dinosaur, green, little, stegosaurus, brontosaurus, hill, river, rocks, forest, calm, slow, spiky		
Word of the week		Activity/LO	Differentiation/Questioning	Focus Activity
Day 1	New Word of the week: - fierce Show the picture of the word of the week. Talk about the colour of the word: it is green doing word. Talk about the meaning. Say it fast, say it slow, say it clapping syllables, say it with pots etc. Talk about the children's own experiences of this word. When have you seen something fierce? Allow the children to act out this word showing their fierce faces	To know the word dinosaur (who) - Start with a prior knowledge assessment: It's what is a dinosaur - It's about these animals and what they already know - Pass around a bag of dinosaurs, allowing the children to discuss freely about what they see in the bag.	Works 1: What is the dinosaur? Works 2: Is this big or little? colour names/features Works 3: What do you think the dinosaur can do?	N/A
Day 2	New Word of the week: - fierce Show the picture of the word of the week. Talk about the colour of the word: it is green doing word. Talk about the meaning. Say it fast, say it slow, say it clapping syllables, say it with pots etc. Talk about the children's own experiences of this word. When have you seen something fierce? Allow the children to act out this word showing their fierce faces	To know the word 'fox' (who) Be able to use the word 'fierce' in a sentence Slides 1 - Start with a prior knowledge assessment: TP5: WHO/What can you see? - TP5 about the fox and what they already know - Model sentences about them: A fox is fierce and it has sharp teeth - Model drawing the fox, talking about its fierce features - It's what could I say about the fox? - Model and speak about writing the sentence "the fox is mad"	Works 1: Draw the fox Works 2: can you describe the fox? Works 3: What do you think the fox might eat?	Draw a fierce Fox Write the sentence: The fox is mad.
Day 3	New Word of the week: - fierce Show the picture of the word of the week. Talk about the colour of the word: it is green doing word. Talk about the meaning. Say it fast, say it slow, say it clapping syllables, say it with pots etc.	To know the word brontosaurus Be able to use the word 'slow' Slides: 2 - Prior knowledge: recall previous vocab - TP5 what they see on the slide - Introduce the brontosaurus	Works 1: Draw the dinosaur Works 2: can you describe the dinosaur? Works 3: What do you think the dinosaur can do?	N/A

Any **enhancements** that are made to indoor and outdoor continuous provision will have a key skill or knowledge focus and be planned outlining the intention (skill or knowledge), activity (Implementation), vocabulary and interaction opportunities. Practitioners will use the guiding questions to make assessments and next steps based on what they see (Impact).

Assess	
What specific skills or concepts have I observed children need support with?	Seeds to Sapling Stage: Seedlings stage 1-6
What are the individual needs/interests and developmental stages of the children I am planning for?	Who?
What are their next steps?	
How will I develop this?	
Plan/Do	
Skill	- Know what the wolf said in the story to the pigs - Know the who 'wolf' - Be able to write a 3-5 word sentence - Be able to draw the wolf with features and write his initial sound
Activities	1.Children with good letter formation: Write I will huff and puff in the speech bubble 2.Children with developing letter formation: Say what the wolf said and copy the sentence. Then have a go at it alone 3.Children with poor letter formation: Copy I will huff 4.Children who need speech support: Say the sentence using the cards to support (CS)
Vocabulary	Huff Puff Wolf Character Voice
Interactions	Who is that? What did he do? What did he want to do? What did he say?
Review	
Did the activity meet the intended learning outcomes? Were there any barriers to participation? How did children interact with peers? What would I adapt or change? How have levels of engagement and wellbeing been in the activity? How does this activity inform my next steps in planning?	

Language-Rich Practice and sustained shared thinking

Practitioners will;

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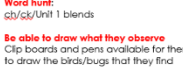
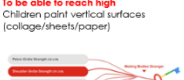
- Use the Seeds to Saplings and Vocabulary Progression planning tool to inform planning and carefully select the vocabulary that they want children to understand and learn in every learning opportunity.
- Use '**Blanks levels of questioning**' to ensure that questions planned are appropriate for the age and stage of each child.
- Engage children in high-quality interactions and conversations following the SHREC approach ([appendix 4](#)).
- Read at least 2 stories or sing 2 rhymes and songs every day.
- Plan for a story and rhyme rich environment.

Seeds						
Structure	Blanks Level 1	Tier	Who	What doing	What	What like
 Who?	 Find another one like this...	1	People: mummy, daddy, baby, own name, boy, girl Animals: cow, sheep, duck, bird, fish, dog, cat	Actions: go, up, sit, come, stop, eat Action words: run, jump, sleep, eat, drink Social words: hi, bye, no, yes, please, more, gone	Everyday objects: ball, cup, car. Basic needs: milk, juice Body parts: head, nose, hands, feet Food: banana, apple, biscuit, bread Home objects: chair, bed, shoes, coat, hat Play words: teddy, book, ball, doll, car noises (vroom, beep) Daily routines: bath, bed, dinner, potty	Describing words: big, hot, cold, dirty, little, loud, fast, wet, broken Feelings: happy, sad, tired Colours: Red, yellow, blue
 What?	 What is this?					
 What doing?	 Show me a...  Pick up					

Outdoor Learning

All children are given a minimum of **one hour** of outdoor learning per day. Practitioners must plan for the outdoor environment using Seeds to Saplings, with a focus on the Prime Areas of Learning ensuring that the Intent of each enhancement is clear.

Any physical development activities must be in line with our whole school handwriting approach (Kinetic Letters), and focus on the foundational skills of learning to write. These skills must be identified on the outdoor planning format or highlighted on Third Teacher maps.

Top trees	Tuff tray	Tyre play (adult led)
To be able to hang by reaching Large washing line and pegs for the children to peg up different materials to make streamers. 	To be able to pick up using a pincer grip Have a range of sunflower seeds to plant that encourage children to use their pincer grip to pick up. 	To be able to pull/push with strength in shoulders and arms Adults to model and supervise Can they pull tyres with ropes up the banks and hills. 
Reading/writing Word hunt: ch/ck/Unit 1 blends To be able to draw what they observe Clip boards and pens available for them to draw the birds/bugs that they find 	Paint (Maths) To be able to reach high Children paint vertical surfaces (collage/sheets/paper) 	Movement To be able to slither (army crawl) Step 1: penguin Step 2: monster Step 3: bear Step 4: stone lion Step 5: lizard Step 6: slither 
Natural World To know the names of bugs in our environment and where there habitats are. Model HQ and using taught vocabulary. Bug hunts using the check list. Vocabulary: scurry, slow, shell, hide, wing, foot, name! 	Water To be able to transport without a spill Children to transport different containers of water from a tap be without spilling focusing on shoulder, girdle and forearm control. 	Mud kitchen To be able to count out objects to 8. To be able to use the language of one more, less and the same Use children's fascinations of shells and sand creating cakes to use maths language and challenge e.g. I have 8 on my cake, can you check that? Can you make a cake with more? 

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6. Early Reading and Phonics

We recognise that early reading is crucial to children's future success.

We therefore:

- Deliver a systematic synthetic phonics programme.
- Ensure phonics sessions are regular and progressive.
- Promote a love of reading through daily story, song and rhyme sessions.
- Provide access to a wide range of quality texts.
- Support parents in developing reading at home.

Children are given frequent opportunities to revisit and apply phonics knowledge throughout the environment.

There is an expectation that one skill led plan each week will focus on listening and attention or reading.

The '**Golden Reader**' intervention provides tailored, stage-appropriate support to children struggling with the foundational skills of blending, vocabulary, and listening. By accelerating their progress, the program helps close the attainment gap so pupils are fully prepared for Key Stage 1

7. Assessment

Assessment is ongoing and informs teaching and learning.

Practitioners:

- Observe children in everyday activities.
- Use professional knowledge to assess progress.
- Identify next steps in learning.
- Monitor children's development regularly.

Assessment is:

- Meaningful and purposeful.
- Embedded within daily practice.
- Used to inform curriculum planning.
- Shared with parents and carers where appropriate.

Nursery practitioners will complete the **2 year developmental reviews** in line with government guidelines and report this to health visitors accordingly.

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The **Reception Baseline Assessment** is completed in accordance with statutory requirements.

EYFSP is completed for each child at the end of their reception year and submitted to the local authority in accordance with statutory requirements.

8. Inclusion and Equal Opportunities

We are committed to ensuring all children can access a high-quality education and are valued and respected.

We:

- Adapt provision to meet individual needs.
 - Use visuals
 - Identify barriers to learning early.
 - Work closely with external agencies where necessary.
 - Support children with SEND through appropriate interventions and strategies.
 - Celebrate diversity and promote equality.
-

9. The Learning Environment

Our learning environment:

- Promotes independence.
- Encourages exploration and curiosity.
- Reflects children's interests and achievements.
- Supports all seven areas of learning.
- Includes high-quality indoor and outdoor provision.

Continuous provision is rigorously planned, using the **Third Teacher Progression of Play Behaviours (Appendix 2)**.

Practitioners continuously evaluate the play needs, skills and knowledge required of their children and upskill their areas of provision according to the appropriate stages. This will be completed as a **minimum; every half term**.

Practitioners must complete a **daily Risk Assessment** for indoor and outdoor provision and record the outcome on the EYFS RA log.

10. Partnership with Parents and Carers

Parents and carers are children's first educators and play a vital role in supporting learning.

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We will:



- Share information about children's progress.
- Encourage parental involvement in learning.
- Maintain open communication.
- Provide opportunities for parents to contribute to assessments.
- Support learning at home.

Each family will be given a **Dojo account** on completion of their transition period. Practitioners are expected to complete a learning journey of each of their key worker children, each half term, to share the progress that the child is making. Class teachers are also expected to document a summary of weekly learning with parents as a class story.

The '5 Books a Day' Campaign

Research demonstrates that children who are read to five times a day during their first five years enter school with a significant vocabulary advantage, having encountered approximately 1,000,000 more words than their peers. To actively support early literacy and language acquisition, our school champions the '**5 Books a Day**' campaign.

Home Reading Expectations

To achieve this shared goal, we work in partnership with families to bridge the vocabulary gap. The school explicitly requests that parents and carers commit to reading at least **two stories a day** with their children during their time at home.

Classroom Accessibility and Resources

To scaffold this initiative and eliminate barriers to high-quality literature, classroom doors are opened to parents daily at **3:15 PM**. This designated time empowers families to access the school's rich diet of texts and read collaboratively with their children within the learning environment.

11. Transition

The following outlines the timeline for any child starting our EYFS setting at any stage;

All new to school families will be contacted with notice of a school visit. This will take place in school with their named class teacher, key worker or a member of the senior leadership team.

During this time a School visit form will be filled in with the family ([appendix 5](#)).

Children will start with short sessions as follows;

2 Year old: hour visits with parents

3-4 year old: hour visits with parents

4-5 year old: hour visits with parents

These will increase as the child settles within the setting

- Their first visit alone will be for **no more than one hour**. Parents are welcome to stay in the school reception to wait.
- Once this visit is a success, parents may leave for an extended periods, dictated by the class teacher.
- Half days will be the starting time for up to five days for full day pupils.
- If a child is distressed parents must be called to pick up, if the child cannot be consoled after **one hour**.

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- Children must not be left alone when distressed and their key worker must be close by.
- This process can change at any time and should always put the needs of the child first.
- If a child settles and then changes happen to their well being, they may start the settling in process again.

12. Safeguarding

Safeguarding and promoting children's welfare is everyone's responsibility.

All staff will:

- Follow safeguarding procedures.
- Maintain appropriate training.
- Create a safe and secure environment.
- Promote children's wellbeing and safety.

Safeguarding underpins all teaching and learning.

13. Monitoring and Evaluation

The effectiveness of teaching and learning will be monitored through:

- Leadership observations.
- Learning walks.
- Curriculum reviews.
- Assessment information.
- Staff discussions.
- Parent and child voice.

Findings will be used to inform continuous improvement and ensure the highest quality provision for all children.

Conclusion

Through high-quality interactions, ambitious curriculum design, rich language experiences and strong relationships, we aim to provide every child with the strong foundations they need to become confident, capable and lifelong learners.

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