



**EYFS Curriculum, phonics
and reading
Parent Workshop**



WHAT THE EYFS FRAMEWORK SAYS

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.



WHAT THE EYFS FRAMEWORK SAYS

There are 7 areas of development.

Communication and Language

Physical Development

Personal Social and Emotional Development

Literacy

Mathematics

Understanding of the World

Expressive Arts and Design



WHAT THE FRAMEWORK SAYS

Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.

We must take account of children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning. In the reception year, there should be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for year 1.



CHARACTERISTICS OF EFFECTIVE TEACHING AND LEARNING

Three characteristics of effective teaching and learning are:

- **playing and exploring** - children investigate and experience things, and 'have a go'
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things



AT GROVE VALE

Half termly topics based around themes and key texts:

Marvellous Me

Ready, Steady, Go

If you go down to the woods today....

Commotion in the Ocean

The Circle of Life

Once upon a time....



AT GROVE VALE

Teacher led/initiated activities – Jolly Jobs

Child led/initiated activities – Learning Lots

Open ended resources

Children interests

In the moment planning, teaching and learning opportunities

Topic themed enhancements



AT GROVE VALE

A typical day:

SODA (start of day activity)

Kinetic Letters (Handwriting)

Phonics

Jolly Jobs (Teacher led)

Quick Maths

Read and Rhyme

Learning Lots (child initiated/led)



ASSESSMENT



WHAT THE FRAMEWORK SAYS

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. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. 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.



WHAT THE FRAMEWORK SAYS

Assessment at the start of the reception year – the Reception Baseline Assessment (RBA)

Assessment at the end of the EYFS – the Early Years Foundation Stage Profile (EYFSP) Each child's level of development must be assessed against the 17 early learning goals

Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). This is the EYFS Profile. Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved at least the expected level for the ELGs in the prime areas of learning and the specific areas of mathematics and literacy.



EARLY LEARNING GOALS (ELGS)

Communication and Language –

Listening, attention and understanding

Speaking

Personal, social and emotional development –

Self regulation

Managing self

Building relationships

Physical development –

Gross motor skills

Fine motor skills



EARLY LEARNING GOALS (ELGS)

Literacy

Comprehension

Word reading

Writing

Mathematics

Number

Numerical patterns

Understanding the World

Past and present

People, cultures and communities

The natural world

Expressive Arts and Design

Creating with materials

Being imaginative and expressive



Further information can be found on the DfE website (Statutory Framework for the early years foundation stage) and on Tapestry.



**ANY QUESTIONS ABOUT THE
EYFS CURRICULUM?**



Phonics and Reading



PHONICS

At Grove Vale we teach phonics as the primary approach to learning to read and write.

We use the DfE accredited Phonics Bug scheme.

The teaching is broken into different phases and in reception we focus closely on phases 2-4.

Phase 2: involves the teaching of 19 initial sounds and will involve children being able to read some VC words eg as, on, it and CVC words such as cat, dog, bin, as well as the tricky words I, no, go, to , the



PHONICS

Phase 3 involves the teaching of the next 25 sounds, mostly comprising of 2 letters eg sh, ch

Phase 4 involves consolidating children's knowledge of graphemes (the sound written down), revising what they already know



PHONICS

All children in reception have a daily 20 minute phonics session

Children are taught to:

Recognise the sounds that each individual letter makes eg s a p

Identify the sounds that different combinations of letters make eg
sh ch qu

Blend these sounds together from left to right to make a word eg
s a t = sat

Children can use these skills to decode new words they see or
hear.



WAYS FOR YOU TO HELP

- We will send home the sounds they have learnt to read and write so that they can practice at home.
- They will also be sent home some common words to practice.
- Your child will also be sent tricky words that can't be sounded out to learn by sight.



WAYS FOR YOU TO HELP

It is important that you use the letter sounds with the children rather than the names.

We teach pure sounds to help children to decode. This may be different to how you were taught!

<https://www.phonicbooks.co.uk/2011/03/13/how-to-say-the-sounds-of-letters-in-synthetic-phonics/>

We teach children the correct letter formation for each sound learnt.

As soon as children know some sounds we teach them to read and write words.



IDEAS TO HELP YOUR CHILD TO LEARN THE SOUNDS AND TO READ THE WORDS

Using the computer

Ict games and Phonics Play are 2 websites we use in school that have lots of games

<http://www.ictgames.com/soundBingo.html> (sound bingo)

<http://ictgames.com/highFreq/index.html> (high frequency word bingo – there is a choice of using no tricky and tricky words)

http://www.ictgames.com/blendingBingo_LS.html (letters and sounds bingo)

<https://www.phonicsplay.co.uk/Phase2Menu.htm> - Buried treasure, Picnic on Pluto, Pick a picture



- * Match the sound and the word. Can you find another word with this sound? Play as a memory game. Spread out the sounds and words – can you find the matching pairs?
- * Play Snap with letter sounds
- * Find objects around the house that start with the sound your child is learning. Play I Spy.
- * Look for letters in the environment. What sounds can children recognise when are they out?
- * Use magnetic letters on the fridge. How many words can you make?



READING IN SCHOOL

Daily stories

Looking for 'clues' in pictures

Fact files and non fiction books

Rhyming activities

Guided reading

Individual reading



READING AT HOME

Share stories

Encourage children to join in

Learn rhymes

Use books for information – about hobbies, facts about things they are interested in, recipes, craft ideas

Imagine and make up stories

Join the library

Reread stories. Children like to rehear the same stories.

BOOKS DEEPEN THINKING AND DEVELOP STORY LANGUAGE



READING FOR UNDERSTANDING

Talking about pictures and stories – looking for ‘clues’ What is happening? What do you think will happen next?

Who is the main character?

What do they look like? (beautiful, furry, black hair...)

What do they seem like? (nasty, kind, brave...)

What does that tell us about?

Where could we find out...?

Talk about the vocabulary and use it at different times



PRINT IN THE ENVIRONMENT

Look at print in shops, on the street, on food packets and on journeys

Go on a print hunt

Talk about words, letters and numbers you see

I spy in the supermarket – can you find...

Learn print has meaning

Look at letters and words all around us

Recognise and read whole words – stop, no...



READING AND LIBRARY BOOK

Your child will be issued with a school reading book next week and are already choosing their own EYFS library book to bring home to you each week.

They will have a reading diary that we would like you to use to show the reading they do at home.

Books will be in their school book bag and need to come into school every day. We will send them home every night.

These will be changed once a week.

Please supplement your child's reading/sharing of books and stories by using any books you have at home or using the local libraries.

Your child will also be provided with a Bug Club login – this is the online platform to support our phonics scheme and contains electronic copies of books and games to support each phase.



BY THE END OF RECEPTION

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.



BY THE END OF RECEPTION

Word Reading

Children at the expected level of development will:

- 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.



ABOUT READING AND PHONICS?