What learning looks like in EYFS

The four themes of the EYFS: A Unique Child, Positive Relationships, Enabling Environments and Learning and Development, underpin everything that practitioners do with children in EYFS. Here at Holland House we use a variety of different approaches to teaching and learning in EYFS that encompass these four thematic styles of learning.

We endeavour to respond to pupils needs and plan in the moment of learning. Our teaching and learning philosophy encompasses seizing the moment for children to progress and then planning ahead to develop and extend this learning through carefully planned activities. Based on what the children are already deeply involved in, this way of planning relies on highly skilled practitioners using quality interactions to draw out the children’s knowledge to both build on it there and then and to inform future planning. Teachers are highly skilled at identifying and recognising learning opportunities and are highly skilled at knowing when to intervene and when to stand back and observe children in their learning.

Our teaching and learning involves capturing important moments of engagement and then developing this to ensure that children progress with personalised planning and identification of next steps and activities to develop this learning further.

Teachers in EYFS are adept at recognising when children are ready to move on in their learning and adaptions to planning, activities and approaches to learning are made swiftly and effectively so that all children can develop and extend their learning at an appropriately challenging pace to ensure the best possible outcomes and progress for all children in all areas of learning.
We work in a way that ensures the all-round holistic development of all children and this involves all children feeling: happy, content, valued, interested, capable, and challenged in their learning environment. At the same time, gaining knowledge and developing skills and understanding and therefore making progress in more than just one area of the Early Years Curriculum and at every opportunity.

The learning environment, both the indoor environment and outdoor are constantly reviewed and adapted to ensure that the children's level of involvement in their activity is deeply concentrated. The resources in each area also need to be, safe, appropriate, challenging and plentiful and engaging. Each child is given a learning journey to capture their learning and progress over their Reception year; this is available for the children to access individually at all times to review and reflect on their own journeys!

Phonics and Reading in the EYFS
This is taught using the RWinc reading and phonics scheme and this is a highly effective and successful, structured synthetic phonics programme. Children’s progress within the scheme is monitored closely not only by the practitioners in EYFS but also by the RWinc reading manager in school. Children’s progress is tracked regularly and effectively to ensure maximum progress in phonics and reading for all children and this phonic assessment is used to ensure that there is fluidity amongst the groups and that children have the right skills to become successful readers.

**Children learn:**

- Word recognition (decoding)
- Language Comprehension

Before children can comprehend what they have read they must be able to decode words effortlessly.

In Reception we use synthetic phonics to teach children how to read, and follow the Read, Write Inc phonics programme just like the rest of our school. Synthetic phonics is simply the ability to convert a letter or letter group into sounds that are then blended together into a word. *Synthesise* means to put together.

- First children learn to read the sounds that the letters make.
- Then they learn to blend the sounds together to read simple regular words e.g. c-a-t ...cat.
- Next they learn to segment the words by breaking down the sounds for spelling e.g. cat...c-a-t.

**Reading books:**

At school the children read with their teacher often, using books that are selected for your child’s skill and appropriate level of development. Reading books are sent home when your child is ready and when they have a growing sight vocabulary and can sound out and blend sounds together to read words confidently. Reading books are changed every Friday in Reception so please ensure your child’s reading book is in their book bag on Fridays. Please sign the diary and complete a comment as we see this as an important opportunity to develop further dialogue with parents and carers about their child’s reading progress.