EYFS Curriculum Rationale

At John Fletcher of Madeley Primary School, our Early Years curriculum is designed to provide all children with a strong foundation for future learning. It reflects the statutory requirements of the Early Years Foundation Stage and is underpinned by our Christian values of hope and aspiration, resilience and perseverance, and compassion and forgiveness, ensuring that the individual pupil is at the heart of everything we do.

We serve a community in Telford with a high proportion of pupils with additional needs, particularly those with speech, language and communication needs (SLCN). As a result, communication and language are prioritised across all areas of the curriculum. We recognise that children learn best through high-quality interactions, and therefore place a strong emphasis on explicitly teaching vocabulary, modelling language and providing structured opportunities for talk throughout the day.

Vocabulary is carefully planned and sequenced to ensure progression from Tier 1 (everyday language) to Tier 2 (language for thinking and reasoning) and Tier 3 (subject-specific vocabulary). Vocabulary is taught explicitly through a range of approaches, including Concept Cat and Talk Boost to support early language development, sentence stems and oracy approaches to scaffold talk, Talk for Writing strategies to embed vocabulary through storytelling and repetition, Read Write Inc for systematic phonics teaching, and daily revisiting of 'Wonderful Words' across the provision.

Our curriculum is ambitious and carefully sequenced, moving from children's immediate experiences to wider and more complex concepts. Topics such as Marvellous Me, Celebrations and Festivals and Journeys and Transport provide meaningful contexts for learning, whilst ensuring that knowledge and skills are developed progressively. Within Understanding the World, children move from noticing and describing, to comparing and explaining, and finally to recognising patterns and change over time.

High-quality texts are central to our curriculum. Through our Talk for Writing approach, children are immersed in rich stories which support communication, storytelling and early writing. Children learn to retell, sequence and innovate stories, applying carefully selected vocabulary in meaningful contexts.

Learning is delivered through a balance of adult-directed teaching and carefully planned continuous provision. The environment provides rich opportunities for children to practise and apply knowledge independently, while adults model language, extend thinking and support connections in learning.

Inclusion is at the heart of our curriculum. We have high expectations for all learners and provide appropriate adaptations to ensure every child can succeed. Our approach enables children to develop confidence, independence and resilience.

By the end of Reception, we aim for all children to be confident communicators, curious learners and independent thinkers, with a secure foundation of knowledge and vocabulary to support their next stage of education.