






EARLY YEARS VISION: **The Wray Common Way**



COMMUNICATION

At Wray Common we prioritise oracy and communication by creating a language rich environment where talk is central to learning and development. Staff intentionally model, scaffold and plan purposeful opportunities for children to speak, listen and express themselves confidently.

Aims		Practice Principles	
<p>INDEPENDENT</p> <ul style="list-style-type: none"> Set and work towards own goals Problem solve/think Persevere Focus attention Make choices Courage to try 		<ul style="list-style-type: none"> ✓ We provide children with opportunities and resources for choice ✓ We support children in solving problems for themselves ✓ We allow children to choose how and where they learn ✓ We follow the interests of the child ✓ We explicitly teach skills ✓ We sometimes choose to not intervene – we observe first ✓ We support children in moving their learning forward 	
	<p>EMOTIONALLY LITERATE</p> <ul style="list-style-type: none"> Express emotions Manage emotions Awareness of others' emotions Communicate effectively Resilient Kind and respectful 		<ul style="list-style-type: none"> ✓ We explicitly teach the Zones of Regulation ✓ We expertly model emotional language ✓ We model conflict resolution ✓ We ensure everyone has a voice ✓ We smile ✓ We nurture
	<p>CURIOS</p> <ul style="list-style-type: none"> Ask questions Explore Investigate Reflect Actively engaged in learning 		<ul style="list-style-type: none"> ✓ We model our thinking mind, eg. "I wonder..." using questioning language ✓ We explicitly teach CAPTURE skills ✓ We model and encourage children to articulate what they already know/ what they think they know ✓ We model and encourage children to articulate their curiosities – what do they want to find out ✓ We model and encourage children to evaluate and celebrate their new knowledge/skills ✓ We highlight that 'mistakes make us great'
	<p>CREATIVE</p> <ul style="list-style-type: none"> Take risks Experiment Make their own choices Competent in using skills and processes Confident in using their imagination across the EY curriculum Evaluate the learning of themselves and others 		<ul style="list-style-type: none"> ✓ We play and learn <i>with</i> the children rather than next to ✓ We encourage creativity in all areas of the learning environment ✓ We explicitly model how we turn our ideas into reality using the resources we have ✓ We explicitly teach skills and processes ✓ We explicitly teach CAPTURE skills in relation to being creative ✓ We observe first, encourage exploration and challenge children to solve problems ✓ We model and encourage the use of evaluation language
	<p>KNOWLEDGEABLE</p> <ul style="list-style-type: none"> Language rich Experience rich Articulate what they are learning and have learnt Have a thirst for learning Use knowledge to make links in learning 		<ul style="list-style-type: none"> ✓ Children gain new knowledge through the explicit teaching of 10 pre agreed facts ✓ Children share curiosities/ pre conceived ideas based on the topic and this influences all other learning and teacher planning ✓ We respond to interests of the children within our learning environment ✓ We provide experiences which allow children to gain first-hand knowledge ✓ We explicitly teach vocabulary and model that throughout the day

Early Years Intent

"Our Early Years curriculum is designed to create independent, lifelong learners the **Wray Common Way**."

At Wray Common, every child is valued as an individual and supported to achieve the best possible start in life. In the EYFS, we build strong foundations by developing children's skills, knowledge and understanding through their interests, experiences and prior learning. Our child-centred, holistic approach, guided by *The Wray Common Way*, nurtures the whole child and supports both academic success and personal development. Oracy is at the heart of our practice, enabling children to confidently express their ideas, thinking, feelings and learning. We encourage confident, curious and risk-taking learners, while developing active Wray Common Citizens and Guardians of Our Planet who are ready to make a positive impact throughout their lifelong learning journey.



Ambitious

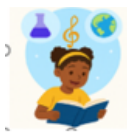
- Children learn through play, which in a combination of child-initiated and child-led play. This alongside appropriate and meaningful adult interaction, modelling and questioning creates an environment of continuous assessment and identification of next steps in order to progress children's learning further.
- All adults have high expectations for children to problem-solve, think critically and make choices about their learning. Children are supported to set and work towards their own goals, showing perseverance, focus and courage to try, linking to Wray Common CAPTURE Learning Skills.
- We aim for academic success alongside holistic development, not one or the other ensuring a high percentage of children make 'Good Level of Development' across the prime areas and specific areas of Literacy and Maths.
- Children are taught to express, manage and understand emotions, building resilience, kindness and respect, through learning about the Zones of Regulation, which continues up to Year 6.
- Curiosity is nurtured by expecting children to ask questions, investigate, reflect and evaluate their learning.
- Children are encouraged to be independent learners through the implementation of rigorous routines from the beginning of Reception, allowing children to feel proud and successful in what they can achieve by themselves.
- Reception children work towards one of the Wray Common guarantees early in their life at WC by performing in class assemblies and on stage in the Nativity in Autumn term.



Immersive

- Children learn through play, exploration and active learning in a language-rich environment where talk, shared thinking and creativity are central to all learning. The learning environment allows children to choose how and where they learn, promoting sustained engagement.
- Learning is shaped by children's interests, questions and curiosities, with weekly enhancements to continuous provision that promote sustained engagement, problem-solving, investigation and reflection.
- Rich, first-hand and memorable experiences — including topic 'hooks', school trips, visitors and outdoor learning in the Nature Hub — bring learning to life both indoors and outdoors.

- For example, in Spring 1 topic 'Once Upon a Story', children come into the classroom to see clues pointing to Goldilocks and The Three Bears.
- Skilled adults play and learn *with* the children and support learning 'in the moment' by modelling language, questioning, explaining and challenging children to deepen learning.
- Children are encouraged to take risks, experiment, and evaluate their own and others' learning, developing confidence, independence and a love of learning.
- A learning environment where play and learning are fluid, encouraging creativity, problem-solving, investigation and reflection.
- Creativity is valued across the EY curriculum, with children encouraged to take risks, experiment and evaluate their own and others' learning, linking to the WC CAPTURE learning skills.



Connected

- Strong emphasis on building on children's prior learning and life experiences, ensuring continuity and relevance. Children's interests and prior knowledge influence planning, ensuring learning is coherent and meaningful, e.g., conducting a knowledge harvest at the beginning of a topic to find out what children already know and planning to build on this.
- Knowledge is built deliberately through explicit teaching of key facts, vocabulary and skills, with expectations that children make links in learning and develop a thirst for knowledge. E.g., in the topic 'A Land Before Time' children are explicitly taught about the terms extinct, prehistoric, fossils, carnivore, herbivore and omnivore.
- Development of communication, language and social skills throughout play and structured sessions. Staff are equipped with a variety of sentence stems to spark communication and language e.g. 'I wonder if...'
- In Reception, there is a focus on creating active Wray Common Citizens and Guardians of the Planet, connecting learning to the wider world and children's wider responsibilities outside of school.
- CAPTURE Learning Skills are explored across the year, where each character's stories are shared and key skill identified. This builds across all year groups and connects children to the wider life of the school right from the get-go.
- Children explore their learning across three classrooms; Ladybirds, Caterpillars and the outdoor classroom. All areas of learning are connected in the physical environment.
- We have focus skills which we work towards and assess against each term which are progressive, ultimately leading to the Early Learning Goal.
- Explicit teaching of skills, facts and vocabulary is revisited and applied across the curriculum. Children are supported to make links between what they already know and new learning, strengthening understanding and retention.
- Children have regular opportunities to share and write about personal experiences using the Tapestry platform where parents/carers share pictures for children to discuss.