



## Early Years Foundation Stage Policy

Date Agreed	April 2026
Approved by	LGB
Date due for renewal	April 2028

### 1. Introduction and Statutory Context

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception Year. At King's Academy Northern Parade (KANP), we recognise EYFS as a distinct and crucial stage of education.

This policy is based on the requirements of the **Statutory Framework for the Early Years Foundation Stage (DfE, effective September 2025)**, which sets the standards for learning, development, safeguarding and welfare for all children aged 0–5 in England.

We are committed to ensuring that:

*“Every child deserves the best possible start in life and the support that enables them to fulfil their potential.”*

The 2025 framework builds on previous guidance with a strengthened emphasis on:

- **Safeguarding and child protection**
- **Safer recruitment practices**
- **Attendance monitoring and follow-up**
- **Safer eating and nutrition procedures**
- **Children's welfare, privacy and wellbeing**

### 2. Aims

At KANP, our EYFS provision aims to:

- Deliver a **broad, ambitious and well-sequenced curriculum**
- Ensure **high-quality teaching and strong progress for all children**
- Promote **inclusive practice and equality of opportunity**
- Build **strong partnerships with parents and carers**
- Develop children as **confident, resilient and independent learners**

## **EYFS Vision**

We provide a safe, stimulating and nurturing environment where children are encouraged to explore, take risks and develop a lifelong love of learning. Children leave EYFS as confident, capable and well-rounded learners, ready for Key Stage 1.

### **3. The Four Overarching Principles**

Our provision reflects the four principles of EYFS:

#### **A Unique Child**

Every child is recognised as an individual with their own interests, needs and developmental pathway.

#### **Positive Relationships**

We build strong, respectful relationships with children and families to support learning and wellbeing.

#### **Enabling Environments**

We provide high-quality indoor and outdoor environments that promote independence, curiosity and exploration.

#### **Learning and Development**

Children learn and develop at different rates. Our curriculum is responsive, inclusive and ambitious for all.

### **4. Partnership with Parents and Carers**

We recognise parents as children's first educators and work in close partnership with them.

We:

- Provide a **structured induction programme**
- Maintain **daily communication opportunities**
- Offer **termly progress meetings**
- Share **EYFS Profile outcomes** at the end of Reception
- Encourage parental contributions to learning

### **5. Curriculum and Areas of Learning**

Our curriculum follows the **EYFS statutory framework (2025)** and includes seven areas of learning:

#### **Prime Areas**

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

#### **Specific Areas**

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The curriculum is:

- **Language-rich and knowledge-based**
- Delivered through **play, exploration and direct teaching**
- Designed to build **strong foundations for Year 1**

## **6. Teaching and Learning**

Play is central to children's development. We provide:

- High-quality **adult-child interactions**
- Opportunities for **exploration, problem-solving and creativity**
- A balance of **child-initiated and adult-led learning**
- Carefully planned **continuous provision**

We prioritise **interaction over excessive recording**, in line with EYFS expectations to reduce workload and maximise learning time.

### **Characteristics of Effective Learning**

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

## **7. Assessment**

Assessment is **ongoing, formative and purposeful**, in line with statutory guidance.

We:

- Complete the **Reception Baseline Assessment (RBA)**
- Use **ongoing observations** to inform teaching
- Identify children needing additional support early

At the end of Reception:

- Children are assessed against the **Early Learning Goals (ELGs)**
- Outcomes are reported through the **EYFS Profile**

## **8. Inclusion**

We comply with the **Equality Act 2010** and SEND Code of Practice.

We:

- Provide **adapted and inclusive learning opportunities**
- Monitor progress of all groups
- Implement **targeted support and interventions where needed**

## **9. Safeguarding and Welfare (Updated for 2025 Framework)**

Safeguarding is central to all EYFS practice and reflects:

- **EYFS Statutory Framework (September 2025)**
- **Keeping Children Safe in Education (latest version)**

## Key 2025 Updates Embedded in Practice

### Safer Recruitment

- References are obtained **before employment**
- Robust procedures ensure only suitable individuals are recruited

### Attendance and Absence Monitoring

- Staff follow up **unexplained or prolonged absences**
- Multiple emergency contacts are held and used where necessary

### Safer Eating and Nutrition

- Staff are trained in **safe food preparation and supervision**
- Children are **closely supervised during eating**
- Dietary needs, allergies and feeding stages are recorded and shared
- **Paediatric first aid-trained staff** are present during meals where required
- All incidents (e.g. choking) are recorded and shared with parents

### Health, Safety and Wellbeing

We ensure:

- Children are **healthy, safe and secure**
- Equipment and environments are safe and suitable
- Children are supported to understand **risk and safety**

### Intimate Care and Privacy

- Children's dignity and privacy are respected during toileting and care routines

## 10. Monitoring and Governance

EYFS provision is monitored through:

- Senior leadership oversight
- Local authority moderation
- Regular reporting to governors

All staff are responsible for implementing this policy.

## 11. Phonics (Summary)

Phonics is taught through a **systematic synthetic phonics programme** in line with DfE expectations.

We ensure:

- Daily phonics teaching
- Strong emphasis on **oral blending and segmenting**
- Regular assessment and targeted support
- Close links between **reading, writing and language development**

Parents are supported through communication, workshops and home learning guidance.

## **Appendix 1– Phonics teaching at Kings Academy Northern Parade**

At KANP, as part of our vision, we ensure that all children make good progress by providing a curriculum which meets the needs of each individual child, enabling them to develop the skills needed to prepare them for the next stage in their education.

The teaching of phonics, for younger children in particular, is extremely important in providing children with skills which enable them to access reading and writing and to tackle unfamiliar words. It is therefore imperative that we provide effective phonics teaching from the earliest opportunity, which meets the needs of our children at KANP.

In order to achieve this, the school has developed the way that phonics is taught at KANP to ensure that best practice in phonics is consistently used to promote progression consistently across the school.

### **Our vision for phonics at King’s Academy Northern Parade**

- 1) That all children achieve mastery depth in oral blending and segmenting so that they are able to immediately apply phonic knowledge in reading and writing.
- 2) That all phonics lessons include a wide range of opportunities to use and apply oral blending and segmenting, particularly in reading and writing.
- 3) That all phonics lessons include a wide range of opportunities for children to develop their communication skills and to extend their vocabulary.
- 4) A consistent approach to the structure of phonics and spelling teaching which is followed by all classes daily.

### **How is phonics taught at KANP?**

In order for children to be successful at applying phonics in their reading and writing, it is vitally important that they are able to move from oral blending and segmentation to blending and segmenting with letters. If this does not happen early on then children can develop gaps in their ability to make this link and as a result do not apply the skill in reading and writing.

It is for this reason that KANP has decided to place a greater emphasis within each lesson on this process of moving from oral blending and segmenting to blending and segmenting with letters. We also endeavour to specifically meet the needs of our children at KANP by using every opportunity to expose the children to rich vocabulary and language from literature.

In order to achieve the above we:

- Teach new letters and phonemes using Cued Articulation cards (which have pictures showing the actions which demonstrate where the sound is coming from and how it is made within the mouth). This promotes correct pronunciation of each sound.
- Use a range of activities in our discovery time based on exploring the taught letter shape alongside teaching the pronunciation of the sound, including creating the letter shape in glitter/paint/play dough (to embed the letter shape in motor skills memory) and matching the initial sound of a picture to the correct letter shape (to begin applying their knowledge of that letter sound).
- Teach each letter in the order suggested by “ELS” so that we can begin teaching segmenting and blending skills (for writing) and decoding and blending skills (for reading) as soon as the children have learned the first six letters (satpin) from which many two and three letter words can be made.
- Each new letter taught is displayed in the classroom on a washing line with the cued articulation picture as a constant reminder to children of its sound.
- Teach and practise decoding and blending skills for reading daily outside the phonics lesson using a “Morning Sentence” on the interactive whiteboard.

**For more information please see our Phonics Teaching Structure for the year 2021 - 2022**

### **How does this approach benefit children?**

- Children hear the phoneme (the sound that the letter makes), see the letter shape, reinforce the way the sound is made with an action and hear the sound as the initial sound of a picture, matching it to the letter shape, all

within the same lesson. This means that they are more likely to make the link into application in reading and writing.

### **How is phonics assessed?**

- Children are assessed within each lesson so that teachers can address misconceptions straight away.
- Flexible grouping is used within lessons so that children can be taught the specific next steps that they individually need at the time that they need it.
- Children are assessed against Essential Letters and Sounds each half term. This is monitored by the class teachers and the English Team and is used to plan from so that no child is left behind.

### **Spelling teaching at King's Academy Northern Parade**

By adopting a consistent approach to the teaching of spelling we aim for the children to develop confidence and accuracy when spelling across the curriculum. Alongside our daily Phonics programme, we endeavour to teach the children a range of spellings strategies in order to appeal to a variety of learning styles. This includes being able to rapidly recall from memory the words that appear most frequently in their reading and writing. In line with the 2014 National Curriculum framework, it is expected that by the end of Key Stage 1 the children should be able to read and spell the first 300 high frequency words. We begin teaching these high frequency words (including applying word recognition when reading the daily morning sentences) from the second half of the autumn term in Reception.

### **Handwriting and Spelling**

Links between handwriting, phonics and spelling are also important. In preparation for early writing, in the Autumn term in EYFS we provide the children with a variety of hand gym activities to strengthen their fingers and promote fine motor skills for a strong and controlled pencil grip to ensure they have the dexterity required to develop a fluent handwriting style. During the Spring term we teach each letter shape in a precursive handwriting style and group the letters according to how they are formed. In the summer term, the regular practise of letter patterns and the copying of high frequency words helps develop good visual and writing habits.

### **Home/ School links**

King's Academy Northern Parade recognises that parents have an active part to play in all aspects of their children's learning. Each time a new letter and sound is taught in school, parents will receive a picture of the cued articulation action to support their child at home, and encourage them to find that letter shape in their home school reading books. In the Spring term, key words will also be sent home, and helping children to recognise and to write the high frequency words will support the children to become independent writers.

### **How can parents support their children's progress in phonics at home?**

- Show a letter card to your child and say the sound. Ask your child to say it as well. This will help to build a link between a letter and its associated sound.
- Say a word and ask your child to break into its individual sounds. For example: pig, p i g. This technique is known as oral segmenting.
- Using the sounds to read (blending). You can teach your child to 'push' (or blend) the sounds together to make words by saying each of the sounds in the word when you are reading with your child at home and then pushing them together to say the whole word.
- Using the sounds to write (segmenting). Encourage your child to use their new-found knowledge of sounds to begin to spell, by working out the individual sounds in a word and matching these sounds to the letters. When your child is ready to write the word down, encourage them to tap out each sound before they write it. This helps children to maintain the correct sequence of letters.
- When your child is reading, encourage them to point to each letter and say the sounds out loud. Encourage your child to read these words by blending the separate sounds together.
- Check understanding. Ask your child questions about the story you've been reading together to check that they have understood the words.

### **Where can I find out more about Phonics?**

- Please ask your class teacher to find out more about your child's next steps in phonics and how you can help at home.

- Attend the parent workshop on phonics
- Attend your child's parents meeting and discuss phonics with the teacher alongside your child and the resources.