EYFS Intent, Implementation & Impact

Intent

At John Fletcher of Madeley Primary School, we aim to provide motivating first-hand experiences whilst encouraging children to be resilient learners, to persevere and aspire to be the best they can be. Our curriculum is underpinned by our Christian values of hope and aspiration, resilience and perseverance, and compassion and forgiveness, ensuring that every child feels valued, supported and able to succeed.

Serving a community in Madeley, Telford, we recognise that many of our children begin school with varied life experiences and a high level of speech, language and communication needs (SLCN). Therefore, communication and language are at the heart of our curriculum. We place a strong emphasis on developing children's ability to speak, listen, understand and use a wide range of vocabulary to express their ideas and engage in learning.

We provide an enriched, ambitious curriculum that broadens children's experiences and supports them to overcome barriers to learning. We aim to close the gap for disadvantaged pupils so that by the end of Reception, all children are well prepared for the next stage of their education.

We aim for children to be confident communicators, curious independent learners, secure early readers, writers and mathematicians, creative thinkers and respectful members of their community.

A key driver of our curriculum is vocabulary development. Vocabulary is carefully planned and sequenced to ensure progression from Tier 1 (everyday language) to Tier 2 (language for thinking) and Tier 3 (subject-specific vocabulary), ensuring all children develop a secure language base.

Implementation

Our curriculum follows the Early Years Foundation Stage framework and is delivered through a carefully sequenced, theme-based approach underpinned by high-quality texts and meaningful experiences. Learning progresses from exploration to application and independence across the year.

We provide a balance of direct teaching, adult-led learning and continuous provision, allowing children to practise, apply and consolidate their knowledge. Teaching is responsive and informed by children's needs, interests and prior learning.

Given the high proportion of pupils with speech, language and communication needs, vocabulary development is a key priority. Vocabulary is explicitly taught and embedded through Concept Cat, Talk Boost, sentence stems and oracy approaches, Talk for Writing, and the use of 'Wonderful Words'. High-quality adult interactions and modelling ensure that language is developed consistently throughout the day.

Reading is prioritised through daily Read Write Inc phonics sessions, with additional interventions in place to ensure that children keep up, not catch up. Mathematics is taught through White Rose Maths and Mastering Number, supporting children to develop a deep and secure understanding of number. Learning focuses on building strong foundations through practical experiences, exploration and talk, with a particular emphasis on mathematical language. Children are encouraged to explain their thinking using sentence stems and oracy approaches, enabling them to reason and apply their understanding in different contexts.

Children learn through a rich indoor and outdoor environment, including our school grounds and local visits within Madeley. We also provide opportunities for trips and visits further afield, broadening children's experiences, deepening their understanding of the world and raising aspirations beyond their immediate environment.

Assessment is ongoing and informs teaching, ensuring that all children make progress from their starting points.

Impact

By the end of Reception, children are confident, independent learners who are well prepared for the next stage of their education. They demonstrate secure communication and language skills, early reading and writing ability, a strong understanding of early mathematical concepts and curiosity about the world. They can apply skills independently and show positive learning behaviours including resilience and collaboration.

Children leave Reception with the knowledge, skills, vocabulary and confidence required to access the Year 1 curriculum successfully.