



**We haven't started just yet,
please be patient,
we promise we will begin very shortly...**

We are your
partner to
achieve
change and
opportunities
for children
and families



hempsall's



Let's start a new conversation
all about early years learning

#heytalk



- Hemsall's Early Years (hey! for short) aims to be our modern, informed and confident approach to all things early years learning.
- We want early years to continually evolve and draw upon all of its rich history and traditions for a positive future.
- Work with us to raise quality and achieve better outcomes through a deep understanding and knowledge of curriculum progression.
- Together, we want to inspire early educators through a pedagogical repertoire optimising children's early learning.



hey!

Briefing sessions to
update and inspire



hey!

Continuous
professional
development training



hey!

In best practice, on-
site quality support
and coaching

9.30	James Hemsall OBE (chair) Director, Hemsall's	Introduction and welcome About hey!
9.45	Dr Julian Grenier CBE Headteacher Sheringham Nursery School & Children's Centre, Director East London Research School	The intentions of reviewing the EYFS, key strengths for aspirations, how implementation has worked so far at Sheringham and across the country.
10.15	Louisa Archer Hill, Lorna Davies Warrington Council Jenna Welsby Chapelford Village Nursery & Link Club	How the revised EYFS was implemented and its impact across the local authority area, and in different parts of the sector, positive elements, challenges and aspirations. PVI provider – how it has impacted on our work, challenges and benefits, what next?
10.35	Alison Hughes Primary Director, Inspiration Trust (MAT)	How has the MAT approached working with revisions? How has provision been supported? Experience, challenges and future hopes.
11.00	Break	
11.15	Harjit Athwal Early Years and Schools Group, DfE	Wider intentions and agenda alongside the impact of the revised EYFS. Impact on national outcomes (EYFSP and other data). Aspirations going forward.
11.35	Gill Jones Deputy Director Early Education, Ofsted	The view from inspections. The difference between outcomes for maintained and PVI settings. Perceptions of positive elements and challenges. Links to Ofsted's five-year plan.
11.55	Jan Dubiel hey! Programme Director	The current state of play. Key issues, challenges and priorities. A call to action, let's have a new conversation about early years learning!
12.20	James Hemsall OBE	Feedback, comments and Q&A. Closing remarks.
12.30	Close	Evaluation

Remember:

- Zoom webinar
- You are muted and we cannot see you
- Use the chat/Q&A – we are listening/reading!
- Or you can email us hey@hempalls.com
- This is a recorded session and it will be shared with you afterwards along with the slides
- Conference hashtag **#heytalk**





The revised EYFS: one year on

Dr Julian Grenier, CBE



Sheringham
Nursery School and
Children's Centre




The
East London
Research School



Why make changes?

- Communication
- Workload and assessment
- Greater equity



Some challenges we face

- Funding
- Workforce: recruitment, retention and development
- Making good use of the available evidence
- The impact of Covid-19
- Millstones of history



What we've been doing

- Working together
- Communication
- PSED and a focus on self-regulation
- Physical Development
- A rich and inclusive curriculum

Seven Features of Effective Practice

1 The best for every child

- All children deserve to have an equal chance of success.



- High-quality early education is good for all children. It is especially important for children from disadvantaged backgrounds.

- When they start school, children from disadvantaged backgrounds are, on average, 4 months behind their peers. We need to do more to narrow that gap.



- Children who have lived through difficult experiences can begin to grow stronger when they experience high quality early education and care.

- High-quality early education and care is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning.

2 High-quality care

- The child's experience must always be central to the thinking of every practitioner.

- Babies, toddlers and young children thrive when they are loved and well cared for.



- High-quality care is consistent. Every practitioner needs to enjoy spending time with young children.

- Effective practitioners are responsive to children and babies. They notice when a baby looks towards them and gurgles and respond with pleasure.

- Practitioners understand that toddlers are learning to be independent, so they will sometimes get frustrated.

- Practitioners know that starting school, and all the other transitions in the early years, are big steps for small children.



3 The curriculum: what we want children to learn

- The curriculum is a top-level plan of everything the early years setting wants the children to learn.



- Planning to help every child to develop their language is vital.

- The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time.

- Young children's learning is often driven by their interests. Plans need to be flexible.

- Babies and young children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line.



- Depth in early learning is much more important than covering lots of things in a superficial way.

4 Pedagogy: helping children to learn

- Children are powerful learners. Every child can make progress in their learning, with the right help.

- Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching.



- Practitioners carefully organise enabling environments for high-quality play. Sometimes, they make time and space available for children to invent their own play. Sometimes, they join in to sensitively support and extend children's learning.

- Children in the early years also learn through group work, when practitioners guide their learning.
- Older children need more of this guided learning.

- A well-planned learning environment, indoors and outside, is an important aspect of pedagogy.



5 Assessment: checking what children have learnt

- Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence.



- Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do.



- Accurate assessment can highlight whether a child has a special educational need and needs extra help.

- Before assessing children, it's a good idea to think about whether the assessments will be useful.

- Assessment should not take practitioners away from the children for long periods of time.

6 Self-regulation and executive function

- Executive function includes the child's ability to:
 - hold information in mind
 - focus their attention
 - think flexibly
 - inhibit impulsive behaviour.



- These abilities contribute to the child's growing ability to self-regulate:

- concentrate their thinking
- plan what to do next
- monitor what they are doing and adapt
- regulate strong feelings
- be patient for what they want
- bounce back when things get difficult.

- Language development is central to self-regulation: children use language to guide their actions and plans.

- Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.



7 Partnership with parents

- It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.

- This includes listening regularly to parents and giving parents clear information about their children's progress.



- The help that parents give their children at home has a very significant impact on their learning.

- Some children get much less support for their learning at home than others. By knowing and understanding all the children and their families, settings can offer extra help to those who need it most.



- It is important to encourage all parents to chat, play and read with their children.

Evidence-informed professional development and leadership: *what* as well as *how*

Summary

- Stronger focus on early communication
- Rooted in research and the frontline experience of early years care and education
- Professional judgement – and a stronger focus on professional development
- Improving children's life-chances
- Reduced length and consistent messages around workload reduction



Warrington Borough Council

Louisa Archer Hill Early years lead

Lorna Davies EEF manager

Jenna Welsby Chapelford Village Nursery & Link Club



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How EYFS reform was introduced locally



My Early Years Services

Please enter search term



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Borough Council

A photograph of two young children, a girl and a boy, sitting on a red mat and playing with colorful plastic blocks. The girl, on the left, has blonde hair and is wearing a blue and white striped sweater. The boy, on the right, has dark skin and is wearing a light blue polo shirt. They are both smiling and looking towards the camera. The background is slightly blurred, showing a play area with various toys and furniture.

Early Years Strategy 2022-2025



WARRINGTON
Borough Council

[early years strategy
2022-25.pdf
\(openobjects.com\)](#)



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How it landed:



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EYFS 2021

Focus: reduction in paperwork in observation and assessment

Determining what works for you & understanding the 'why'

- INITIAL FEELINGS OF STAFF - EXCITEMENT & FEAR
 - DESIGNING YOUR OWN CURRICULUM
-
- TRACKING – IS IT USEFUL ?
 - KNOWLEDGE OF NEWLY QUALIFIED STAFF
 - WORKFORCE RETENTION AND SICKNESS – KEY WORKER CHILDREN
 - MANAGING PARENT EXPECTATIONS

EYFS survey

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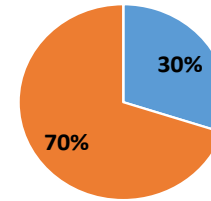
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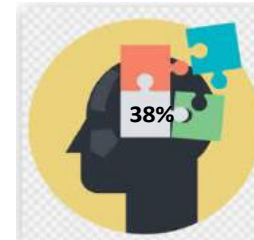
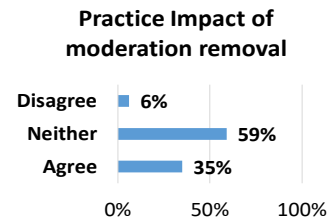
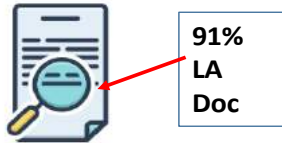
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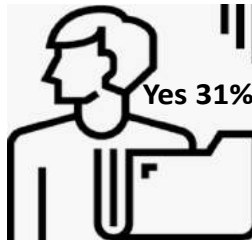
Development/Birth to 5



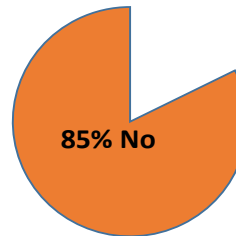
white rose maths
first4maths
literacy counts
little listeners
wellcomm
ey2p
pathways to write
wanderlust
asq
sstew
wanderlust itmp
twinkle
itmp
earlyyearsstaffroom
principles in practice
little wandle
elklan



ASO
94% Not using



76% No



First cohort into school

Comments



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Differences/change/effects since released



What's still to do ?



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Borough Council

Introducing a knowledge-rich curriculum in the Early Years

Alison Hughes - Primary Director Inspiration Trust

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trust

Session overview:

What? *do we mean by knowledge rich*

Why? *is this relevant in the Early Years*

How? *have we developed our EY Trust curriculum*

What do we mean by curriculum?

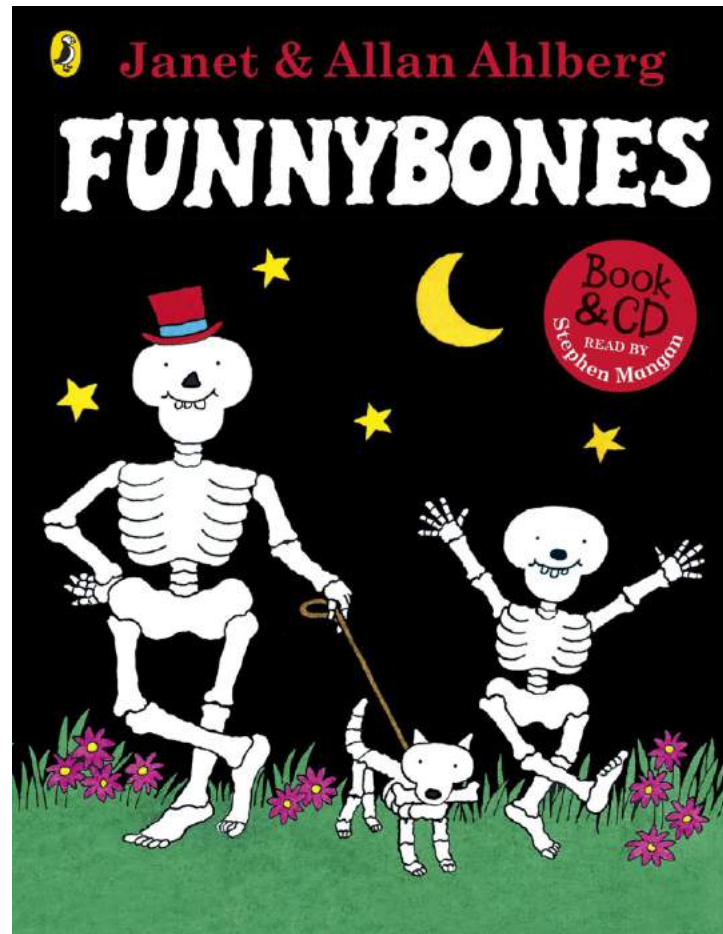
A curriculum is what you want the children to learn in the time they are with you.

It must be based on the statutory [early years foundation stage \(EYFS\)](#), which gives you a framework that you can build on, through the 7 areas of learning.

You can decide how best to deliver those areas by creating a curriculum unique to your setting, providing activities and experiences that deliver those areas of learning.

trust

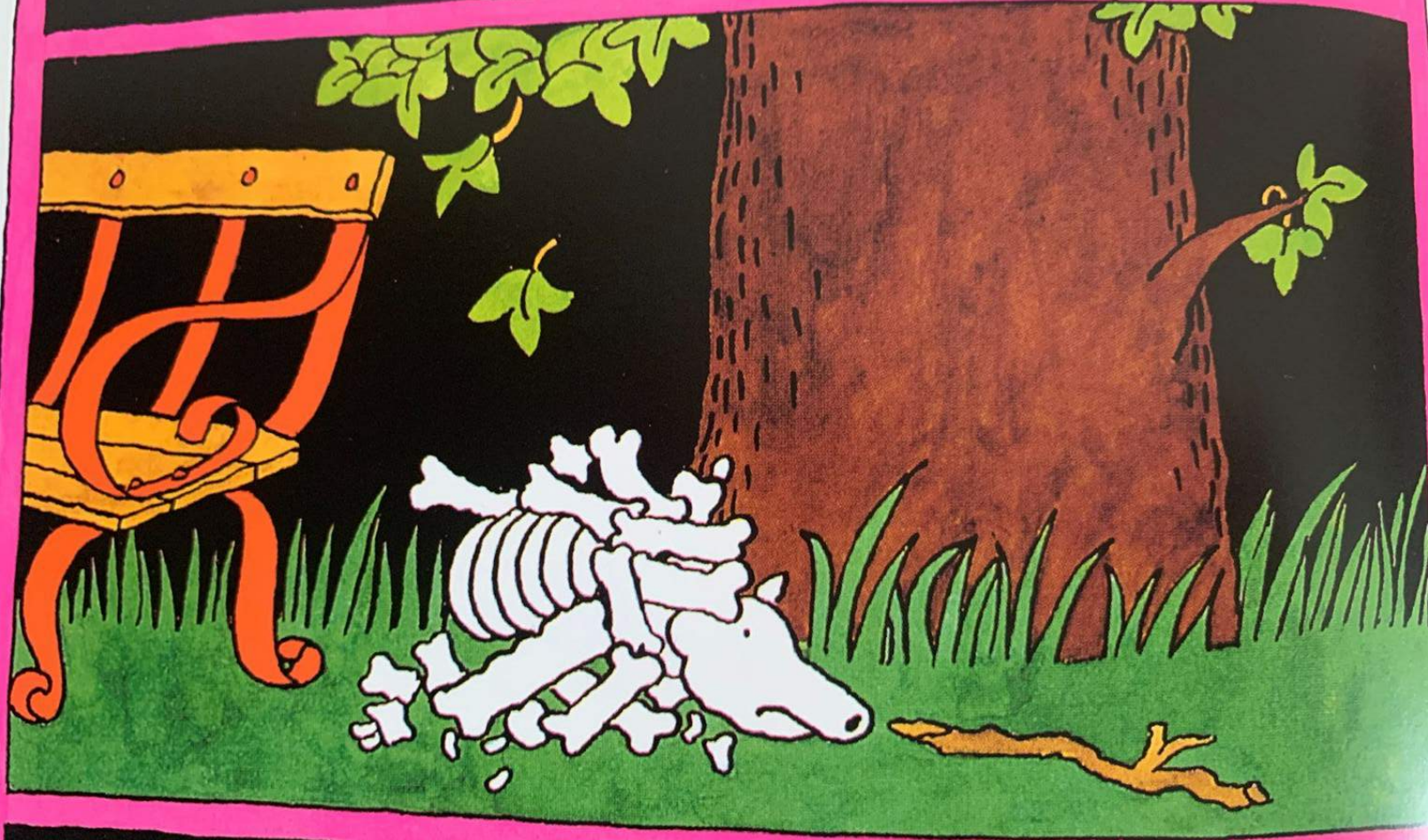
Why Curriculum?



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and ended up as a little pile of bones.





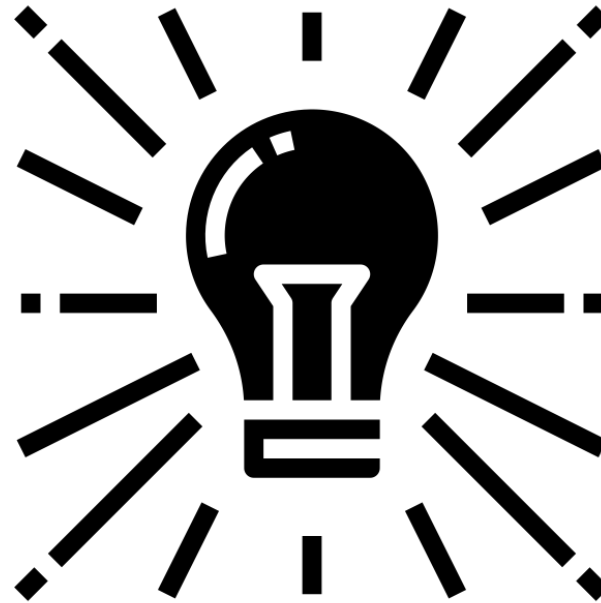
Then they got mixed up.
"Is that a toe bone?"
the little skeleton said.
"Where does this one go?"
said the big skeleton.





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trust

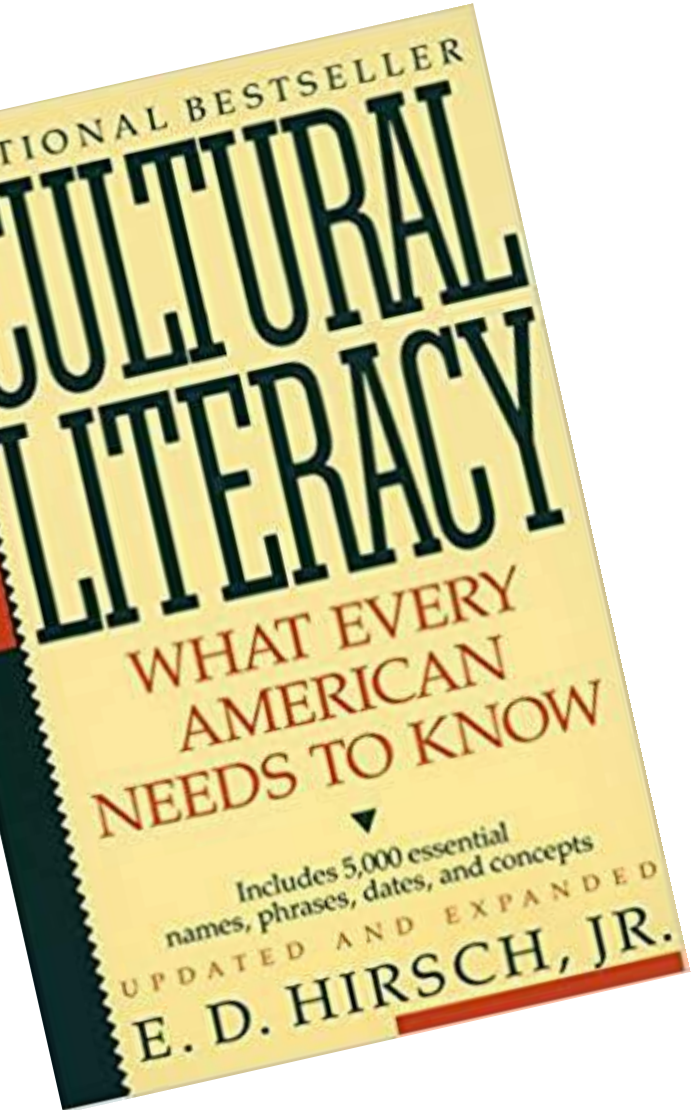
What do we mean by knowledge-rich?



Created by monkik
from Noun Project

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Knowledge makes us all insiders



'Those who possess this shared unspoken knowledge can understand and communicate; those who don't, can't.'

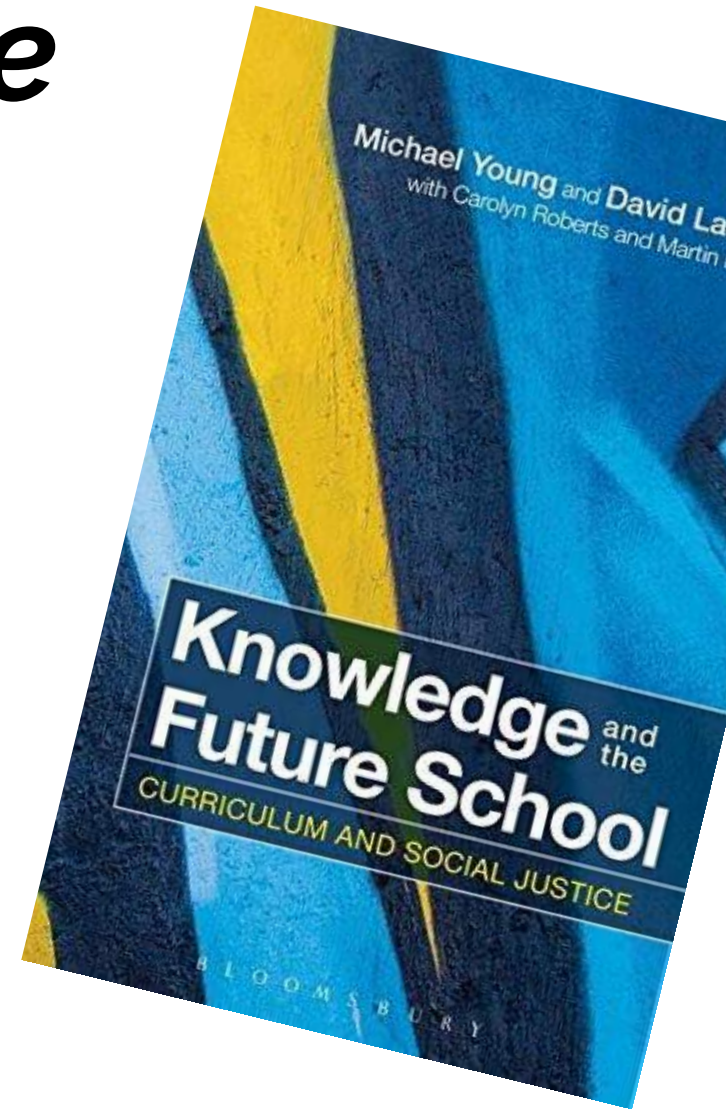
'Exclusion from this shared cultural knowledge is a major barrier to equal opportunity.'

Powerful Knowledge

'Powerful' knowledge has little to do with the piling up and regurgitating of facts that an emphasis on knowledge is all too easily associated with. This does not mean there is knowledge without facts, just that facts on their own are not knowledge.

'Knowledge [...] allows those with access to it to question it and the authority on which it is based and gain the sense of freedom and excitement that it can offer.'

Michael Young, Knowledge and the Future School



Yes, but whose powerful knowledge?

Who makes the decisions about 'what' is powerful and what is not?

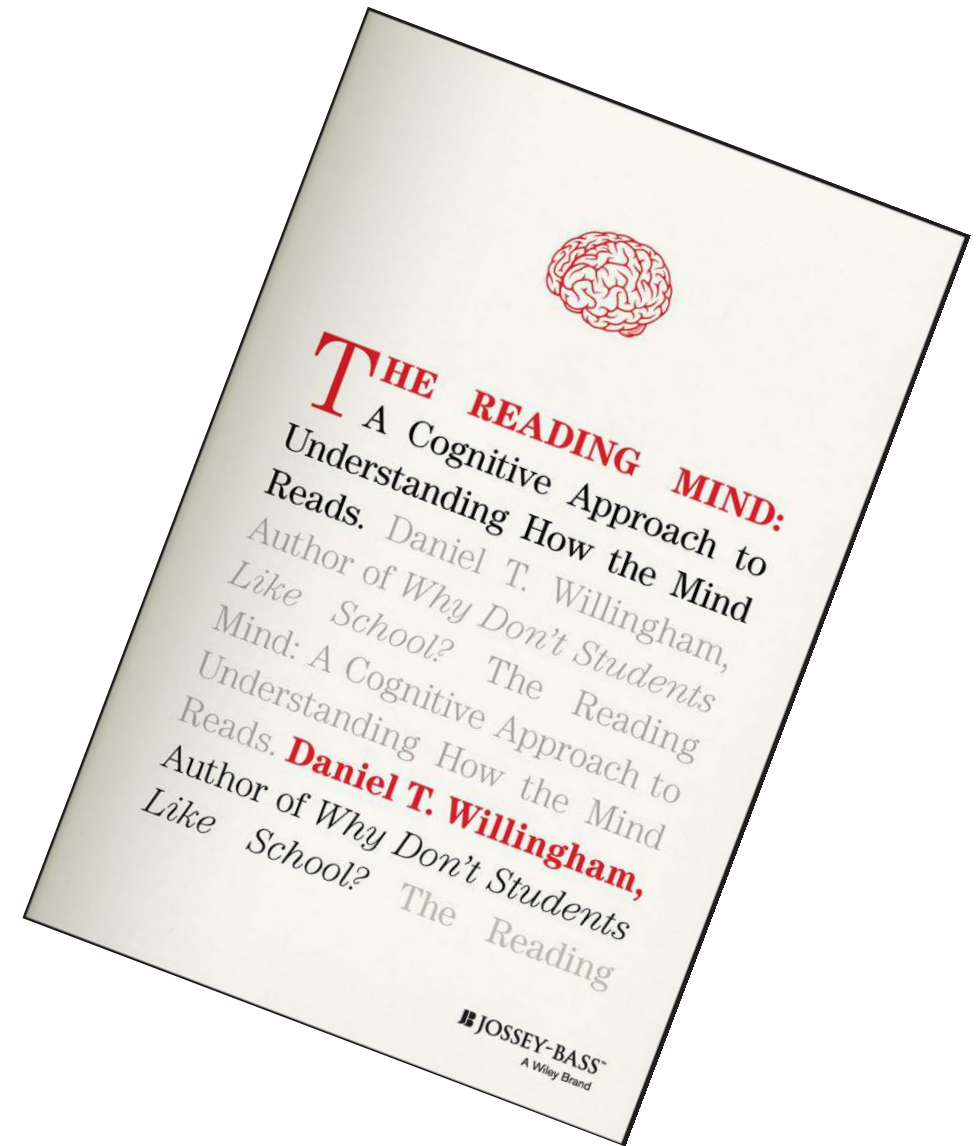
'Nothing survives in this world which is not cared for by human beings.' This caring is as we do for a garden, not a fragile ornament – it must be fed, and it is 'impossible without a diversity of voices'.

Oakeshott

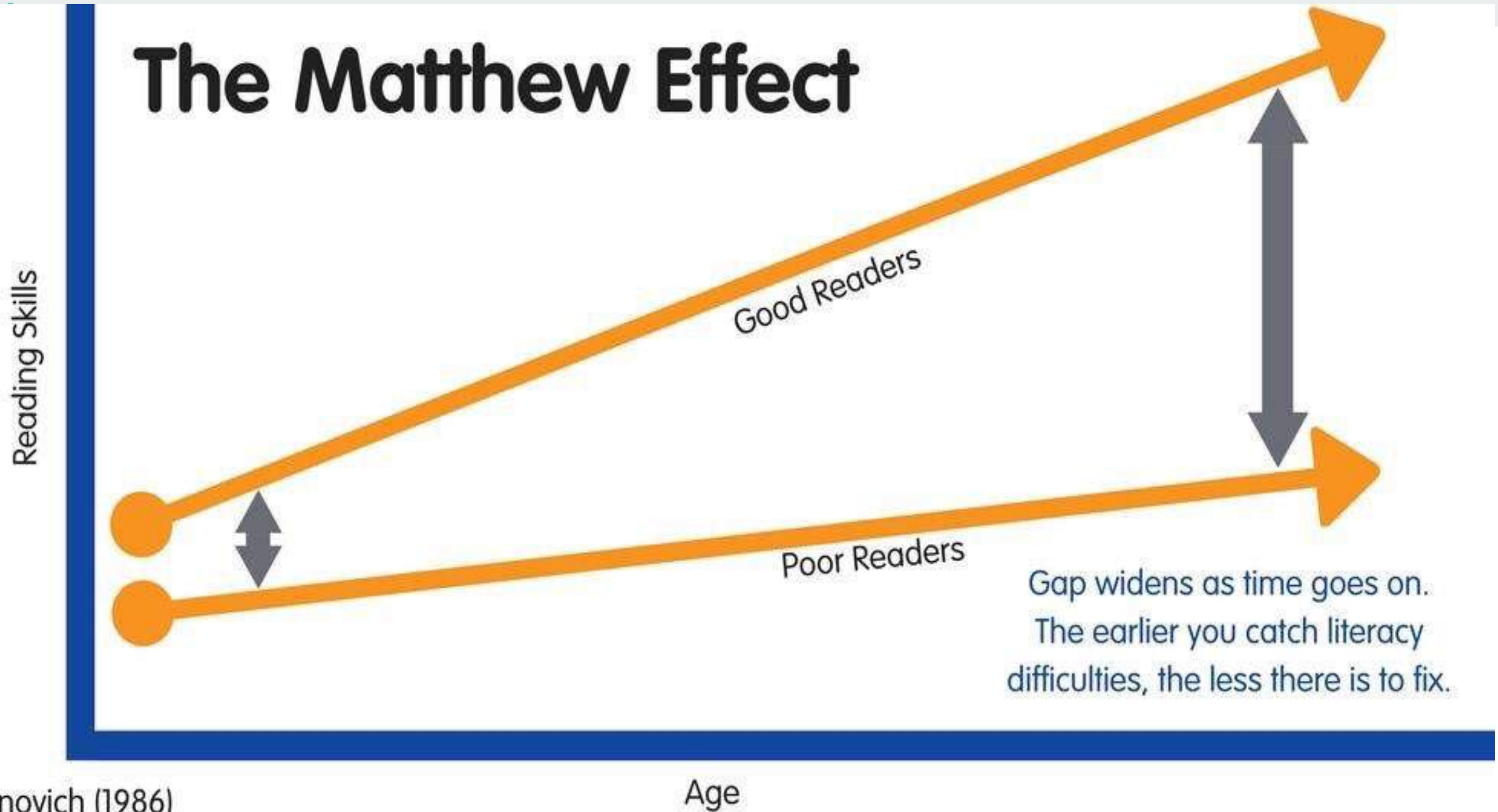


'Teaching content is teaching reading'

Daniel Willingham



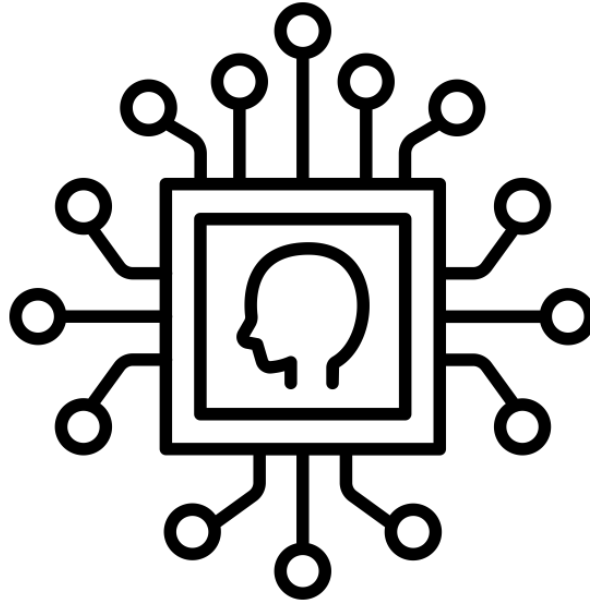
The Matthew Effect



Key terminology:

1. Powerful knowledge;
2. Core knowledge;
3. Core & hinterland;
4. Subject specificity; and
5. Components and composites.

Rooted in Research

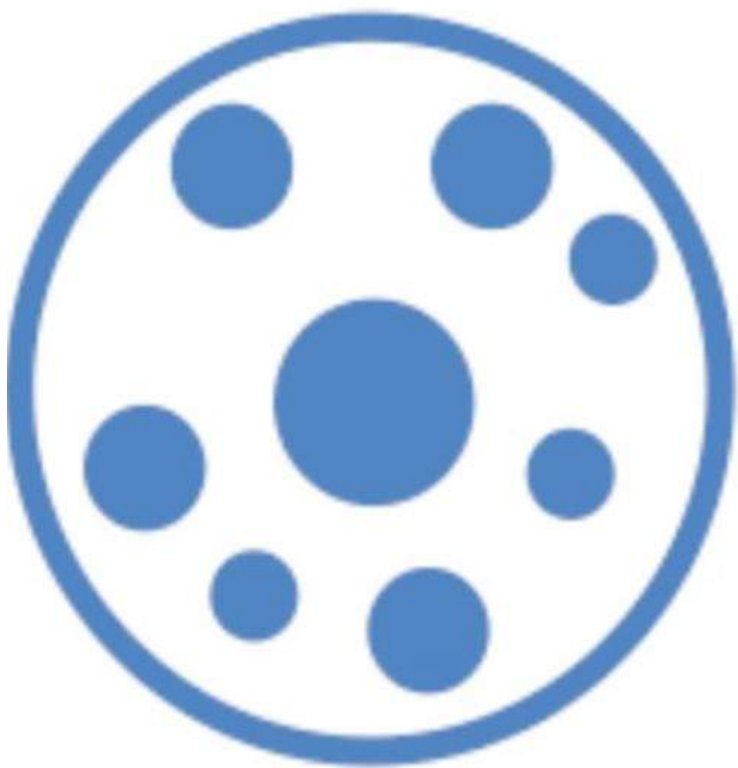


Created by Teewara soontorn
from Noun Project

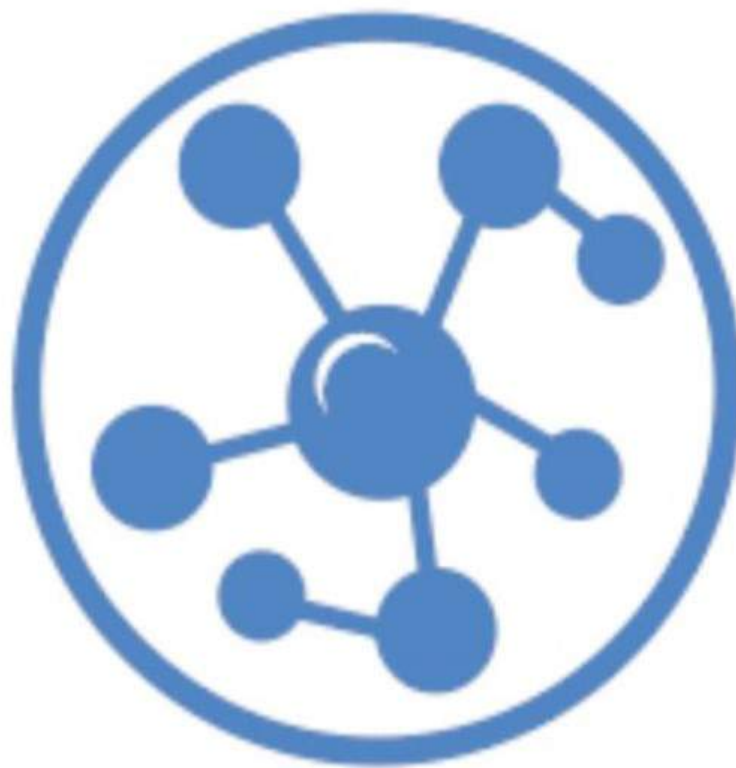
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*Think about the last time
you learnt to do something.*

1. Identify exactly what needs to be learnt
2. Break it into small steps
3. Practice until fluency
4. Expert guidance
5. Learning IS effortful



Information

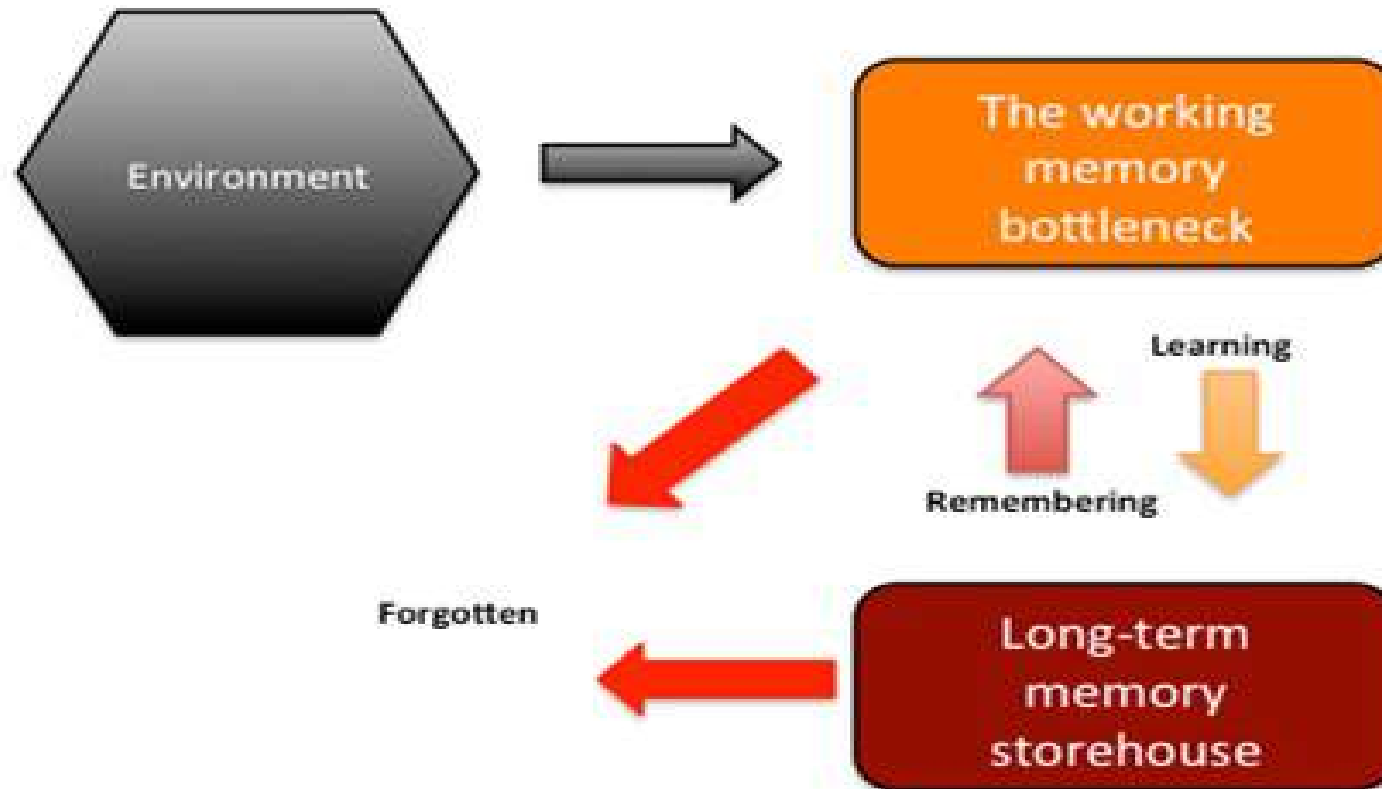


Schema

What do we mean by knowledge-rich?

1. Focused and sequenced;
2. Recognises individual subject disciplines;
3. Is about learning, not performance; and
4. Uses theory to support practice.

Working Memory Model



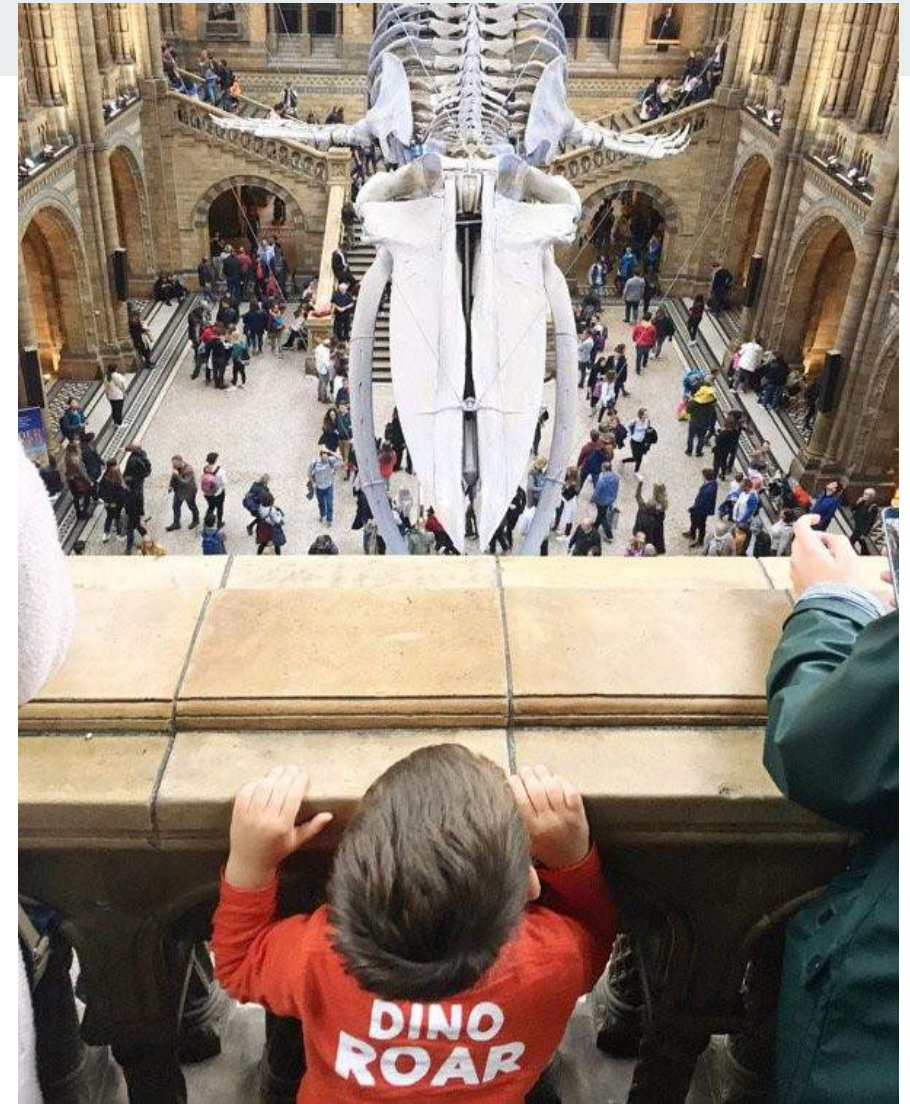
Limitations

1. *It can contain only 4 items at any one time*
2. *Cognitive overload causes performance error*
3. *Sound storage lasts around 2 seconds*
4. *It is fragile in storage*
5. *Anxiety inhibits WM performance*
6. *Cognitive and emotional arousal expand WM capacity*

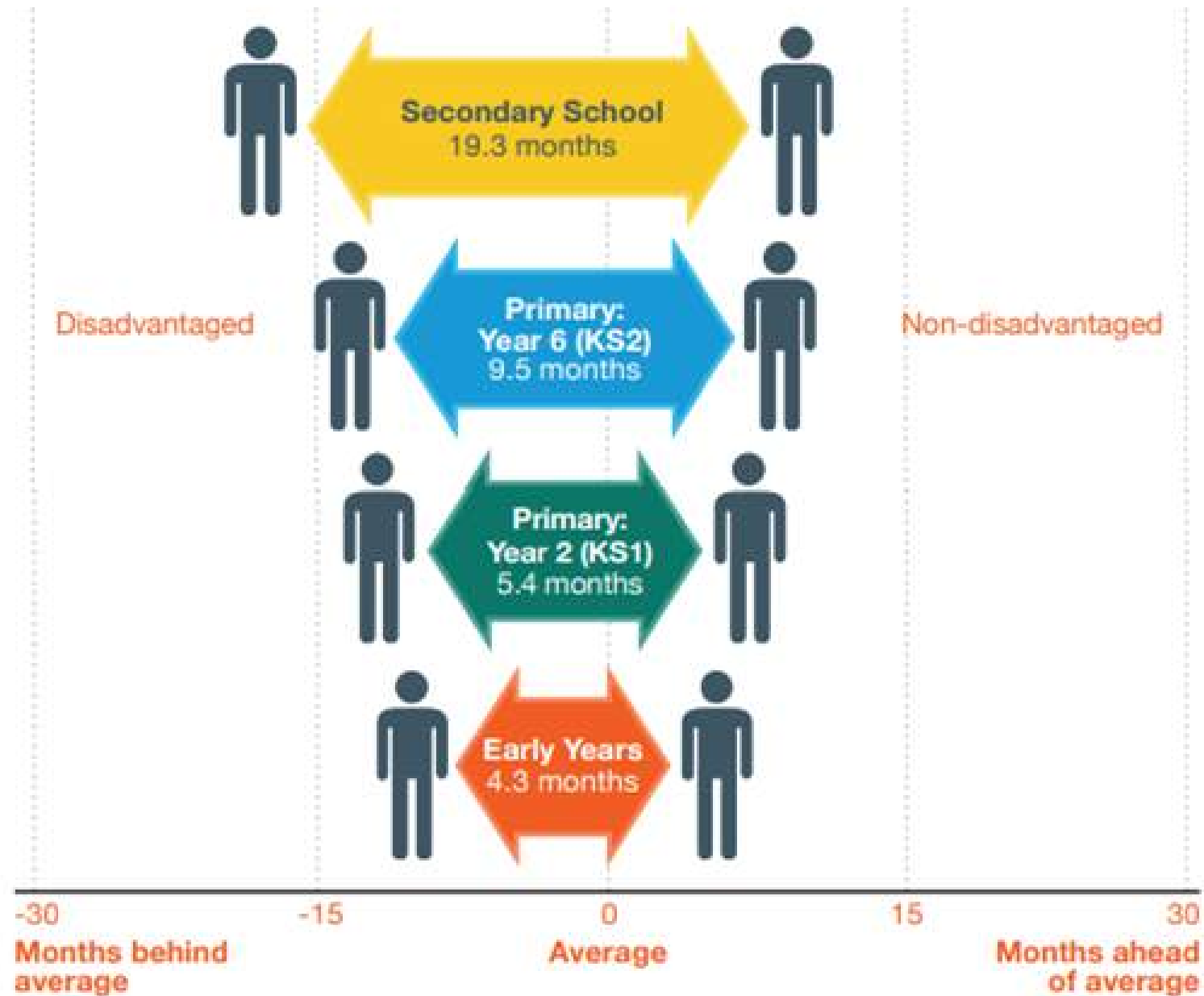
Why? Is this relevant to Early Years

Children's brains develop connections faster in the first five years than at any other time in their lives. This is the time when the foundations for learning, health and behaviour throughout life are laid down. Babies are born ready to learn, and their brains develop through use.





All disadvantaged pupils

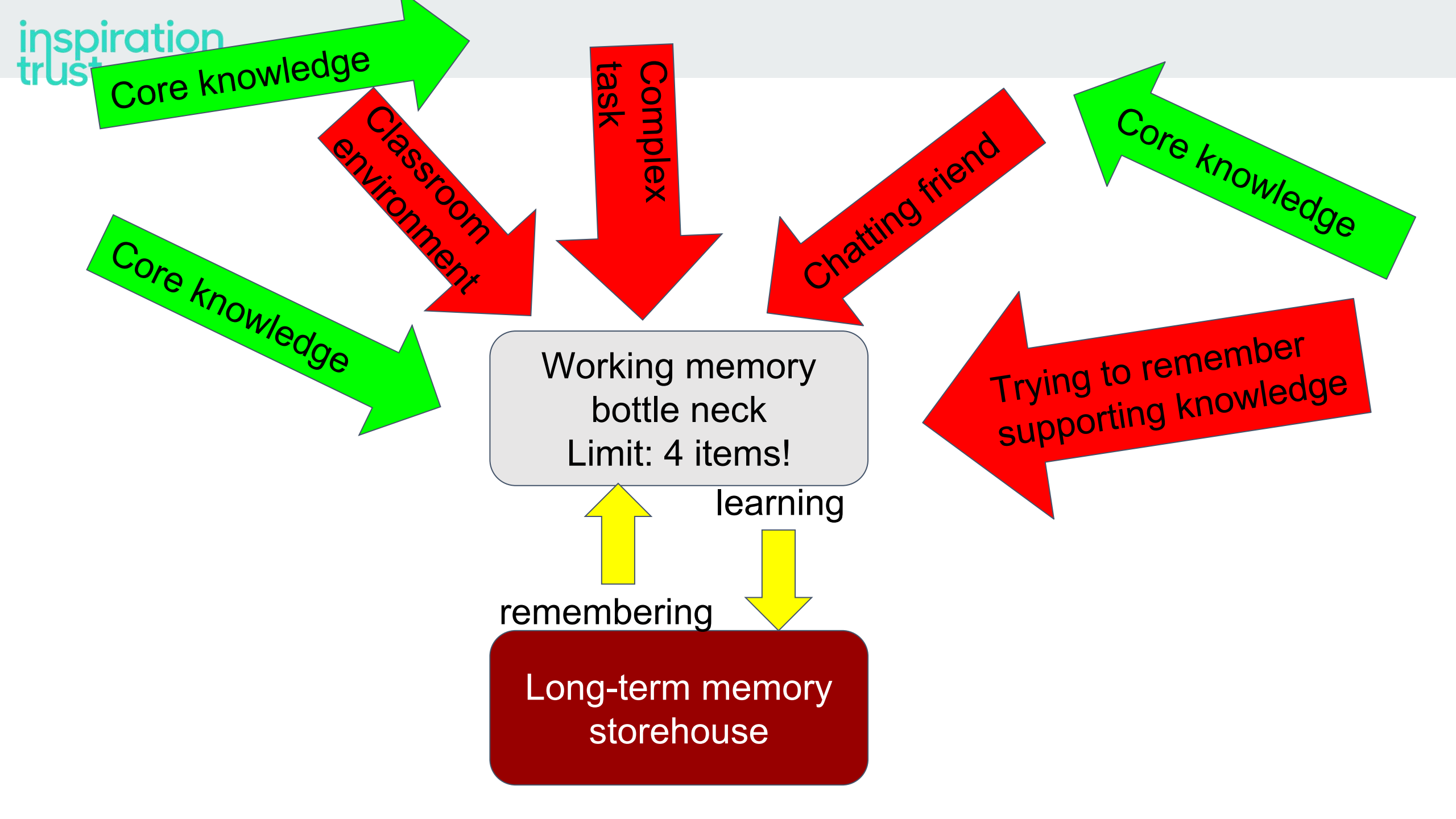


How do we achieve mastery for
pupils who have different starting
points?

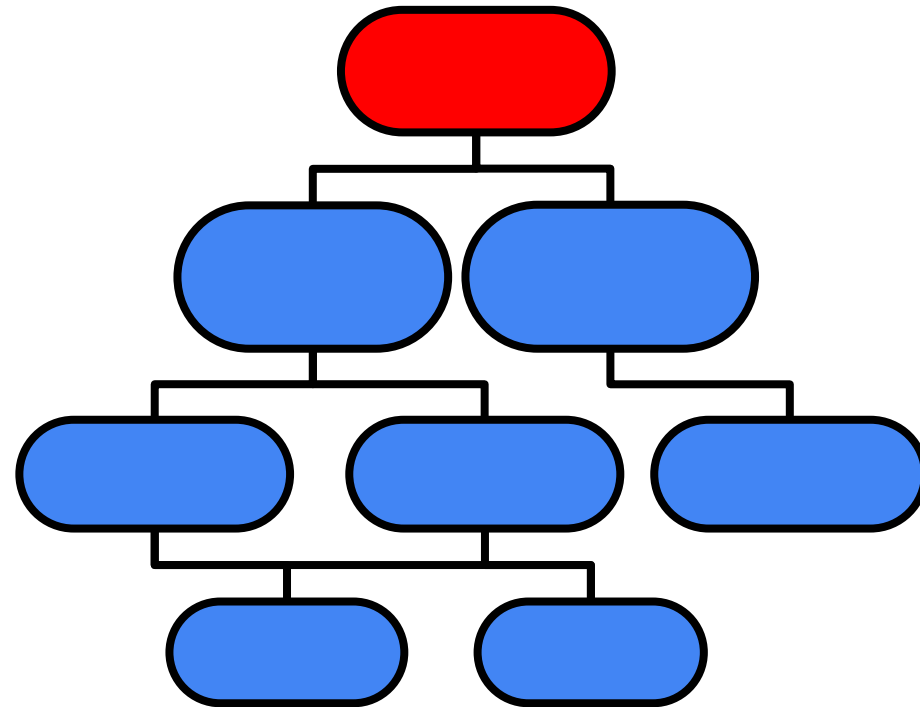
How do we apply this to the Early
Years?

1. Take care when we introduce content



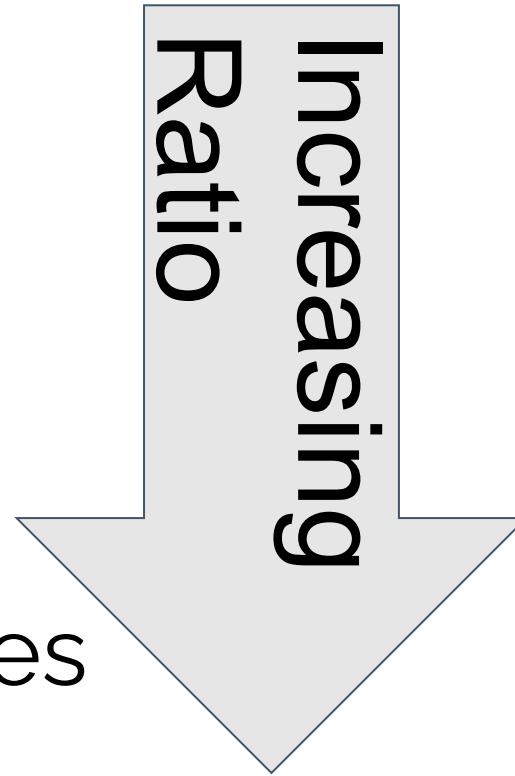


2: Identify all of the components



In adult led whole class or group learning the proportion of pupils doing the thinking

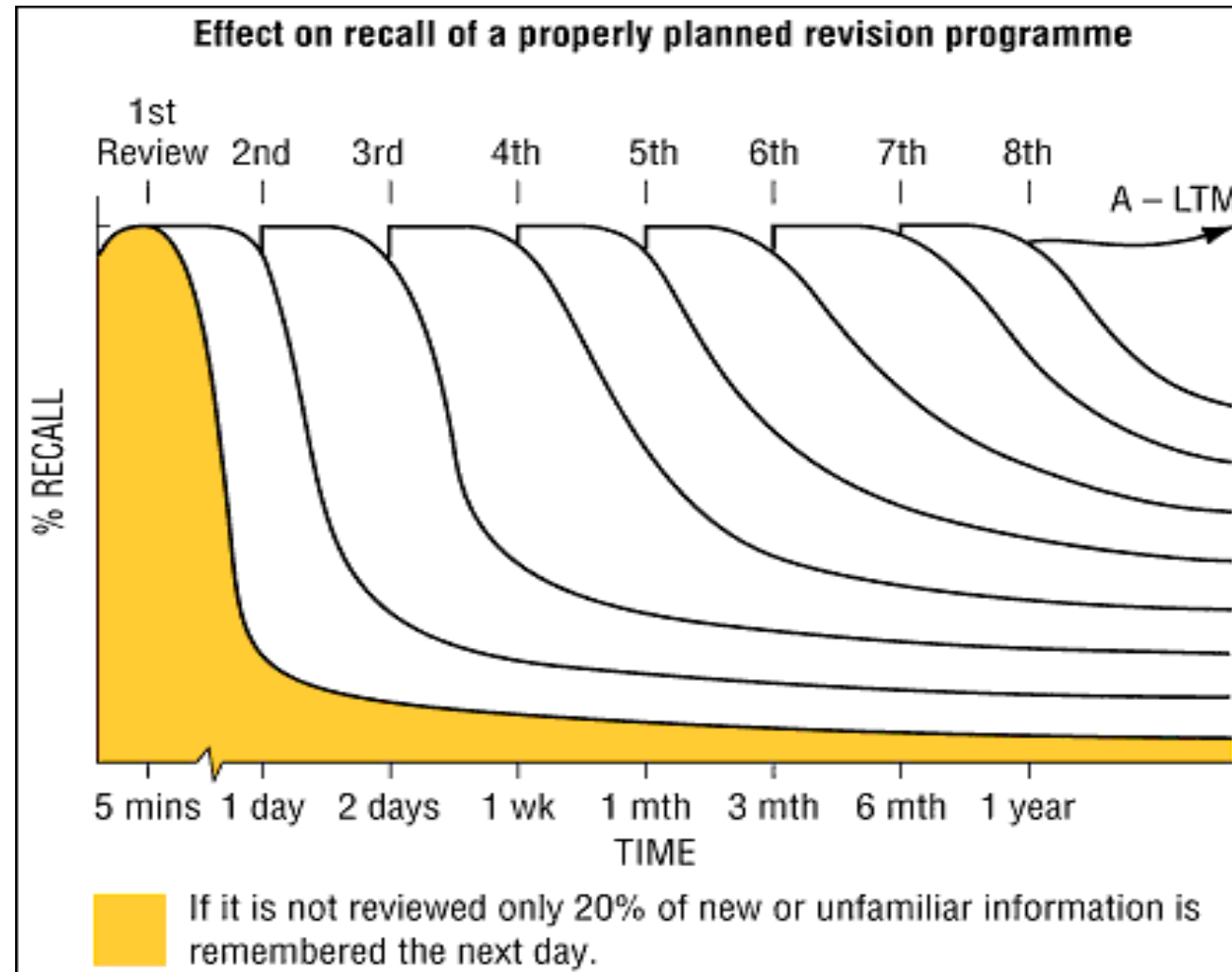
1. Shouting out answers
2. Hands up to answer
3. Choral response
4. Cold calling
5. Don't ask one, ask five
6. Mini-whiteboards/pictures
7. Finger voting



Our brains are designed to forget things



Our brains are designed to forget things



**The optimal amount of time to spend on
retrieval practice when learning...**

70%

Each of the units we have developed the following

Core Knowledge - Learn that...

Hinterland Knowledge:

Core Vocabulary

Hinterland Vocabulary

Teaching sequence

Suggested Teaching Approaches:

Explicit Instruction, Outdoor and Continuous Provision:

Year: Reception	Subject: UW	Unit title: The body	Half Term: Autumn 1
Core Knowledge: Learn that: <ul style="list-style-type: none"> - The parts of the body we can see on the outside all have special names. . - Our bodies have organs on the inside. - We can keep our bodies healthy by exercising and eating healthy foods. 	Core Vocabulary: Head, Eyes, Nose, Ears, Shoulders, Elbow, knees, legs, Arms, Toes, Finger, Brain, Heart, Lungs, Stomach, healthy, exercising.	Teaching Sequence: 1: Body parts on the outside have special names. Learn that: Names of the body parts and where they are on the body. 2: Our bodies have organs on the inside that help to keep us healthy. Learn that: Names of the body parts Organs and their functions 3: Keeping fit, exercising, and eating healthy. Learn that: keeping healthy means we need to eat a healthy diet, get enough sleep and exercise. 4: focus on the senses. Learn that: What body parts link to the senses.	
Hinterland Knowledge: - keeping healthy means we need to eat a healthy diet, get enough sleep and exercise.	Hinterland Vocabulary: Age, Sleep, Diet, fitness. Senses- sight, smell, touch, taste and hear.		
Suggested Teaching Approaches: Explicit Instruction, Outdoor and Continuous Provision: Choral Response for the Core vocabulary. Draw around a child and children to label the key parts of the body. Use printed pictures for the internal organs, draw around their hands and label things they can touch. Selection of play dough with different smells. Self portraits using leaves and sticks - outdoor provision, sound walk, sensory touch for children to describe, taste experiment. Children talk about their friends' features to compare with their own. Timed exercise (children to describe how they are feeling after) Linked Stories: Funny bones, My first human body book.			Possible Misconceptions: All our bodies look the same.
Knowledge Links - Links to other units: What makes us unique? School Expectations.			
Opportunities for writing: labelling the body, writing adjectives to go with senses activities, make a non- fiction class book about the human body, children to write signs for the role play area.			



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please be patient,
we promise we will begin again shortly...

OFFICIAL SENSITIVE

Early Years Foundation Stage reforms

One year on: lessons learned and future direction

Harjit Athwal

October 2022



Department
for Education



Overview of the EYFS reforms

- EYFS reforms began with a primary assessment consultation in 2017.
- Key aims of the reforms are to:
 - improve child outcomes at age 5, particularly in early language and literacy, especially for disadvantaged children
 - reduce unnecessary assessment paperwork for teachers and practitioners so they can spend more time interacting with children in their care.
- Reforms piloted in 24 primary schools across England, followed by a full public consultation and early adopter year.
- The new EYFS framework became statutory for all early years providers in England on 1st September 2021.

The main features of the reforms are:

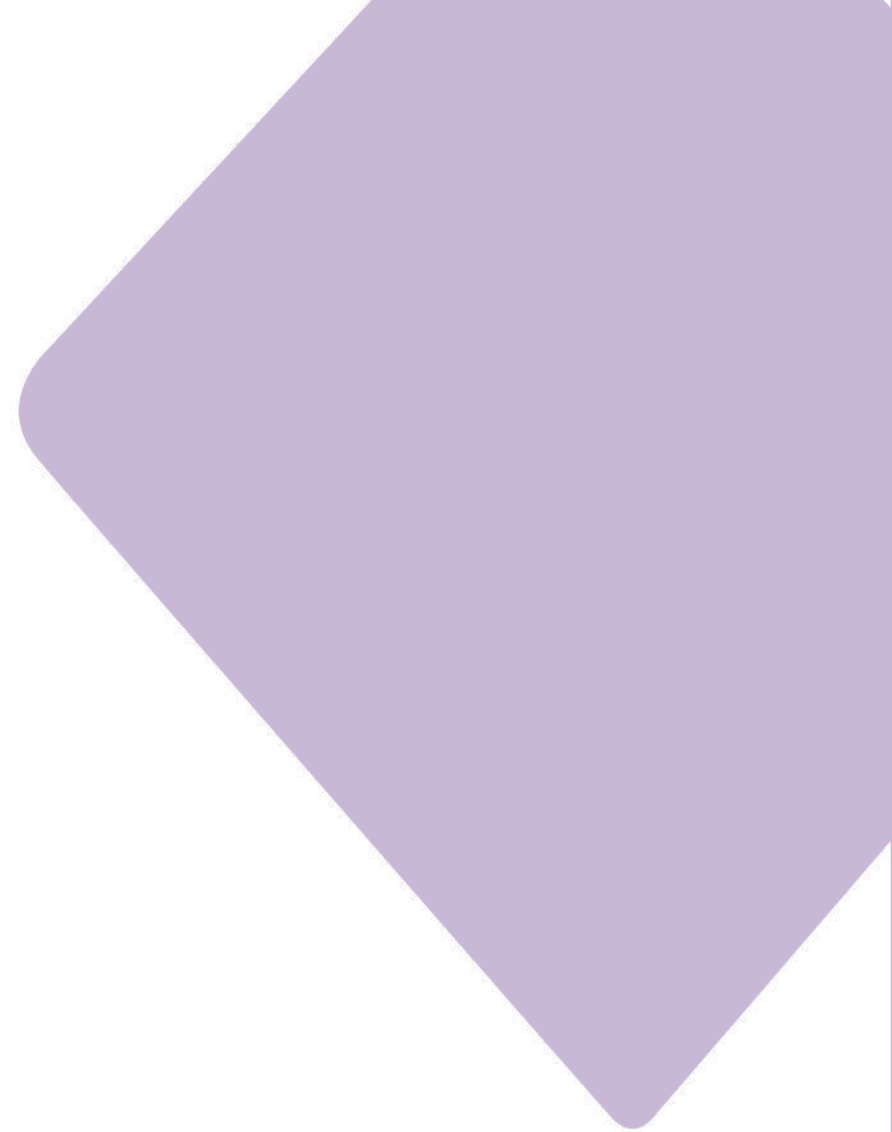
- New, more detailed educational programmes across all seven areas of learning, with a significant focus on communication and language and vocabulary development throughout.
- New non-statutory curriculum guidance (Development Matters), with specific guidance for reception year for the first time.
- Clearer, more specific Early Learning Goals that facilitate a smoother transition into year 1 and focus on the most important information for a year 1 teacher to know.
- An overhauled assessment and moderation process, including the removal of statutory external LA moderation and the 'exceeding' criteria.

To aid with implementation of the reforms we have delivered various resources and supporting materials:

- **Development Matters**: The non-statutory curriculum guidance that offers a top-level view of how children develop and learn for all early years practitioners.
- **Help for Early Years Providers**: A new online service which features resources to support childminders and staff in PVI settings to understand and implement the reforms.
- **EYFS profile handbook**: Guidance for LAs and early years providers on completing EYFS profile assessments at the end of reception year to support practitioners to make accurate judgements about children's attainment.
- **What to expect in the Early Years Foundation Stage**: Guidance for parents on what to expect in their child's development to help practitioners engage with parents about their child's development.
- **A Celebratory Approach to Working with Children with SEND guidance**: Guidance to help practitioners who may be supporting children who require additional help or children with SEND.
- **EYFS Profile (EYFSP) exemplification videos**: a suite of seven case study videos and accompanying narrative designed to support reception teachers completing the EYFSP assessments.
- **Progress check at age two**: Non-statutory guidance to provide support for early years practitioners when completing the EYFS progress check at age 2.

Positive sector feedback on EYFS reforms

- In March 2022 we held three 'Learn, Explore, Debate' events with over 350 attendees from schools and local authorities across England.
- Sector feedback gathered during discussions at the events highlighted that the majority of attendees felt the reforms had helped reduce unnecessary assessment paperwork for teachers and practitioners and enabled them to spend more time interacting with children in their care.
- Additionally, 86% of respondents to the post-event questionnaires indicated that they had changed their approach to assessment following the reforms and 85% had changed their approach to EYFSP data collection.
- 74% of respondents indicated that they were using the support provided by DfE to help with implementation of the EYFS reforms, with 88% using Development Matters to support with curriculum planning.





Challenges to successful implementation

Challenge 1:

- Myths around Ofsted inspections and negative reports from the sector (including an open letter to Ofsted with 600 signatories). These myths were based on the misconceptions about how Ofsted inspect EY in the schools space versus registered EY provision.

To address these issues:

- Ofsted published a [vodcast](#) about inspection of EY in schools, under the new EYFS.
- Ofsted provided refresher training for all inspectors on the EYFS reforms and inspection practice during their spring conferences as part of their routine training programme.

Challenge 2:

- Reports from the sector of schools and leaders not understanding the changes to the EYFSP and how the data should and should not be used going forward.

To address this issue:

- DfE published an [EYFSP myth busting page](#) to provide MATs, school governing bodies, unions and school leadership with information on completing the EYFSP.
- We also removed school specific EYFSP data from Analyse School Performance (ASP) and Ofsted's Inspection Data Summary Report (IDSR) to lower the stakes of EYFSP assessment.

Next steps

EYFS for childminders (CMs)

- On 4th July 2022, DfE announced its plans to increase choice and affordability of childcare for parents by taking action to open up the CM market. As part of this we are looking to create a streamlined version of the EYFS for CMs to ensure content is targeted and easier to navigate.
- To assist with our drafting of an updated EYFS, we have been engaging with representative organisations, CMAs, Ofsted, and childminders themselves. Feedback has emphasised the need for the following changes:
 - **Plain English**, stripping away as much of the complicated 'legalese' as possible
 - **Removal of anything irrelevant** in both the CM document.

Evaluation of EYFS reforms

- IFF have been contracted to undertake an independent evaluation of the EYFS reforms.
- The evaluation aims to strengthen the evidence base on what has and has not changed following the reforms, and understand where issues still exist within the EYFS to inform further policy development.
- We are aiming to receive 4000 responses, split evenly across all types of provision (group based providers, school based nurseries, childminders, and reception year).
- A full report of the findings will be published at the end of the AY2022/23.

Early years Recovery Package

- The **Stronger Practice Programme** element in particular will build on the EYFS reforms to accelerate and embed real change for young children. This includes:
 - New, universally accessible **online training** to upskill practitioners and improve their knowledge of child development.
 - For those settings in need of most support, access to **mentoring** support for early years practitioners to help strengthen children's learning and development, along with bespoke **whole-setting and leadership** support.
 - A network of **Stronger Practice Hubs** to encourage evidence-based practice improvements via local networks.

The best start in life

Gill Jones HMI

Deputy director schools and early education



The importance of the curriculum

“The curriculum (or, to use EYFS terminology, the educational programmes) that children experience in their early years is vital...We know that young children are especially receptive between birth and age 5, when their brains develop at the fastest speed and they learn more rapidly than at any other age.

*This means that **the choices we make for very young children ...are all hugely important.**”*



The best start in life



- We will develop the evidence base about early years education, including curriculum and pedagogy, and act on it.
- Ofsted strategy 2022–27 - GOV.UK (www.gov.uk)



1

The Education Inspection Framework

EIF

School Inspection Handbooks – Sept 2022



- This handbook describes the main activities carried out during graded, ungraded and urgent inspections of **maintained schools and academies in England under sections 5 and 8 of the Education Act 2005**, respectively.
- [Schools inspection handbook for September 2022 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/schools-inspection-handbook)

Early Years Inspection Handbook 2022

- This handbook describes the main activities that inspectors undertake when they carry out inspections of early years providers in England **registered under sections 49 and 50 of the Childcare Act 2006**. The handbook also sets out the judgements that inspectors will make and on which they will report.
- <https://www.gov.uk/government/publications/early-years-inspection-handbook-eif/early-years-inspection-handbook-for-ofsted-registered-provision-for-september-2022#>

■ Paragraph **214**

- deliver the **subject curriculum** in a way that allows pupils to transfer **key knowledge** to long-term memory. Teaching is sequenced so that new knowledge and skills build on what has been taught before and **pupils can work towards clearly defined end points.**
- HMCI's commentary: recent primary and secondary curriculum research - GOV.UK (www.gov.uk)



More focus on education; less focus on data



*"In the EIF, we're thinking about how we can take the inspection conversation **even further** on education itself and **less** on data."*



HMCI, Education Policy Institute conference, 3 July 2018

Ofsted inspection handbooks

School IH - Paragraph **134**

- Leaders and staff understand the limitations of assessment and use it in a way that will avoid creating an unnecessary burden.

Early Years IH - Paragraph **181**

- Leaders understand the limitations of assessment and avoid unnecessary burdens for staff or children.

EYFS 2.1

- Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support.
- It involves practitioners knowing children's level of achievement and interests, and then **shaping teaching and learning experiences for each child** reflecting that knowledge
- In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share.

16/9/16 - Just for Mom (P) ✓
 23/9/16 - the lost gloves (P) ✓
 28/9/16 - fly away (P) ✓
 4/10/16 - Sids pet rat (1) ✓
 14/10/16 - Tim's Din (1) ✓
 20/10/16 - get on (1) ✓
 8/11/16 - Dig Sid dig (1) ✓
 17/11/16 - bin (2) ✓
 1/12/16 - Sallys new shoes (3) ✓
 8/12/16 - panda Band (3) ✓
 19/12/16 - how to make camp (3) ✓
 11/1/17 - Boxer & fish (4) ✓
 17/1/17 - chicken fickers (4) ✓
 31/1/17 - the rock (6) ✓
 20/2/17 - Hans in luck (7) ✓
 6/3/17 - poor old Mum (8) ✓
 13/3/17 - quick quick (8) ✓
 24/3/17 - Singing dowl (8) ✓
 27/3/17 - this & that (8) ✓
 24/4/17 - frog or toad (9) ✓
 - Curdurella play (9) ✓
 12/5/17 - the trunk & Skunk (10) ✓
 19/5/17 - Leroy (11) ✓
 26/5/17 - Paula the vet (11) ✓
 9/6/17 - panther & frog (11) ✓

didn't

Set 1	s✓	a✓	t✓	p✓					
Set 2	i✓	n✓	m✓	d✓					
Set 3	g✓	o✓	c✓	k✓					
Set 4	ck✓	e✓	u✓	r✓					
Set 5	h✓	b✓	f✓	ff✓	l✓	ll✓	ss✓		
Set 6	j✓	v✓	w✓	x✓					
Set 7	y✓	z✓	zz✓	qu✓	sh✓	ch✓	th✓	ng✓	
	ai✓	ee✓	igh✓	oa✓	oo✓	ar✓	or✓	ur✓	
	ow✓	oi✓	ear✓	air✓	ure✓	er✓			
Total	44/49								

log ✓	hat ✓	zip ✓
box ✓	put ✓	wet ✓
chin ✓	sheep ✓	fish ✓
duck ✓	fox ✓	quick
song ✓	moth	train
reel ✓	sight	boat
look	hard	corn✓
hurt ✓	towel	fear
chair	pure	jerk

School inspection handbook – QE good grade criteria – paragraph **411**

- Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps as a result of the COVID-19 pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.

A top-down view of a light-colored wooden desk. In the top left corner, there are several colorful interlocking gears in red, green, yellow, and purple. To their right is a blue paper airplane. Further right is a colorful toy car with a green wheel and a yellow body. In the top right corner, there is a yellow pencil holder containing several wooden pencils, and two green crayons are lying on the desk surface. A large blue semi-circular graphic is overlaid on the bottom half of the image, containing white text.

**The new EYFS
Development matters
The National Curriculum
The DFE reading framework
Ofsted's research reviews**

There is a wide variation in young children's exposure to vocabulary



The new EYFS

Educational Programmes 1.6

- The development of **children's spoken language underpins all seven areas of learning and development**. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development...
- ...**Reading frequently to children**, and engaging them actively in stories, non-fiction, rhymes and poems and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.

The early English curriculum in schools

- This section will outline findings suggesting that, in the early years and into key stage 1, teachers need to **develop children's spoken language** as well as **accurate word reading and spelling**.
- They also need to **teach children fluent letter formation** (unjoined handwriting).
- [Research review series: English - GOV.UK \(www.gov.uk\)](https://www.gov.uk/research-review-series/english)



3

A curriculum for communication and language

Distinguishing curriculum from teaching and assessment

Curriculum:
WHAT is taught

Pedagogy: Teaching
activities or HOW
curriculum content is
taught

Assessment
Desired high level outcomes
and measures of those
outcomes

Exploring the curriculum for communication and language

Aims:

Building vocabulary and language structures
Using new vocabulary and language structures

Through:



Interactions



Stories, rhymes and songs

Back and forth interactions



The DfE reading framework - talk

- Thinking out loud, modelling new language for children • paying close attention to what the children say • rephrasing and extending what the children say • validating the children's attempts at using new vocabulary and grammar by rephrasing what children say if necessary • asking closed and open questions • answering the children's questions • explaining why things happen • deliberately connecting current and past events ('Do you remember when...?') • providing models of accurate grammar • extending children's vocabulary and explaining new words • connecting one idea or action to another • helping children to articulate ideas in well-formed sentences.

Choosing books that will make a difference



Stories are a rich source of language – vocabulary and syntax.



Good writers know how to entice young children into their texts.

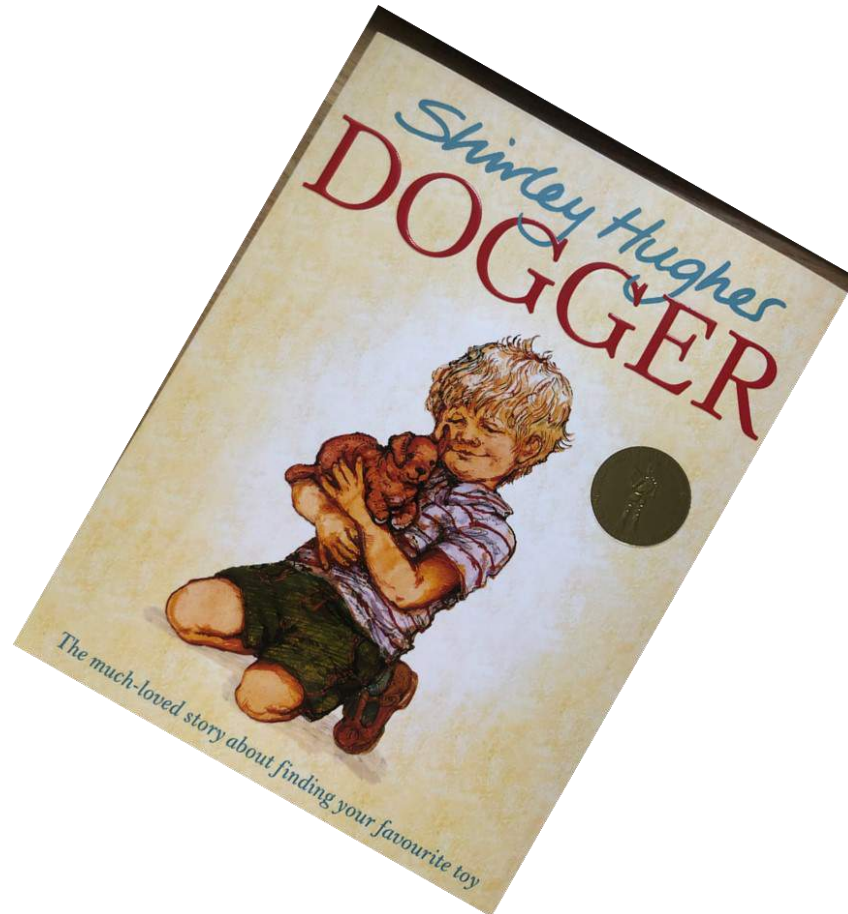


Through listening to repeated readings, and talking about what they have heard, the children have multiple exposures to vocabulary and the language of stories.



Continued talk about words, as well as opportunities to use them, helps children to absorb the language.

Stories, rhymes and songs



- Familiarity
- Empathy/sympathy
- Fear
- Excitement
- Humour/fun
- Naughtiness/kindness
- Vocabulary
- Syntax
- Repetition

Mrs. Tabitha went up and down all over the house, mewing for Tom Kitten. She looked in the pantry under the staircase, and she searched the best spare bedroom that was all covered up with dust sheets. She went right upstairs and looked into the attics, but she could not find him anywhere.

It was an old, old house, full of cupboards and passages. Some of the walls were four feet thick, and there used to be queer noises inside them, as if there might be a little secret staircase. Certainly there were odd little jagged doorways in the wainscot, and things disappeared at night—especially cheese and bacon.

Mrs. Tabitha became more and more distracted, and mewed dreadfully.



Decodable books – Ofsted's English research review

- The **national curriculum** requires that children hear, share and discuss a wide range of high-quality books.
- In terms of their own reading, the national curriculum states that they should **practise with decodable books**. These are 'books that are consistent with their developing phonic knowledge and that **do not require them to use other strategies to work out words**'. [\[footnote 53\]](#)
- During **story time**, the books that teachers and parents read to children **develop their language knowledge**. These books do not need to be decodable because the children are not using them to learn to decode.

Choosing the right books

- 'We know that **emotional engagement** is the tipping point between leaping into the reading life or remaining in a childhood bog where reading is endured only as a means to other ends.'

Maryanne Wolf

- Stories are not just fun. There are important cognitive consequences of the story format. Our minds treat stories differently than other types of material. People find stories interesting, easy to understand, and easy to remember.

The reading framework



5

Learning to write

EYFS – Literacy Educational Programme

- Reading consists of two dimensions: language comprehension and word reading.
- Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.
- Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

Progressive fluency



EYFS – Early learning goal in writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Writing ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

English Research Review - 2022

- The National Curriculum programmes of study for writing distinguish between 'transcription' and 'composition'. This reflects the approach to reading, and sees writing as its counterpart (with spelling as the counterpart of decoding). Transcription also includes handwriting.
- Once children are fluent in word reading, they are able to focus on comprehending what they read. Similarly, fluency in transcription frees up working memory to focus on composing writing.

A top-down view of a light-colored wooden desk. In the top left corner, there are several colorful interlocking gears in red, green, yellow, and purple. Next to them is a small blue paper airplane. In the top center, there is a colorful toy car with a green wheel and a yellow body. To the right of the car is a yellow pencil holder filled with several pencils. Below the pencil holder are two crayons, one green and one blue. A large blue curved shape is at the bottom of the image, containing a white circle with the number 6 and a large white text area.

6

**Making progress through knowing more
and remembering more**

The dangers of missing knowledge



Activities are not enough!

Activities are not a substitute for building increasingly detailed structures of knowledge.

Think about **what** you want children to learn **before** you decide **how** you intend them to learn it.



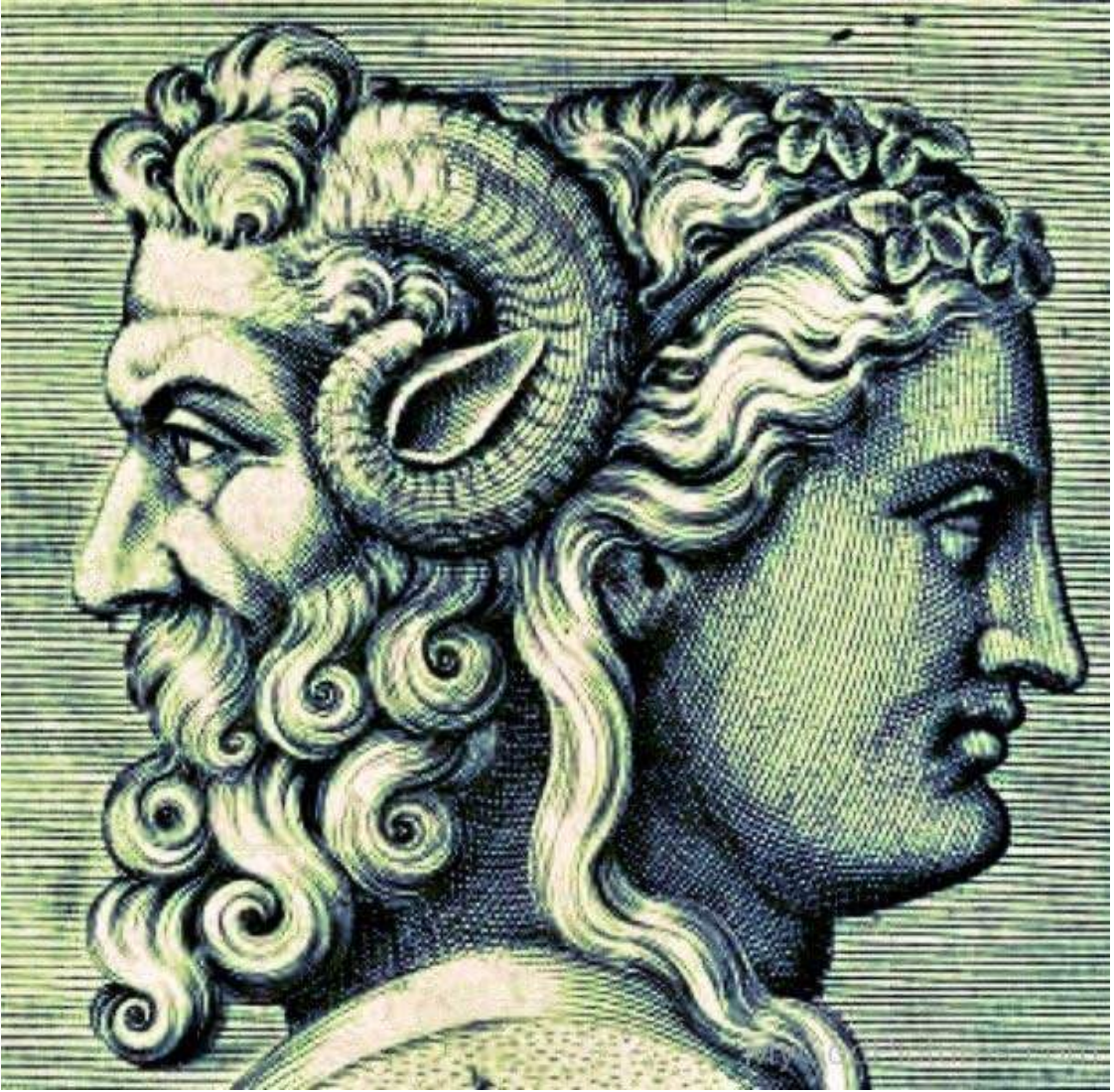
Bold Beginnings 2017



- Balance is the constant challenge when schools plan. Time is limited. Therefore choices need to be made about what to do when, how much depth to pursue, which ideas to link together, what resources to draw on, which way to teach, and **how to make sure all pupils are able to benefit as each new concept, construct or fact is taught.**
- 'Most importantly, these decisions must be rooted in a solid consensus about what education should deliver for each pupil. **What is the body of knowledge that a child needs so that they will flourish in the future and not be left behind?**'

A young girl with long dark hair, wearing a bright green coat and a pink bow, is reaching out with both hands towards a large, iridescent bubble. She is standing in a grassy park area with trees in the background. Several other bubbles are visible in the air around her. A semi-transparent white banner is overlaid across the middle of the image, containing the text "Thank you".

Thank you



Constructing a new ECE future through new conversations

Jan Dubiel, Programme Director hey!



October 2022...

- An increasing global consensus on the importance of ECE, but a lack of clarity and unanimity on what this is.
- The need to future proof ECE to prepare a generation of citizens for an unpredictable and rapidly changing world
- A long tail of post Covid recovery, implications of lockdown, associated measures and the narrative of 'catch up'.



- The EYFS and the implications for Curriculum, Pedagogy, Assessment and professional autonomy.
- Establishment of DFE commissioned Stronger Practice Hubs from November 2022
- OFSTED five year strategy and the Inspection focus on EYFS: Curriculum, Knowledge and closing the disadvantage gap, creation an EY specialist Curriculum team’.



A new conversation...

- ECE establishes a secure foundation for a successful future and defining the outcomes that enable this.
- A confident, secure, informed and reflective profession.
- Around the impact and importance of evidence, rather than folklore or tradition, (albeit mediated through values).



- The foregrounding of Emotional Health and wellbeing and the role of a nurturing environment and approach as
 - Important in its own right, and
 - Perquisite for effective learning and outcomes
- The critical role of Learning Behaviours as the 'engines' of successful outcomes and understanding the complex symbiosis between Learning Behaviours and Knowledge.



A new conversation needs to be...

- Cognisant of ECE as part of (establishing) a continuum of learning and development, not a separate, isolated entity and the necessity to develop a language that reflects and accommodates this.
- Able to engage with the wider educational community to establish a working understanding of ECE throughout.



- Professional, collaborative, informed and discursive engagement with a debate about the future. **ECE is a serious matter.**
- Aware of the need for the sector to reflect on how we present, engage and articulate ECE practice, provision and purpose and demonstrate our professional image.



Future Focused...



- Explore and define (evidence driven) quality and how this reflected in an ambitious curriculum and effective pedagogy.
- An effective, informed and impactful approach to ECE CPD.
- Proactive engagement with the whole educational community.



Join us...



- You will receive your copy of our first policy paper and the slides by email today
- You can download the paper from www.hempsalls.com/hey
- Join James and Jan in conversation about the paper on 10 November 2022 1-2pm
<https://www.eventbrite.co.uk/e/reshaping-the-future-hey-tickets-430805650297>



Join the conversation, shape the future direction for early years.

- Get in contact hey@hempalls.com
- Find out more www.hempalls.com/hey
- Follow our Twitter @hempalls
- **Thank you and goodbye – for now!**