



Our Lady of the Angels Early Years Foundation Stage Vision

Our Vision

At Our Lady of the Angels Catholic Primary School children are at the centre of everything. Our aim is to:

Give children the best possible start to their early education and future success.

- We set aspirational targets for all children that are shared with and understood by all staff.
- The curriculum is designed to meet the needs of all children within the context of our school.
- We develop a partnership with parents and actively seek to involve them in their child's learning.

Offer meaningful and enriching experiences and opportunities to enhance learning through quality play within a rich environment.

- Our observations and interactions with the children enable us to know where key enhancements will need to be added to our learning environment in order to capitalise on an interest or challenge the children's thinking.
- Adults interpret not just the 'what' a child is learning but also 'how' they learn best.
- Adults discuss children's emerging interests together and the patterns of their play which informs the planning of meaningful experiences.

Learn from and build upon children's interests.

- Our open-ended resources allow children to have their own ideas and can be used in different ways.
- Our approach to planning is flexible and allows us to respond to our observations of the children.

Give children free access to quality resources both inside and outside.

- Each area of the provision is carefully planned for.
- Children access an uncluttered and organised provision.
- Each area of the provision has the necessary resources to encourage children to play and explore in a variety of ways.
- Adults have ideas and an understanding of how resources could be used and see the invisible possibilities of resources.
- Each item is there to serve a learning purpose.



- Enhancements to the provision capitalise on children's interests or challenge the children's thinking.
- Adults support the children's ability to interact with the resources.
- Neutral coloured displays and furniture create a calm environment for learning.

Support children to move their learning forward with skillful questioning and thoughtful responses from the adults.

- Adults take time to talk with children about what they plan to do in the provision area and value children's ideas.
- Talk time enables adults to understand a child's thoughts and motivations and provides an opportunity to teach new vocabulary and scaffold thinking.

Provide children with opportunities to develop their Characteristics of Effective Learning to enable them to learn effectively.

- The Characteristics of Effective Learning are central to our practice and are key to effective learning.
- When observing children, adults look at the characteristics a child shows when accessing the provision and use this information to make decisions about what each child needs.
- The Characteristics of Effective Learning are part of our planning process and inform our provision.
- We use the Characteristics of Effective Learning to reflect on the effectiveness of our learning environment.

Give children uninterrupted time to explore their environment through play.

- We give children uninterrupted time to follow their own ideas and interests which results in a much greater progression of ideas.

Ensure children can read, write, and use number.

Reading

- The teaching of phonics begins as soon as a child starts in Reception.
- Children are taught synthetic phonics through the Read Write Inc. phonics scheme.
- All adults are trained to deliver the full RWI programme.
- All children take home a reading book following the first 2 weeks of starting school.
- Home reading books are texts matched to a child's current RWI level.
- We aim for all children to be working at RWI Green level by the end of Reception.

Writing

- Our learning environment provides opportunities to write in different areas.
- Children access multi sensory activities to support the development of their writing skills.



- Children are given the opportunity to apply their phonic knowledge in both adult led and child initiated contexts.
- Our approach to the teaching of writing moves children rapidly from dependence towards independence.
- Children are exposed to various text types and, through this, are able to see the purpose of writing and link this to their lives.
- Adults regularly model the process of writing and explicitly model how resources can support them with their writing.
- Children are taught to form each letter correctly using a tripod grip.
- By the end of Reception, we aim for all children to be able to write simple sentences independently, that include capital letters at the beginning, full stops at the end and space between words. Sentences need to include a few tricky words spelt correctly. Other words do not need to be spelt correctly, but should be phonetically plausible. Children should be able to read back what they have written.

Number

- Adults use their knowledge and expertise to plan for a high quality learning environment which provides children with opportunities to explore different aspects of number and learn new concepts.
- The children have a wide range of resources available to them in the provision.
- There is a balance between both adult led and child initiated learning experiences.
- Adult led activities take account of children's interests and learning styles, maximising the use of the areas of provision within the environment both indoors and out.
- We aim for all children to have a deep and secure understanding of numbers to 10, including the composition of each number by the end of Reception. Children will be able to recall the number bonds up to 5 and some number bonds to 10.

Develop a love of reading.

- Children are exposed to a wide range of texts including traditional stories and fairytales.
- Story time happens daily and is an integral part of our routine.
- Adults utilise any additional opportunities throughout the day (whilst in the provision or as a whole class) to reinforce and read a variety of other texts.
- Our reading area includes core classic texts as well as a selection of other texts linked to children's interests or particular authors. Books are changed periodically.
- We encourage parents to be involved in their child's reading journey.

Ensure children have the knowledge and skills required for the next stage.

- The curriculum is designed to meet the needs of all children within the context of our school.
- The curriculum fully meets the requirements of the Early Years Statutory Framework.



- Adults have an understanding of the requirements of the Early Years Framework and how to apply it when working with children.
- The whole school progression documents for each subject area identify how the skills and knowledge acquired in Reception support children's future learning in Key Stages One and Two.
- Children are prepared and ready for the next stage of their learning journey in Key Stage One.

Introduce and develop language.

- Quality interactions are at the core of our practice.
- Every interaction is an opportunity to develop speech and vocabulary.
- Adults are excellent role models. They use a wide range of vocabulary and enunciate clearly.
- Effective interactions are those that are sensitive to the needs of the child, model language, have a balance of comments and questions and have questions or open statements that move learning forward.
- Adults recognise talk is a key aspect in building strong relationships, developing communication and language skills; and challenging thinking.
- Adults introduce higher level or more specialist vocabulary to children where appropriate.
- Adults use language and vocabulary consistently and appropriately.
- Adults engage in valuable talk with children about their learning and understanding.

Develop children's metacognitive and executive function skills.

- Adults value the importance of play and recognise their role in helping children to learn and grow.
- Adults challenge and extend children's current knowledge or understanding through opportunities or resources supporting them to make new connections.
- Children are encouraged to make choices and lead their own learning.
- Children are encouraged to reflect on their play and talk about their learning, about what they can do and what they want to be able to learn next.
- Adults model how to approach learning for the children.
- Adults provide support through scaffolding children's learning in a way that is well-timed and well-matched to the situation and child.

Encourage aspiration.

- Adults are aspirational for all children.
- Children are encouraged to be aspirational for themselves.
- Adults open up opportunities for learning.
- The curriculum opens children's minds to the possibilities available to them.
- Individual children's successes are shared and celebrated.



Embed the urge to want to learn more.

- Adults want all children to enjoy school and be enthused and motivated to attend.
- Adults provide rich, varied and imaginative experiences.
- Children experience learning both inside and outside the classroom and understand that learning can happen anywhere.
- Children are encouraged to ask questions and be curious about the world around them.
- Children are empowered to choose and initiate their own learning thus developing an inner drive to learn for themselves.