

EYFS Information Meeting



Our Aims...

At Springdale First School we are committed to working together as a team, with our children at the heart of everything that we do. Each child will be given every opportunity to flourish, succeed and shine and no child should ever be disadvantaged or miss out on opportunities. We believe that children need to believe in themselves as strong capable learners, we view barriers as solutions to find, and we value positive enabling partnerships with parents. These aims are embedded in our Vision Statement:

Imagine with all your mind
Believe with all your heart
Achieve with all your might

Our Learning Values.....

P R I D E

Perseverance and Persistence

Reflective and Resourceful

Inquisitive and Independent

Drive and Determination

Enthusiasm and Excellence

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

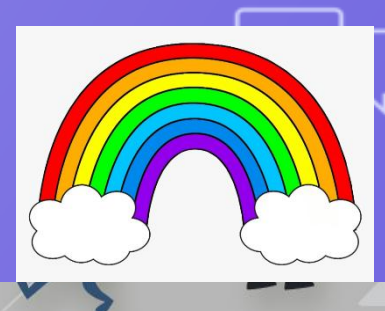
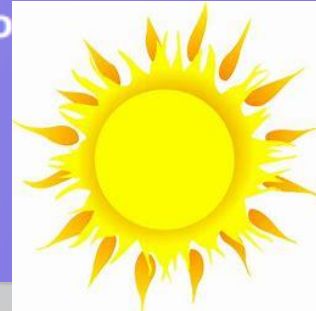
Moved within the class for regulation

Step 4

Support from another adult

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

Co



Safeguarding

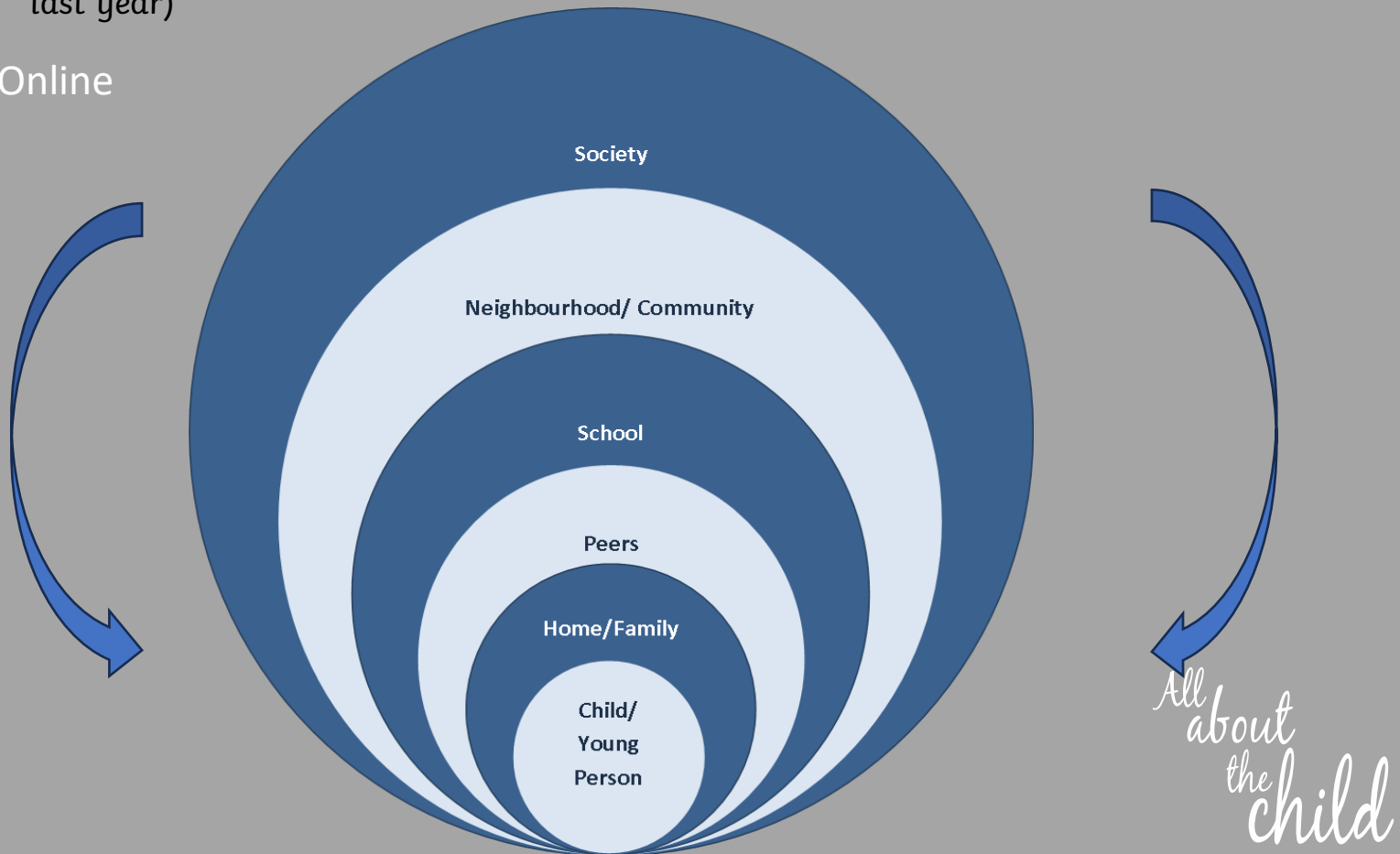
- Everyone's responsibility to keep children safe in school. Springdale view this as our most important job.
- Children receive specific lessons on how to keep themselves and others safe – this is taught through our PHSE lessons.
- Children know to go to a trusted adult if they are worried about anything.
- The next few slides highlight some key areas for you to be aware of in Safeguarding.



CONTEXTUAL SAFEGUARDING

- Contextual Safeguarding recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.
- We need to help and support to meet the needs of children "as soon as problems emerge"... "whether that is within or outside the home, including online" (New guidance last year)

Online



ONLINE BULLYING, EXPLOITATION AND GROOMING

- Technology can be useful, educational and fun but also leaves children vulnerable and exposed.

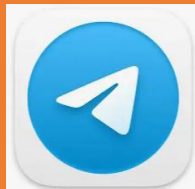
- Children may be seeing or sending inappropriate images and messages without really understanding their meaning.

- Bullying is repeated behaviour, aimed at scaring, angering or shaming those who are targeted. It can involve spreading lies about or posting embarrassing photos or videos of someone on social media.

- It can be impersonating someone and sending mean messages to others on their behalf or through fake accounts.

- Face-to-face bullying and cyberbullying can often happen alongside each other. But cyberbullying leaves a digital footprint – a record that can prove useful and provide evidence to help stop the abuse.

- Do you recognise these App symbols? What other apps have you heard of that may present risk of harm?



All
about
the
child

REMEMBER: ABUSE HAPPENS ONLINE TOO THROUGH....

AI

Social Media

Online Chatrooms



Text and
Messaging Apps

Streaming Sites

Online
Gaming/Gambling

about
the
child



KCSIE groups online safety risks into four areas: content, contact, conduct and commerce (sometimes referred to as contract).² These are known as the 4 Cs of online safety.

Content

Content is anything posted online – it might be words or it could be images and video. Children and young people may see **illegal, inappropriate or harmful content** when online. This includes things like pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.

Contact

Contact is about the risk of harm young people may face when interacting with other users online. This includes things like peer-to-peer pressure or seeing inappropriate commercial advertising. Sometimes adults pose as children or young adults with the intention of **grooming** or exploiting a child or young person for sexual, criminal, financial or other purposes.

Conduct

Conduct means the way people behave online. Some online behaviour can increase the likelihood, or even cause, harm – for example, **online bullying**. Conduct also includes things like **sharing or receiving nudes and semi-nude images** and viewing or sending pornography.

Commerce

Commerce is about the risk from things like online gambling, inappropriate advertising, phishing or financial scams. Children and young people may be exposed to these risks directly. Schools should also consider how the risk from commerce applies to staff.

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
- 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
 - quick goodbye, walking out of school
- Clubs after Christmas



Tapestry

- Online Learning Journal
- Accounts set up – return any outstanding forms
- 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. Not regular or frequent observations.





Student

Education

Education

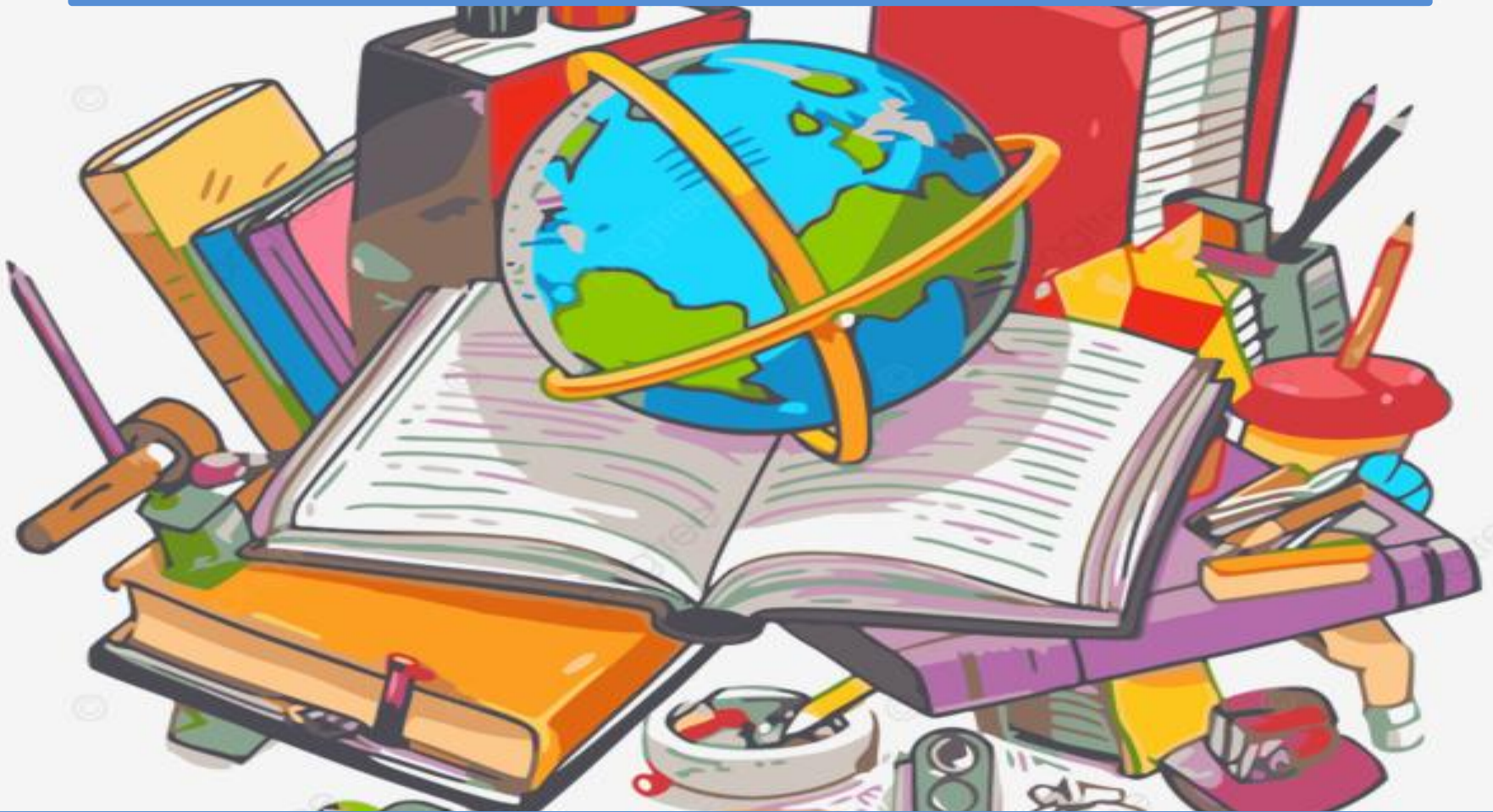
Education

It Takes Three

Parents

Teacher

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

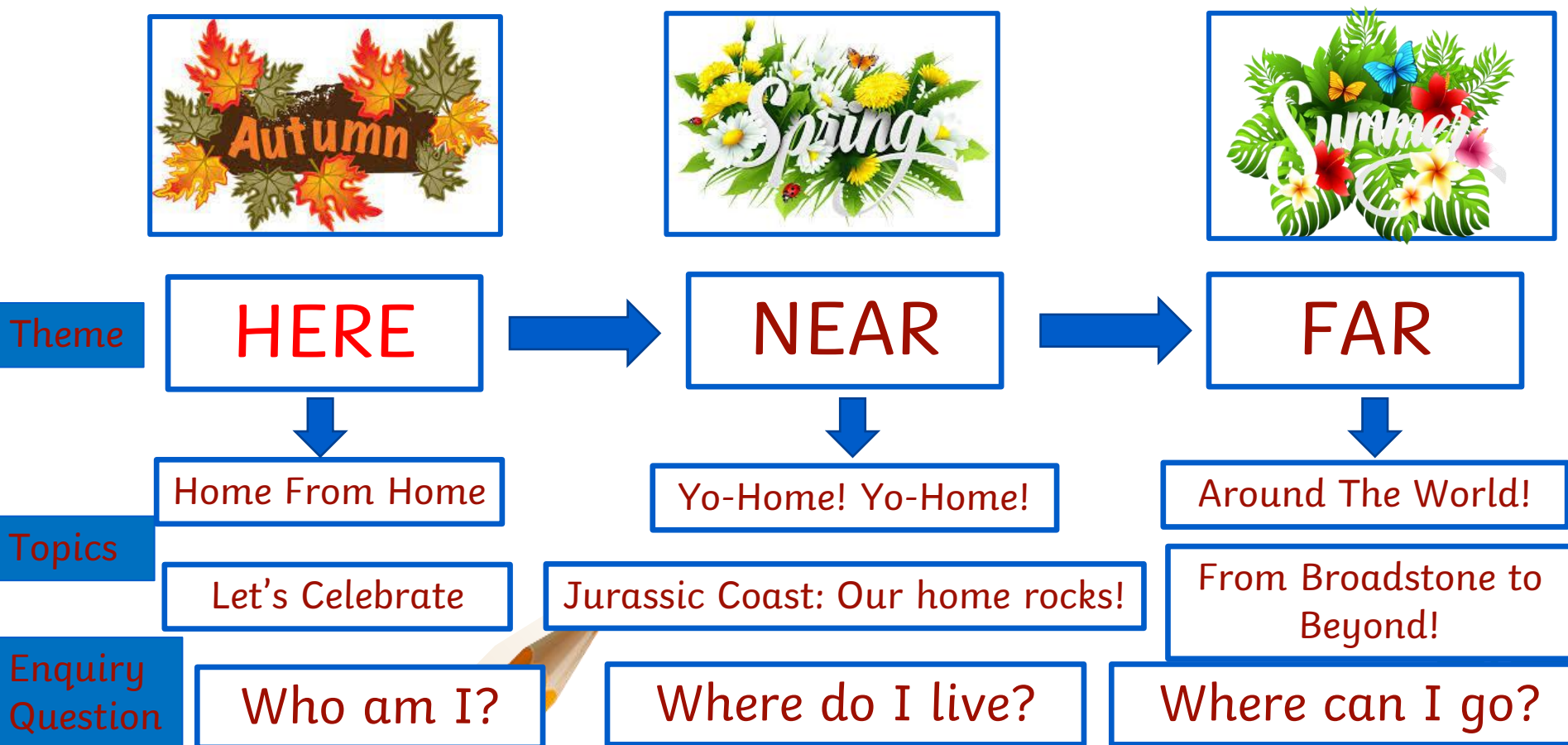
Published: 8 December 2023

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**

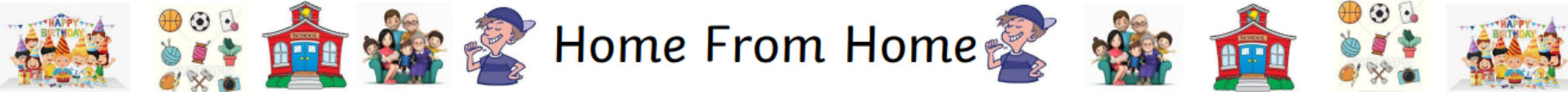
	HERE		NEAR		FAR	
Learning Journeys	Autumn 1 Home From Home	Autumn 2 Let's Celebrate	Spring 1 Yo-Home! Yo-Home!	Spring 2 Our Home Rocks!	Summer 1 Around the World	Summer 2 From Broadstone to Beyond
Enquiry Question	Who am I?		Where do I live?		Where can I go?	
Events/foci in addition to children's initial 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
A Springdale Child will:	*Be confident to approach adults and peers to share their wants and needs *Listen to the ideas and wants of others and respond appropriately *Use their words to say how they are feeling *Speak in full sentences, which may not always be grammatically correct *Be confident to share ideas in a small group *Listen with increasing attention to stories, anticipating repeated refrains and answering simple retrieval questions		*Be able to listen for an extended period during whole class inputs *Recall key knowledge shared by an adult *Speak in full sentences which are increasingly grammatically correct *Accurately speaking in complex sentences *Listen to stories, answering questions, making simple inferences and explaining why things happen *Use language to solve problems and conflict *Be confident to share ideas to a larger group		*Effectively communicate their wants, feelings and needs to their peers, familiar adults and wider school community. *Adapt their level of formality depending on their audience *Elaborating on their ideas using ambitious language and taught vocabulary *Use connectives to justify and explain their ideas *Apply taught vocabulary within daily discourse	

	*Follow 1 step instructions *Begin to use new vocabulary *Address adults and peers by their names		*Follow 2 step instructions *Use taught vocabulary in new contexts *Ask questions to find out more		*Maintain concentration when engaged in another activity *Following a series of instructions and asking for clarification when unsure	
Key Vocabulary	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	
Communication and Language <i>*links to Development Matters and Early Learning Goals*</i>	We want children to know... *Many rhymes, songs, poems and be able to talk about books *How to listen carefully and know why listening is important *How to say a sentence of 4 – 6 words *How to join sentences using connectives like 'and' and 'because' *New topic vocabulary We want children to know how to... *Engage in story times	We want children to know... *New topic vocabulary. *The meaning of social phrases and use them *The difference between a fiction and non-fiction books. *Many rhymes and be able to talk about books We want children to know how to... *Use new vocabulary in different contexts and throughout the day *Articulate my ideas and thoughts in well-formed sentences.	We want children to know... *Learn new vocabulary *Features of a non-fiction book *The difference between a fiction and non-fiction books. We want children to know how to... *Ask questions to find out more *Follow 2 step instructions *Retell a story, once they have developed a deep familiarity including story	We want children to know... *New vocabulary and use it in context. *Features of a non-fiction book We want children to know how to... *Use new vocabulary in different contexts *Ask questions to find out more *Articulate ideas in well-formed sentences *Connect one idea or action in another using a range of connectives	We want children to know... *Key story language sentence starters eq. once upon a time, unfortunately, fortunately, the end We want children to know how to... *Speak in past, present and future tenses *Retell a story, with a deep familiarity. *Listen to stories attentively in a range of situations *Listen to stories, accurately	We want children to know... *Rhymes, poems and songs We want children to know how to... *Ask questions to clarify understanding *Describe events in some detail. *Listen attentively and respond to what they hear with relevant questions, comments and actions *Offer explanations

Year Group R/1/2/3/4	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Where? Location and company name if applicable.		Poole Lighthouse	Poole Museum	Science Dome - Dinosaur Planetarium	Creature Teacher Monkey World Workshop	Walk to The Post Box
How will you get there?		Coach	At school	At school	At school	Walk
When?		December	January	March	May	July
Why? What is the purpose of the trip. Enrichment (SMSC)/ Curriculum link?		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.
Cost? Not including travel		£15 estimate	Free	£7	£5.50	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)
<u>Knowledge</u> *School routines *Awareness of interests *Family roles <u>Skills</u> *Growing independence and organisation skills *Confident to talk to each other and adults <u>Interests</u> *Marble runs *Digging *Messy play *Dressing up <u>Experiences</u> *All children have successfully attended our part-time sessions and are now in school full time *Children have all experienced lunch time at school *Children have shared their 'All About Me' boxes, drawn pictures of their families and discussed members of their family	*Visits from members of the school and local community who help us *Exploring the school grounds *Cooking *Sharing high quality texts *Dress up day *Visit to the puppet theatre	*Listening and attention skills *Develop independence in the environment *Creating a culture of respect, for each other and resources *Name recognition *Name writing *Recognise phase 2 graphemes and hear initial sounds in words *Orally blend words back together *Blend CVC words *Recognise phase 2 tricky words – the, to, I, no, go, into *Gross motor to develop shoulder, elbow and wrist pivots *Fine motor skills to support with tripod pencil grip *Opportunities to practise 1:1 counting and develop cardinality of numbers

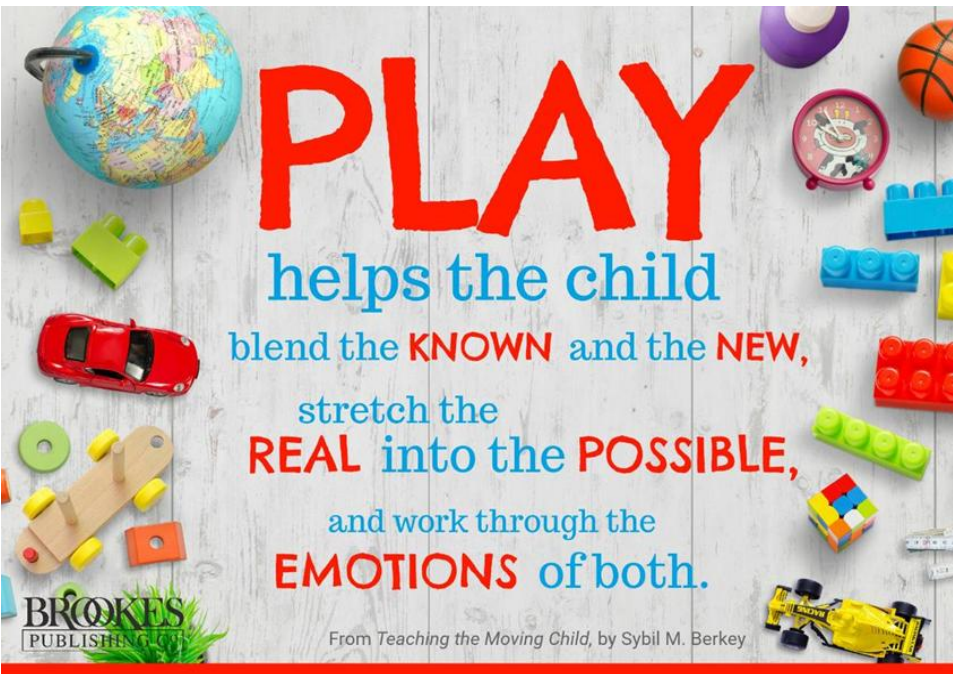
Enquiry Question
Who am I?

Sparkly Starter
All About Me
Boxes

Fab Finish
Nativity
Performance

How we learn

LI



*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

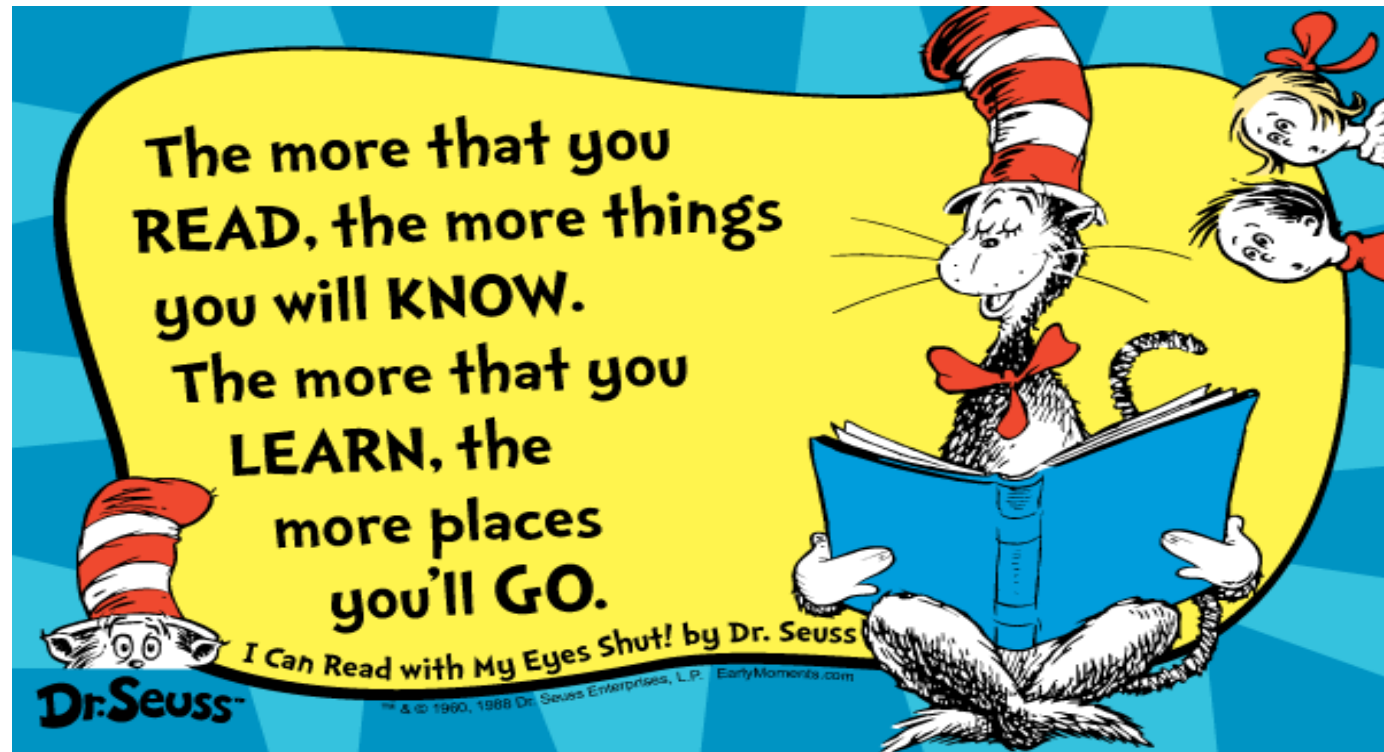
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction,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

Imagine ~ Believe ~ Achieve

Learn to Read. Love to Read.

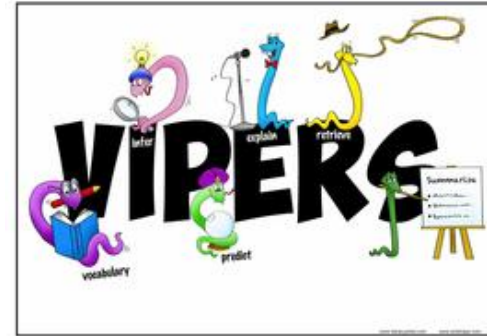
Our books are organised into two distinct categories;

“Learn to Read. Love to Read”



How do we teach reading?

- Learn to Read, Love to Read
- Whole class VIPERS sessions
- Phonics sessions
- Recognition of regular and common irregular words – Rainbow Words
- Individual reading
- Engaging enhanced provision.
- Daily story time and rhyme time.

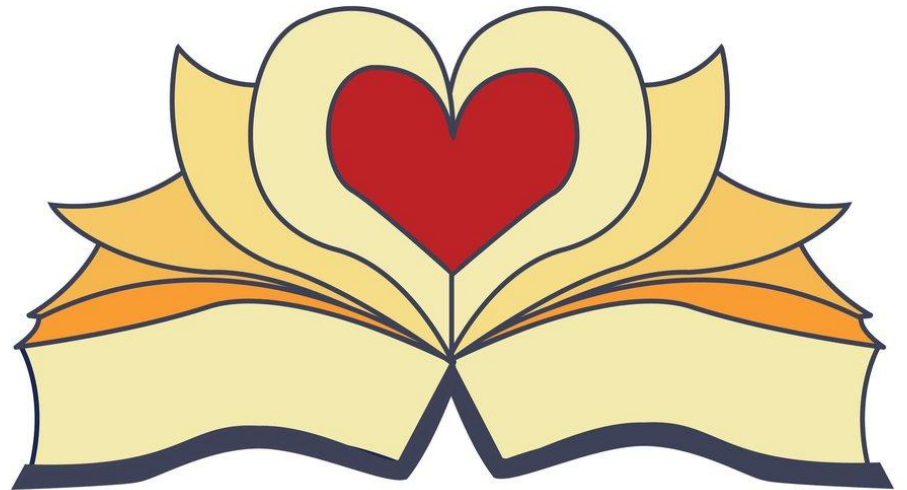


Imagine ■ Believe ■ Achieve

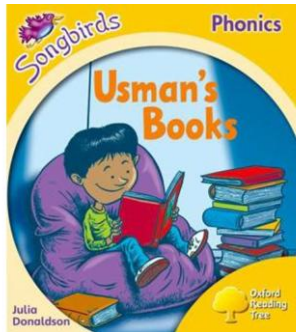
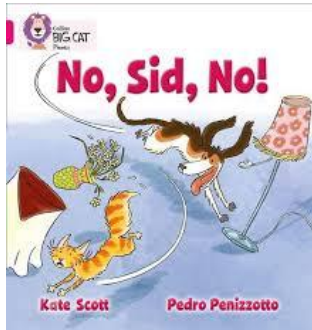
Our "Learn to Read" books match our children's phonic attainment and our "Love to Read" books foster a love of reading.



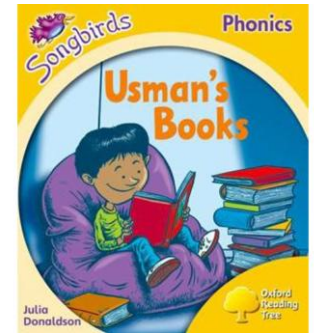
Reading
IS A
PASSPORT
TO
COUNTLESS
adventures



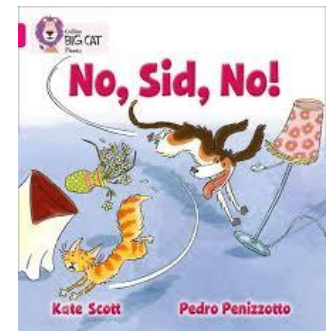
Learn to Read



- 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.





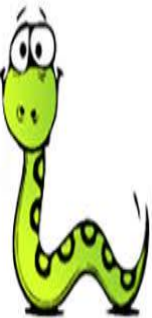
Love to Read



- 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
BIFF AND
CHIP



Non-Fiction



MAGAZINES



Fiction

TRADITIONAL
TALES



Fiction
RHYMING
STORIES



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?



infer



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?

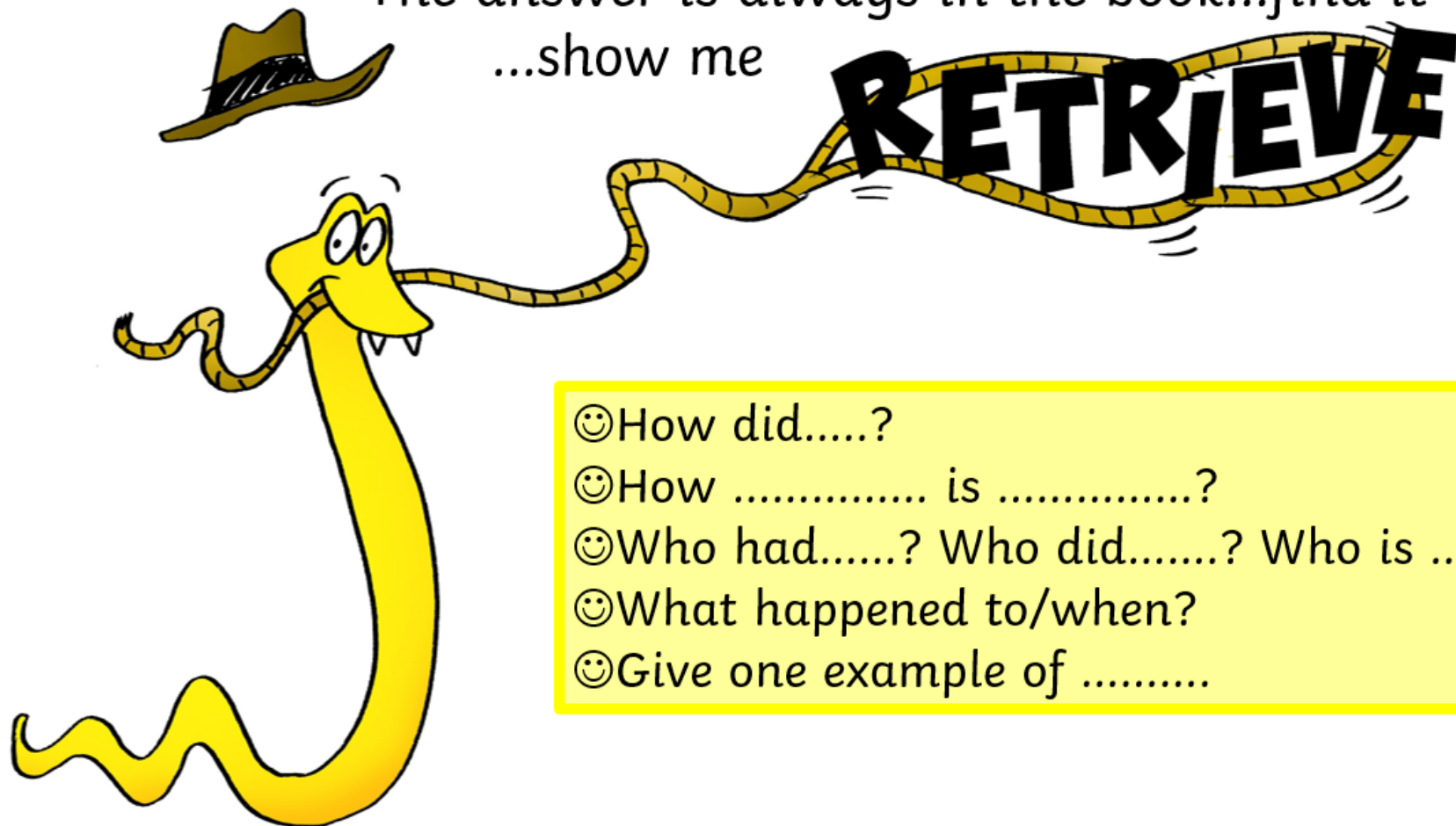
*Explain your answer using what you read, heard and saw in the story.



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

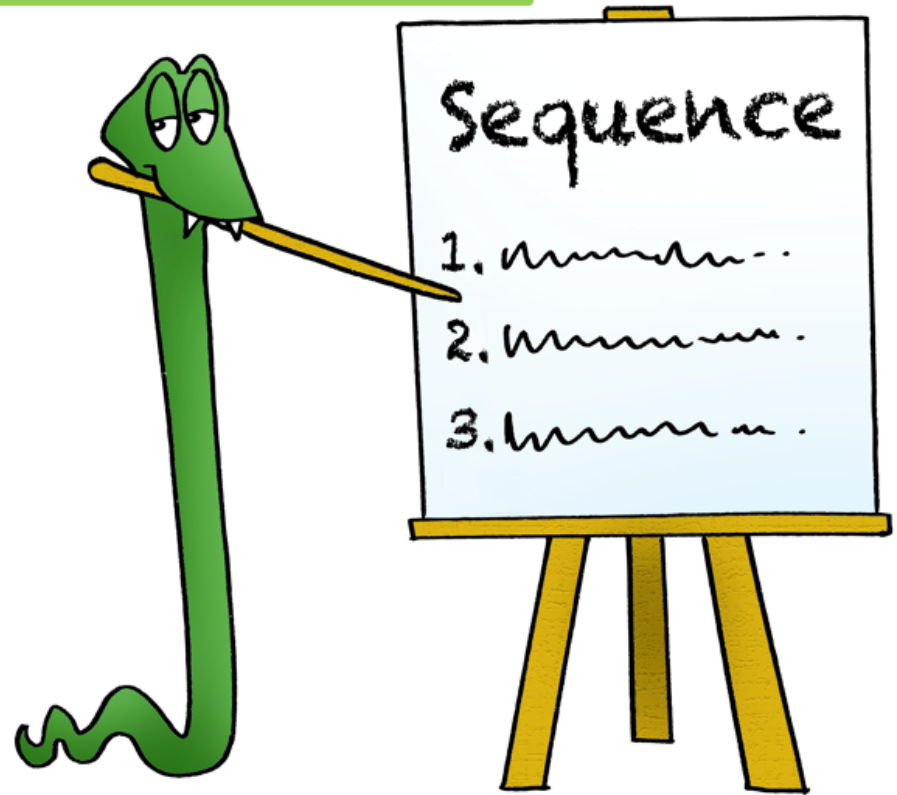


- ☺How did.....?
- ☺How is
- ☺Who had.....? Who did.....? Who is
- ☺What happened to/when?
- ☺Give one example of

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?



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

Vocabulary

- *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?

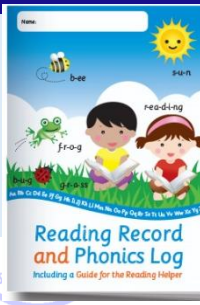
- *What changes from the beginning to the end of the book?
- *Does this book remind you of anything you have read or heard before?
- *Why have the words in the book been arranged like this?

RETRIEVE

- *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?

Reading Comment Examples



~~Tim read well.~~

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.



Well done for reading 3 times this week! 😊



Please record your reading 3 times a week. Thank you 😊

How we teach reading?

Imagine, Believe, Achieve

Springdale First School



Springdale Phonics



A comprehensive handbook to guide staff and stakeholders through the Springdale approach to planning, delivering, and assessing phonics.

Imagine, Believe, Achieve

Springdale First School



Springdale Phonics is a fully comprehensive, synthetic phonics teaching programme designed to be used with children from Reception to Year 2. It is created specifically for our children, using our knowledge of best practice and the most up-to-date phonics guidance. The programme builds and develops the skills and understanding children need to become effective, independent readers and writers.

This document will outline our Intent for the programme, the methods we have chosen to deliver and implement this effectively and the measures by which we assess and maintain a high impact.

1. Our Intent

- 1a. What is Synthetic Phonics?
- 1b. A Systematic Approach
- 1c. A Consistent, Collaborative Effort

2. Our Implementation

- 2a. Structure of a Phonics Lesson
- 2b. Our Approach to Blending and Segmenting
- 2c. Programme Overview
- 2d. Making it Stick
- 2e. Common Exception Words - Tricky Words
- 2f. Learn to Read

3. Measuring the Impact

- 3a. Assessing Springdale Phonics
 - 3b. Springdale Phonics Intervention Programme
 - 3c. Ongoing Training
-

Our Approach



Collins
BIG CAT

Our Phonics Programme is being driven by our Learn to Read Books – the order of sounds taught and tricky words covered matches exactly to the Big Cat Collins Books.

Springdale Phonics

Catch Up Programme

Phase 2 - 5



A guide to supporting staff plan and deliver phonics interventions that allow all children to be successful in their acquisition of phonics.

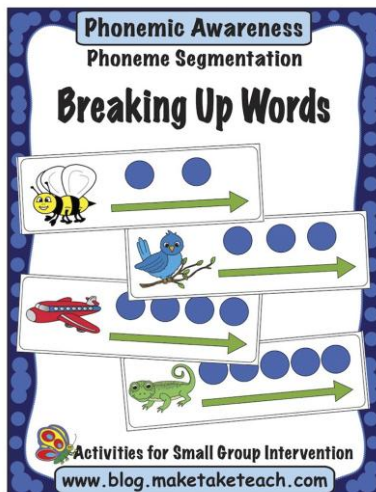
A cohesive policy and Catch-Up Programme has been created to ensure our approach is transparent and consistent. By following one scheme as a whole school, we can establish a progressive, consistent phonics curriculum where children progress and succeed.

What is phonics?

Skill of segmentation
and blending



Knowledge of the
alphabetic code



abcdefghijklmnopqrstuvwxyz

sounds and consequently being able to read.

- General sound discrimination – environmental sounds
- General sound discrimination - instrumental sounds
- General sound discrimination – body percussion
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting



Children who can listen and identify initial, medial and final sounds will be able to successfully blend the sounds to read words.

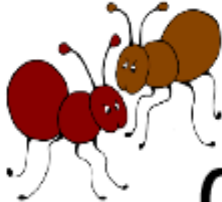
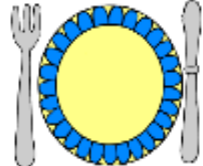
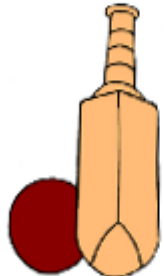
PHASE 2

EYFS children will learn the first 19 letter sounds from Phase 2 in manageable groups. They will move on from oral blending and segmentation to blending and segmenting with letters.

Discrete, daily phonics sessions take place promptly from week 2 of the children starting school in Reception. We aim to have taught all phase 2 content by October half term.

- *Many children will be able to read some vowel-consonant (VC) words (eg. it in is at)
- *Some can read consonant-vowel-consonant (CVC) words (eg cat dog pin).
- *Spell these words either using magnetic letters or by writing the letters on paper or on whiteboards.
- *Begin to read two-syllable words and simple captions.
- *Practise reading words with double consonants and will learn to read some common exception 'tricky' words.

Phase 2 Sound Mat

 s ss	 a	 t	 p	 i	 Tricky Words the I is as of to go no into his has
 n	 m	 d	 g	 o	
 ck k	 e	 u	 r	 h	
 b	 f ff	 l ll			

PHASE 3

Phase 3 teaches another 29 graphemes, most of them comprising two letters (e.g. oa) referred to as digraphs.

At Springdale, we aim to have taught phase 3 by Christmas of Reception. We then revisit this, slowing our pace to support the teaching of blending and segmenting and recall of GPCs.

- *Represent each of about 42 phonemes by a grapheme.
- *Continue to practise CVC blending and segmentation in this phase
- *Apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions.
- *Learn letter names during this phase
- *Learn to read some more tricky words and begin to learn to spell some of these words.
- *Digraphs are joined as a scaffold to support blending.

Phase 3 Sound Mat

 j	 v	 w	 x	 y	 Tricky Words he she we me be was put you they all are my
 z zz	 qu	 ch	 sh	 th	
 <u>th</u>	 ng	 nk	 ai	 ee	
 igh	 oa	 oo	 oo	 ar	
 or	 ur er	 ow	 oi	 ear	
 air	 ure				

PHASE 4

bl br st fr sn dr sl sm
gr pl gl cr cl fl sk nt
pr nd mp nk tr sw sp lp

- *No new graphemes are introduced.
- *Consolidate the children's knowledge of phase 2 and 3
- *Practise reading and writing polysyllabic words (words consisting of 1 or more syllables eg. bedroom).
- *Read a number of new tricky words are introduced within this phase:
- *Learn to read and spell longer words which have adjacent consonants, such as 'trap', 'string' and 'milk'.

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/line put under each phoneme in a word.

sit

tail

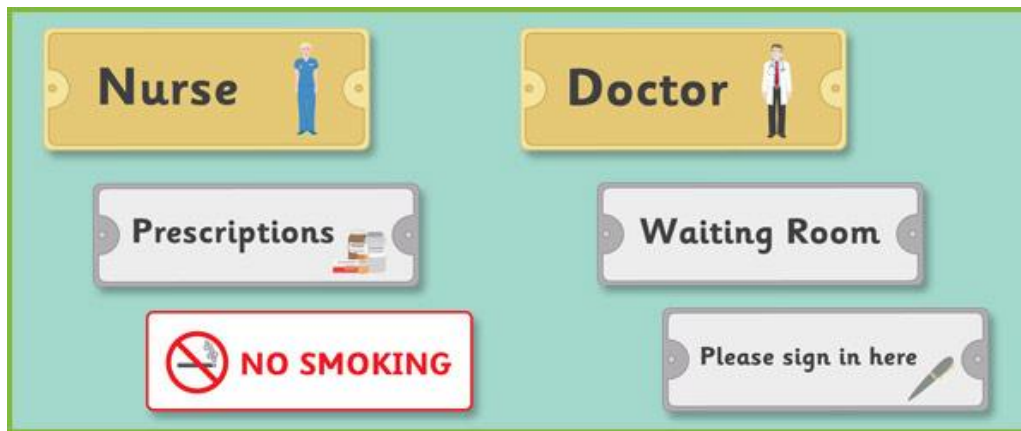
Imagine ~ Believe ~ Achieve



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

1 minute:
a day

each day
180 minutes
in a school year.



5 minutes
a day

each day
900 minutes
in a school year.



20 minutes
a day

3,600 minutes
in a school year.





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



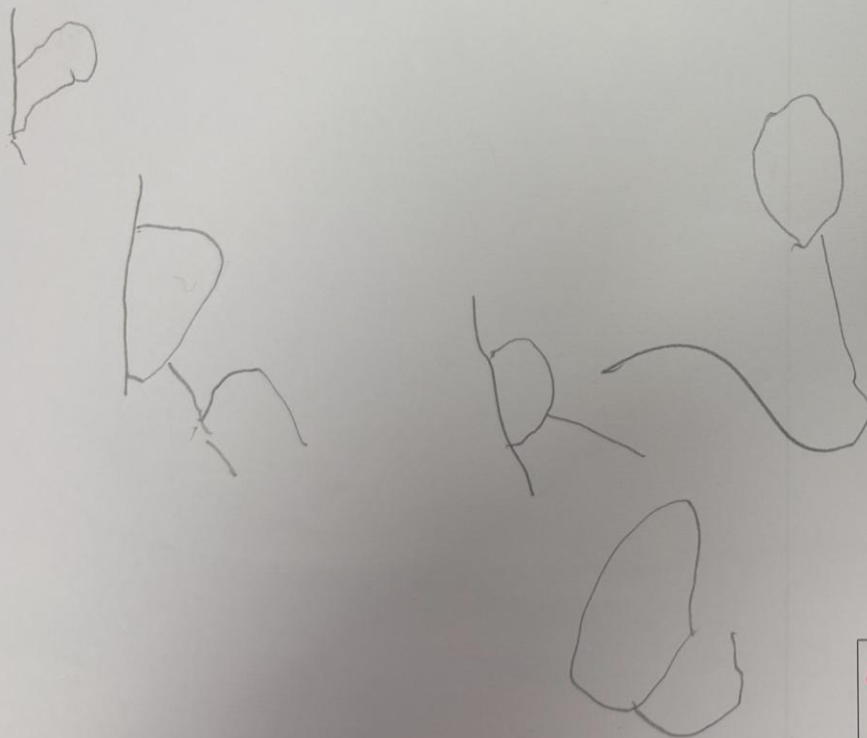
I went to
London I saw
bong I went to
the moose
nn

From
this...

AUTUMN

1

I know how to write my name



Name Reading Assessment

W/C 16/9/24

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

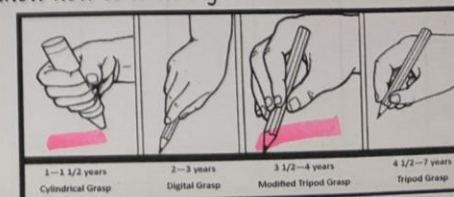
Name Writing Assessment

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

Right Hand

Left Hand

Both



To
this...



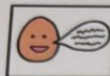
2

WB: 14.07.25

We do



You do



I know how to write a compound sentence.

Capital letter
Aa

Finger space

Sound it
out

Full stop

Connective

Adjective

T Task and
Support Scale
1 2 3 4 5

The whale swallowed Stanley

but he escaped.

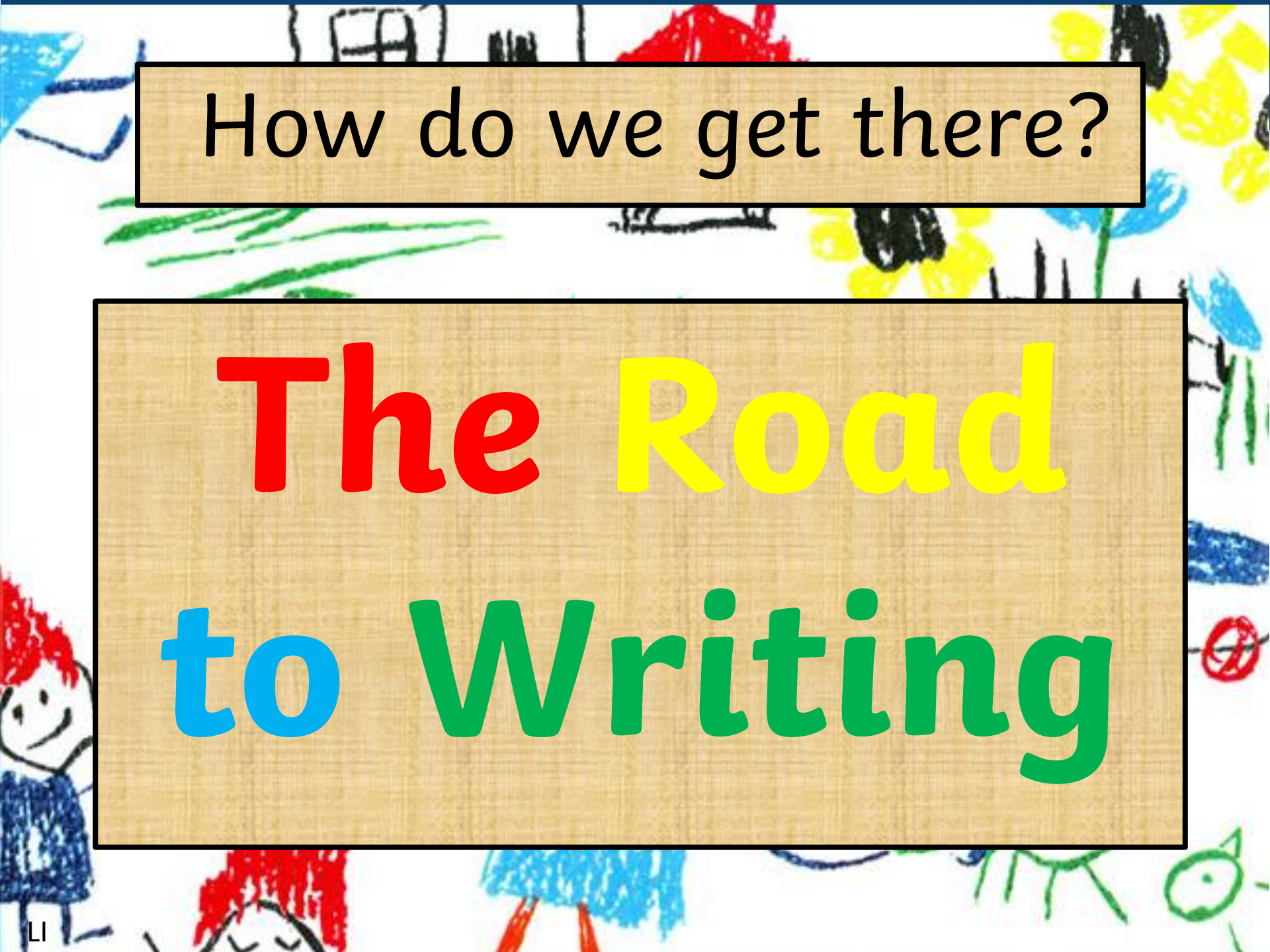
The seagull didn't swallow Stanley

The turtle chocked on Stanley and

The turtle couldn't breathe.

The boy helped the turtle and

The boy made Stanley.

The background of the slide is a collage of children's drawings. It includes a blue sky with a white cloud, a red house, a yellow flower, a green tree, a blue car, and a stick figure with red hair. The drawings are done in a simple, childlike style with thick lines and bright colors.

How do we get there?

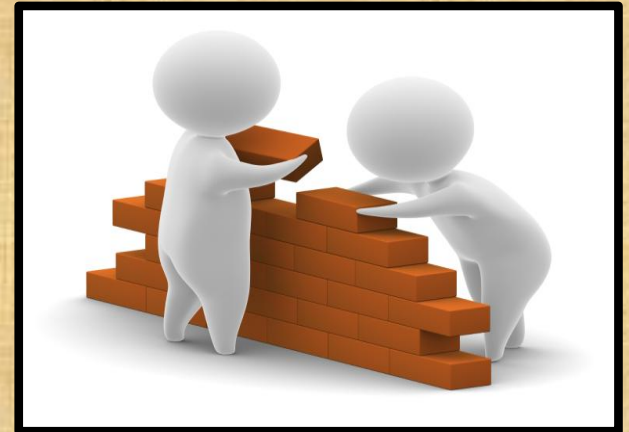
The Road to Writing

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

The background of the slide features several children's drawings. On the left, there are blue and green scribbles. In the center, there are black outlines of what look like houses or buildings. On the right, there are yellow and blue drawings of flowers with green stems and leaves. At the bottom left, there is a drawing of a person's head with red hair and a blue body.

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



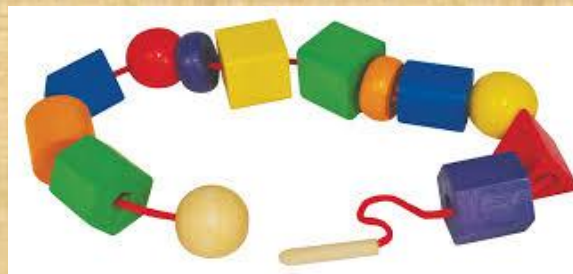
LEGO



Playdoh



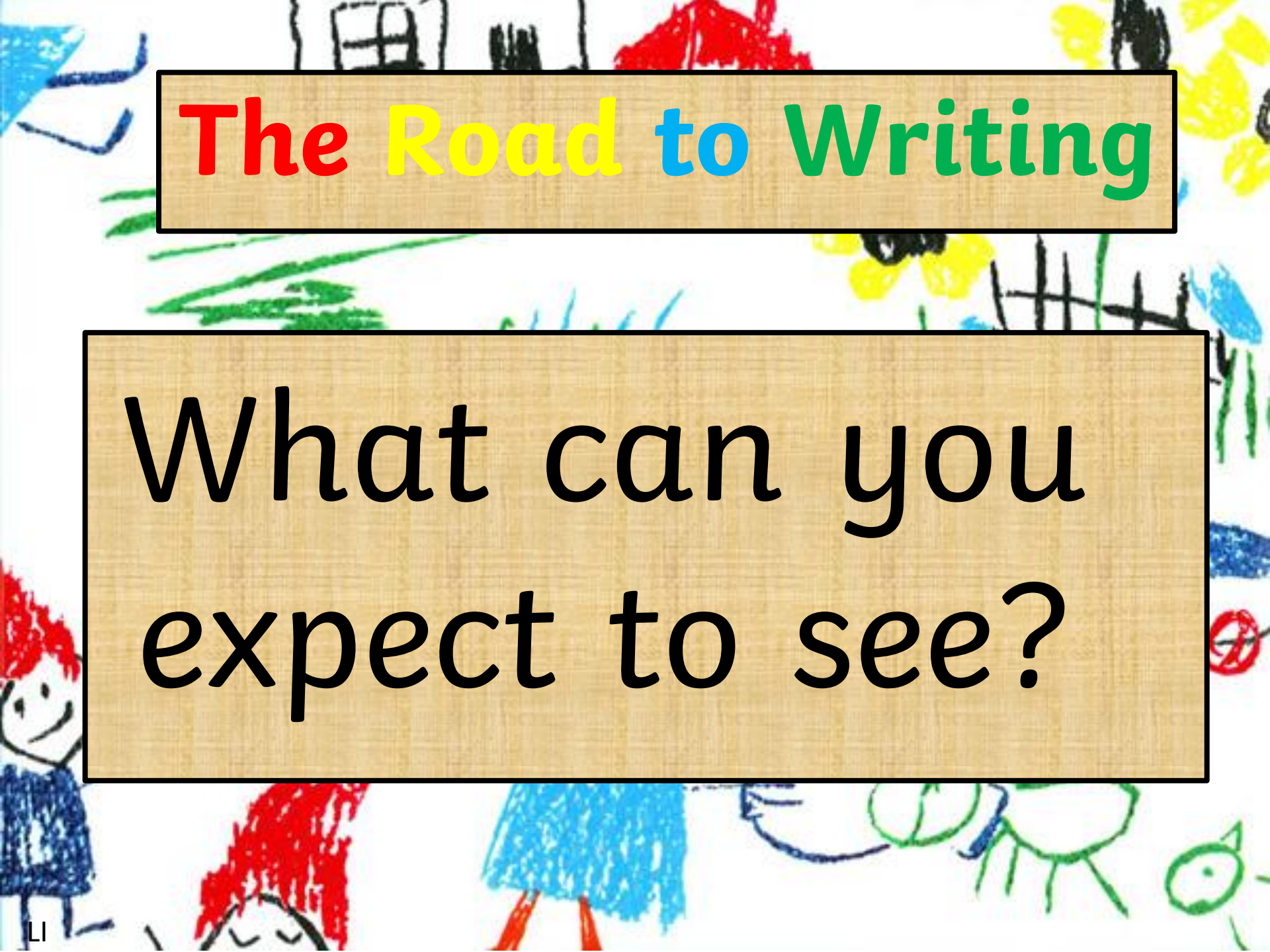
Tweezers



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

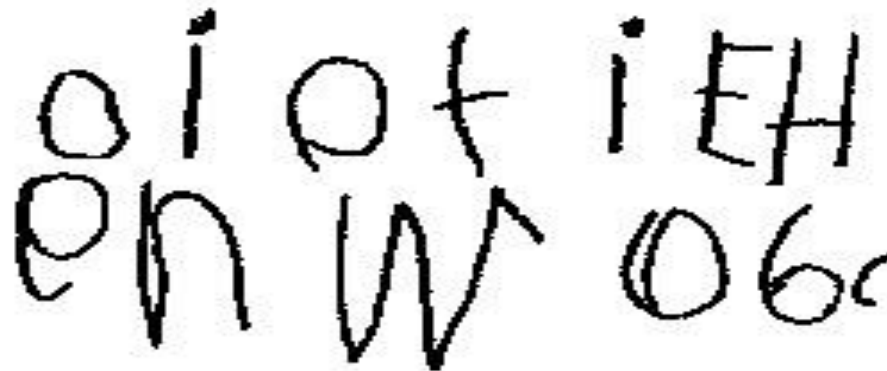
12 ~ H u v e Ue e

e - w d H W K g i v
~~the~~

Beginning Writing

Letter Strings

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



A handwritten example of letter strings for the sentence "I went swimming." The letters are arranged in two rows. The first row contains 'o i o t i E H' and the second row contains 'o n w o b e'. The letters are simple, blocky, and lack proper spacing and capitalization.

I went swimming.

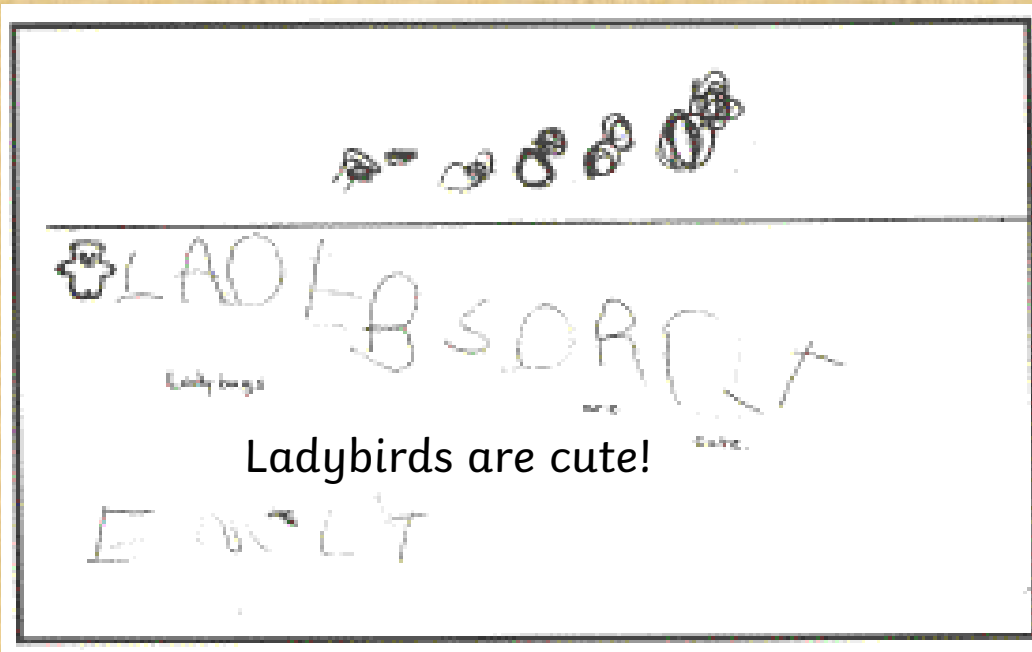
Initial sounds emerge

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



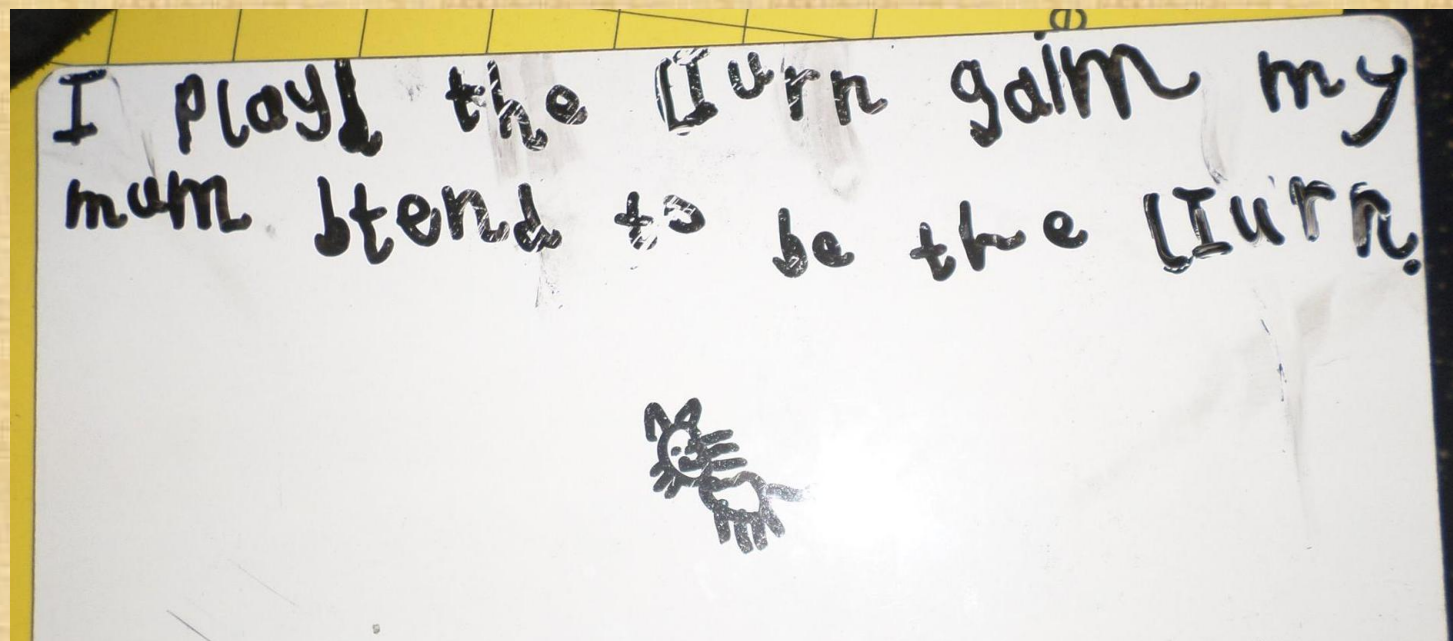
Consonants represent words

- 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 PUR
Suddenly a Snak pargt my
ears because they SLIVER
under Trees.

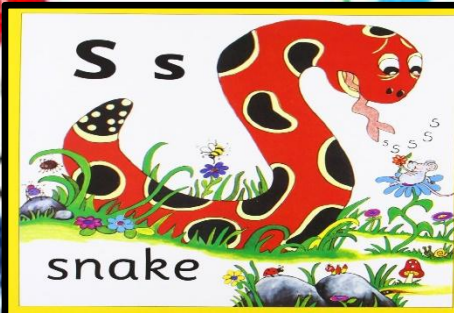
How we teach writing



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



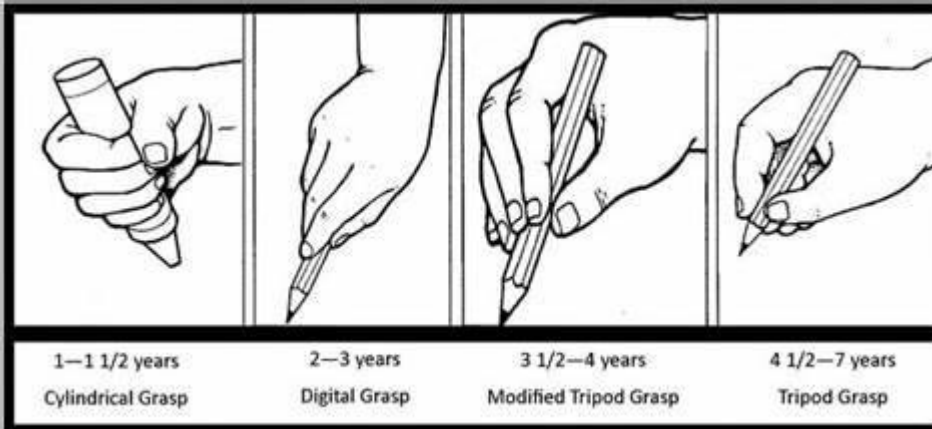
Writer's Workshop & Drawing Club



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.

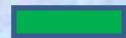
Welcome to Foundation Stage Mathematics!



6



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.

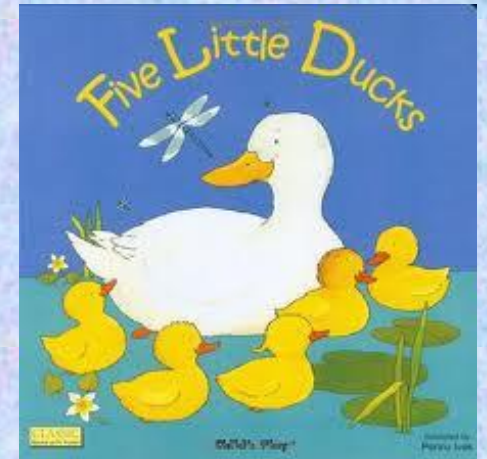
➤ Role play.

➤ 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.