



Teaching and Learning Principles

Dear Parents and Carers,

At St Anne Line Infants and Nursery, we believe strong foundations are taught, not assumed. Over recent months, our staff team has been working together to carefully refine and articulate the teaching and learning approach that guides everything we do from age 2 through to Year 2. We are proud to now share this with you.

Our pedagogy is rooted in a clear commitment: every child can succeed when learning is carefully structured, thoughtfully delivered, and built on secure foundations.

What this means in practice:

We start from what children know.

We identify starting points quickly, build on prior learning, and teach in small, carefully sequenced steps. Learning is broken down clearly so that children experience success and develop confidence.

We model, practise, then apply.

Highly skilled adults explicitly teach new knowledge and skills before children apply them independently. We are careful to avoid cognitive overload so children can focus on what matters most.

Play is purposeful.

In Nursery and Reception especially, play is planned with clear intent. Adults interact skilfully to extend thinking, develop language, and reinforce key learning. Play supports — it does not replace — explicit teaching.

We prioritise the foundations.

Reading and phonics, writing and transcription, number and calculation, communication and language, and self-regulation form the bedrock of our curriculum. We know that when these are secure, children are ready for long-term success.

Language comes first.

We model high-quality talk, explicitly teach vocabulary, and use sentence stems and oral rehearsal to help children articulate their thinking. Children write what they can read, and phonics underpins spelling and writing.

We intervene early.

We identify gaps quickly and provide targeted, timely support. We regularly review the impact of our teaching and adjust where needed.

We build executive function every day.

Children are supported to strengthen working memory, inhibitory control (such as waiting, focusing and managing emotions), and cognitive flexibility (trying different strategies). These skills are essential for lifelong learning.

Across the school, you will see:

- Calm, structured classrooms
- Clear routines and expectations
- Learning that builds progressively from Nursery to Year 2
- High expectations for all, with teaching that is adaptive — never lowered

We are incredibly proud of the consistency and clarity this shared approach brings to our school. Most importantly, it ensures that every child receives the strong foundations they deserve.

Thank you for your continued support. We look forward to working in partnership with you as your child grows and thrives with us.

Blessings,

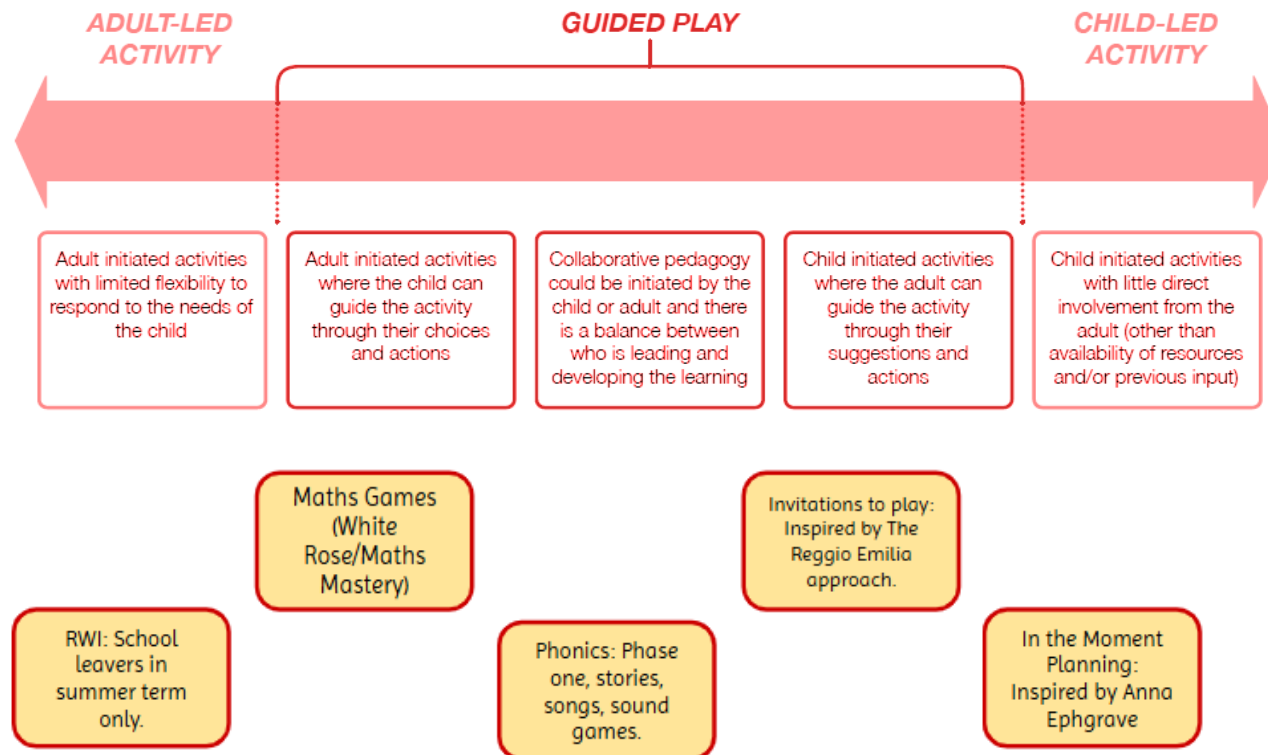
Mrs Clayton and Mrs Warren

On behalf of the staff team
St Anne Line Infants and Nursery

Teaching and Learning Pedagogy at St Anne Line Infants and Nursery

Our Pedagogy – What Guides Our Practice from age 2 to Year 2

The Pedagogical Continuum In the Early Years



'We believe strong foundations are taught, not assumed.'

Start from what children know Identify starting points quickly Build on prior learning	Teach in small steps Break learning down clearly Model, practise, then apply Avoid cognitive overload	Use purposeful play Play is planned with intent Adults extend learning through interaction Play supports explicit teaching
Prioritise foundational skills Reading & phonics Writing & transcription Number & calculation Communication & language Self-regulation & executive function	Put language first Model high-quality talk Teach vocabulary explicitly Use sentence stems and oral rehearsal	Match writing to reading Children write what they can read Phonics underpins spelling and writing Oral rehearsal comes before writing
Intervene early Identify gaps quickly Provide targeted, timely support Review impact and adjust Revisit key knowledge often	Build executive function daily Working Memory – remembering instructions Inhibitory Control – waiting, focusing, managing emotions Cognitive Flexibility – trying different strategies	High expectations for all Teaching is adaptive, not lowered Every child can succeed Strong foundations before moving on

In practice, this means:

- ✓ **Calm, structured classrooms**
- ✓ **Clear routines and expectations**
- ✓ **Learning that builds from Nursery to Year 2**
- ✓ **Foundations secured for long-term success**