

EYFS Policy & Philosophy

At Coppice Valley, all teaching staff deliver an EYFS curriculum through immersion in high quality teaching alongside an enriched environment.

Our philosophy is to nurture every child's curiosity and enthusiasm for learning, developing both skills and confidence as they take their first steps on their own unique journey of lifelong learning.

Intent

The intent for our children is to enter the next stage of their education ready to tackle new challenges with confidence and a positive mindset.

ENGAGE our pupils in a stimulating environment led by the children yet carefully organised and managed by adults. Providing a curriculum responsive to individual starting points and needs.

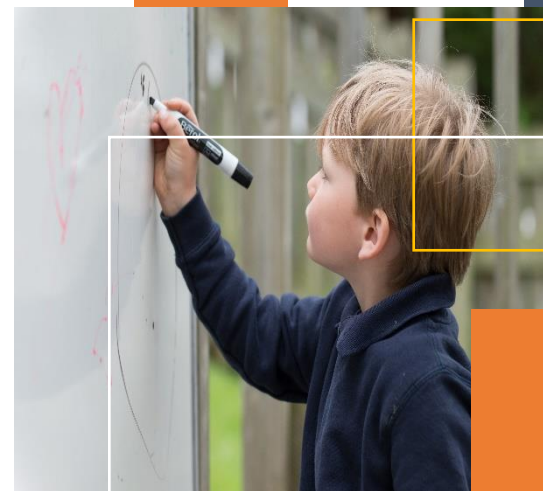
INNOVATE our children to take the lead in their own learning, encouraging confidence to explore new ideas, think about problems, take risks, make links and seek challenge.

DEVELOP high levels of engagement, curiosity, collaboration and cooperation. Highly adept at managing their own behaviour in the classroom and in social situations.

EXPRESS themselves with confidence in a meaningful way. Respecting the opinions and values of themselves and others.

Early Years at Coppice Valley Primary School

This document provides an overview of the policy, philosophy and practice in the EYFS at Coppice Valley Primary School. It outlines our intentions in the EYFS and how we implement this within our provision.



“The education of even a very small child does not aim at preparing him for school but for life”

Maria Montessori, 1967



Implementation

Our approach is influenced by the work of educationalists, researchers, psychologists and practitioners who have guided our knowledge of how young children learn and how adults can support their learning.

“Knowledgeable practitioners appreciate that adult-led learning offers a child something different from, but complementary to, child led learning and it is one without the other that leads to an impoverished educational experience.” Fisher, 2016.

At Coppice Valley provision is underpinned by a complementary relationship between adult led, adult-initiated and child led learning.
(Definitions in glossary)

We are ambitious in our approach using a continuous cycle of observation and assessment, planning/teaching, alongside structured and systematic lessons and guided work.

See opposite - The structure of the day.

Linked provision

Each day begins with an opening short session of linked provision. This session is activity based, active and fun.

“provision that you link to a need that had been identified by observation or assessment.

Everyone is engaged in activities that are themed around the identified need. The same activities are repeated every day for a week and the children get to experience and repeat all of them.” Alistair Bryce-Clegg, 2013

Coppice Valley Primary School – Typical Daily Timetable Oak Class

Morning	Organisation
8.45am	Welcome at the door
8.50am	Linked Provision Welcome and Register
9.10am	Little Wandle Reading Groups
9.30am	Little Wandle Phonics
10.10am	Continuous Provision (Balance of focused, child initiated and independent time within indoor and outdoor environment)
11.45am	Environment Reset
11.50am	Shared Input Literacy – Writing
12.15pm	Lunch Time
Afternoon	Organisation
1.10pm	Collect children from playground
1.15pm	Shared input Maths
1.35pm	Adult focused Group Maths
1.50pm	Continuous Provision (Balance of focused, child initiated and independent time within indoor and outdoor environment)
2.50pm	Environment Reset
3.00pm	Story/PSHE/Circle time/Poetry Basket/Celebration of learning
3.30pm	Home time

“Young children learn from those they trust and with those who foster enthusiasm for learning.”

Trevarthen, 2002

Whole class teaching

Four times a day as a whole class covering the specific areas of literacy, math’s, phonics, and topic work.

Adult led focused groups

Short focused groups are planned for writing, reading and maths and immediately follow a shared input. These sessions are planned with care, meeting the needs of all children, using prior knowledge of the child’s learning experiences and the non-statutory guidance from the EYFS document ‘Development Matters’, 2021.

Continuous Provision

“To continue the provision for learning in the absence of an adult.” Alistair Bryce-Clegg, 2013

Indoors and outdoors resources are organised to develop children’s skills in personal interaction and exploration and are linked to current assessment data. Resources are carefully selected to meet the requirements of our curriculum and development needs of the children in order to enhance potential for new learning and consolidate prior learning. Resources are dressed/displayed to reflect children’s interests – enabling discovery, investigation and exploration.

Continuous provision transcends all areas of learning and provides children with the opportunity to demonstrate the three characteristics of effective learning. Children are given the

freedom to make independent choices and are encouraged to be active learners and take control of their own learning.

“High-level attainment comes from high-level engagement.”

Alistair Bryce-Clegg, 2015

Assessment

Within continuous provision our assessment strategy is 3-fold.

1. Observation

Throughout ‘continuous provision’ observation forms a fundamental aspect of the pedagogy of EYFS at Coppice Valley Primary School.

“Young children demonstrate language, mathematics, science, creativity, physicality – sometimes all within one activity – and the task of the practitioner is to make sense of what is seen, to recognise any significant steps in learning that may have taken place and to identify where help and support are needed to make further progress”
Jan Dubiel, 2014

Observation and responding to children’s thinking inform our planning of enhanced experiences and opportunities, how we create our environment for thinking, the strategies the adults use to extend learning (modelling, scaffolding, questioning, discussion, shared sustained thinking) and how we

capitalise knowledge of children’s interests to ensure high levels of engagement.

Adults take note – when a child does or says something that demonstrates progress or skill in a particular area.

2. The Leuven scales

Alongside the use of observation as an assessment tool we also rely upon the pioneering work of Professor Ferre Laevers (1980s) to understand how focused and comfortable the children are in our setting.

The scales of well-being and involvement act as a measure of deep learning. Using the scales has an empowering impact on ensuring our learning environment is highly effective.



The 5-point scale measures:

Well Being refers to feeling at ease, being spontaneous and free of emotional tensions and is crucial to good mental health. It is linked to self-confidence, a good degree of self-esteem and resilience.

Involvement refers to being intensely engaged in activities and is a necessary condition for deep level learning and development.

These scales can be found in the appendix.

A continuous cycle of observation, assessment and planning is embedded throughout our EYFS provision.

Planning

What next?
Experiences and opportunities, learning environment, resources, routines, practitioner’s role.



Start here

Observation

Look, listen and note
Describing

Assessment

Analysing observations and deciding what they tell us about children.

3. Summative Assessments

In addition, to the continuous cycle of observation and formative assessment which informs each child’s next steps, summative assessments are carried out for phonic development, the stable order principle in number and an assessment of each child’s stage of development for each of the 7 areas of learning. These take place termly and informs planning of subsequent teaching and learning.

“One of the most powerful influences on development is what happens between people.” Hobson, 2002

The role of the adult

Research shows that progress will be significantly enhanced by the effective support and role models of adults within a high-quality learning environment.

At Coppice Valley the role of the adult particularly during continuous provision is based upon the work of Marion Dowling and her book on supporting sustained shared thinking (2005).

Within our setting interactions between children and adults will look like this:

- Tuning in to what is happening or a child's thinking.
- Showing genuine interest.
- Respecting children's own decisions and choices.
- Inviting children to elaborate.
- Recapping on what has happened so far.
- Offering personal experience.
- Clarifying ideas.
- Reminding.
- Using specific praise e.g., that is a good idea because...
- Offering an alternative viewpoint.

- Speculating/ using 'I wonder if...'

The definition of teaching in the Early Years as stated by OFSTED (2015);

Teaching should not be taken to imply a 'top down' or formal way of working. It is a broad term which covers the many ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities:

communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating, and setting challenges.

It takes account of the equipment they provide and the attention to the physical environment as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do as well as take account of their interests and dispositions to learning (characteristics of effective learning), and use this information to plan children's next steps in learning and monitor their progress.

Interact, don't interfere.

“A key role of the early childhood educator is to sustain children's thinking and follow the momentum of their learning.” Julie Fisher, 2016.



The role of the environment

The importance of each adult to support progression is crucial however, we equally understand that in times when a child is on their own independent learning journey the environment plays a significant role in development.

“When it comes to what we have and where we have it, then nothing should be left to chance” Alistair Bryce-Clegg, 2015.

At Coppice Valley each area of the classroom is informed by assessment. As the needs of the children change, as they grow and develop, so does their learning space.

Using resources that are open ended encourage creativity, imagination and high order thinking skills. For example, the workshop may contain ribbon, lace, pinecones or lolly sticks. Outside role play is deconstructed with access to logs, planks, sheets and tyres. These resources can become anything and have unlimited potential.

Our timetable allows for long uninterrupted periods of continuous provision that allow the children time to reach a deep level of involvement as they engage, play, investigate and talk.



EYFS 2024 for group and school-based providers

At Coppice Valley we follow the EYFS Statutory Framework (2024). Within this framework there are four guiding principles which shape are practice.

These are:

1. **Every child is a unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
2. Children learn to be strong and independent through **positive relationships**.
3. Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

4. Children **develop and learn at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

‘the best learning machines in the universe’ Alison Gopnik

EYFS learning and development requirements

Our curriculum encompasses seven areas of learning and development. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships, and thriving.

These are called the prime areas:

- communication and language
- physical development
- personal, social, and emotional development.

Four areas help children to strengthen and apply the prime areas.

These are called the specific areas:

- literacy
- mathematics

- understanding the world
- expressive arts and design

Throughout their time in the Reception Year our children partake in an ambitious curriculum which is designed in a sequential way to ensure progress towards our end of reception curriculum goals and reflects guidance from Development Matters (2023).

As previously outlined our curriculum incorporates learning through play, learning by adults modelling, by observing each other and through guided learning and direct teaching. It is also important to highlight that our plans are flexible to allow us to respond quickly to children’s new interests and/or needs.

Weaving throughout the EYFS curriculum at Coppice Valley are three **Characteristics of Effective Learning**.

- **playing and exploring** - children investigate and experience things, and ‘have a go’
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

These elements underpin how we reflect on each child’s development and adjust our practice accordingly. Supporting children in their individual learning behaviour and observing the context of children’s play is essential.

‘What children learn is important, but how children learn is even more important if they are to become learners in today’s society.’

How Children Learn, Nancy Stewart (2011)



Reading at Coppice Valley

Phonics (reading and spelling)

At Coppice Valley, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*,

We're teaching every child to read with *Little Wandle Letters and Sounds Revised*
A complete SSP validated by the Department for Education



which is a systematic and synthetic phonics programme. We start teaching phonics in Reception and follow the *Little Wandle Letters and Sounds Revised progression*, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At Coppice Valley, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Comprehension

We value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have a Reading Leader who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme.

Daily phonics lessons in Reception

We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.

Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.

Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.

Daily Keep-up lessons ensure every child learns to read

Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources, and mantras, but in smaller steps with more repetition, so that every child secures their learning.

Reading is the single most important indicator of a child's success.'

(OECD 2002)

Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines, and resources to teach children to read so that we lower children's cognitive load.

Shared exploration of language

At Coppice Valley, we believe the key to success in reading is communication. Research clearly shows that the level of development in language and communication is the greatest predictor of success in later life.

Within the EYFS communication and language development is a prime area of learning.

At school children use language to:

- Build strong relationships.
- Communicate their ideas and their feelings.
- Think creatively and critically.
- As a tool for learning.
- Become confident with the written word.

(Julie Fisher, 2016)

The development of a young child's communication and language comes primarily from tuning in to conversations that are meaningful to the child.

The preparation for all aspects of written language develops through one to one conversation with a responsive adult.

Alongside quality interactions, rich and varied experiences ensure language provides the foundation of thinking and learning.

**“It is through others that
we develop into
ourselves”**

Lev Vygotsky, 1981



Improving young children's vocabulary is paramount. Exploring and extending pupils' vocabulary is part of everyday teaching. Lessons are planned to enrich vocabulary and incidental opportunities are exploited. Tier two words are explicitly taught, these words are likely to be unfamiliar to young children and yet they are words whose concept our children can identify with and use in normal conversation.

At Coppice Valley we create an “energised verbal environment”, a classroom where words are in play almost all of the time - noticed, investigated and savoured - and where every opportunity is taken to add words to children's surroundings.

Shared reading

We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Coppice Valley and our local community as well as books that open windows

into other worlds and cultures. Through experiencing a variety of texts children will become aware of the range of strategies required when reading for different purposes.

The million-word gap

**Young children who are read five books a day
by the age of 5 have heard about 1.4 million
more words than children who were never read
to.**

Ohio State University, 2019

3 a day

At Coppice Valley, children are read to at least 3 times a day at school in addition to books provided for home reading.

We share books with children for many reasons: enjoying stories together, linking with personal experiences, vocabulary building, developing imagination and language, learning about books. Listening to stories being read and re-read helps children to gain insights into meaning and story structure.

Group reading

We teach children to read through reading practice sessions three times a week. These are taught by a fully trained adult to small groups of approximately six children. We use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids.

Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

- decoding
- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text.

Home reading

The children take home their decodable reading practice book to ensure success is shared with the family.

Reading for pleasure books also go home for parents to share and read to children. We share the research behind the importance and impact of sharing quality children's books with parents. We use the [Little Wandle Letters and Sounds Revised](#) parents' resources to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision,



Writing at Coppice Valley

Mark Making

Mark making and speech provide children with powerful tools for thinking, reasoning and problem solving.

Time, space and attention is given to children's mark making, mathematical graphics, drawing and writing experiences. Throughout each day, children have opportunities for spontaneous mark making, drawing and writing in both the indoor and outdoor environment. Resources are carefully chosen, well organised and attractively presented, so that the children can decide independently how they want to represent their ideas and which medium would best suit their purpose. High value is placed upon imagination, ideas and self-expression demonstrated by the children.

Story scribing – Continuous provision time

In every classroom there are 'story tellers, picture makers and paper cutters, watching, listening and sounding forth' (Paley, 1990) and capturing a child's story idea is an essential part of becoming a writer.

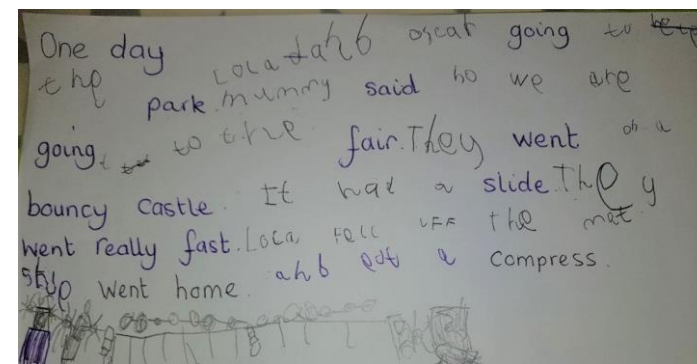
Children have an innate desire to dictate a story and all adults are always on hand to listen and record their ideas. Inspired by the work of Vivian Gussin Paley children are encouraged to act out their stories during shared carpet times. Each story is valued and precious.

'Storytelling is an intrinsically human thing to do.'

Haven, 2007

On entry to Reception children will often require much support in recording their story ideas. Anna Ephgrave (2011) details the process of story scribing as follows:

1. Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re-reading and scanning and checking writing.
2. The children realise groups of letters make up a word and a group of words make sentences. The children then begin to write the initial sound of a word or a CVC word and the adult continues to write the other parts of the story.
3. Next more phonetically correct words are written by child along with common words, such as 'the'.
4. Gradually children take the pen more and more, until eventually they are writing complete phrases.



Shared writing – adult led

We follow a fun and creative approach developed by Jane Considine to teach writing.

The 'Fantastic Foundations' writing approach puts key aspects of communication at the heart of teaching, language is nurtured through developing ideas, strengthening talk and widening writing opportunities.

Guiding principles include:

1. Understanding the uniqueness of each child.
2. Nurturing deep talk and developing listening.
3. Providing a rich repertoire of real and imagined experiences to ignite writing.

Maths at Coppice Valley

There's more to maths than counting!

Children learn about maths through play and their daily experiences. And the more meaningful to them and hands on it is, the better.

Our setting is full of mathematical opportunities for children to explore, sort, compare, count, calculate and describe. Providing a safe environment to be creative, critical thinkers, problem solvers and to have a go.

Mathematics is identified as one of the specific areas of learning, alongside expressive arts and design, literacy, and understanding the world.

Our objective is to ensure that all children develop firm mathematical foundations in a way that is engaging, and appropriate for their age. This means actively learning using resources and activities provided in the environment.

We follow the White Rose maths scheme and maths is explicitly taught daily as short whole class sessions and followed up with small group work within the environment.

Our children develop positive attitudes to maths and learn about counting, problem solving, patterns and shapes (among others) through fun games and activities.

Concrete – Pictorial – Abstract

Mastery of mathematical concepts in the EYFS takes the following approach:

Concrete – children use concrete objects and manipulatives to help them understand what they are doing.

Pictorial – children build on this concrete approach by using pictorial representations. These representations can then be used to reason and solve problems.

Abstract – with the foundations firmly laid, children move to an abstract approach using numbers and key concepts with confidence.



Maths is everywhere!

Here are a few examples of how our environment promotes mathematical development:

- Sand & Water can develop mathematical concepts and language, e.g. heavy, light, empty, full, big, little
- Malleable – dough can develop mathematical language – short, long, fat, thin. Children can make shapes of different dimensions – flat shapes, 3-d shapes.
- Imaginative play - set the table for dinner can develop counting skills. Sorting clothes into different colours, or different types of clothes, e.g. t-shirts and socks will develop knowledge of shapes and colours.
- Physical play can develop fine motor skills e.g. Sorting out a jigsaw, threading beads. Block play or playing with toy cars can help to develop sequencing according to size, colour. Playing with different sized blocks can help to develop an understanding of weight and dimensions. Tidying toys allows children to sort into different sizes and colours. It can also develop mathematical language – first, second, third, how many are blue, which is largest / smallest.
- Outdoors – Children may plant seeds this can develop understanding of time and the life cycle of plants. As the plants grow children use measures and develop mathematical language of size.
- Books & Rhymes - Enjoying stories and rhymes with a mathematical element, e.g. “One-two buckle my shoe” can develop number concepts, knowing direction that the print reads from left to right.



Parent Engagement

Parents are the first and most important influence on their child's development and future outcomes.

Children have two main educators in their lives – their parents and their teachers. Therefore, the school and the parents all have crucial roles to play. The impact on a child's education is greater if parents and schools work in partnership.

At Coppice Valley, parents are invited to be involved in every step of a child's journey in education. Beginning with a pre- starting school meeting, followed up with home visits and the invitation for their child to attend several 'transition' sessions before the Autumn term commences.

We use an online learning journal, 'Tapestry' to record, track and celebrate progress made by each child.

Tapestry enhances this special time in a child's life and captures children's experiences as well as monitors development and learning.

Text, images and videos can be uploaded by parents to share learning and experiences from home via PC, tablet or our mobile app - anywhere there's an online connection. Every entry helps to create a complete story of a child's time at school.

Throughout the year families are invited to 'Stay and Play' sessions in the EYFS classroom along with many whole school events e.g. parent café, art exhibitions, family festival.

We pride ourselves on building positive relationships with the families of Coppice Valley. Creating a 'triangle of trust' (Elfer et al.) between children, parents and practitioners. We understand that when parents relinquish part of the care and teaching of their child to the staff in our setting it is a big step.

We create an environment that is conducive to interactions where all feelings can be taken into account.

A warm welcome each day often leads to a deeper knowledge and understanding of each child and their family.

As stated earlier, 'it is knowing the child and family that opens up endless possibilities for interactions that deepen the emotional bonds between a practitioner and a child, and lead, in turn, to educational opportunities to support and extend learning.' (Fisher, 2016)

Impact

The most recent statistics show that over 70% of our children leave the EYFS with a Good Level of Development (GLD). This is above the national expectation in the UK.

Children enter Key Stage One ready to begin the next chapter of the educational journey. They are equipped with a broad range of knowledge and skills that provide the right foundation for future progress through school and life.

In 2017, a 'Study of Early Education and Development: Good Practice in Early Education' was published which outlined 3 themes that underpin effective practice that are aligned with our ethos and development.

At Coppice Valley we;

1. **Tailor practice to the needs of the children** - the child is at the centre of our practice. We have a clear vision of what we want to achieve for the children in our care, and these clear goals inform all areas of our practice.
2. **Invest in skilled and experienced staff** - that support children to reach their full potential.
3. **Operate an open and reflective culture** – our culture is driven by continuous improvement. We seek out other settings and professionals to learn from, share and reflect practice. We recognise the knowledge and expertise of our own staff and value open discussion and staff consultation; and embedded within our school is a culture of self-evaluation as a means of driving continuous improvement.

**'We are a school with heart,
creating learners for life.'**

Coppice Valley Staff, 2023

Inclusion and Equal Opportunities

We provide inclusive education that reflects and celebrates diversity. We:

- identify and support children with SEND through early intervention and external partnerships
- support children with EAL through visual aids, modelling and language scaffolds
- respect and embrace all cultures and religious practices within our curriculum

Safeguarding and Welfare

We uphold the highest standards for safeguarding and well-being. In line with the EYFS and KCSIE 2024,

we ensure:

- all staff are DBS-checked and trained in child protection
- we follow safer recruitment, whistleblowing and health and safety procedures robustly
- we regularly train and ensure adequate numbers of staff with Paediatric First Aid
- children are supervised at all times
- toileting, nappy changing and mealtime routines prioritise dignity and safety

- two emergency contacts are maintained for each child

Nutrition and Mealtimes

We adhere to the DfE Nutrition Guidance for Early Years Providers (April 2025). From September 2025, this guidance becomes part of the statutory welfare requirements.

We provide:

- healthy, balanced meals and snacks
- menus based on four food groups: starchy carbs, fruits/vegetables, proteins, and dairy
- portion sizes appropriate to age and activity level
- safe food preparation practices and allergy management
- opportunities to model and teach healthy choices, as well as opportunities for the children and staff to work alongside a trained nutritionist throughout the year.



Forest School

In Oak Class we attend weekly Forest School sessions with a level 3 Forest School Teacher. Forest School is a child-centred, outdoor learning approach that supports the Early Years Foundation Stage by encouraging exploration, independence, and connection with nature. Through regular sessions in woodland or natural environments, children develop confidence, resilience, and problem-solving skills. The open-ended, play-based experiences align with EYFS principles, fostering physical development, communication, and personal, social, and emotional growth.

Appendix



The Leuven Scale for Well-being

Level	Well-being	Signals
1	Extremely low	Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.
2	Low	Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around.
3	Moderate	Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted.
4	High	Continuous activity with intense moments. The child's activity has intense moments and at all times they seem involved. They are not easily distracted.
5	Extremely high	The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period.

The Leuven Scale for Involvement

Level	Well-being	Signals
1	Extremely low	The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/ herself or others.
2	Low	The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
3	Moderate	The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.
4	High	The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.
5	Extremely high	The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He/she is open and accessible to the environment. The child expressed self-confidence and self-assurance.

The Early Learning Goal Descriptors

Communication and Language

ELG: Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

ELG: Self-Regulation

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

ELG: Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.

- Show sensitivity to their own and to others' needs.

Physical Development

ELG: Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

ELG: Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.

ELG: Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Mathematics

ELG: Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

ELG: Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate – maps.

ELG: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and

changing states of matter.

Expressive Arts and Design

ELG: Creating with Materials

- Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

- Invent, adapt, and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.

Glossary



Adult-led learning – the practitioner knows exactly what outcomes they want to achieve. They have planned with care, using prior knowledge of the child's learning experiences and guidance from the EYFS document 'Development Matters', 2012.

Adult-initiated learning – the practitioner has a clear purpose for planning an activity or experience. Knowledge of the child or children, and of their previous learning, gives the practitioner evidence to plan either for consolidation of that learning, or to explore its next steps.

Child-led learning – situations that evolve independently, the practitioner approaches not knowing what it is that the child or children are trying to do or what scenario they have been creating. Often spontaneous and frequently unpredictable. In this situation, the practitioner must wait and watch before deciding whether and when to intervene.

Synthetic Phonics - is a way of teaching reading. Pupils are taught to read letters or groups of letters by saying the sound(s) they represent. Pupils can then start to read words by blending (synthesising) the sounds together to make a word

