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# Early Years

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PORTSWOOD PRIMARY SCHOOL

KEY INFORMATION 2025-26

# Early Years INTENT



In the Early Years at Portswood Primary School, we believe in developing the **whole child** so that they become **life-long learners** both within our school but also **beyond school life**. The transition from Reception to Key Stage 1 is designed to be smooth and supportive, ensuring that children feel confident and ready for the next stage of their education. We do this by rooting our teaching and learning in the foundations of the skills, knowledge and understanding required within the **Early Years Curriculum, Development Matters** and the **Characteristics of Effective Learning**. A strong emphasis is placed on building positive relationships, developing children's confidence and curiosity in a safe and secure learning environment in order for them to become effective learners.

Our staff have an excellent understanding and knowledge of the children as individuals. They take account of their varying starting points, in order to support each child to make good progress at their developmental stage.

We prioritise **personal, social and emotional development, physical development** and **communication and language** within the Nursery Curriculum. Adult interactions support the children in making links to their learning through their exploration and play. In Early Years, there is an emphasis on building vocabulary to support talking and reading skills.

# Early Years INTENT



As the pupils move into Reception, the love of **reading**, **writing** and **number** become a key priority. There is a key focus on early reading and phonics and, in maths, the composition of numbers to 20 and beyond. Topics are used to build a holistic curriculum that makes **meaningful cross-curricular links**. Hooks, trips and visitors provide **real life contexts** and awe and wonder which motivates and engages our pupils as they move towards the attainment of Early Learning Goals.

We develop **positive behaviour for learning attitudes** through high expectations and establishing clear routines and systems. The whole school behaviour policy is applied in Reception and **positive interactions between staff and pupils** are developed. We ensure that pupils are ready for the **transition into Key Stage 1** by developing **key skills and knowledge** from the Early Years Curriculum, which then **progresses into the Key Stage One Curriculum** and beyond. The Early Years team work closely with **subject leads** to ensure the **clear progression** of knowledge and skills from the Early Years to KS1. Close work with Year 1 teachers, through a **transition** topic in the Summer Term and on-going dialogue, ensures that pupils are better equipped at accessing the Key Stage One Curriculum. Areas for development at the end of Reception are identified and targeted at the beginning of Year One.

We build **close relationships with parents**. Parents have twice daily contact with the class teachers, weekly home learning newsletters, parent workshop and termly parent meetings to discuss their child's learning. Regular opportunities are given to share Learning Journey's with parents to celebrate their child's wow moments.

# Early Years IMPLEMENTATION



**Learning through play** is crucial to a child's development and so pupils are given opportunities to develop their knowledge and skills through **enhancement activities** but also develop their **own lines of enquiry**. This is achieved throughout the day through the continuous provision that is provided. **Adult interactions** are used in a number of ways to further develop each individual's needs such as facilitating play, role-modelling PSED and language and when appropriate providing guided learning such as through structured activities.

Alongside these planned learning opportunities, **intervention groups** have been developed to **support specific needs** such as developing communication and language skills and play skills such as sharing and turn-taking. The groups are **flexible** to suit the needs of the cohort and individuals.

# Early Years

## IMPLEMENTATION



### **Reception**

In Reception, the timetable is carefully structured so that children receive teaching of phonics, guided reading, handwriting, literacy and maths.

Literacy:

**Phonics and early reading** is developed through the use of **Little Wandle Letters and Sounds Revised Phonics** scheme. Children are taught the **graphemes and their corresponding phonemes** and **tricky words** in the order set out in the programme.

Year R children will be taught:

Phase 2 and 3 graphemes,  
short and long vowel graphemes with adjacent consonants,  
words ending in suffixes  
compound words.

**Phonics is taught everyday** in direct daily phonic sessions focusing on the **phonic sounds** and the **accurate reading** of 'tricky words'. Children have the opportunity to **revisit previous learning**, practise and apply new skills. **Segmenting** and **blending** of sounds is a key focus within Year R teaching.

All children in Year R participate in **guided reading three times a week**, with a different focus for each session. The adult will use the **tap in and tap out** approach in order to **hear every child read**.

The focus for guided reading sessions are:

- 1) Decoding
- 2) Prosody
- 3) Comprehension

Children's progress in phonics is reviewed through **half-termly phonic assessments** and evidence from their reading.

**Targeted support**, for pupils who are in danger of not retaining key phonics learning, will be put in place **at the earliest opportunity**.

# Early Years IMPLEMENTATION



Maths:

Reception pupils learn through a **practical, hands-on** approach. Maths is taught **daily** through a **whole-class** input and **tailored maths enhancement activities** alongside **adult guided groups** in continuous provision. The scheme of learning develops and builds upon pupils' **key concepts and skills** that need to be learnt in order to **meet** the **Early Learning Goals**. The understanding of **counting** in different contexts to **numbers beyond 10** and then **beyond 20** are embedded in the Maths curriculum.

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The **Five Counting Principles** are taught and applied:

The **one-one** principle- assigning one number name to each object that is being counted.

The **stable-order** principle- when counting, the numbers have to be said in a certain order.

The **cardinal** principal- the number name assigned to the final object in a group is the total number of objects in that group.

The **abstraction** principle- children understanding that anything can be counted including things that can not be touched such as sounds and movements.

The **order-irrelevance** principle- understanding the order that we count is irrelevant. There will still be the same number.



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Key concepts taught are:

Use **subitising** to recognise quantities without counting.

**Compare** quantities in different contexts.

Recall all number bonds to 5 and some to 10.

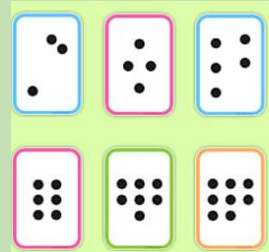
Develop an understanding of number patterns including **odd and even** and **double** facts.

Model and encourage use of mathematical language and asking mathematical questions.

Use **number stories**, songs and rhymes, pictures and objects to illustrate counting.

Demonstrate the language for **shape, position and measures**.

Encourage talk about the shapes they see and use and how they are **arranged and used in constructions**



# Early Years

## IMPLEMENTATION



Pupils are given opportunities within the continuous provision to practise and apply skills taught from the main teaching input. Teachers will also use their teacher knowledge to support the learning through guided groups and targeting work with children who need additional support.

Teachers' provide carefully planned **enhancement activities** within the indoor and outside learning environment based on children's next steps and children's interests.

Children's work is evidenced in a number of ways such as in their Learning Journey's where 'wow' moments are captured through photographs, children's work and observational notes. In Reception, Maths and English work books capture the work completed within these session either independently or through a guided group.

# Early Years IMPLEMENTATION



## Continuous Provision:

Reception children are provided opportunities, both in the morning and the afternoon **continuous provision**, to **practise and apply key knowledge and skills** linked to the weekly learning.

Children have '**free-flow**', between all learning areas to access the activity of their choice.

The Reception teachers use key learning points from the development matters statements, for all 7 areas of learning, to develop these activities. These are based upon objectives that link to our topic-based approach but also according to the cohort's needs.

Enhancement activities are used as **assessment opportunities** to ensure all children are making progress.

Staff are used to **model, interact and scaffold the learning**, especially to develop **key vocabulary**. The development matters statements are mapped out to ensure children have been given the **maximum exposure to key milestones**.

**Teachers** are used **within the continuous provision** to teach **key literacy and maths concepts** either **individually** or in a **small group**. The **SEND** children are supported to ensure that they **progress well**. This is done through:

- Close **liaison with SENDCo** and inclusions team (earliest opportunity)
- **reduced teaching group size**
- Appropriate **adaptation** to task **or alternate** task
- **Intervention** work targeting areas of need
- **IEP targets** to be work on and consolidate
- Prompt and regular **communication with parents**
- Involvement of **external agency support**

