

# EYFS Information Meeting



# Agenda

\*General Information and Reminders

\*EYFS Curriculum

\*How we learn

\*Areas of Learning

\*Reading

\*Writing

\*Maths



# Things to remember...

- Monday is outside PE. Thursday is inside PE.
- Water bottles – no squash, refilled independently throughout the day.
- Hot lunches – we will inform you if repeatedly not eaten
- Book Bags – 1 small key ring
- See through folders – Learn to read books and administration, checked when children read with an adult
- Uniform – labelled, in line with policy
- Beginning and the end of the day expectations – saying goodbye in the morning, children walking with their parents out of the school grounds (not running)

# Tapestry

- Online Learning Journal
- Accounts set up
- Platform to share learning – general questions/concerns to be asked in person
- Permissions reminders – not sharing images online
- Share updates/weekly Learning News on what we have been doing in school
- Only one way in which we record learning – new curriculum emphasises the importance of interactions over record keeping. Do not expect regular or frequent observations.



# SPRINGDALE FIRST SCHOOL ARE....



Ready

Respectful

Safe

## Non-Negotiables

### In the classroom

We are all quiet and we listen when being taught.

We all treat the classroom and equipment with care and use it as it should be used.

We use 'Quiet Learning' voices when learning. We all understand helpful and unhelpful talk.

We ask permission to leave the classroom.

### Outdoor Play

We are ready for playing appropriate for the time of year. (Coats in the winter / water bottles in the summer).

We play walking games on the top playground.

We stay in our correct zones/ playgrounds.

We all use our equipment correctly and safely.

We return it when we have finished.

We welcome others into our games.

### In the Hall at Lunchtime

We use our best manners, saying 'Please' and 'Thank you'.

We stay in our seats while eating.

We talk with the people we sit next to in a quiet voice.

We keep our table and floor clean and tidy.

We use the cutlery provided.

We speak in full sentences.

We enter and leave the hall quietly, as directed by the adults.

### Moving around school

We walk around the school quietly, taking care not to disrupt others' learning.

We hold the door open for others.

We all help to keep our school tidy and safe. For example, we pick up rubbish, we hang up our coats, we put equipment away.



Listen carefully.



Hands up to speak



Safe hands and feet.



Be kind and helpful.



Look after things



Wash hands often.

## Relentless Routines

### Wonderful Walking

- Pupils and adults hold doors open for each other.
- We walk quietly around the school.
- Our hands are by our side.

### Legendary Lines

- We line up in order.
- Our lines are straight, single lines.
- We always face the way we are walking.
- We are silent.

### Caring Communications

- All members of the Springdale Community give 'Warm Welcomes' (a good morning, a smile, greeting at the door).
- Teachers and children give 'Fond Farewells' in the classroom at the end of the day (I've really enjoyed learning with you today).

### Super Stopping

- We stop when we hear a whistle (outside) and a jingle (inside) and freeze.
- We look to the adult and are silent.
- We wait for the next instruction.

## RECOGNITION AND REWARDS



### VISIBLE ADULT CONSISTENCIES

- Meet and Greet.
- First attention to best conduct – persistently catching children doing the right thing
- Calm and caring
- Praising in public. Reminding in private
- Consistent language



### OVER AND ABOVE RECOGNITION 'CELEBRATIONS'

- Verbal Praise
- Positive messages home
- Rainbow Certificates
- Share work with others
- Headteacher Awards
- Positive stickers
- PRIDE Awards
- Celebration Assemblies
- Class celebrations

## CONSEQUENCES

### Step 1

Verbal reminder of expected behaviour

### Step 2

Verbal warning in private. Ensure child knows why they have been given the warning.

### Step 3

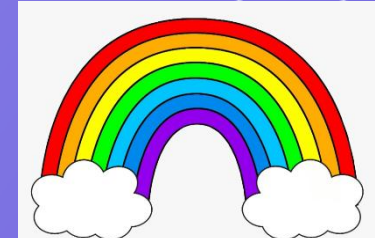
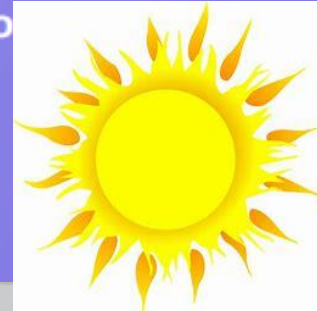
Moved within the class for regulation

### Step 4

Support from another adult

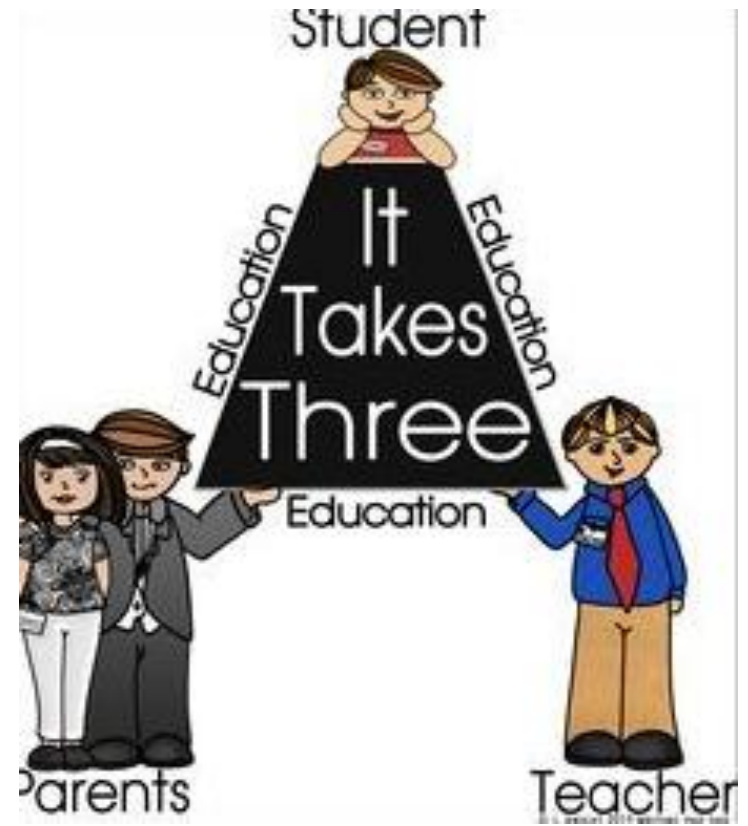
Follow up – Repair and restore.  
(After timeout or during sanction time – break or lunchtime)

Co

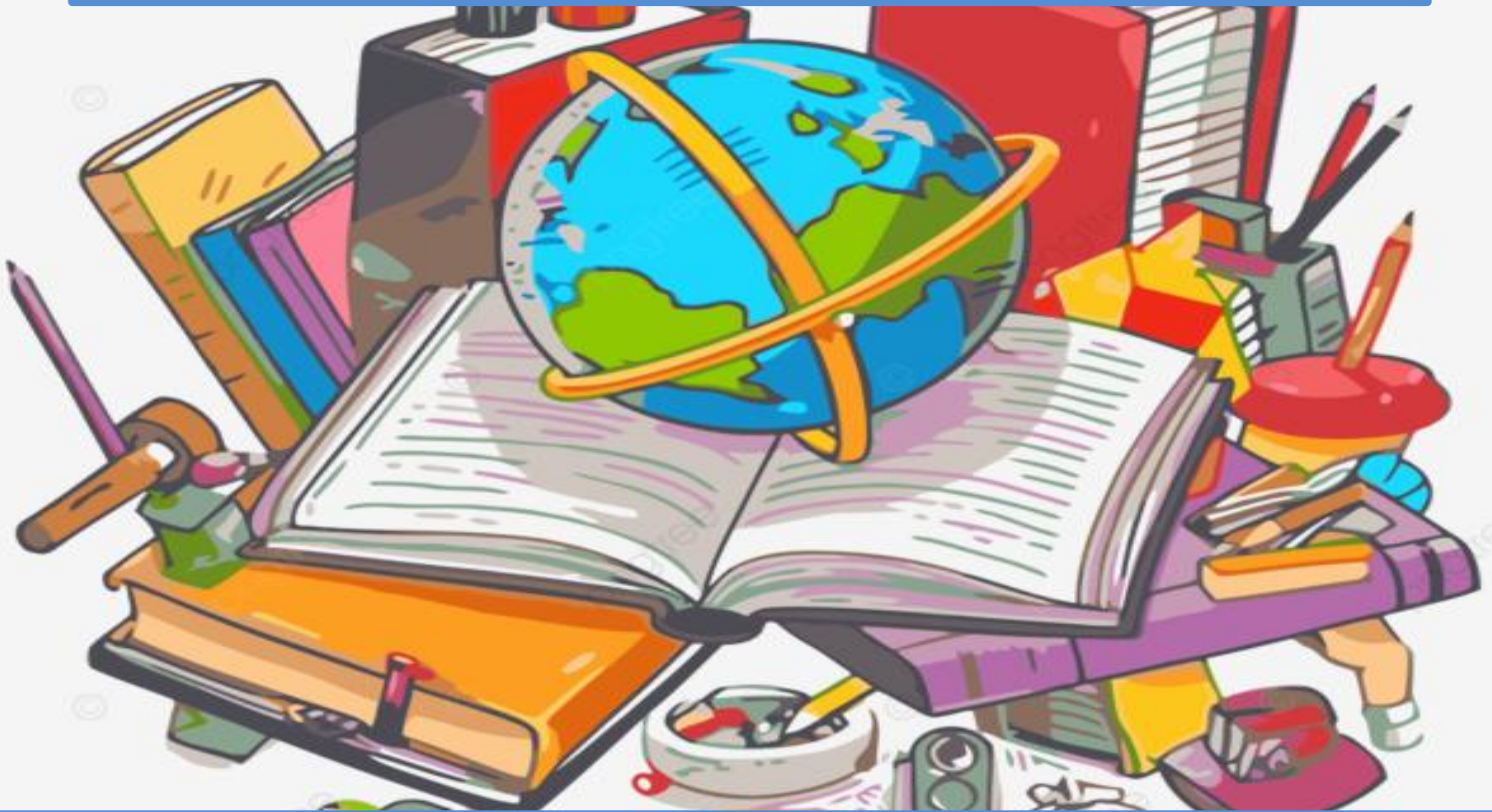




Any questions or concerns come and talk to us. Let school be the first port of call.



# Our Curriculum



**The knowledge and skills that we want our children to learn.**

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# Statutory Assessments

## Reception EYFS Baseline

The Reception Baseline Assessment (RBA) is a statutory assessment from September 2021 onwards. It provides a snapshot of where pupils are when they arrive at school. It will provide a starting point to measure the progress schools make with their pupils between reception and the end of primary school.

<https://www.gov.uk/government/publications/reception-baseline-assessment-information-for-parents>



# EYFS Statutory Framework



## Early years foundation stage statutory framework

For group and school-based providers

Setting the standards for learning,  
development and care for children from  
birth to five

Published: 8 December 2023

Effective: 4 January 2024

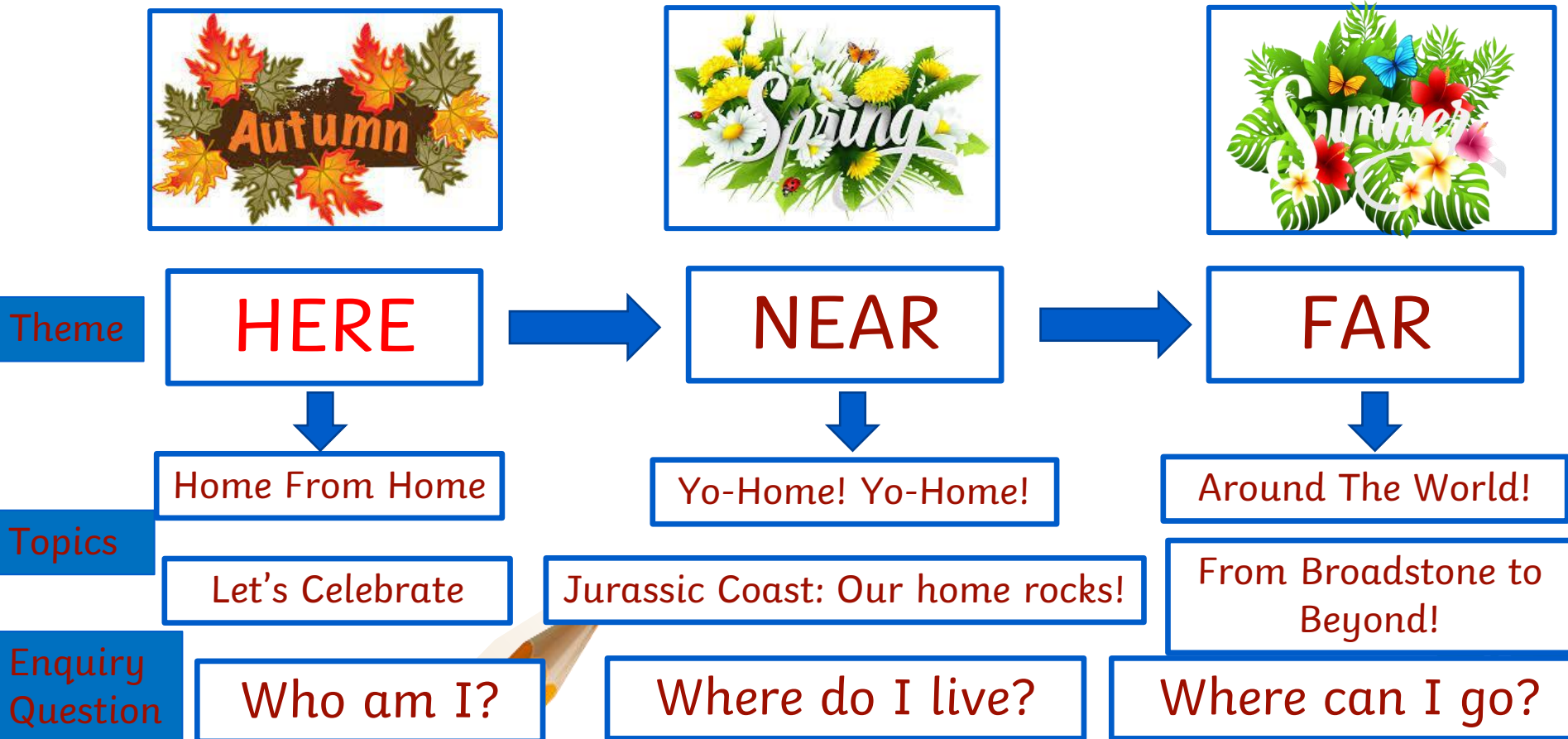
\*Mandatory framework for all providers to follow

\*Stipulates the learning and development requirements for EYFS

\*Help every child achieve the best possible start in life

# Learning Experiences

Our curriculum is sequentially planned to develop over time, continually **building on prior learning and imparting knowledge in manageable and coherent chunks**. We aim to be responsive in our planning to the children's needs and interests and develop knowledge and skills in an engaging and purposeful way, **preparing them for their next stage**. An enquiry question helps to give the learning purpose and guide us through our learning journey.





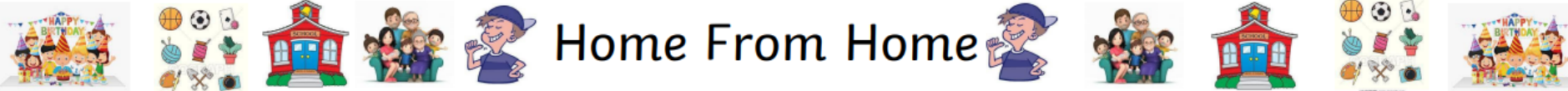
**Substantive Knowledge**   **Disciplinary Knowledge**   **In BOLD -Sticky Knowledge Revisited**

	HERE		NEAR		FAR	
Learning Journeys	Autumn 1 Home From Home	Autumn 2 Let's Celebrate	Spring 1 Yo-Home! Yo-Home!	Spring 2 Our Home Rocks!	Summer 1 Around the World	Summer 2 From Broadstone to Beyond
Enquiry Question	Who am I?		Where do I live?		Where can I go?	
Events/foci in addition to children's initial interests and fascinations.	Transition Baseline Building secure relationships between children and adults Modelling and embedding routines School Tour Visits from Emergency Services	Autumn Walk – Week 1 Halloween Bonfire Night World Nursery Rhyme Week Anti-Bullying Week Christmas Hanukkah School Trip	Winter Walk – Week 1 New Year Resolutions Revisiting routines and expectations. Valentine's Day Well Being Week Visit from Poole Museum	Spring Walk – Week 1 Easter Mother's Day World Book Day Science Dome Visit	Summer Walk – Week 1 Crazy Creatures Visit	Transition to Y1 School Trip
Songs and Rhymes (Covered through Charanga Scheme)	Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers	I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes	Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey	Ten in the bed Farmer in the den Ten green bottles Little Bunnies	Pupil's choice
<b>A Springdale Child will:</b>	<ul style="list-style-type: none"> <li>*Be confident to approach adults and peers to share their wants and needs</li> <li>*Listen to the ideas and wants of others and respond appropriately</li> <li>*Use their words to say how they are feeling</li> <li>*Speak in full sentences, which may not always be grammatically correct</li> <li>*Be confident to share ideas in a small group</li> <li>*Listen with increasing attention to stories, anticipating repeated refrains and answering simple retrieval questions</li> </ul>		<ul style="list-style-type: none"> <li>*Be able to listen for an extended period during whole class inputs</li> <li>*Recall key knowledge shared by an adult</li> <li>*Speak in full sentences which are increasingly grammatically correct</li> <li>*Accurately speaking in complex sentences</li> <li>*Listen to stories, answering questions, making simple inferences and explaining why things happen</li> <li>*Use language to solve problems and conflict</li> <li>*Be confident to share ideas to a larger group</li> </ul>		<ul style="list-style-type: none"> <li>*Effectively communicate their wants, feelings and needs to their peers, familiar adults and wider school community.</li> <li>*Adapt their level of formality depending on their audience</li> <li>*Elaborating on their ideas using ambitious language and taught vocabulary</li> <li>*Use connectives to justify and explain their ideas</li> <li>*Apply taught vocabulary within daily discourse</li> </ul>	

	<ul style="list-style-type: none"> <li>*Follow 1 step instructions</li> <li>*Begin to use new vocabulary</li> <li>*Address adults and peers by their names</li> </ul>		<ul style="list-style-type: none"> <li>*Follow 2 step instructions</li> <li>*Use taught vocabulary in new contexts</li> <li>*Ask questions to find out more</li> </ul>		<ul style="list-style-type: none"> <li>*Maintain concentration when engaged in another activity</li> <li>*Following a series of instructions and asking for clarification when unsure</li> </ul>	
<b>Key Vocabulary</b>	Rhymes Poems Songs Listening Ears Listening Face Magnet Eyes Sentence Vocabulary Story Instruction Fiction		Inference Retrieval Question Explain Sequence Connect Describe Non-Fiction Facts Information		Revisit taught vocabulary	
<b>Communication and Language</b>  <i>*links to Development Matters and Early Learning Goals*</i>	<p><b>We want children to know...</b></p> <ul style="list-style-type: none"> <li>*Many rhymes, songs, poems and be able to talk about books</li> <li>*How to listen carefully and know why listening is important</li> <li>*How to say a sentence of 4 – 6 words</li> <li>*How to join sentences using connectives like 'and' and 'because'</li> <li>*New topic vocabulary</li> <li><b>We want children to know how to...</b></li> <li>*Engage in story times</li> </ul>	<p><b>We want children to know...</b></p> <ul style="list-style-type: none"> <li>*New topic vocabulary.</li> <li>The meaning of social phrases and use them</li> <li>*The difference between a fiction and non-fiction books.</li> <li>*Many rhymes and be able to talk about books</li> <li><b>We want children to know how to...</b></li> <li>*Use new vocabulary in different contexts and throughout the day</li> <li>*Articulate my ideas and thoughts in well-formed sentences.</li> </ul>	<p><b>We want children to know...</b></p> <ul style="list-style-type: none"> <li>*Learn new vocabulary</li> <li>*Features of a non-fiction book</li> <li>*The difference between a fiction and non-fiction books.</li> <li><b>We want children to know how to...</b></li> <li>*Ask questions to find out more</li> <li>*Follow 2 step instructions</li> <li>*Retell a story, once they have developed a deep familiarity including story</li> </ul>	<p><b>We want children to know...</b></p> <ul style="list-style-type: none"> <li>*New vocabulary and use it in context.</li> <li>*Features of a non-fiction book</li> <li><b>We want children to know how to...</b></li> <li>*Use new vocabulary in different contexts</li> <li>*Ask questions to find out more</li> <li>*Articulate ideas in well-formed sentences</li> <li>*Connect one idea or action in another using a range of connectives</li> </ul>	<p><b>We want children to know...</b></p> <ul style="list-style-type: none"> <li>*Key story language sentence starters eg. once upon a time, unfortunately, fortunately, the end</li> <li><b>We want children to know how to...</b></li> <li>*Speak in past, present and future tenses</li> <li>*Retell a story, with a deep familiarity.</li> <li>*Listen to stories attentively in a range of situations</li> <li>*Listen to stories, accurately</li> </ul>	<p><b>We want children to know...</b></p> <ul style="list-style-type: none"> <li>*Rhymes, poems and songs</li> <li><b>We want children to know how to...</b></li> <li>*Ask questions to clarify understanding</li> <li>*Describe events in some detail.</li> <li>*Listen attentively and respond to what they hear with relevant questions, comments and actions</li> <li>*Offer explanations</li> </ul>

<b>Year Group</b> <b>R/1/2/3/4</b>	<b>Autumn</b> <b>Term 1</b>	<b>Autumn</b> <b>Term 2</b>	<b>Spring Term</b> <b>1</b>	<b>Spring Term</b> <b>2</b>	<b>Summer</b> <b>Term 1</b>	<b>Summer</b> <b>Term 2</b>
<b>Where?</b> <b>Location and</b> <b>company name if</b> <b>applicable.</b>		Poole Lighthouse	Poole Museum	Science Dome - Dinosaur Planetarium	Creature Teacher	Walk to The Post Box
<b>How will you get</b> <b>there?</b>		Coach	At school	At school	At school	Walk
<b>When?</b>		December	January	March	May	July
<b>Why?</b> <b>What is the</b> <b>purpose of the trip.</b> <b>Enrichment</b> <b>(SMSC)/</b> <b>Curriculum link?</b>		The children will be performing a nativity to their peers and parents, so we want them to experience a performance first hand. It is also a further opportunity to develop a love of reading, as a text is brought to life.	An enrichment opportunity to promote the awe and wonder in our learners. To develop their knowledge on where we live and what makes it special.	An enrichment opportunity to promote the awe and wonder in our learners. To develop their knowledge on where we live and what makes it special.	An enrichment opportunity to promote the awe and wonder in our learners. To develop their knowledge on animals from around the world, linking with their learning on the rainforest.	To provide a purpose for writing and to share their knowledge on space with their families.
<b>Cost?</b> <b>Not including</b> <b>travel</b>		£15 estimate	Free	£6.25	£4.50	Free

# Sharing Our Learning



## Home From Home

### Rational

Learning about ourselves is a fundamental part of child development, especially as children start to ask questions about who they are and how they are the same, or different, from others. For children to make sense of the world around them, they first need to have a good understanding of them as individuals. As we are all getting to know each other and spending more time in school, it seems the perfect time to introduce our learning journey, 'Home From Home'.

The children are attending school full-time and are continuing to settle into the new rules and routines. As they are becoming more confident, and forming trusting relationships with their adults and peers, they are beginning to share more about themselves. They bring with them a wealth of different knowledge and experiences and are naturally keen to share these. To harness and build on their prior knowledge, we will start the year by learning all about them, their families, their school, their home, and their celebrations. This will support them in developing a strong sense of what makes them unique. We will be responding to the experiences the children bring to school with them and events that are happening around us. The links between home and school have never been more important and we are excited to build on the skills and interests that the children have.

Children's current knowledge, skills, interests and experiences	Cultural Capital Opportunities	Next steps.. (based on the needs of the children from our ongoing assessments)
<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>*School routines</li> <li>*Awareness of interests</li> <li>*Family roles</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>*Growing independence and organisation skills</li> <li>*Confident to talk to each other and adults</li> </ul> <p><b><u>Interests</u></b></p> <ul style="list-style-type: none"> <li>*Marble runs</li> <li>*Digging</li> <li>*Messy play</li> <li>*Dressing up</li> </ul> <p><b><u>Experiences</u></b></p> <ul style="list-style-type: none"> <li>*All children have successfully attended our part-time sessions and are now in school full time</li> <li>*Children have all experienced lunch time at school</li> <li>*Children have shared their 'All About Me' boxes, drawn pictures of their families and discussed members of their family</li> </ul>	<ul style="list-style-type: none"> <li>*Visits from members of the school and local community who help us</li> <li>*Exploring the school grounds</li> <li>*Cooking</li> <li>*Sharing high quality texts</li> <li>*Dress up day</li> <li>*Visit to the puppet theatre</li> </ul>	<ul style="list-style-type: none"> <li>*Listening and attention skills</li> <li>*Develop independence in the environment</li> <li>*Creating a culture of respect, for each other and resources</li> <li>*Name recognition</li> <li>*Name writing</li> <li>*Recognise phase 2 graphemes and hear initial sounds in words</li> <li>*Orally blend words back together</li> <li>*Blend CVC words</li> <li>*Recognise phase 2 tricky words – the, to, I, no, go, into</li> <li>*Gross motor to develop shoulder, elbow and wrist pivots</li> <li>*Fine motor skills to support with tripod pencil grip</li> <li>*Opportunities to practise 1:1 counting and develop cardinality of numbers</li> </ul>

**Enquiry Question**  
Who am I?

**Sparkly Starter**  
All About Me  
Boxes

**Fab Finish**  
Nativity  
Performance

# How we learn

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\*Play is a powerful motivator and an essential part of the learning process.

\*Combination of child-initiated time (Let's Explore) where the environment is resourced and planned to reflect the children's attainment and interests.

\*Adult directed activities are planned opportunities that develop key skills based on our ongoing assessments. These skills are then planned to be consolidated within the environment.



# Prime Areas

7 areas of learning and development grouped into two categories – prime areas and specific areas. The prime areas are important because they lay the foundations for children's success in all other areas of learning and of life:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

# Specific Areas

The specific areas provide the range of experiences and opportunities for children to broaden their knowledge and skills:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

What are we working towards?



# Reading Early Learning Goal

## Word Reading

Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their **phonic knowledge by sound-blending**. Read **aloud simple sentences** and books that are consistent with their phonic knowledge, including **some common exception words**.

Imagine ~ Believe ~ Achieve

What are we working towards?



# Reading Early Learning Goal

## Comprehension

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.

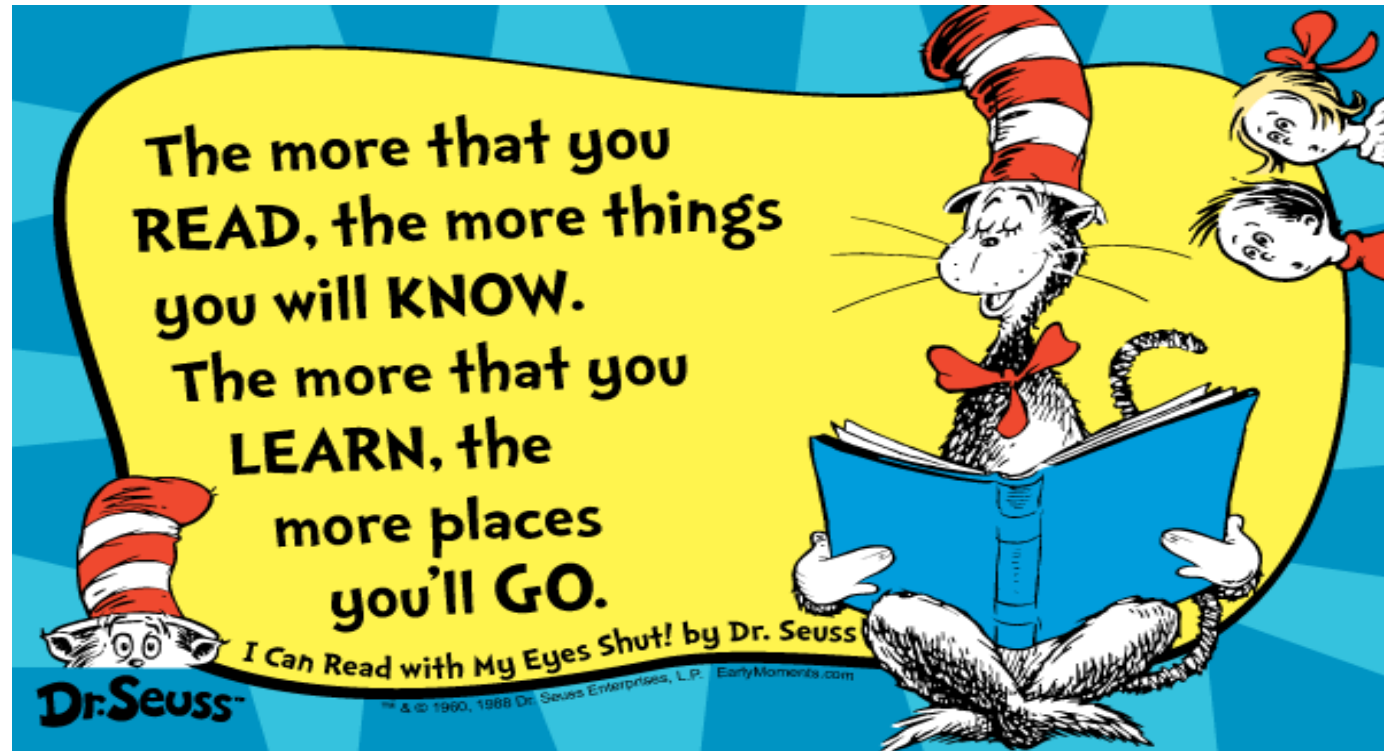
Imagine ~ Believe ~ Achieve



# Learn to Read. Love to Read.

Our books are organised into two distinct categories;

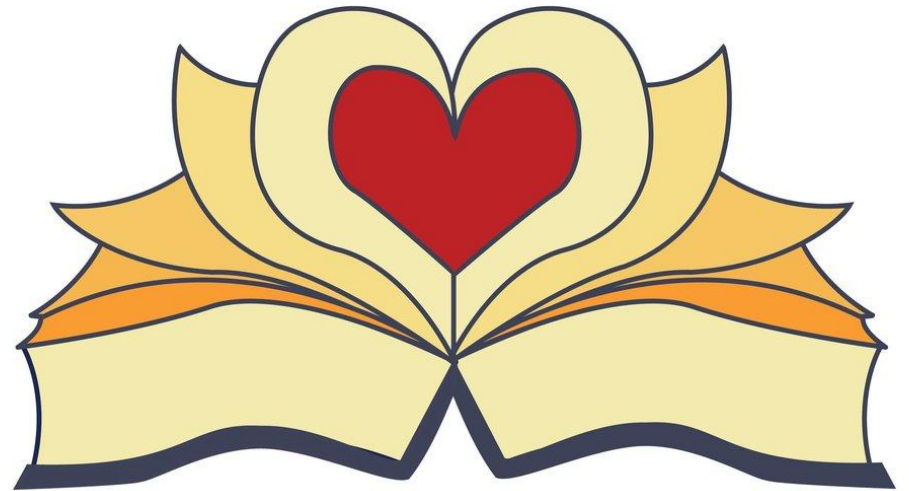
## “Learn to Read. Love to Read”



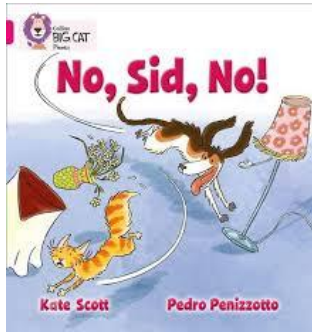
Our "Learn to Read" books match our children's phonic attainment and our "Love to Read" books foster a love of reading.



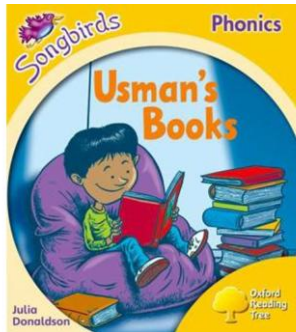
Reading  
IS A  
PASSPORT  
TO  
COUNTLESS  
ADVENTURES



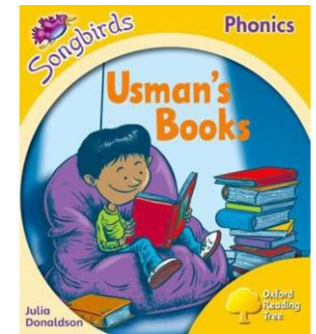
# Learn to Read



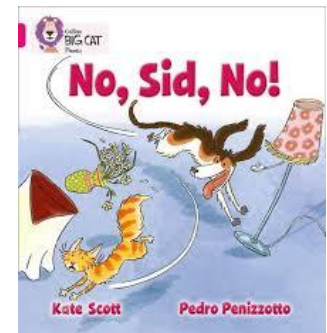
- The books are phonic based allowing children to practise blending – books should be a comfortable read and should only contain sounds the children are secure in



- The books are chosen by the teacher and are changed weekly, based on teacher's ongoing assessment – varying days



Book bags will be checked when children read with a teacher. Any messages need to be passed on verbally.





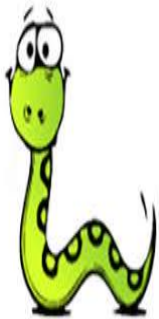
# Love to Read



- All of our “Love to Read” books are in the book corner.
- Books which are intended to inspire and foster a love of reading
- A book to share as a family, to discuss and enjoy together – the children are unlikely to be able to read these independently at this stage.
- The books are categorised and are labelled with coloured love hearts.
- VIPER SKILLS are practised.
- Children can change these books daily and do not match their attainment – more like a library book



Vocabulary  
Infer  
Predict  
Explain  
Retrieve  
Summarise





Fiction



ANIMAL  
STORIES



Fiction



TRADITIONAL  
TALES



Fiction



BIFF AND  
CHIP



Fiction



RHYMING  
STORIES



Non-Fiction



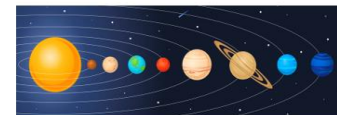
MAGAZINES



Non-Fiction



Non-Fiction books teach, inform and explain real things.





# Vocabulary



Thinking about the words  
in the book...

- ☺ What does the word ..... mean?
- ☺ Which word(s) tell you about the...

*character*

*setting*

*feeling*

\*Find the word in the book that means...

Use the clues in the book...

Who? What? When? Where? How? Why?

- ☺ What do these words/part of the book make you feel?
- ☺ What voice might the character use?
- ☺ What was ..... thinking when .....?
- ☺ How does ..... feel?
  
- \*Who is telling the story?
- \*Why has ..... happened?





## What will happen...

- ☺ From the front cover, what will the book be about?
  - ☺ What is happening now?
  - ☺ What happened before?
  - ☺ What will happen after?
  - ☺ Do you think ..... will happen?  
Yes? No? Maybe?
- \*Explain your answer using what you read, heard and saw in the story.

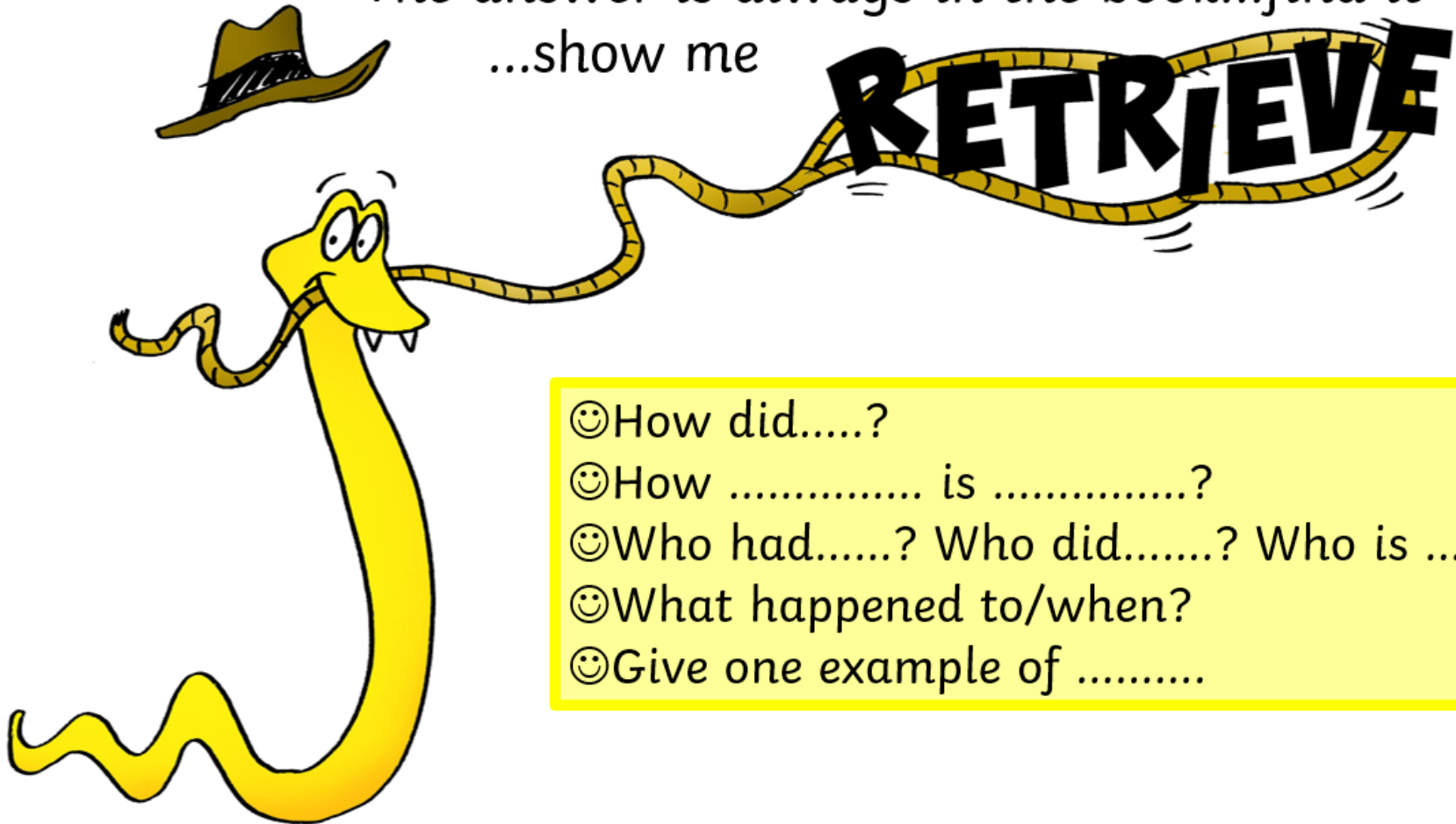
Explain



Think about the book...

- ☺ What changes from the beginning to the end of the book?
  - ☺ Does this book remind you of anything you have read or heard before?
- \*Why have the words in the book been arranged like this?

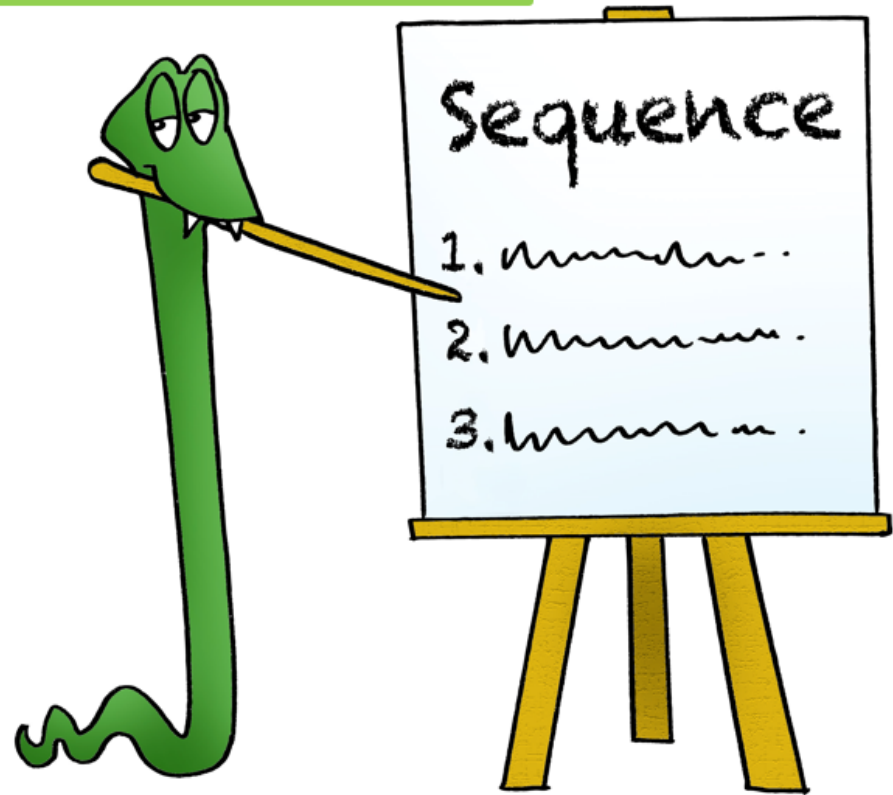
The answer is always in the book...find it  
...show me



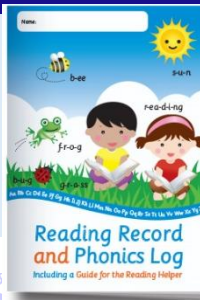
- ☺How did.....?
- ☺How ..... is .....
- ☺Who had.....? Who did.....? Who is .....
- ☺What happened to/when?
- ☺Give one example of .....

## What happened in the book? (in order)

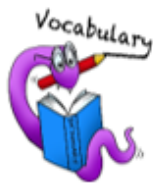
- ☺ What was the first thing that happened in the book?
  - ☺ What happened after .....
  - ☺ Can you put the parts of the book in order?
- \*Can you tell me in a sentence:  
the opening/middle/end?



# Reading Comment Examples



VIPERS questions you could ask your child whilst reading their Learn to Read and Love to Read books...



- \*What does the word ..... mean?
- \*Which word(s) tell you about the...  
*character setting feeling*
- \*Find the word in the book that means.....
- \*Can you think of a word that means the same as \_\_\_?



- \*How do these words/parts of the book make you feel?
- \*How does ..... feel?
- \*Why has ..... happened?
- \*What was ..... thinking when .....?
- \*Why did the author choose a specific word/phrase?
- \*Can you explain why....?



- \*From the front cover, what will the book be about?
- \*What will happen next?
- \*Do you think ..... will happen? Yes? No? Maybe?
- \*How might the story end?
- \*Can you explain your answer using what you read, heard and saw in the story?



- \*What changes from the beginning to the end of the book?
- \*Does this book remind you of anything you have read or heard before?
- \*Why have the words in the book been arranged like this?



- \*How did \_\_\_?
- \*Who had.....? Who did.....? Who is .....
- \*What happened to/when?
- \*What was the problem? How did it get solved?
- \*Give one example of .....



- \*What was the first thing that happened in the book?
- \*What happened after \_\_\_?
- \*Can you put the parts of the book in order?
- \*Can you draw a story map of the book?

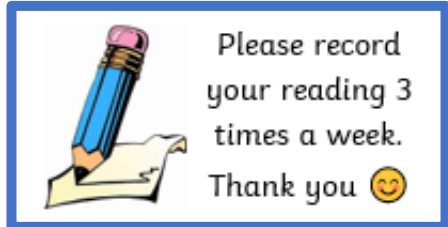
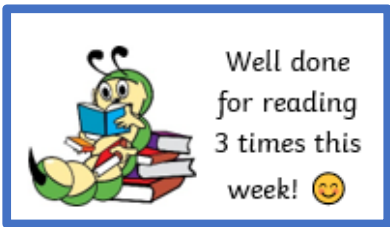


*lly was able to sound out the word 'sh-i-p' in this book. She spotted the digraph 'sh' and told me it had 3 phonemes in it.*

**Please write comments about your child's reading – 3 comments a week. You will get a reminder sticker, if we cannot see the children have read 3 times.**

*Michael predicted that the wolf was going to hurt the boy because he said 'Wolves are normally bad in stories like the 'The Three Little Pigs'. They hurt people.'*

*Julia tried really hard with this book. She found it tricky to spot the digraphs within words e.g. sh-or-t. She sounded out each letter individually. She recognised the tricky words, the, to and no.*

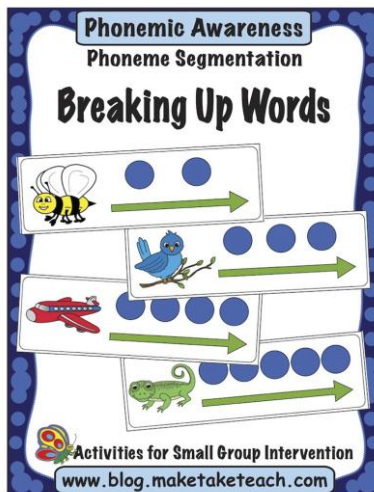


# *What is phonics?*

Skill of segmentation  
and blending



Knowledge of the  
alphabetic code



a b c d e f  
g h i j k l m  
n o p q r s t  
u v w x y z

# What is phonics?

- Phonics is the link between letters and the sounds that they make.
- We teach this through a structured programme which works through six progressive phases (see our website)
- We use the Jolly phonics actions and song to support learning in an engaging and kinaesthetic way
- Each sound has a song and an action to go with it, this makes them easier for the children to remember.
- These songs can be found on Youtube and are a good place to make sure sounds are being pronounced correctly.
- [www.youtube.com/watch?v=lwJx1NSineE](http://www.youtube.com/watch?v=lwJx1NSineE)



Imagine Believe Achieve



# How we teach reading?

## Phonics

### Phase 1

- Discriminating, listening, remembering, exploring, manipulating and talking about:

- 1- environmental sounds
- 2- musical instruments
- 3- body percussion
- 4- rhythm and rhyme
- 5- alliteration
- 6- voice sounds
- 7 - Orally blending and segmenting phonemes

### Rhymers are Readers

When children hear nursery rhymes, they hear the sounds, vowels and consonants make. They learn how to put these sounds together to make words.

They also practice pitch, volume and voice inflection, as well as the rhythm of language.

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## Phase 2

begin to learn the letter names and individual sounds (phonemes) using Jolly Phonics. Learn four phonemes a week.

- |                            |                     |
|----------------------------|---------------------|
| 1. s, a, t, p,             | 7. y, z, zz, qu     |
| 2. i, n, m, d              | 8. ch, sh, th, ng,  |
| 3. g, o, c, k,             | 9. ai, oa, igh, ee, |
| 4. ck, e, u, r             | 10. oo, ar, or, ur  |
| 5. h, b, f/ff,<br>l/ll, ss | 11. ow, oi, ear,    |
| 6. j, v, w, x              | 12. air, ure, er    |

*More information about how we teach phonics will be available at our phonics information meeting – date and time to be confirmed.*

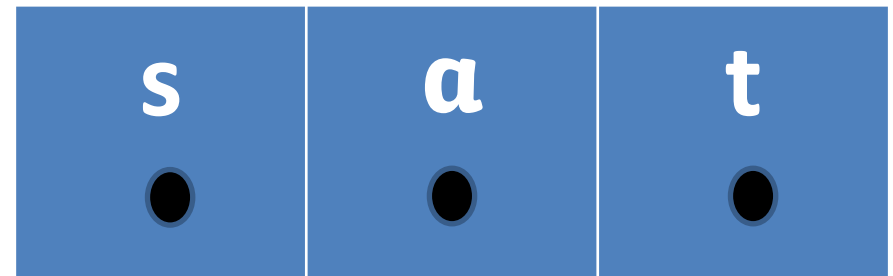
Things you might hear your child saying.

**Phoneme** – the smallest unit of sound in a word.

**Digraph** – two letters that make one sound

**Trigraph** – three letters that make one sound

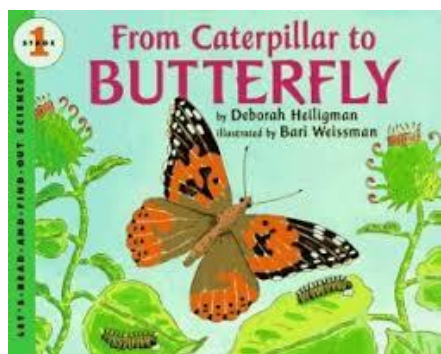
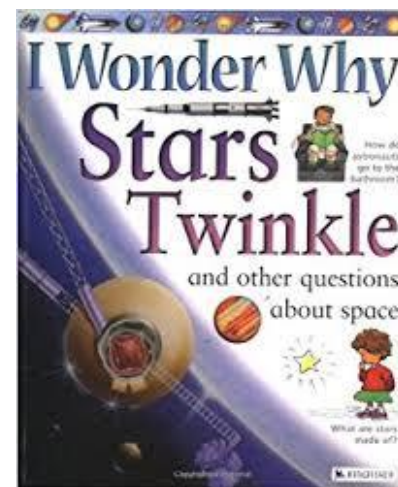
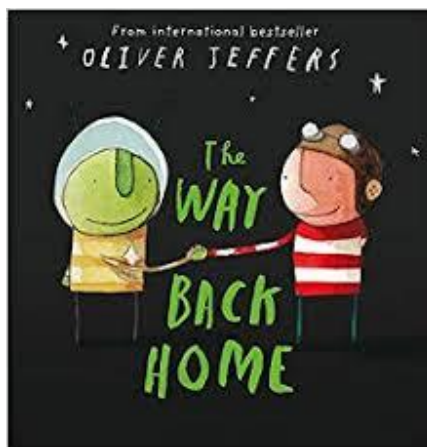
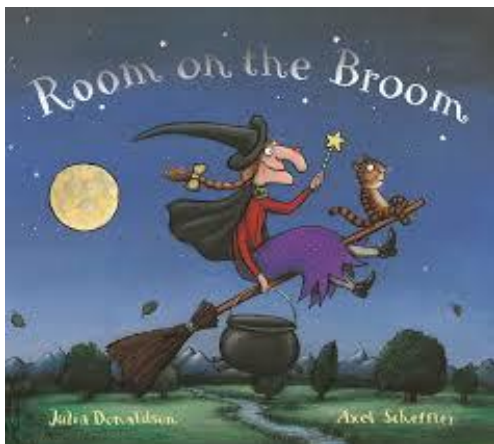
**Sound buttons** – a dot put under each sound in a word.



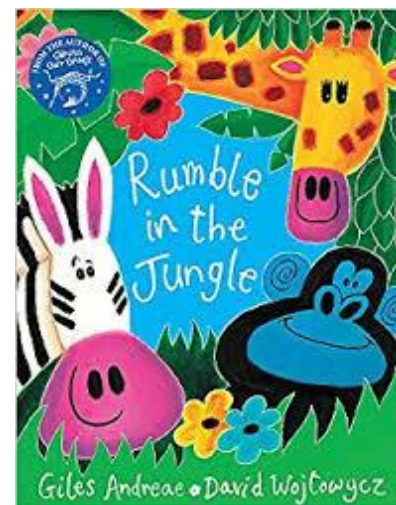
Imagine ~ Believe ~ Achieve

# How we teach reading?

## Themes



*We're Going on a Bear Hunt*  
Michael Rosen Helen Oxenbury

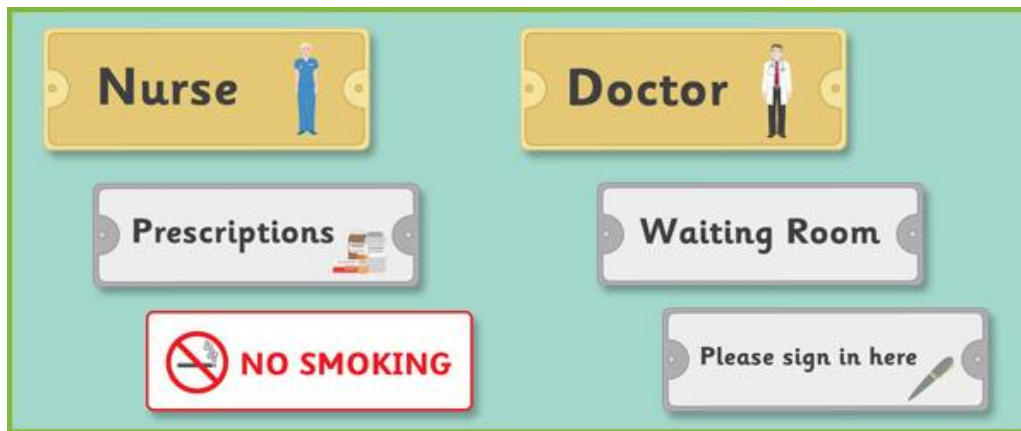


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# How we teach reading?

## Provision

- Not just happening in 'reading times' – children involved in reading and decoding words throughout the day
- Signs around the classroom and outside area, role play, Let's Explore board, computer etc.



Imagine ~ Believe ~ Achieve

# Home Reading

- Learn to Read books changed once a week.
- Children independently choose their own Love to Read book – If your child is bringing the same book home please pop a message in the reading record and we can encourage them to try something new.
- Comment in your child's reading record.
- Spending 5 quality minutes a day reading with your child makes the world of difference.
- Encourage children to look for the sounds they have recently learnt.
- The more sounds they learn the more words they will be able to read.
- Talk, talk, talk.

Imagine ~ Believe

Achieve



# WRITING

- How we learn at school
- How you can support at home

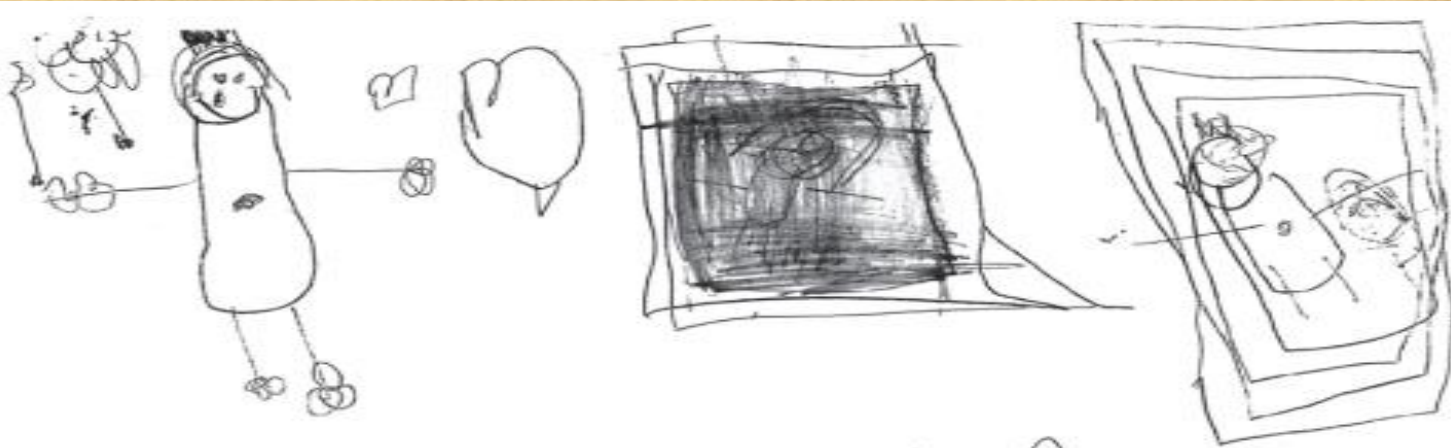
What are we working towards?



# Early Learning Goal

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.

# Example of Expected Writing



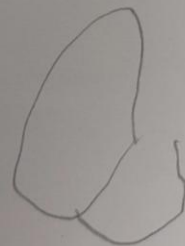
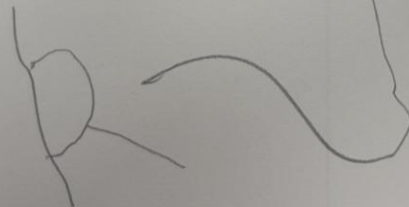
I went to  
London I saw dinosaurs  
bong the  
m  
I went to  
moyselose

From  
this...

AUTUMN

1

I know how to write my name



Right Hand

Left Hand

Both

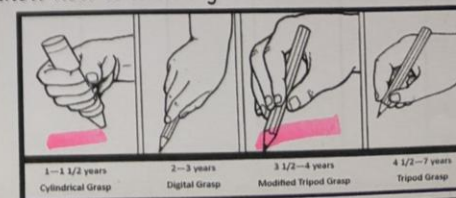
Name Reading Assessment

W/C 16/9/24

- \*I know the beginning letter
- \*I know how to read my name

Name Writing Assessment

- \*I know the beginning letter of my name
- \*I know the order of the letters
- \*I know how to write my name



To  
this...

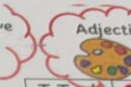
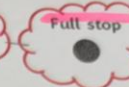
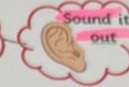
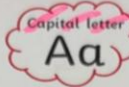
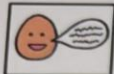
# SUMMER

# 2

WB: 14.07.25

I know how to write a compound sentence.

We do



T	Task	Ind	4	6
1	2	3	4	5



The whale swallowed Stanley

Reggie

You do



but he escaped.



The seagull didn't swallow Stanley



The turtle floated on Stanley and



The turtle couldn't breathe.

The boy helped the turtle and



The boy made Stanley.



How do we get there?

# The Road to Writing

# The Road to Writing

\*Physical development is a core component of the Early Years Foundation Stage Framework

\*A child who is physically well-developed will have a stronger frame (gross motor skills), increased focus and will have the fine motor control necessary for holding a pencil and writing

\*Learners need to be confident and competent physically before they are ready to write.



# Gross Motor What is it?

Gross motor skill development involves the large muscles in the arms, legs and torso. Gross motor activities are important to everyday physical activities like walking, running, throwing, lifting, kicking, etc. Gross motor abilities also form the basis for [fine motor skills](#).

## Early Learning Goal

*Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing*

# Gross Motor Help at Home



Playground  
Activities



Gardening



Carrying heavy  
objects



Vertical working



Animal walks



Sweeping



# Fine Motor What is it?

Small and precise finger and hand movements

## Early Learning Goal

*Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.*

# Fine Motor Help at Home



**Hamma Beads**



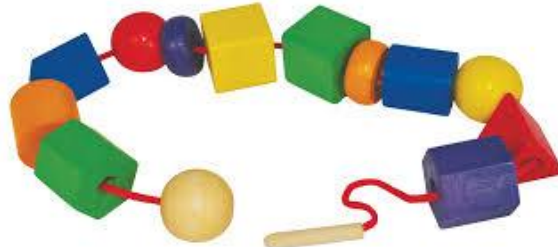
**LEGO**



**Playdoh**



**Tweezers**



**Threading**



**Pinterest**



# The Road to Writing

What can you  
expect to see?

# The Road to Writing

## Scribbling

- Random assortment of marks
- Large, circular, random and resemble drawing
- Beginning to show ideas



Annotate what they mean – child speak

# Letter like symbols

- Letter like forms emerge
- Randomly placed
- Numbers
- Attach meaning
- No spacing is present

u u H u y e u e e

e - u u H W K g i e r  
v a e b

**Beginning Writing**

# Letter Strings

- Legible letters
- Developing awareness of sound to symbol
- CAPITAL LETTERS
- No spacing is present

o i o t i E H  
o n w o b c

*I went swimming.*

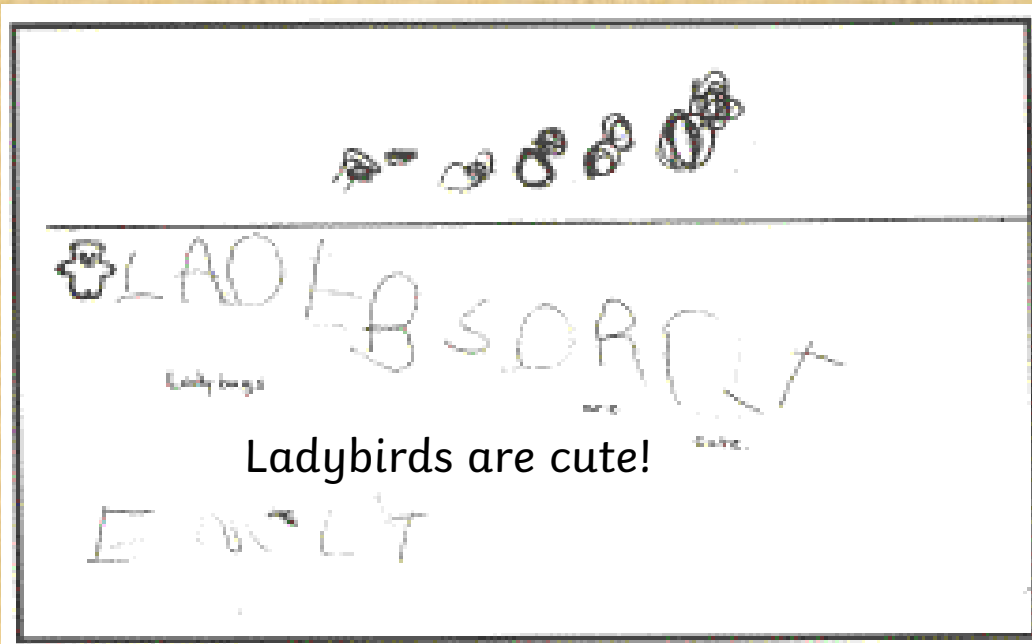
# Initial sounds emerge

- Begin to see differences between sound, letter and word
- Some use of spaces
- Messages make sense and match pictures



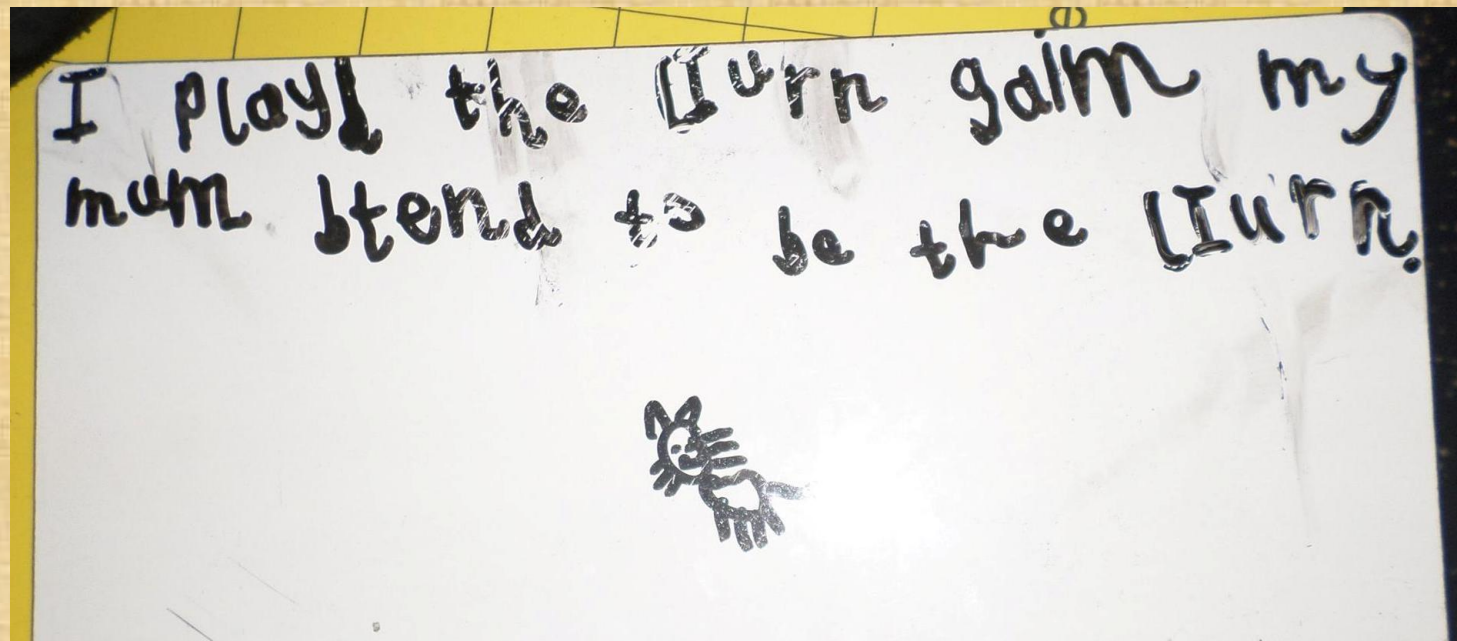
# Consonants represent words

- Begin to leave spaces between words
- OFteN MiX uppER anD lOWer CASe lETters
- Sentences that tell ideas



# Initial, middle and final sounds

- Some phase words spelt correctly
- Names of family members
- Phonologically plausible attempts
- Writing is readable



# Standard Spelling

- Spell most words correctly
- Developing an understanding of root words, compound words and contractions
- Using this knowledge to help spell similar words

First We Pact are Stuf.  
It Was very hot. Next We went  
AIRPort and We were very  
high. It Was bumpy.  
Then I Saw a PUR PUB  
SuddenLY a Snak parst my  
ears because they SLIVER  
UNder Trees.

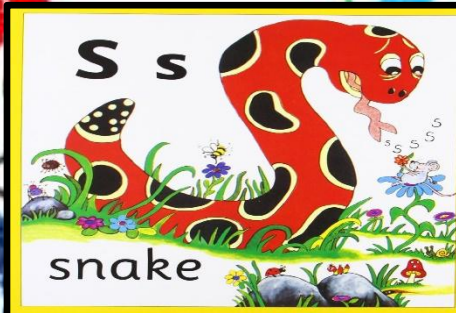
# How we teach writing



Gross motor opportunities through provision – digging, sweeping, washing windows, big mark making, woodwork



Fine motor opportunities through environment – playdough, cooking (chopping, grating, mixing), construction



Phonics sessions 5 times a week & Handwriting



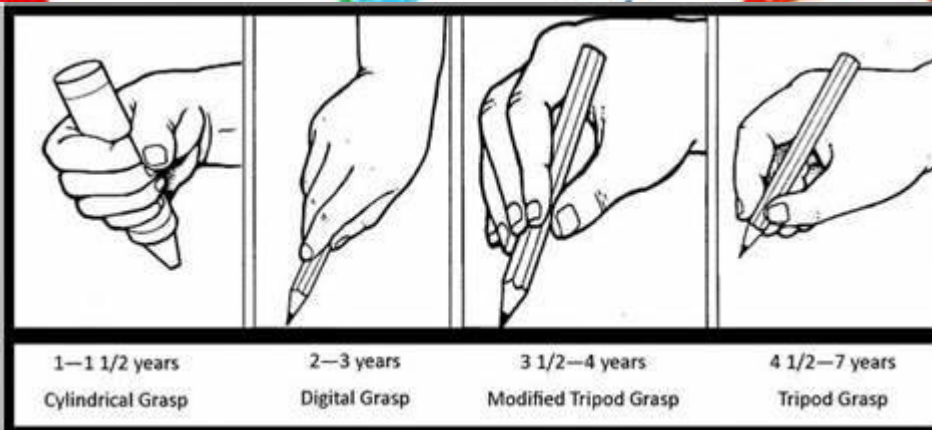
Writer's Workshop & Drawing Club



Enhanced Provision – lists, books, cards, letters, story scribing

# Letter Formation

- Letter formation will be taught within our phonics session and handwriting sessions
- Supporting pencil grip, sitting position
- Fluid style



# Letter Formation



# Help At Home

Talk, talk and talk some more!

Promote a love of literature – model quality language

Develop gross/fine motor skills

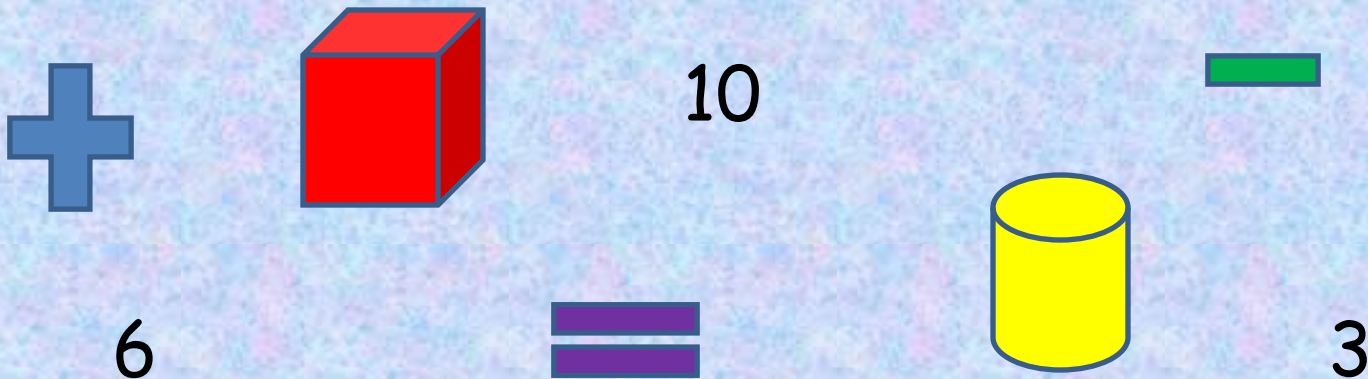
Don't force it – are they ready?

Value every mark! Try to avoid over - correcting

Be imaginative with your child – follow their lead!

Provide opportunities to write – shopping lists, postcards etc.

# Welcome to Foundation Stage Mathematics!


$$6 + 6 = 10 - 3$$

# What are we working towards?



We aim for all our children to achieve the early learning Goal for Number.

Have a deep understanding of number to 10, including the composition of each number;  
Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

# What are we working towards?



We aim for all our children to achieve the early learning Goal for Numerical Patterns.

Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.



## Number Knowledge!

Within the foundation stage we aim to provide an excellent understanding of number and to use this with confidence for counting, calculating and solving problems.

It is important that the children are confident in mentally manipulating and calculating with smaller numbers even though they may be able to count with much larger numbers.

1 2 3 4 5 6 7 8 9 10

# How we teach maths?



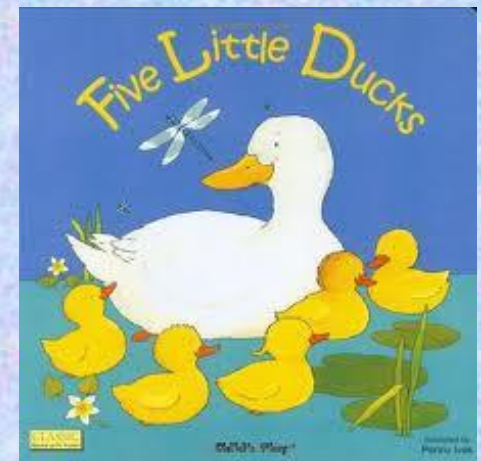
- Daily, whole class Number Fun sessions
- Planned maths activities on provision
- Daily routines – counting how many children are present, days of the week song, how many snacks etc

# Maths is Everywhere!

Children will have experience of maths through many indirect everyday experiences and not just through planned activities and the classroom environment.



- Songs
- Counting out equipment for children at an activity.
  - Role play.
  - Sand/water play
  - Construction
  - Games
- Teacher questioning



## Helping your child at home.

- Reading numbers in the environment
- Play board games.
- Everyday talk and questioning
- Cooking
- Water/bath play
- Shopping
- Number Blocks
- Opportunities for talking about time
- Identifying and describing shape.

## Volunteering to help in school.

- Anyone who volunteers in school needs to complete an application form, providing names for references. (This is part of important Safeguarding procedures).
- All volunteers need to complete a DBS check.
- All volunteers must undertake an induction before helping in schools.
- If you would like to volunteer, please ask the office for an application form.

