

Thringstone Early Years Foundation Stage Framework



‘Believe and Achieve Together’



Respect



Resilience



Teamwork



Belief



Kindness

Thringstone Early Years Foundation Stage Framework

Early Years at Thringstone is deliberately designed to provide every child with the strongest possible start to their education.

We combine warmth with ambition, ensuring children feel they belong while developing the knowledge, language and learning behaviours that underpin future success.

Early Years at Thringstone

Early Years at Thringstone reflects our whole-school commitment to **Believe and Achieve Together**. From the very start of their education, children become part of a community built on respect, kindness and high expectations.

We recognise that children thrive when they feel safe, valued and connected. Strong relationships, predictable routines and consistent expectations ensure that every child develops a sense of belonging and begins to see themselves as capable learners.

Our values **of Respect, Resilience, Teamwork, Belief and Kindness** are deliberately nurtured through daily interactions and shared experiences. These foundations support children to grow in confidence, develop independence and approach learning with curiosity.

Early education is not viewed as a separate phase, but as the beginning of the Thringstone curriculum journey.

Why Early Years Matters

The Reception year builds the foundations that support children throughout their primary education. Experiences in Early Years shape how children communicate, how they approach challenge and how they understand themselves as learners.

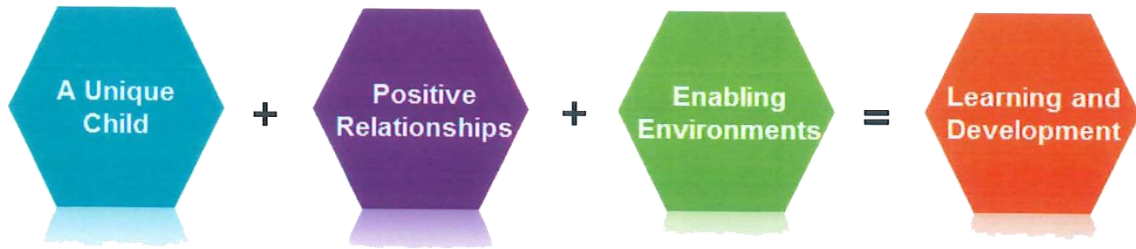
At Thringstone, we prioritise belonging because children learn best when they feel part of a community. High expectations are balanced with care so that children feel secure enough to take risks in their learning.

Language sits at the heart of our provision. Through conversation, storytelling and carefully planned vocabulary, children develop the communication skills that underpin reading, writing and thinking.

What children experience in Early Years shapes future success. For this reason, our curriculum is deliberately structured so knowledge builds progressively over time.

Foundations of Our Practice

Our approach is grounded in the four guiding principles of the Early Years Foundation Stage. Every child is recognised as a unique learner who benefits from positive relationships and enabling environments.



Skilled adults respond to children's interests, development and emerging needs, supporting them to make progress over time. Learning is carefully structured while remaining responsive, ensuring that all children are supported and appropriately challenged.

We recognise that development is not linear. Our provision balances nurture with ambition so that children grow in confidence while developing the knowledge and skills needed for future learning.

Culture Before Curriculum

Successful learning is rooted in culture. Before children can fully access the curriculum, they must feel safe, confident and ready to learn.

Consistent expectations help children understand what is required of them. From the outset, children are explicitly taught to be ready, respectful and safe through predictable routines and clear adult guidance.

Adults model positive interactions, support emotional development and help children learn how to work and play alongside others. Over time, children develop self-regulation, resilience and increasing independence.

The culture of Thringstone begins in Early Years.

Relentless Focus on What Matters Most

We prioritise the areas of learning that have the greatest long-term impact on children's success. Early reading, mathematical understanding and language development sit at the centre of our provision because they unlock future learning.

By establishing these foundations early, we ensure children are prepared for the expectations of Key Stage One and beyond.

Early Years Within the Thringstone Curriculum

The Early Years curriculum forms the first stage of the Thringstone curriculum journey. Our whole-school drivers shape learning from the very beginning, ensuring consistency in expectations, language and ambition as children progress through the school.

- **Aspiration** begins with helping children see themselves as capable learners.
- **Communication** is prioritised through high-quality interaction, storytelling and explicit vocabulary teaching.

- **Culture** is developed by building from children's immediate experiences before widening their understanding of the world.

Early reading and mathematical understanding are prioritised because they unlock future learning.

Coherent Early Education: Little Acorns to Reception

Many children begin their educational journey in Little Acorns Pre-School, which is governed and operated by the school. This enables alignment in expectations and early learning experiences.

Children are introduced to foundational concepts that prepare them for Reception, including early phonics exposure through Little Wandle and mathematical understanding supported by Mastering Number and White Rose Maths.

Both Little Acorns and Reception children take part in Forest School, providing regular opportunities to explore, take managed risks and develop resilience through hands-on experiences in the natural environment.

Close collaboration between pre-school and Reception staff supports continuity, strengthens early language and number development and ensures children transition confidently into school.

Early education at Thringstone is viewed as a continuous journey.

Curriculum Intent

Our curriculum is ambitious, coherently sequenced and designed to give every child the strongest possible foundation for future learning.

Learning is structured so children build knowledge over time, connecting new understanding to what they already know. Golden threads within Understanding the World support children in making sense of their environment while strengthening memory through revisiting and connecting key knowledge.

Play is purposeful and supported by skilled adults who extend thinking, introduce vocabulary and guide exploration.

We draw on carefully selected programmes and resources to support high-quality teaching; however, it is the coherence of our curriculum and the expertise of our staff that ensure strong learning for all children.

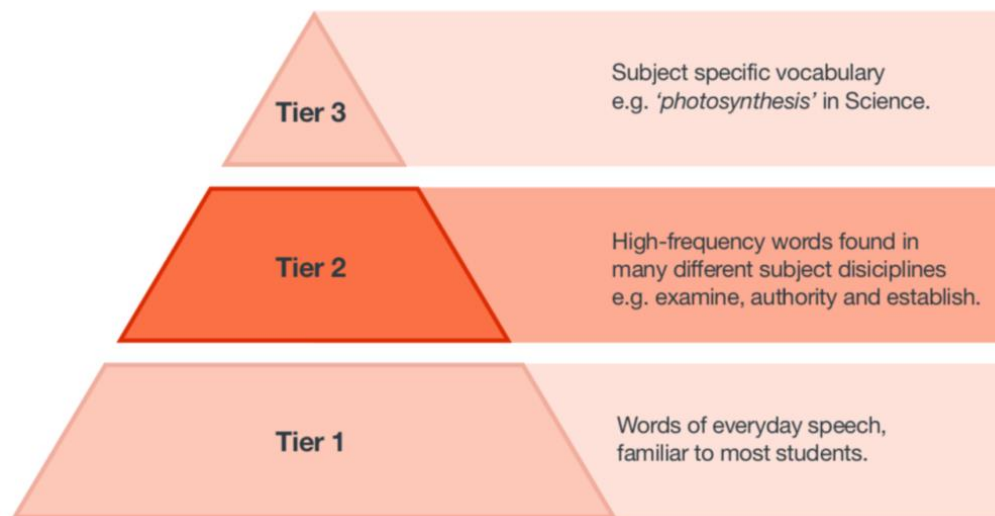
Language as the Engine of Learning

Communication and language underpin all areas of the curriculum. High-quality interactions, sustained conversations and carefully selected texts ensure children are immersed in rich language from the outset.

We use Talk for Writing to strengthen oracy, enabling children to internalise language structures before applying them independently. Through storytelling, imitation and structured rehearsal, children develop vocabulary, confidence and expressive communication.

Oracy is deliberately nurtured so that children can articulate their thinking, engage in conversation and access the full curriculum.

Vocabulary is intentionally planned and sequenced so children develop the words they need to think, articulate ideas and access future learning.



We prioritise the explicit teaching of Tier 2 vocabulary, recognising its importance in supporting comprehension and communication.

Language is not left to chance. It is deliberately modelled, practised and revisited across the curriculum.

Secure Foundations for Reading and Writing

Reading is prioritised from the very start of children's time at Thringstone because we recognise that early reading unlocks future learning.

We teach early reading through Little Wandle Letters and Sounds Revised, a systematic phonics programme that supports children in developing secure decoding skills alongside a growing love of books and stories.

Daily phonics teaching is supported by carefully matched reading materials so children experience success and build confidence as readers.

Writing develops alongside reading. Children are given frequent opportunities to rehearse language orally before recording their ideas, strengthening both composition and transcription.

We expect every child to leave Reception as a reader.

Developing Mathematical Understanding

Mathematics in Early Years places strong emphasis on developing secure number sense so children build the mathematical foundations required for future learning.

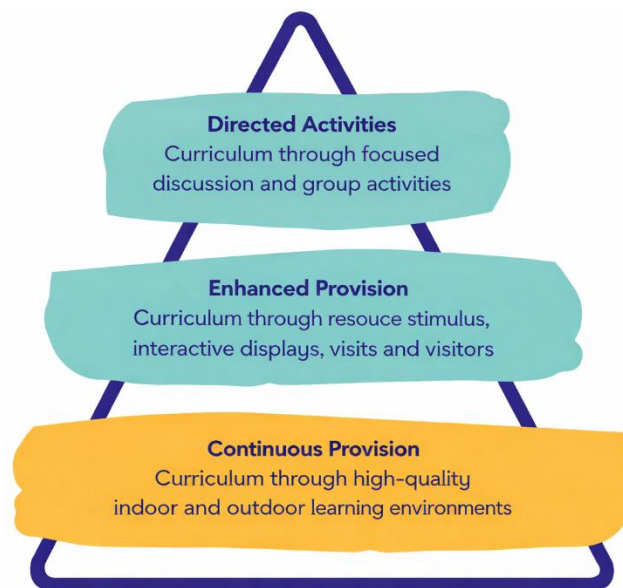
We teach number through the NCETM Mastering Number programme, enabling children to develop fluency and confidence with number relationships. Shape, Space and Measure is taught through White Rose Maths to ensure breadth alongside depth in number.

Adults support children in developing mathematical language, noticing patterns and making connections through carefully structured teaching and interaction.

We continue to strengthen our provision so that all children develop the knowledge and confidence needed for future mathematical success.

Enabling Environments

The environment acts as the third teacher, shaping how children explore, interact and learn. Carefully organised spaces promote independence, communication and sustained engagement.



Our provision is layered to ensure children experience both security and challenge:

- Basic provision secures core skills
- Continuous provision allows practice and independence
- Enhanced provision introduces challenge
- Adult-led experiences provide explicit teaching

Reception children benefit from a designated outdoor learning environment that is used daily to extend classroom learning. In addition, children regularly access the wider school grounds, including the field, MUGA and forest area, broadening opportunities for physical development, exploration and collaborative play.

Adults play a crucial role within the environment. Through skilful questioning, modelling and interaction, they extend thinking and introduce new concepts at the point of need.

Environments evolve in response to children's development, ensuring provision remains ambitious and inclusive.

Expert Adults

The quality of adult interaction is the single greatest driver of progress in Early Years.

Adults model language, extend thinking, introduce vocabulary and respond skilfully to children's emerging understanding. Through purposeful interaction, they move learning forward while strengthening children's confidence and independence.

Play With Purpose

Play is a powerful vehicle for learning when supported by skilled adults. At Thringstone, play is thoughtfully planned to consolidate knowledge, strengthen language and promote problem-solving.

We avoid viewing play as separate from learning. Instead, it is harnessed as a structured opportunity for exploration, rehearsal and application.

Inclusion From the Start

Ambition is never reduced.

Every child is supported to achieve their best through responsive teaching and early identification of need. Staff work closely with the SENDCo and external professionals to ensure appropriate provision is in place.

Adaptations are made so all children can access the curriculum and experience success.

Assessment That Informs Teaching

Assessment is purposeful and supports learning.

The Reception Baseline Assessment provides an initial understanding of children's starting points. Ongoing assessment enables staff to respond to children's needs and shape future teaching.

Judgements are based on professional knowledge of the whole child rather than excessive evidence collection.

Preparing for Year One

As children progress through Reception, teaching becomes increasingly structured to support school readiness.

Children develop independence, sustained concentration and the ability to work both collaboratively and individually, ensuring a smooth and confident transition into Key Stage One.

Strong and Getting Stronger

Early Years is a valued and well-established part of our school, providing children with a secure and ambitious start to their education.

By combining nurturing relationships with clear expectations, we ensure every child is supported, challenged and prepared for the next stage of their learning.

Early Years provides the foundation upon which future success at Thringstone is built.