



Adult-led teaching of Literacy and Maths in EYFS at Saighton C of E Primary School and Pre-School



Literacy

We follow a book based curriculum in EYFS at Saighton. Books are selected by class teacher's based on current themes, topics, events or children's interests. Teachers refer to CLPE, the Book Trust or Literacy Counts for guidance on high quality texts that will spark curiosity, imagination and a love of learning. The text is shared with the children and then follow up activities are completed led and supported by adults. There is no set time for each text to be explored, the children lead the learning and themes from the text can be incorporated into continuous provision to develop independence. During the summer term and as part of the transition from Reception to Year One, typical Read to Write texts and activities are embedded into adult-led literacy sessions to support a smooth transition to KS1. Children in Reception are given a literacy book to record their work in throughout the year and Pre-school children have a mark making folder where any adult-led literacy pieces of work are filed. If literacy based activities are completed independently during continuous provision then this is recorded electronically as an observation on Early Essence.

Phonics

We use the phonics scheme "Essential Letters and Sounds". Essential Letters and Sounds is a Systematic Synthetic Phonics (SSP) programme, validated by the Department for Education. This is taught across EYFS and KS1 and is led by class teachers. Children in Reception will begin with Phase 2 in the Autumn term and move onto Phase 3, 4 and 5 throughout the years. Sounds are taught in a specific sequence and children record their work in set Essential Letters and Sounds workbooks. Lessons in Reception and Year One follow a set format and resources are consistent across EYFS and KS1. In Pre-School, the children have short Phase 1 phonics sessions which concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

Maths

Reception children follow the White Rose Maths scheme of work and Pre-School children follow a similar style of learning based on the principles of White Rose Maths. White Rose Maths provides a comprehensive programme of learning that is suitable for all children regardless of their age, background, ability or prior knowledge. When exploring Maths at Saighton, we encourage a love of pattern, colour, counting and investigation. Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. At Saighton, we feel that White Rose Maths offers our EYFS learners the opportunity to develop these building blocks. It focuses on developing deep understanding rather than memorisation. This means that it helps children develop self-belief, persistence and resilience. White Rose Maths helps children develop their conceptual understanding of mathematics by using concrete objects, pictorial representations and abstract thinking. This inclusive approach is based on the principles of cognitive psychology and child development. Furthermore, White Rose Maths suggest a variety of texts linked to the specific maths topic being taught. This ties our literacy and maths learning together and continues to promote the EYFS vision to develop a love of reading. By developing a deep understanding in EYFS, this then helps the children when they progress into KS1 and a more formal style of Maths teaching. Children in Reception have a maths book where activities are recorded using photographs, observations or short tasks. If maths based activities are completed independently during continuous provision then this is recorded electronically as an observation on Early Essence.