Policy for
Early Years Foundation Stage
-
Reception

1. Introduction

At Pearl Hyde Primary School, we believe every child deserves the best possible start in life and the support that enables them to fulfil their potential. The Early Years Foundation Stage (EYFS) is a crucial stage in a child's development and provides the foundations for future learning, behaviour and success.

Our philosophy is to work in partnership with parents and carers to provide a broad, balanced and ambitious curriculum that is responsive to individual needs. We aim to nurture children's physical, social, emotional, intellectual, creative development through a safe, stimulating and inclusive environment.

We recognise that children enter school with a wide range of experiences, interests and abilities. Through high-quality teaching, purposeful play and meaningful interactions, we develop confident, resilient and enthusiastic learners who are prepared for the next stage of their education.

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2. Aims

Our EYFS provision aims to:

- Provide a secure, happy and stimulating environment where all children can thrive.
- Deliver a broad and balanced curriculum that develops knowledge, skills and understanding across all areas of learning.
- Ensure quality and consistency in teaching and learning.
- Enable every child to make good progress from their individual starting points.
- Promote independence, curiosity, creativity and a love of learning.
- Foster positive attitudes, resilience and confidence.
- Develop children's communication and language skills through rich interactions and vocabulary development.
- Build strong partnerships with parents, carers and other professionals.
- Ensure equality of opportunity and inclusion for all children.
- Prepare children effectively for Key Stage 1 and lifelong learning.

3. Legislation

This policy is based on the requirements of the Early Years Foundation Stage Statutory Framework (September 2026) and is supported by:

- Working Together to Safeguard Children
- Keeping Children Safe in Education
- SEND Code of Practice
- Equality Act 2010

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4. EYFS Structure

The EYFS applies to children from birth to the end of the Reception Year.

At Pearl Hyde Primary School, children enter Reception in the September following their fourth birthday. The school currently provides Reception provision only, although an independent nursery operates on site.

The Reception team consists of qualified teachers and support staff who work collaboratively to deliver high-quality provision.

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5. Our EYFS Curriculum

Intent

Our curriculum is designed to ensure children become:

- Independent learners
- Effective communicators
- Curious explorers
- Confident problem-solvers
- Resilient learners
- Responsible members of the school community

We recognise that high levels of engagement lead to high levels of attainment. Our curriculum is carefully designed to build vocabulary, knowledge and understanding through meaningful experiences, high-quality texts and purposeful play.

Children's prior learning and experiences are valued and built upon through assessment and strong relationships with families.

Areas of Learning

The EYFS curriculum consists of 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

Alongside these, we actively develop the Characteristics of Effective Learning:

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

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6. Implementation

Teaching and Learning

Children learn through a balance of:

- Adult-led teaching
- Child-initiated learning
- Play-based experiences
- Structured group sessions
- Continuous provision

Practitioners carefully observe, assess and plan experiences that meet children's developmental needs whilst extending their knowledge and understanding.

As children move through Reception, the balance gradually shifts towards increased adult-directed learning to support readiness for Year 1.

Planning

Planning is based upon:

- The EYFS Framework
- Development Matters guidance
- Children's interests
- Assessment information
- Curriculum progression

Staff provide opportunities for children to:

- Explore
- Discover
- Investigate
- Create
- Rehearse
- Practise
- Consolidate
- Reflect
- Persevere
- Solve problems

Planning remains flexible and responsive while maintaining clear curriculum end points.

Reading and Phonics

Reading is at the heart of our curriculum.

We aim to develop:

- A love of books and stories.
- Strong language and vocabulary.
- Fluency and comprehension.
- Confidence as independent readers.

Children participate in:

- Daily phonics sessions using Read Write Inc.
- Daily story times.
- Shared reading.
- Guided reading experiences.
- Independent reading opportunities.

Children take home fully decodable books matched to their phonics knowledge to ensure success and confidence.

Mathematics

We use a mastery approach to mathematics, ensuring children develop deep conceptual understanding.

Teaching includes:

- Number sense
- Counting
- Subitising
- Pattern
- Shape and Space
- Mathematical reasoning
- Problem solving

Children explore concepts through practical and engaging experiences using concrete resources and mathematical talk.

Learning Environment

The indoor and outdoor environments are carefully planned to:

- Promote independence.
- Encourage exploration.
- Support sustained shared thinking.
- Develop creativity.
- Facilitate communication and collaboration.

Children access high-quality continuous provision daily.

In line with statutory requirements, children have daily access to outdoor learning opportunities except where weather conditions make this unsafe.

Resources are regularly checked and maintained to ensure safety and accessibility.

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7. Inclusion and SEND

Pearl Hyde Primary School is committed to inclusive practice.

We:

- Identify needs early.
- Work alongside families.
- Collaborate with external agencies.
- Adapt provision appropriately.
- Ensure all children access the full curriculum.

The EYFS team works closely with the SENDCo to ensure barriers to learning are removed wherever possible.

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8. Assessment

Assessment is ongoing and informs teaching and learning.

Assessment methods include:

- Daily observations
- Professional discussions
- Children's work
- Parent contributions
- Learning Journeys
- Focused assessments

Reception Baseline Assessments are completed within the first six weeks of entry as required.

Staff also complete their own baseline assessments to establish children's starting points and identify next steps.

At the end of Reception, practitioners complete the EYFS Profile and assess children against the Early Learning Goals as:

- Expected
- Emerging

Assessment judgements are moderated internally, across the trust and with other local schools.

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9. Working in Partnership with Parents

We recognise parents as children's first educators.

Strong partnerships are developed through:

- Home visits where appropriate.
- Nursery visits and information sharing.
- Stay and Play sessions.
- Reception induction meetings.
- Open-door communication.
- Reading diaries.
- Newsletters.
- Parent consultations.
- Learning Journey contributions.
- Curriculum workshops.

- School events and celebrations.

Parents are encouraged to share achievements, interests and experiences from home so that we can build a complete picture of each child.

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10. Admissions, Induction and Transition

A carefully planned induction process supports children to settle successfully.

This includes:

- Information meetings.
- Transition visits.
- Stay and Play sessions.
- Contact with previous settings.
- Home visits where possible.
- All About Me information gathering.

A staggered start may be used according to the needs of individual children and cohorts.

Transition into Year 1 is carefully managed through:

- Professional discussions between Reception and Year 1 staff.
- Sharing of assessment information.
- Classroom visits.
- Joint activities.
- Curriculum transition planning.

11. Safeguarding, Welfare and Health

Children's safety and wellbeing are central to all aspects of our provision.

We follow all safeguarding and welfare requirements outlined in the EYFS Statutory Framework and the school's safeguarding procedures.

This includes:

First Aid

- Paediatric first aid-trained staff are always available.
- Accidents are recorded and communicated to parents.

Personal Care and Intimate Care

- Children's dignity and privacy are respected.
- Appropriate records are maintained.

Health and Healthy Living

Children are taught about:

- Healthy eating
- Oral hygiene
- Physical activity

- Personal hygiene

Healthy snacks are encouraged and provided.

Screen Use

Technology is used carefully and purposefully.

Screen use:

- Supports specific learning objectives.
- Does not replace play or interaction.
- Is age-appropriate and supervised.

Safe Recruitment

All staff and volunteers are recruited in accordance with statutory safeguarding requirements.

Outdoor Safety

Risk assessments and daily checks ensure outdoor learning environments remain safe and stimulating.

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12. Equality and Diversity

We celebrate diversity and promote equality.

Our curriculum reflects:

- Different cultures
- Family structures
- Faiths
- Communities
- Abilities

We challenge stereotypes and ensure all children feel valued, respected and represented

13. Monitoring and Review

The EYFS Leader is responsible for monitoring and evaluating provision through:

- Learning walks
- Observations
- Planning reviews
- Assessment monitoring
- Pupil progress discussions

The Headteacher and Governors review provision regularly to ensure statutory requirements are met and high standards are maintaine

14. Linked Policies

- Child Protection and Safeguarding Policy
- SEND Policy
- Behaviour Policy
- Intimate Care Policy

- Health and Safety Policy
- Attendance Policy
- Educational Visits Policy
- First Aid Policy
- Online Safety Policy
- Supporting Pupils with Medical Conditions Policy

Pearl Hyde Reception Knowledge Progression

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Communication and Language

ELG strand	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of EYFS Checkpoint
Listening, Attention and Understanding	• Knows familiar stories can be remembered and retold. • Knows simple why questions ask for a reason. • Knows two-part instructions contain more than one action.	• Knows why careful listening is important and that listening helps them understand stories, instructions and other people. • Knows questions can be used to find out more or check understanding. • Knows stories and non-fiction give information and new vocabulary. • Knows familiar events and stories can be remembered and sequenced.	• Knows attentive listening involves responding with relevant questions, comments and actions. • Knows questions can clarify understanding. • Knows different texts and curriculum topics introduce vocabulary that can be used in discussion. • Knows more complex instructions can contain more than one idea or action.	• Knows how to listen attentively and respond appropriately to stories, discussions and interactions. • Knows that comments and questions can clarify understanding. • Knows that conversation involves back-and-forth exchanges.
Speaking	• Knows talk shares thoughts and experiences. • Knows sentences can be joined with words such as and, or and because. • Knows past and future language can describe events.	• Knows vocabulary from familiar stories, non-fiction and Reception themes. • Knows connectives can link ideas and sentences. • Knows talk can organise thinking, give explanations and support social interaction. • Knows familiar stories can be retold using props and story language.	• Knows well-formed sentences help communicate ideas clearly. • Knows vocabulary can be used in different contexts. • Knows talk can be used to solve problems, explain how/why things happen and develop narratives. • Knows conversations involve listening and responding over several turns.	• Knows and uses recently introduced vocabulary from stories, non-fiction, rhymes and poems. • Knows how full sentences, tenses and conjunctions help express ideas, feelings and explanations.

Personal, Social and Emotional Development

ELG strand	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of EYFS Checkpoint
Self-Regulation	• Knows simple feeling words and that adults can help with strong feelings. • Knows simple reasons for why they feel a certain way.	• Knows names for common feelings and that events can cause different feelings. • Knows familiar routines and expectations.	• Knows simple ways to resolve small conflicts and that perseverance helps when something is challenging. • Knows that other people can have different feelings and perspectives.	• Knows that feelings can be recognised and regulated. • Knows that waiting, controlling impulses and focusing attention help them work towards goals.

Managing Self	• Knows simple reasons why rules keep people safe. • Knows basic routines for dressing, handwashing and personal care.	• Knows why handwashing and tooth brushing are important. • Knows most classroom rules and routines.	• Knows some factors that support health, including food, sleep and washing. • Knows that behaviour has consequences.	• Knows reasons for rules and the difference between right and wrong. • Knows the importance of healthy food choices, hygiene and personal care.
Building Relationships	• Knows play can involve other children and shared ideas. • Knows simple turn-taking and listening help play continue.	• Knows that friends play, talk and take turns together. • Knows that others have feelings and needs.	• Knows that listening to others' ideas helps cooperative play and discussion. • Knows that people can have different perspectives.	• Knows that positive relationships involve cooperation, turn-taking, friendship and sensitivity to others' needs.

- ## Physical Development

ELG strand	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of EYFS Checkpoint
Gross Motor Skills	• Knows familiar ways to move, balance and use wheeled equipment safely. • Knows a large ball can be caught with two hands/body support.	• Knows that space, balance and stopping safely are important when moving. • Knows simple rules used in physical games and activities.	• Knows that different movements require balance, coordination and control. • Knows that balls can be controlled in different ways when throwing, catching and kicking.	• Knows how to move safely around obstacles and other people. • Knows that strength, balance and coordination support energetic movement and team games.
Fine Motor Skills	• Knows pencils and tools are held and controlled with the hand/fingers. • Knows one hand may be preferred for fine-motor tasks.	• Knows that different tools are used for different purposes. • Knows that a stable posture and controlled grip support drawing and writing.	• Knows how tools such as tweezers, scissors, knives and pencils are used safely and with increasing control. • Knows the correct movement pattern for forming taught letters.	• Knows how an effective pencil grip and correct letter formation support fluent writing. • Knows that small tools need accuracy, care and safe handling.

- ## Literacy

ELG strand	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of EYFS Checkpoint
Comprehension	• Knows how books are handled and that English print is read left to right. • Knows books can tell stories or give information.	• Knows familiar stories have main events that can be recalled and sequenced. • Knows books include fiction and non-fiction and that both can be enjoyed and discussed.	• Knows characters and events can be discussed using recently introduced vocabulary. • Knows who, what, when and where questions help readers understand texts. • Knows readers can give opinions and reasons about books and can distinguish fiction from non-fiction.	• Knows that meaning can be gained from sentences, pictures and information texts. • Knows that how and why questions require explanation. • Knows where to find information in familiar texts.

Word Reading	• Knows words are made of sounds and can hear some initial sounds. • Knows oral sounds can be blended into a word.	• Knows Level 2 grapheme-phoneme correspondences and most Level 2 tricky words. • Knows blending taught sounds helps decode CVC words, captions and simple sentences.	• Knows taught Level 3 grapheme-phoneme correspondences and tricky words. • Knows digraphs can represent sounds in words and some familiar words become automatic with practice.	• Knows the alphabet and taught correspondences from Levels 2, 3 and Level 4 work. • Knows books should be matched to taught phonics and that blending supports accurate, increasingly fluent reading.
Writing	• Knows marks can carry meaning and writing has different purposes. • Knows tools can be used to make marks and letter-like forms.	• Knows letters represent sounds in words. • Knows taught letters have a correct formation and starting/movement pattern. • Knows writing can be used for names, labels and other simple purposes.	• Knows spoken words can be segmented into sounds for writing. • Knows taught sounds may be represented by one or more letters. • Knows some Level 2 tricky-word spellings and that words can be combined into labels and simple phrases.	• Knows that a simple sentence begins with a capital letter and ends with a full stop. • Knows taught Level 3 tricky-word spellings. • Knows sounds in words can be represented by a letter or letters.

- ## Mathematics

ELG strand	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of EYFS Checkpoint
Number	- Knows number words relate to quantities. • Knows the last number said when counting tells how many there are. • Knows small quantities can be recognised without counting, emerging to 3. • Knows numbers to 5 can be represented using objects, fingers and numerals. • Begins to know that a whole can be made from smaller parts.	Knows numbers to **5** can be represented in different ways while retaining the same value. • Knows the **composition of numbers to 5** and that each number can be composed in different ways. • Knows a whole can be partitioned into smaller parts and recombined. • Knows quantities remain the same even when their arrangement changes.	Knows the **composition of numbers to 10**, including using **5 as an anchor** for 6–10. • Knows numbers can be partitioned and recombined in different ways without changing the whole. • Knows **number bonds within 5** and an increasing range of bonds within 10. • Knows doubles are composed of **two equal parts**. • Knows addition can combine parts to make a whole and subtraction can remove a part from a whole.	• Has a **deep understanding of numbers to 10**, including the composition of each number. • Knows **number bonds to 5**, including corresponding subtraction facts, and some bonds to 10. • Knows **double facts within 10**. • Knows number facts and composition/decomposition can be used flexibly to solve problems. • Knows teen numbers are composed of **10 and some more**.

Numerical Patterns	Knows number words follow a sequence, although this may not yet be secure. • Knows groups can have **more, fewer or the same** number of objects. • Begins to know that adding one makes a quantity one more and removing one makes it one less. • Begins to notice relationships and patterns between small quantities • Knows objects can be **matched and sorted** according to simple properties. • Knows familiar objects can be compared by **size, length, weight and capacity**. • Knows simple patterns have a **repeating element**. • Knows familiar shapes have features that can be noticed and compared. • Knows positional words describe where objects are.	• Knows numbers have an **ordered relationship** to one another. • Knows each successive number is **one more** and the previous number is **one less**. • Knows quantities can be **more than, fewer than or the same as** another quantity. • Knows numbers to 5 can be ordered according to their value. • Knows familiar number representations contain patterns and relationships • Knows objects can be **matched, sorted and compared according to different properties**. • Knows repeating patterns follow a **rule or repeating unit**. • Knows **circles, triangles and four-sided shapes** have properties that can be noticed, described and compared. • Knows **size, length, height and capacity** can be compared and described. • Knows position can be described in relation to other objects.	• Knows the **one-more/one-less relationship** continues across numbers to 10 and beyond. • Knows numbers to 10 can be compared and ordered according to their value. • Knows doubles represent **two equal groups/parts**. • Knows quantities can be organised into **equal or unequal groups**. • Begins to understand **odd and even** through pairing and equal grouping. • Knows the counting sequence follows a predictable pattern beyond 10. • Knows **length, height, mass and capacity** can be compared and ordered. • Knows events can be **sequenced** and described using language related to time. • Knows **3D shapes have properties** that can be noticed, described and compared. • Knows shapes can be **rotated and manipulated** without changing what they are. • Knows shapes can be **composed and decomposed** to make new shapes. • Knows repeating patterns can have increasingly complex repeating units.	• Knows the counting system has **repeating patterns beyond 20**. • Knows quantities to 10 can be **greater than, less than or equal to** another quantity. • Knows the relationship between consecutive numbers continues throughout the counting sequence. • Knows doubling creates **two equal groups**. • Knows even numbers can be organised into equal pairs and odd numbers have one left over when paired. • Knows quantities can be distributed equally and recognises patterns within equal groups. • Knows shapes can be **selected, rotated, composed and decomposed** for different purposes. • Knows **position, direction and routes** can be represented and described using positional language and simple maps. • Knows **length, height, mass, capacity and time** can be compared and used to solve practical problems. • Knows repeating patterns have an identifiable **unit of repeat** that can be continued and created. • Knows spatial relationships can be used to **visualise, build and represent** arrangements.

- ## Understanding the World

ELG strand	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of EYFS Checkpoint
Past and Present	• Knows they have a personal/family past and can recall a simple family event.	• Knows they have changed as they have grown from a baby and that personal/family events happened in the past. • Knows birthdays and celebrations can be compared with how they happened in the past. • Knows vocabulary such as yesterday, before, a long time ago and when I was refers to time in the past.	• Knows stages of life include baby, toddler and child. • Knows photographs, pictures, stories and familiar places such as school can provide information about the past. • Knows aspects of school life have changed over time.	• Knows some similarities and differences between the past and now. • Knows jobs such as doctors and nurses and forms of transport have changed over time. • Knows books, pictures and storytelling can help us compare different periods and understand the past.
People, Culture and Communities	• Knows homes, people and places can be similar and different. • Knows some stories and places are special to different people.	• Knows homes and local places can be similar or different. • Knows people around the world celebrate special times in different ways. • Knows some places are special or religiously significant to different communities.	• Knows the school/local environment has identifiable features. • Knows environments and homes in other countries can differ from those in the UK. • Knows animals live in different environments and places can be described and compared.	• Knows communities include people with different jobs and roles who help others. • Knows places and children's lives around the world can be similar and different. • Knows maps, pictures, observations and discussion can give information about places.
The Natural World	• Knows a plant and an animal are living things. • Knows at least one thing a plant needs, e.g. water. • Knows the senses help us notice the world.	• Knows the five senses help us gather information about the world. • Knows magnets affect some materials and objects can work or move in different ways. • Knows seasons change across the year and weather is part of seasonal change.	• Knows weather and seasons affect the natural world. • Knows animals live in habitats that meet their needs and that baby animals grow and change through life cycles. • Knows plants need particular things to survive and living things/environment need care.	• Knows living things grow and change and have simple life cycles. • Knows warming can cause ice to melt and change state. • Knows pushes and pulls can make toy vehicles move or change movement. • Knows observations can be used to describe and explain changes in the natural world.

- ## Expressive Arts and Design

ELG strand	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of EYFS Checkpoint
Creating with Materials	• Knows primary/secondary colour names and that colours can change when mixed. • Knows different materials/tools can be used to make, draw and join.	• Knows primary colours can be mixed to make secondary colours. • Knows materials have different textures and joining methods/tools have different purposes. • Knows printing with repeated marks can create patterns and designs.	• Knows adding white or black alters a shade. • Knows materials can be manipulated by scrunching, twisting, folding, bending and rolling. • Knows structures can be made stronger, stiffer and more stable. • Knows artists can represent natural subjects and animals in different ways.	• Knows colour can be matched and altered for a particular effect. • Knows materials and tools can be chosen to suit an intended product or artwork. • Knows artists can represent places such as cityscapes and the seaside in different ways. • Knows planning, making and evaluating help develop a purposeful creation.

Being Imaginative and Expressive	• Knows names of familiar instruments, songs and routines. • Knows experiences can be used to create simple storylines in play.	• Knows instruments and bodies can make loud and quiet sounds. • Knows familiar songs, dances and stories can be performed and represented in play.	• Knows instruments can be selected for different sounds and played in time. • Knows experiences and learnt stories can be used to develop storylines.	• Knows a wide variety of instruments and that compositions can be represented with symbols, pictures or patterns. • Knows narratives, songs, rhymes and performances can be invented, adapted and recounted.