

**Foundation Stage Expectations 2016-2017**

**Non-negotiables**

Learning environment

* Distinct areas of learning in the classroom environment (creating an enabling environment)
* Prompts in all areas to support children when learning through play.
* An investigation area (linked to enquiry), a seasons board & prayer table to be displayed at all times.
* Numbers and letters to be displayed in the classroom.
* F2 high frequency words on display & also displayed during the last term in F1 ( or when appropriate)
* Writing targets to be displayed.
* Parents notice board to inform & encourage parental involvement.
* Outdoor learning environment to extend learning opportunities.

Teaching & learning

* Teacher judgements are moderated regularly throughout the year alongside other Early Years colleagues at locality/ network meetings.
* Children’s significant achievements are to be captured in their individual learning journeys.

Behaviours

* Clear behaviour board displayed (F2=pot of gold/ stars=F1)
* Golden rules to be displayed.
* Learning behaviours are embedded throughout the early years by establishing the foundation for effective learning (linked to EYFS Characteristics of Effective Learning).

Literacy & numeracy

* Daily phonics & number input.
* All staff to model correct letter formation at all times.
* F2 to provide 1 piece of independent writing at the end of summer term for the Y1 writing portfolio.

Reading

* Designated reading area with colour-coded genres.
* Daily Storytime.
* All children to have a reading folder.
* In F2, individual reading diaries to be introduced.
* All children to have the opportunity to read with an adult at least once per week.
* Parents are encouraged to read with their child at home & respond through written comments either in the individual diary or parental home-learning feedback form.
* Guided reading in F2 to be introduced during the last term or before if appropriate. Guided reading records to be kept.
* Benchmarking to be completed each term in F2.