

# EYFS Curriculum Workshop



Within the Early Years Foundation Stage (EYFS), the Development Matters curriculum sets the standards for learning, development and care of children from birth to five.



It is comprised of 3 Prime areas of learning:

Personal, Social and Emotional Development

Communication and Language

Physical Development

4 Specific areas of learning:

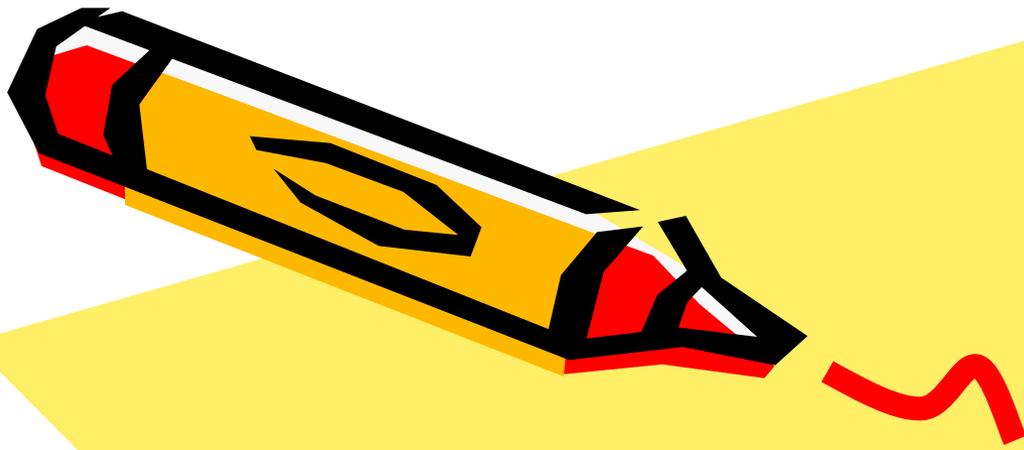
Literacy

Mathematics

Understanding the World

Expressive Art and Design





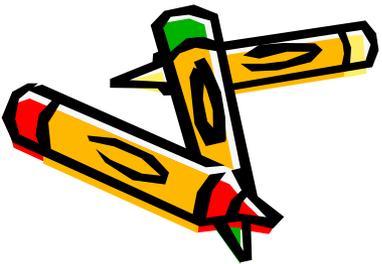
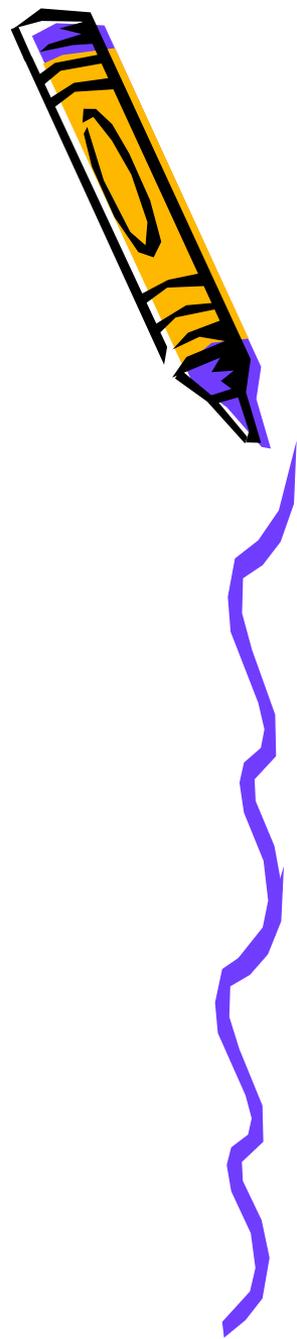
Communication and  
Language

Literacy



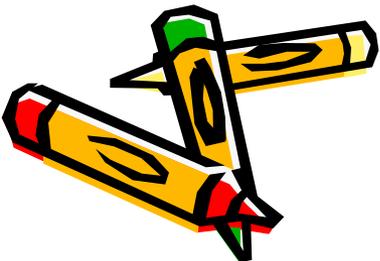
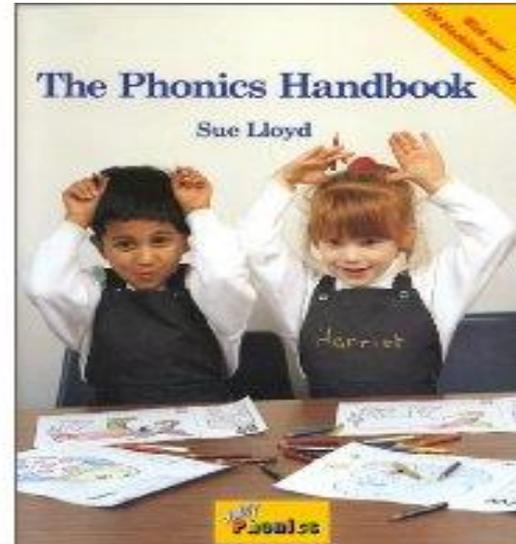
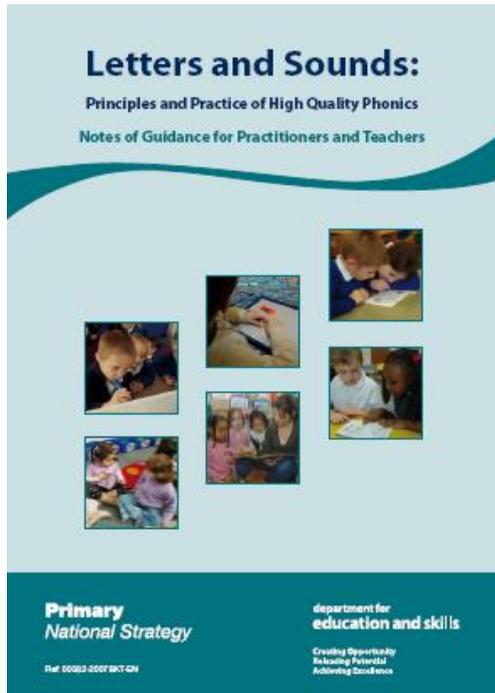
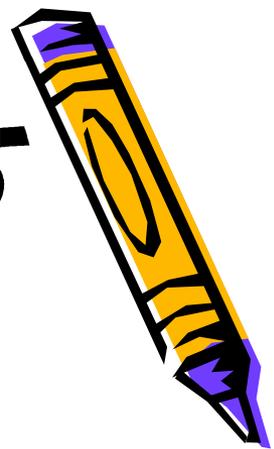
Today we will look at:

- Phonics
- Reading
- Writing





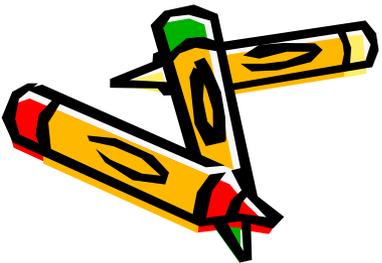
# Phonics



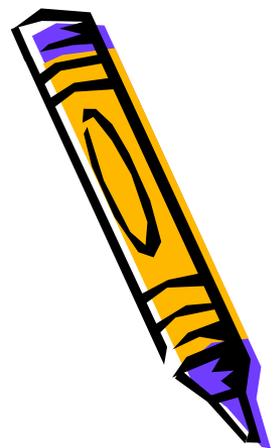


The skills learnt through systematic phonics teaching allow children to learn letter sounds, and put these sounds together to make words in order to read...

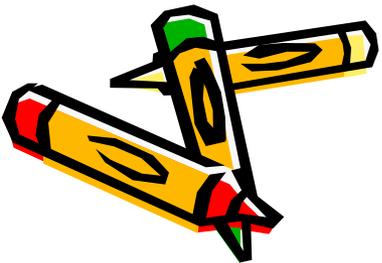
c a t → cat



And also to break sounds within  
words down in order to spell  
them...



d o g

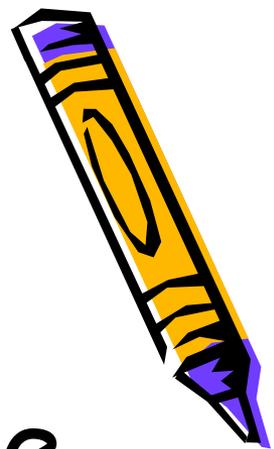
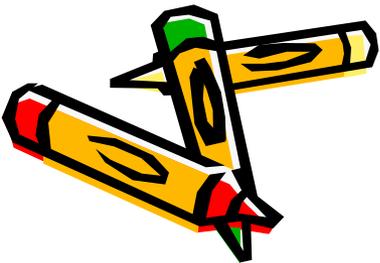
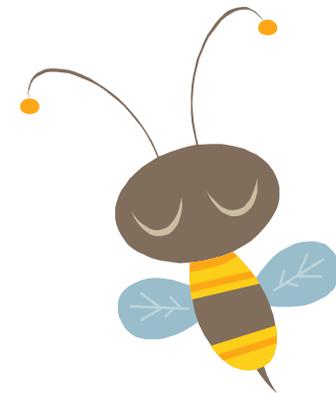


# Making sounds

- What noise does a snake make?

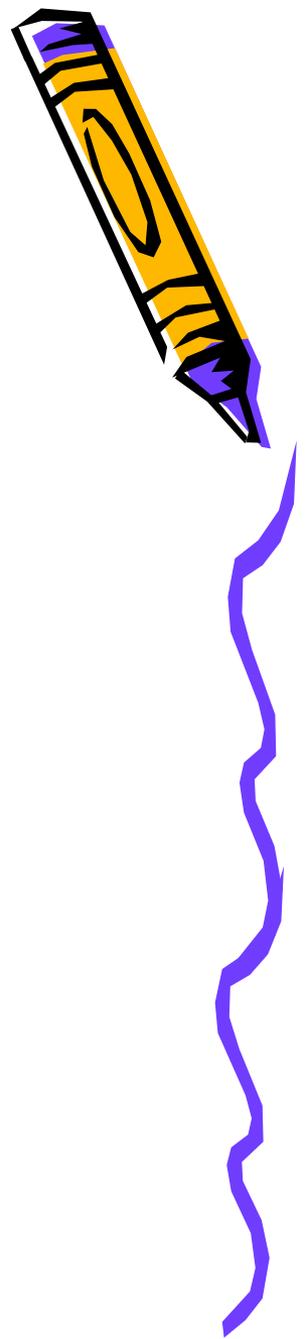
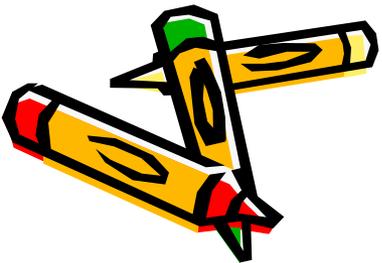


- What noise does a bumble bee make?

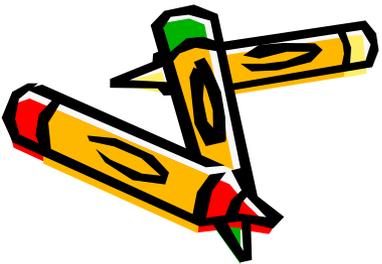
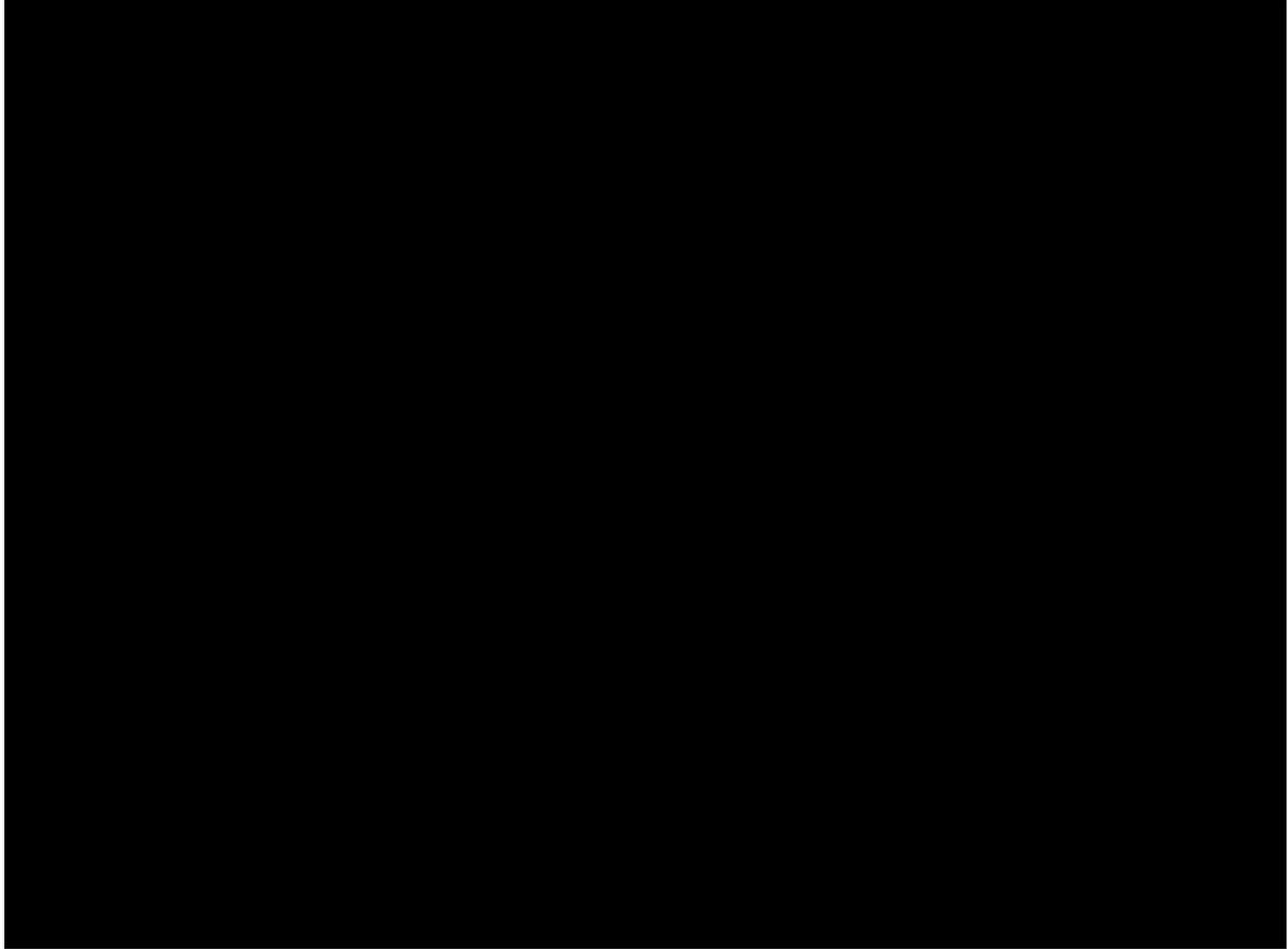
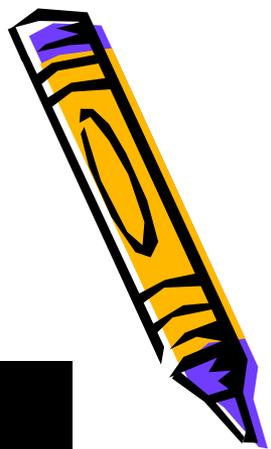


# Rhythm, Rhyme and Alliteration

Bertha the bus is going to the zoo who  
does she see as she passes through?



Let's let the experts show you  
our phonic sounds!



# Moving on from single sounds...

ch

or

oa

ai

ch

ie

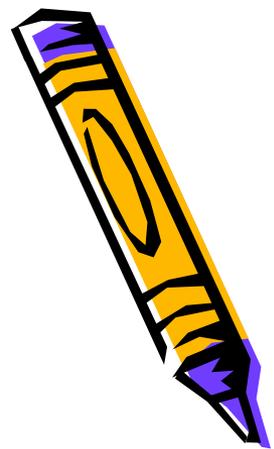
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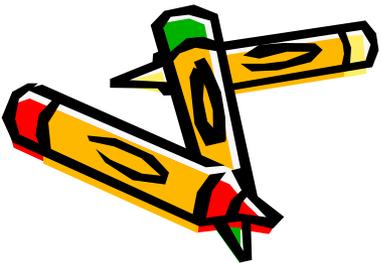
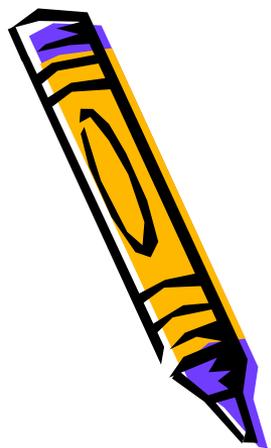




## Top Tips

Make sure to distinguish between letter sounds and letter names at home with your child.

Continue to practise sound discrimination skills even when your child is able to recognise letters and sounds.



# Tricky words:

These cannot be sounded out!

there

I

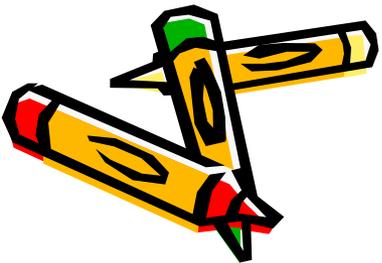
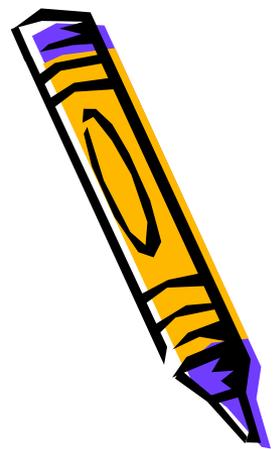
what

was

she

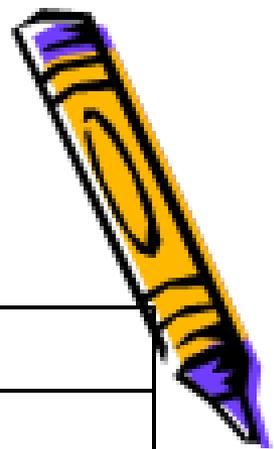
all

the





# Parent Challenge!



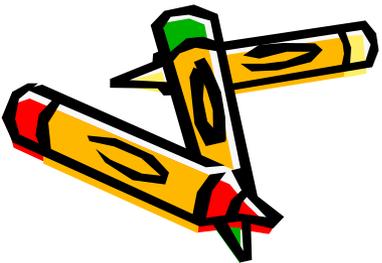
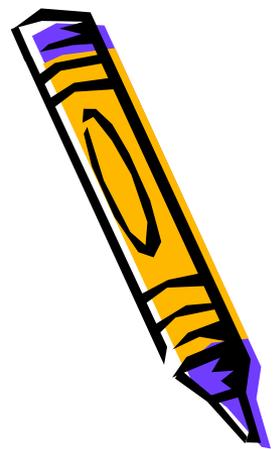
| WORD   | PHONEMES |  |  |  |  |  |
|--------|----------|--|--|--|--|--|
| shelf  |          |  |  |  |  |  |
| dress  |          |  |  |  |  |  |
| think  |          |  |  |  |  |  |
| string |          |  |  |  |  |  |
| sprint |          |  |  |  |  |  |
| flick  |          |  |  |  |  |  |



# Reading

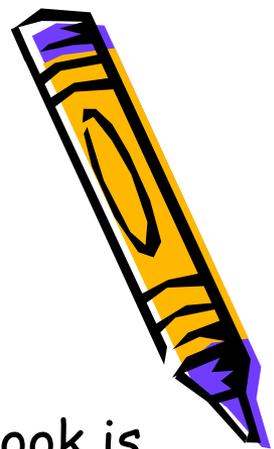


- Picture books
- Simple repetitive word books
  - Simple caption books
  - Simple sentence books
  - More complex books





# Reading diaries



Every child will receive their own reading diary once a book is sent home. Your child will begin to receive a book soon after they go full time.

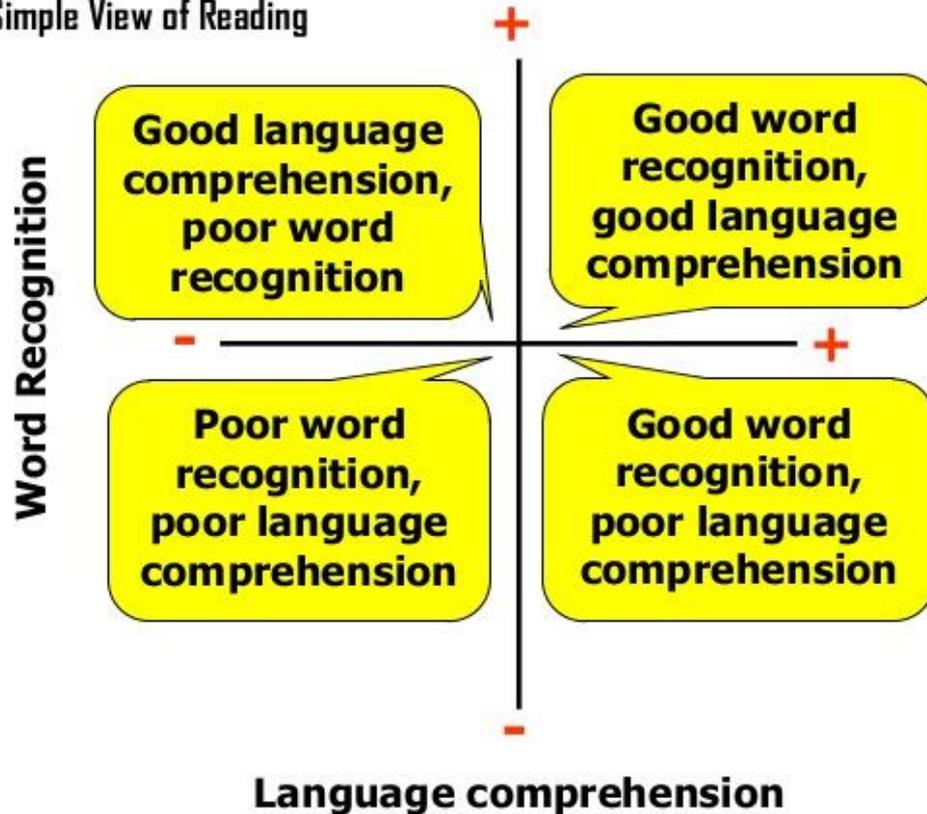
Please write a comment in the diary when you listen to your child read at home. There is no need to write a comment everyday. You can simply date or tick. These comments can form a dialogue between home and school. We will also write little targets for you to practise at home when necessary.

Please ensure reading diaries and books are in book bags every day. This ensures we can read with your child at least once a week.

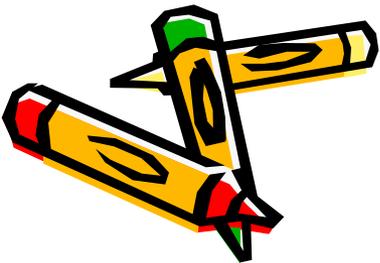
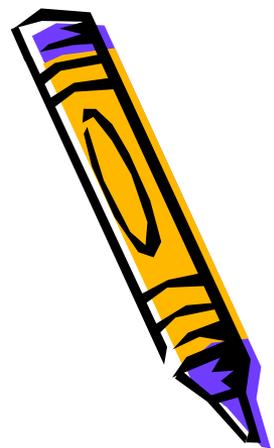


# How to read with your child.

The Simple View of Reading



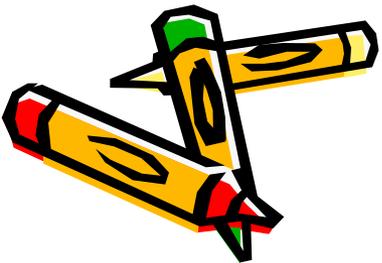
A good reader must have equally good skills at decoding words and understanding what those words mean.

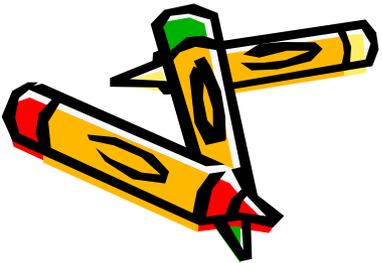
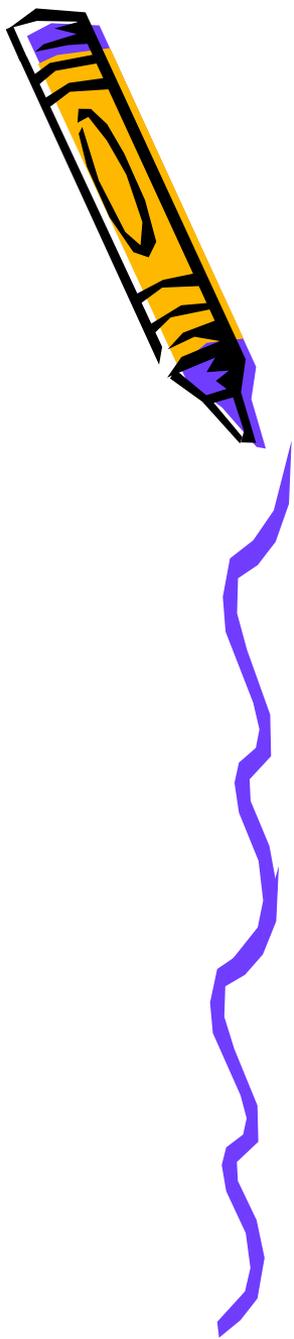
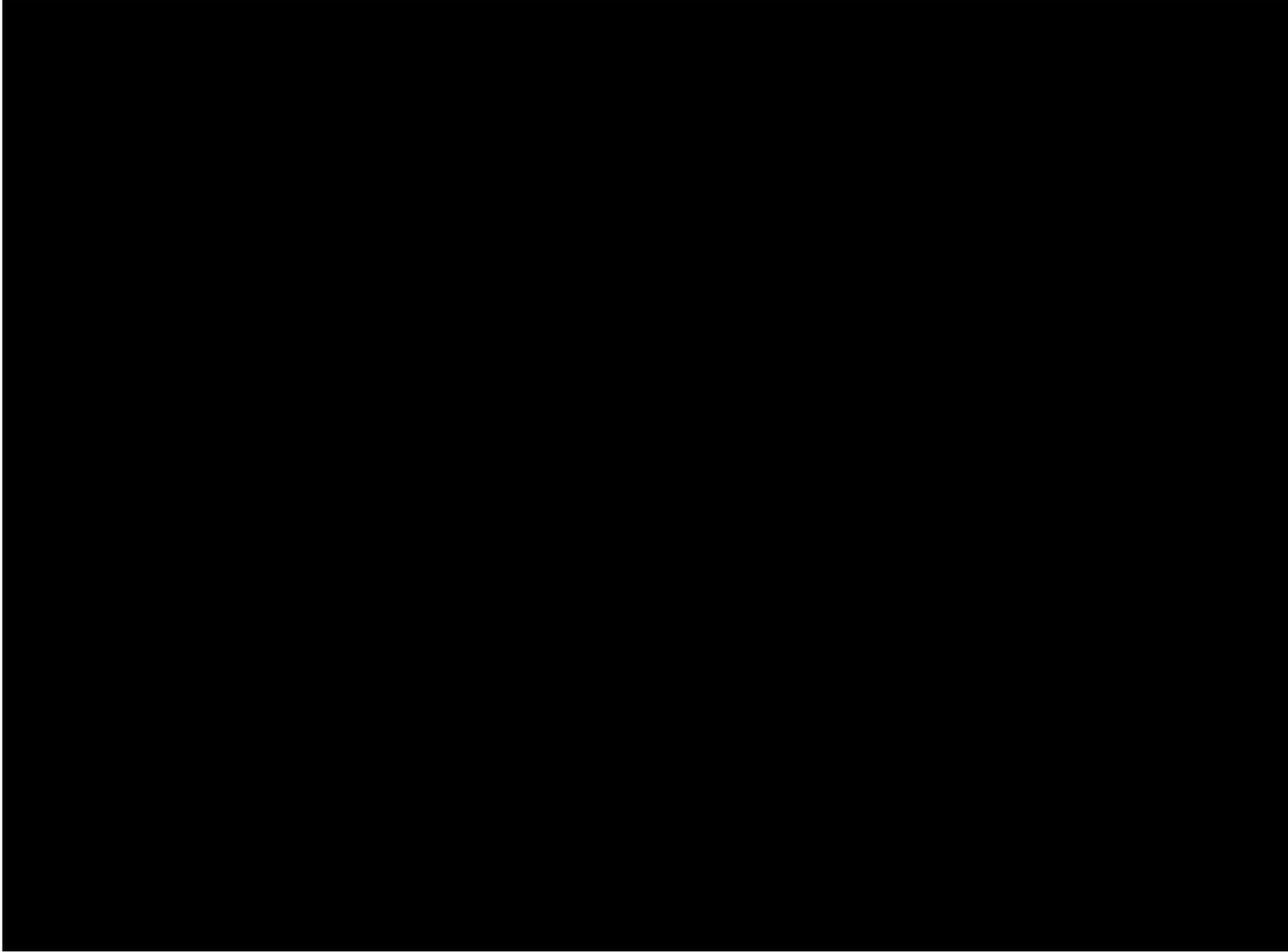


# Decoding words

We use a 'phonics first' approach to teaching reading, so when you are reading at home, please always encourage your child to tackle each new unknown word by breaking it down into sounds, and blending together.

Please don't let your child struggle, but also don't give them the answer immediately- model sounding out and help your child blend the sounds together instead of telling them the word.

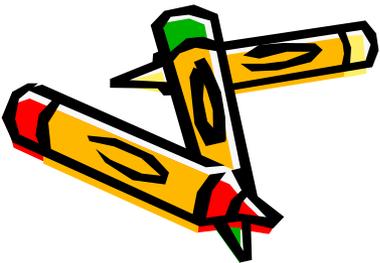
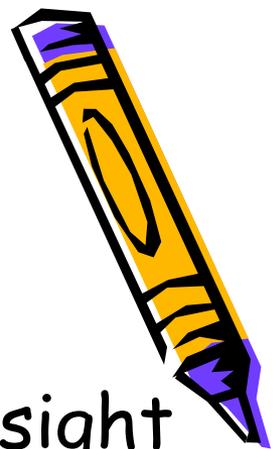




# Moving on

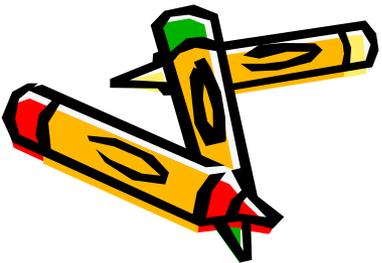
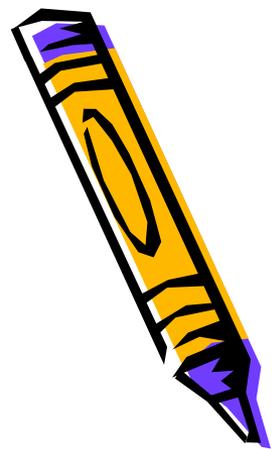
As your child becomes more confident, they will begin to recognise more words by sight (such as the tricky words) and be able to blend more rapidly without sounding out each sound.

Please encourage your child to blend internally only when they are ready to do so- sounding out may sound robotic, but it is the most accurate early reading strategy.



# Comprehension

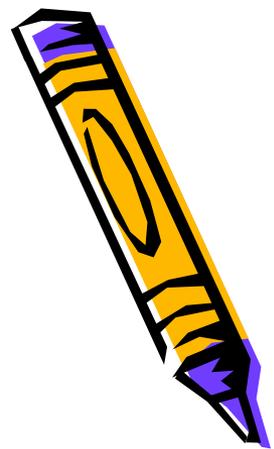
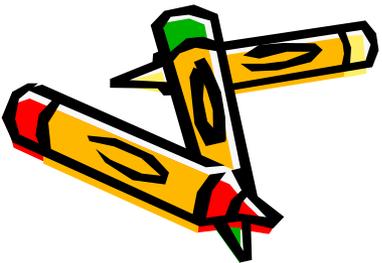
As your child becomes a confident word-reader it is vitally important that their ability to understand what they have read is also developed. Talking about what you or your child has read and exploring questions should be seen as just as important every time you read together.



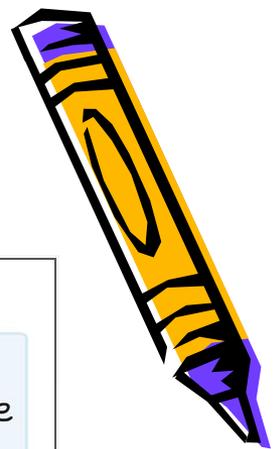
# Comprehension



What questions could you ask when exploring this page?



# The Skills



### Decode and Read for Meaning

AF1

I can 'break the code' and read words carefully, understanding what they mean.

S P O T

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### Finding information

AF2

I can find answers in the text.

answers

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### Read Between the Lines

AF3

I can use clues in the text to read between the lines and discover more information.

READ HERE...

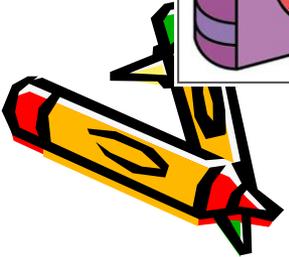
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### Structure

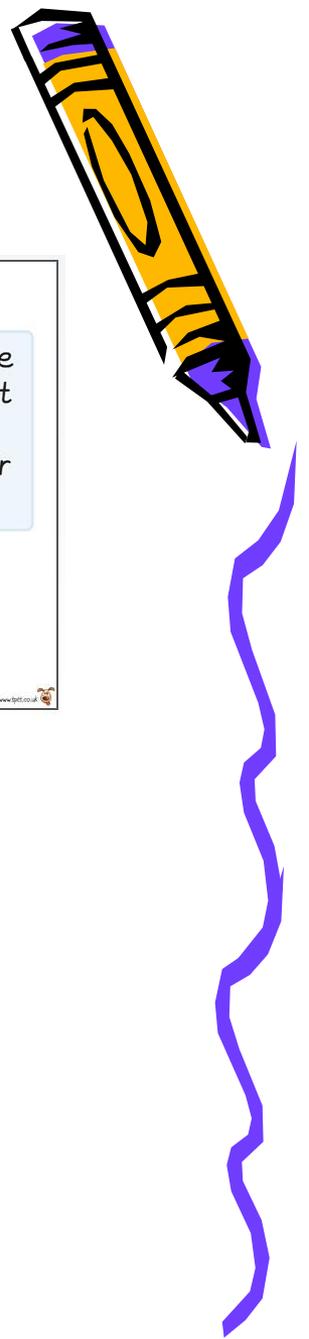
AF4

I can talk about how the text has been put together and organised.

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# The Skills (cont.)



## Language

AF5

I can explain how the author has used language for different effects.

metaphors  
adjectives  
powerful verbs  
similes

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## Purpose

AF6

I can explain the author's viewpoint and how a text makes the reader feel.

it makes me feel...

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## The Text and the World

AF7

I can compare and contrast stories set in different cultures and times.

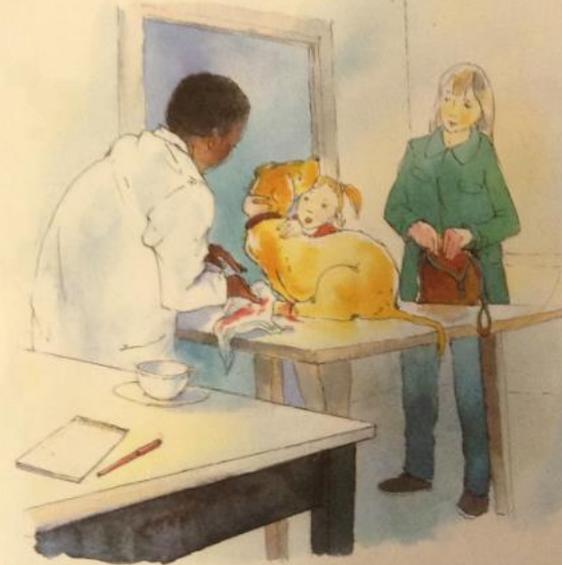
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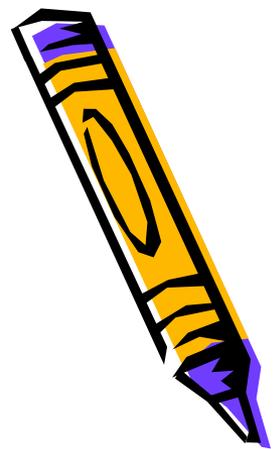
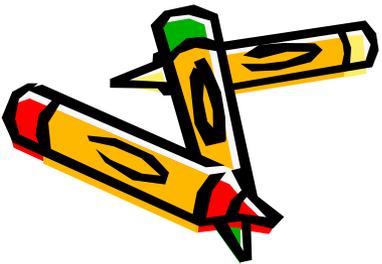
Zak ran in the fog.  
A red van hit him.

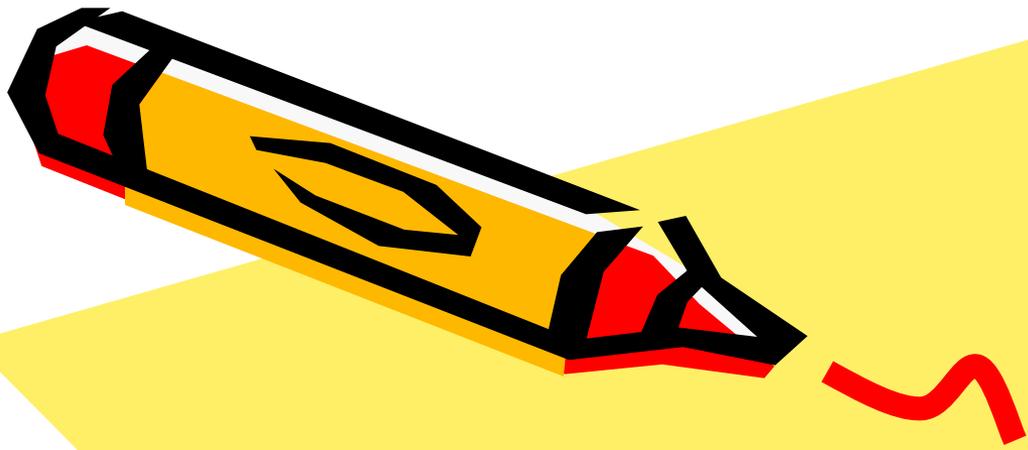


Jen and Zak went to the vet.

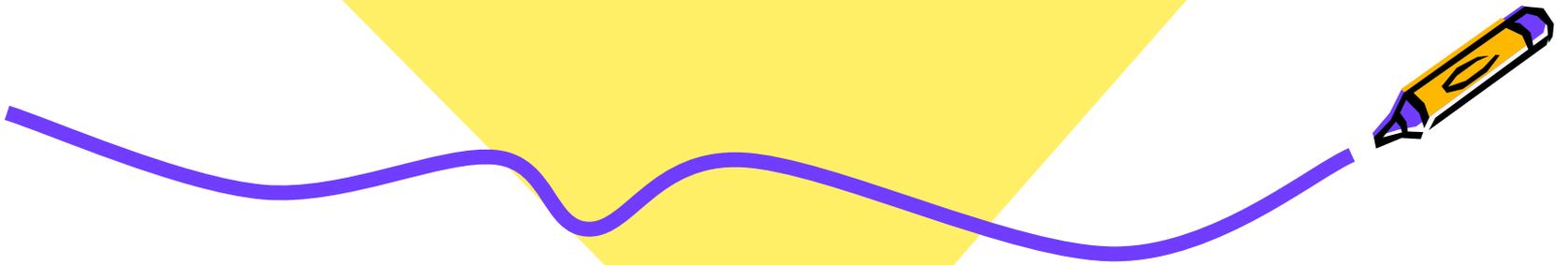


What questions could you ask when reading this page?



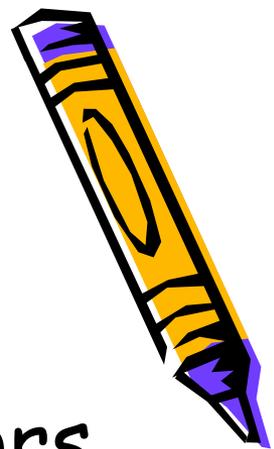


Writing

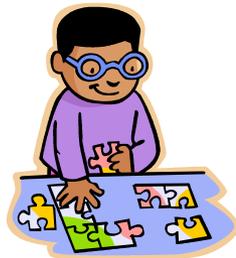
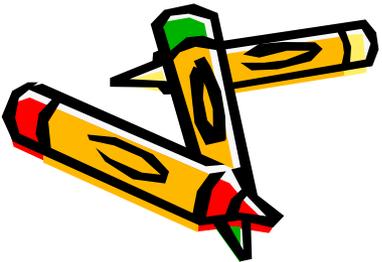




# Basic skills



- Fine motor activities - pegs, scissors
- Pencil grip
- Pencil control through patterns
- Letter formation through different media - crayons, air writing, sand trays.

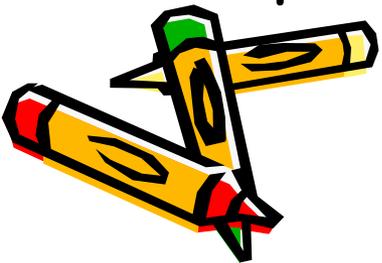
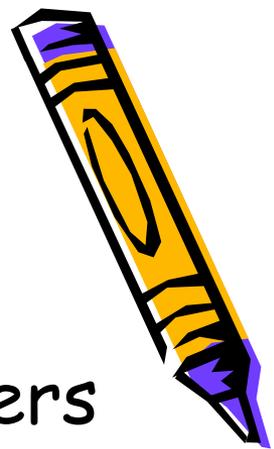




## Top Tip

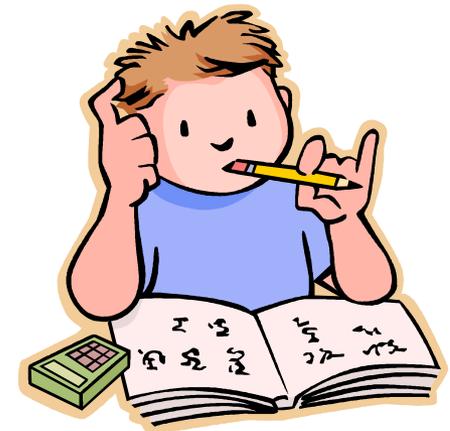
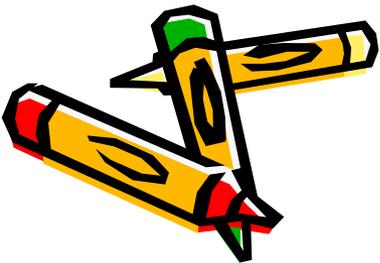
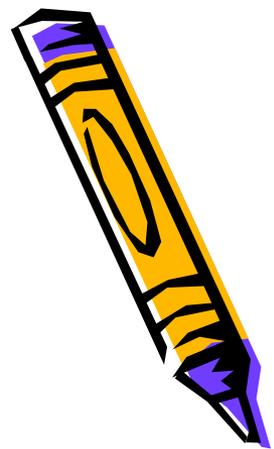
Make sure to write using lower case letters with your child.

Young children find the straight lines of capital letters much easier and can struggle with the fluidity needed for lower case letters, so please encourage them to write in lower case before they get into the habit of capitalising all letters.



# Writing words

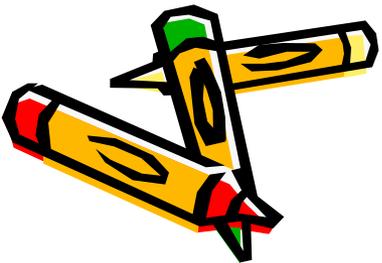
Using their knowledge of sounds and letter formation children are able to begin to write simple words independently.



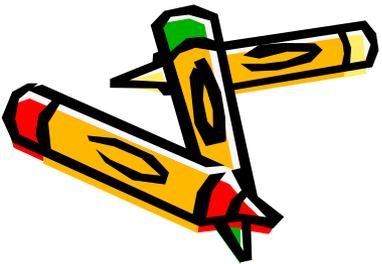
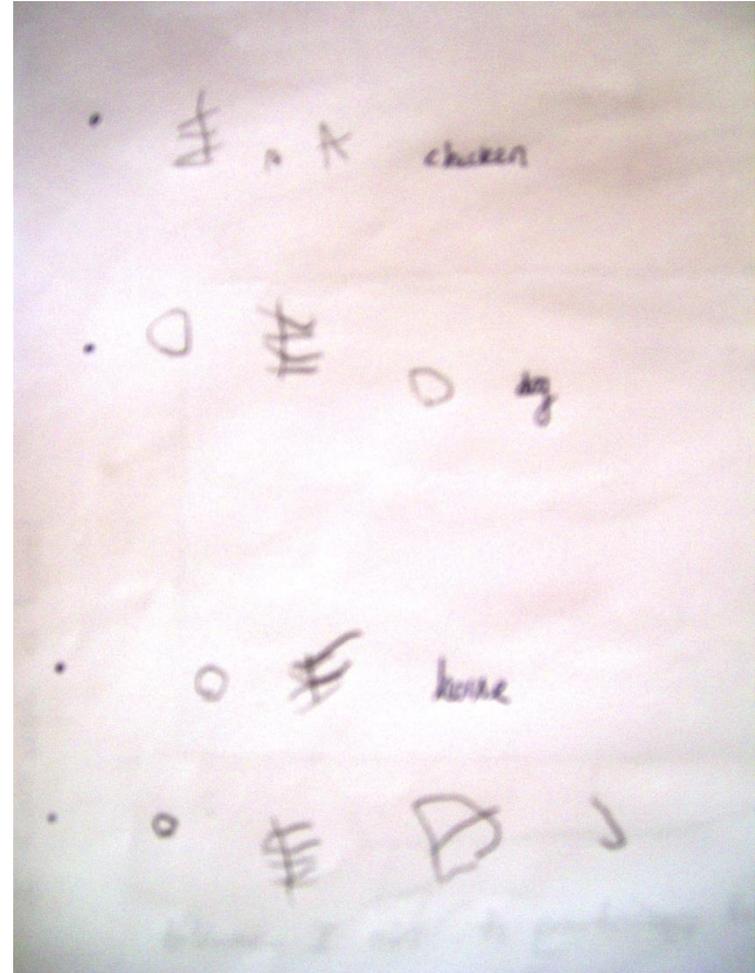
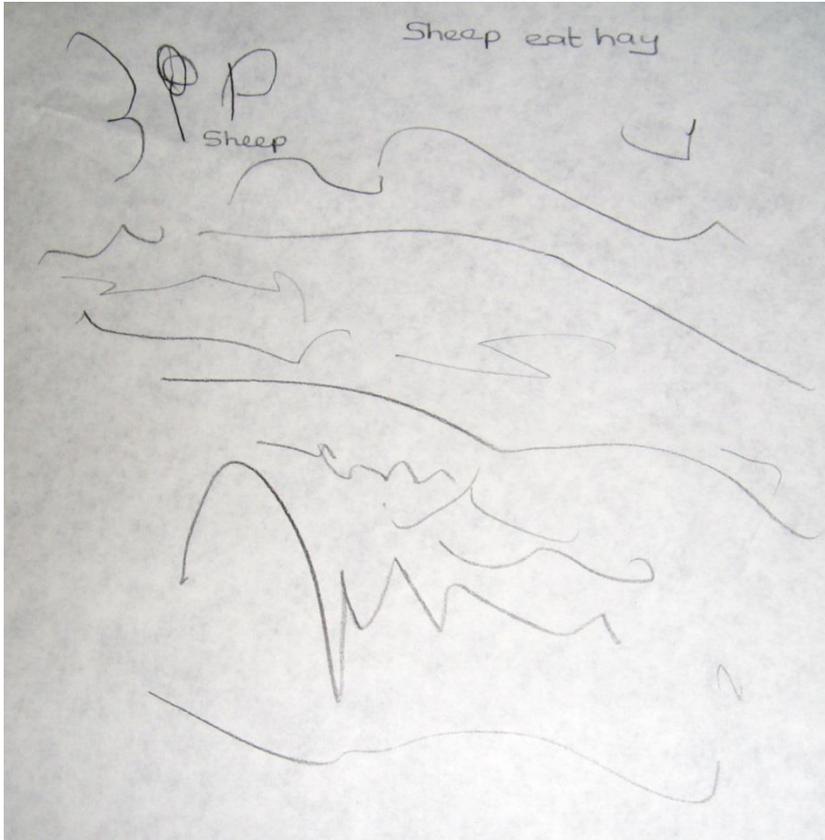
# Progression in writing

The children experiment with a range of forms of writing in Year R:

- Labels
- Lists
- Captions with pictures
  - Simple sentences
  - Letters
- Speech bubbles



# Stage 1: Emergent writing





# Stage 3: Initial sounds

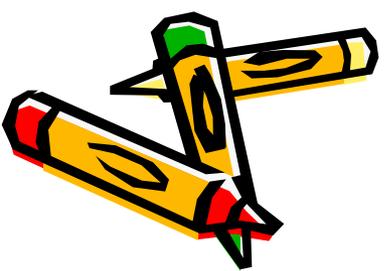
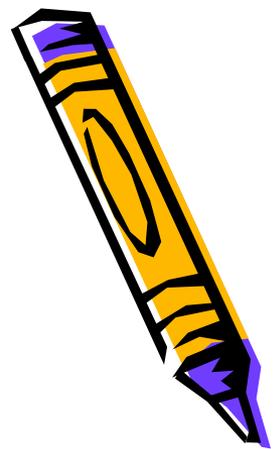
I can write a list using initial sounds. ① 25

1. Mrs Hearne  
MR

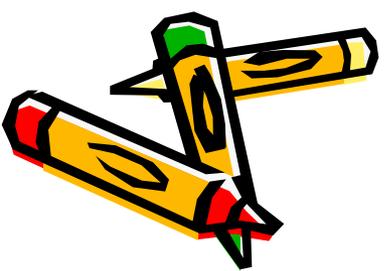
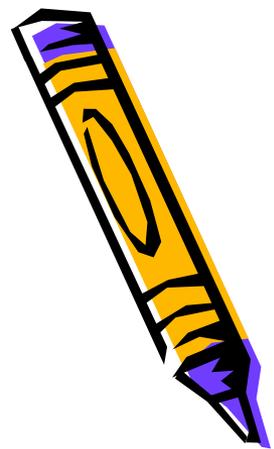
Miss Addasion

2. Mrs Bowers

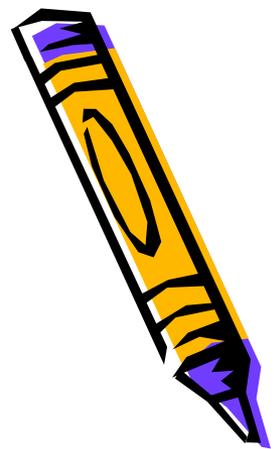
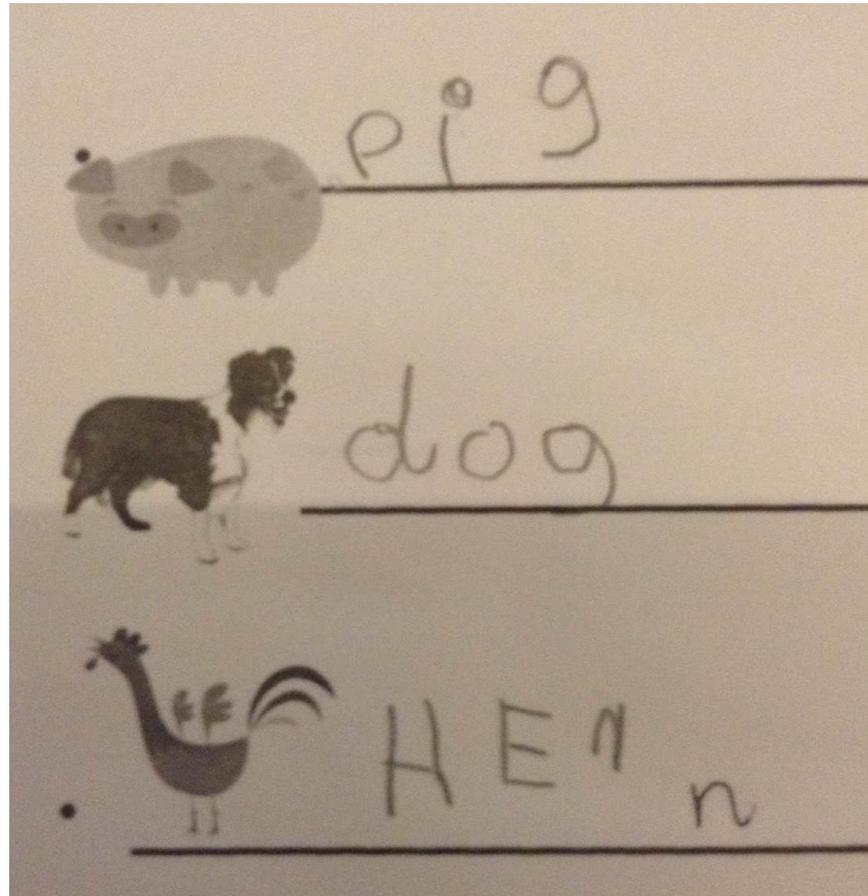
3. Mrs Clarke  
MC

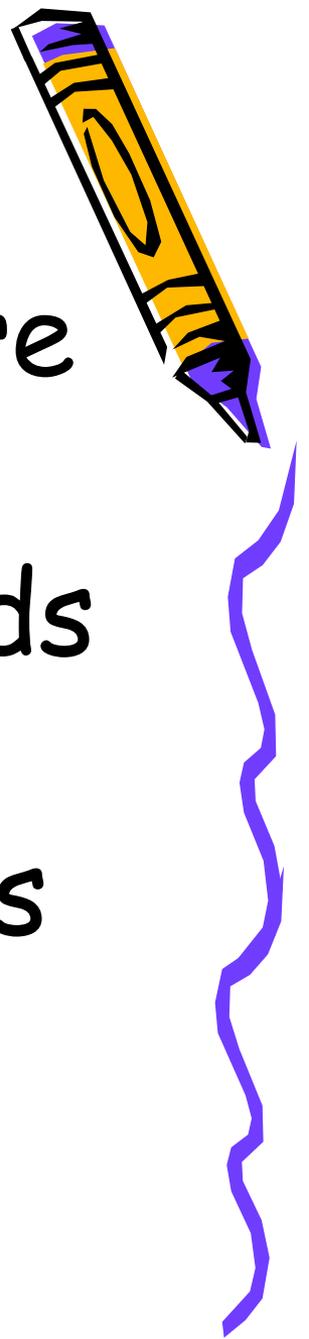


# Stage 4: Use of some sounds within words

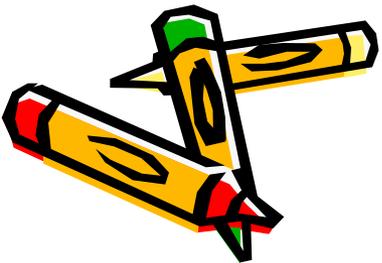


# Stage 5: More accurate use of sounds within words



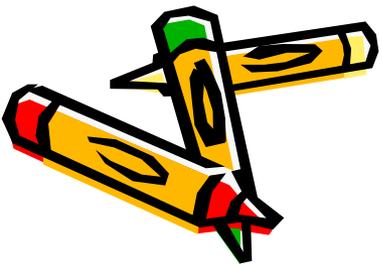
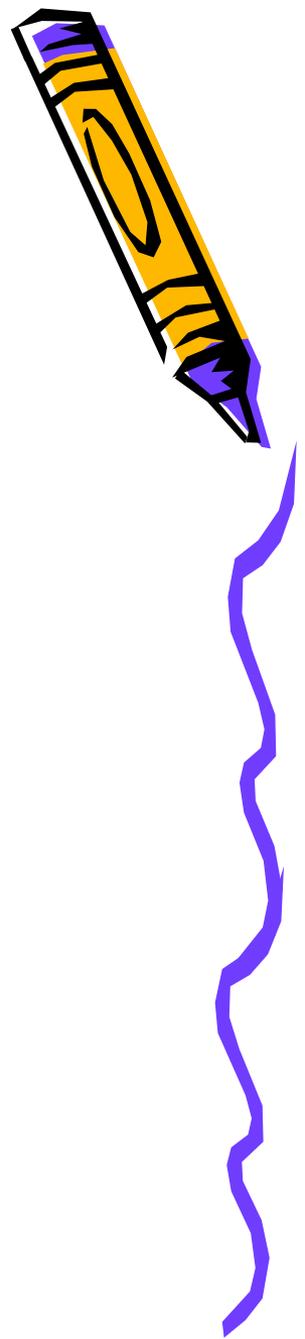


Children then become more confident to write using more complex phonic sounds with greater accuracy in captions, simple sentences and other forms...

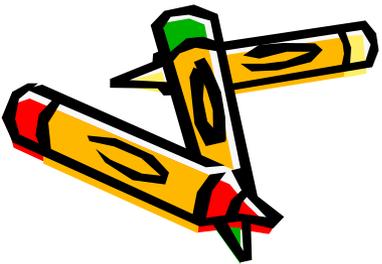
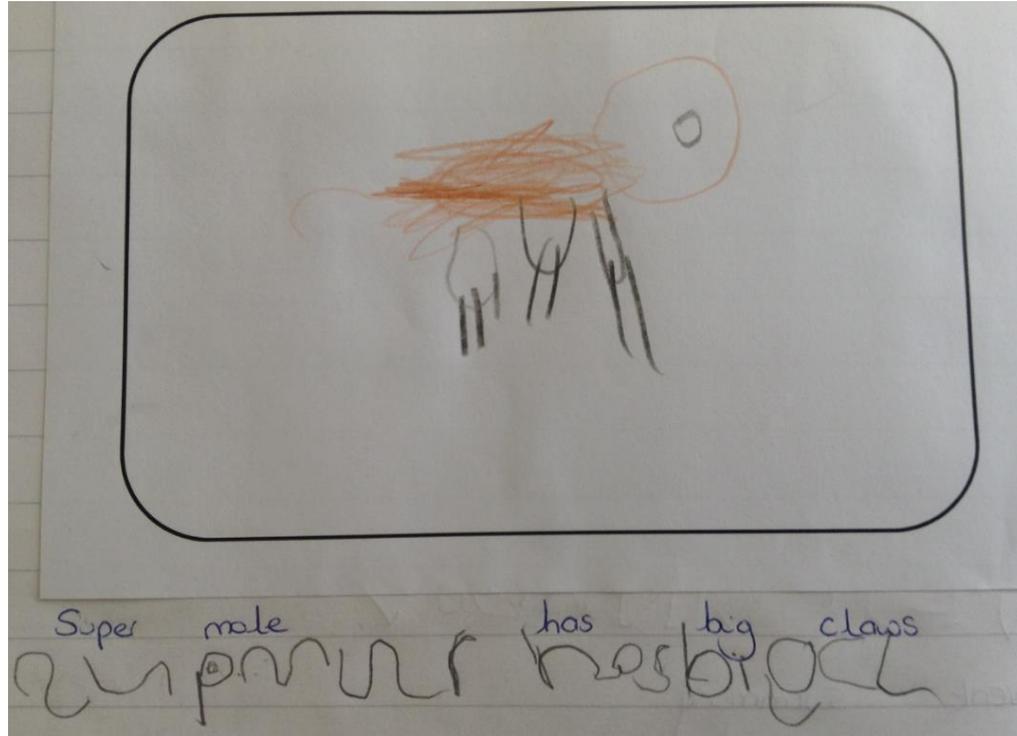
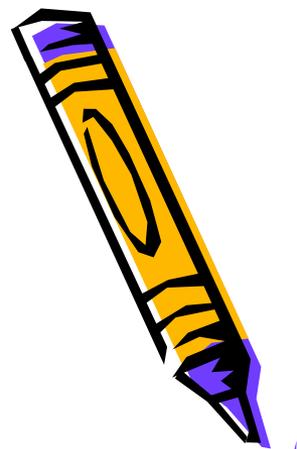


# Lists

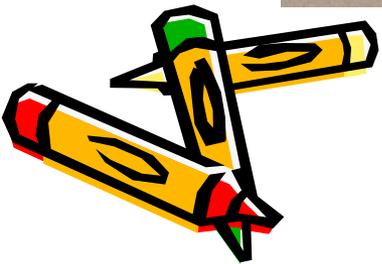
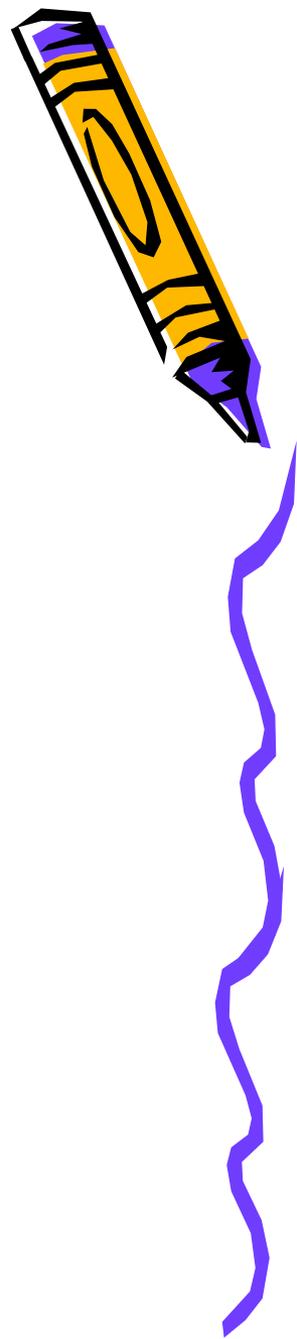
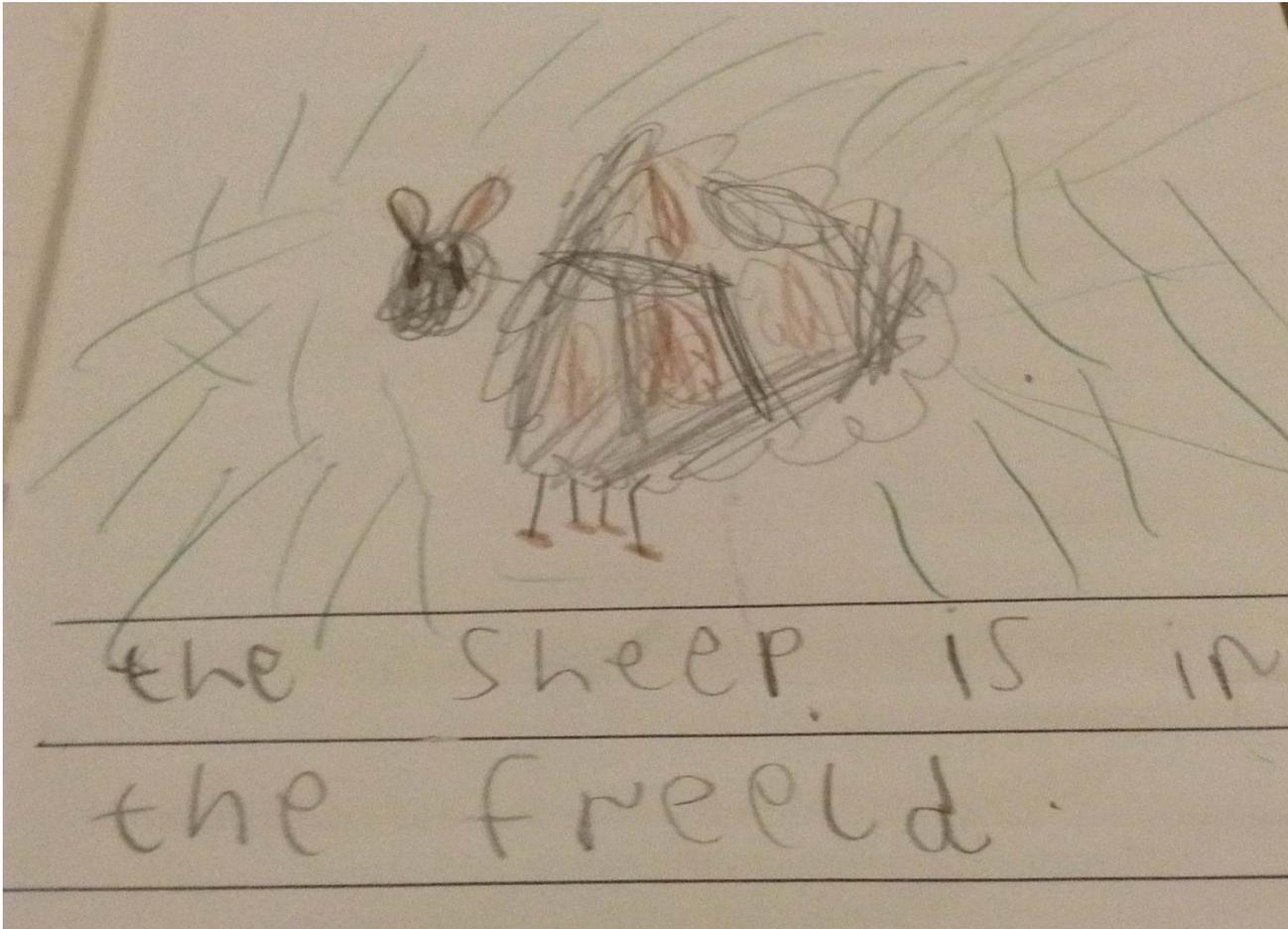
nors  
sheep  
thirin  
caw  
dunc  
sheepdog



# Captions

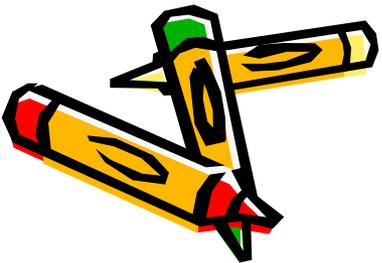
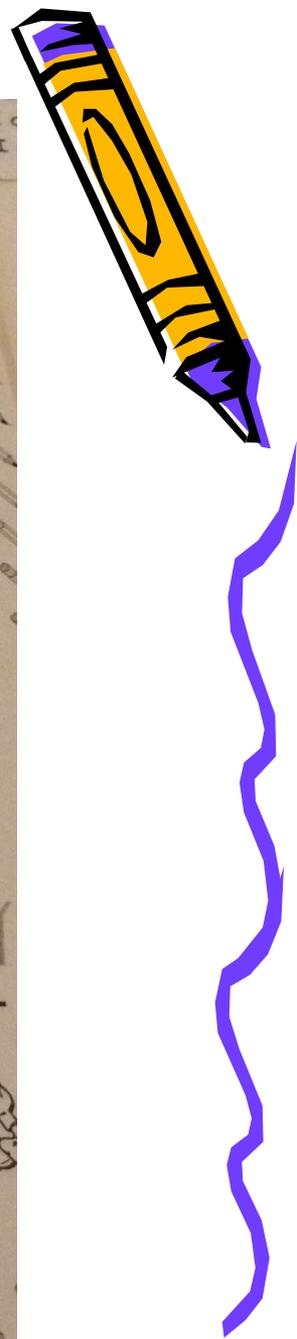
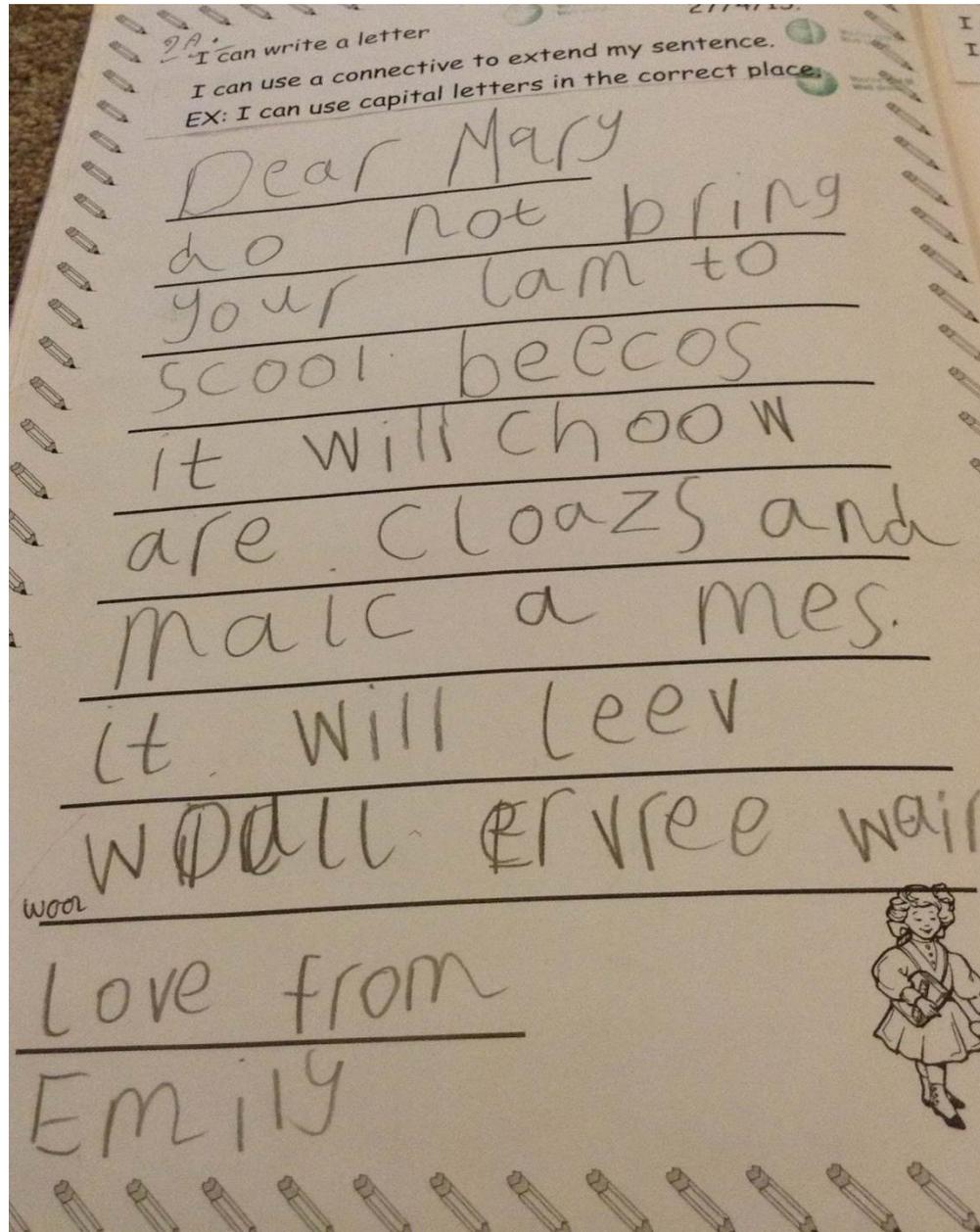


# Simple Sentences



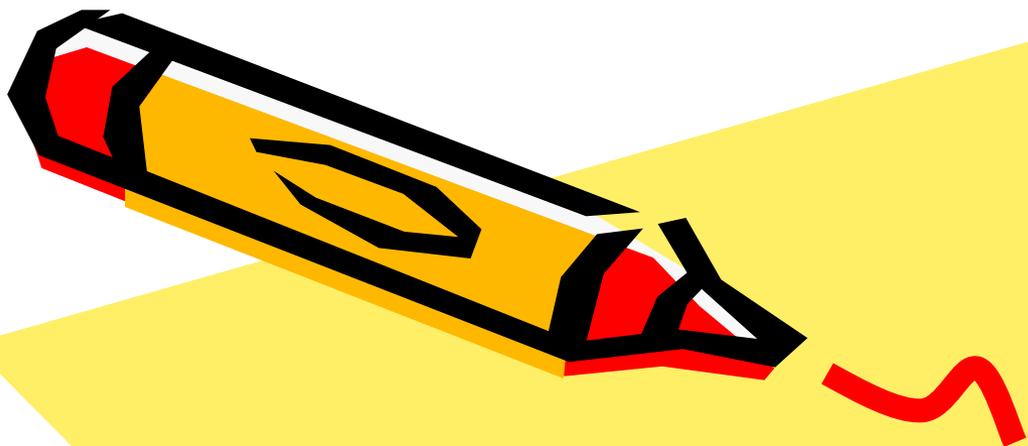


# Letters

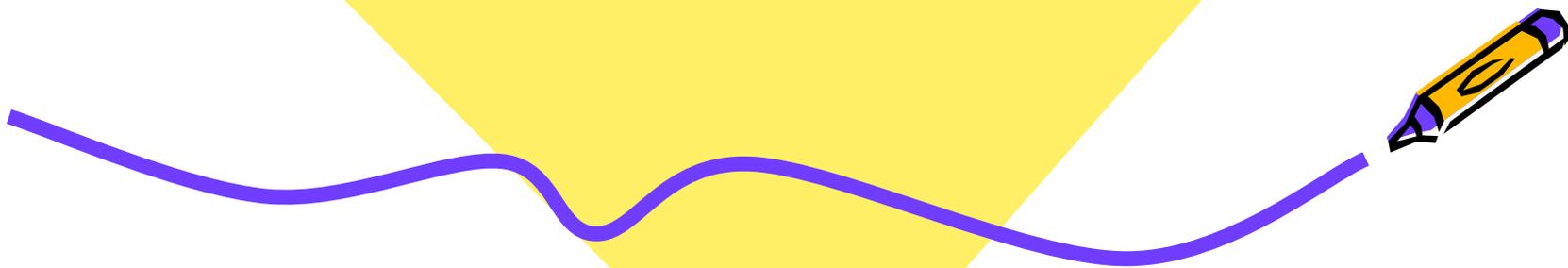


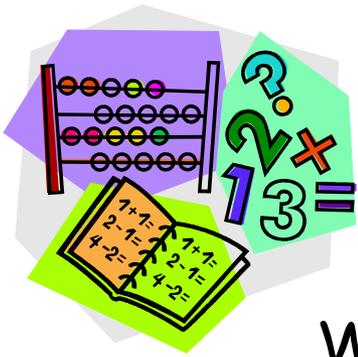
# Coffee Break





Mathematics



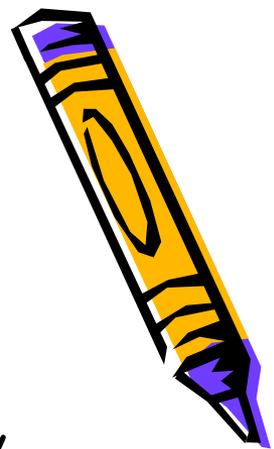
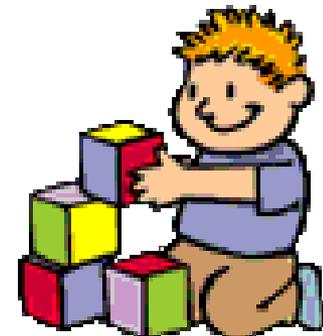
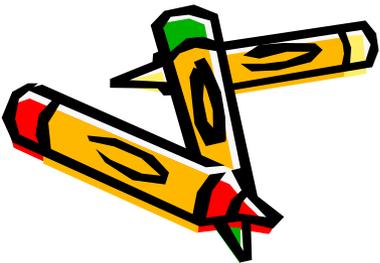


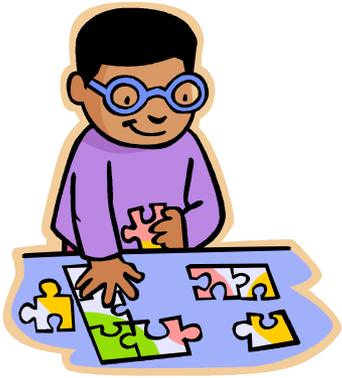
# Number

We teach the children how to recognise, say and form their numbers.

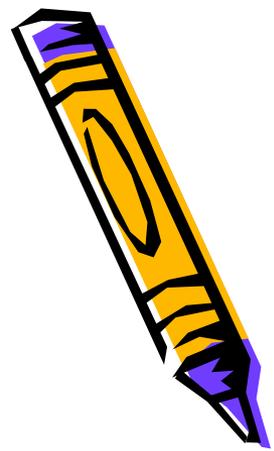
## Number Rhyme

1 2 3 4 5 6 7 8 9 10

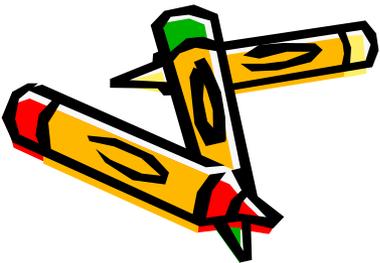


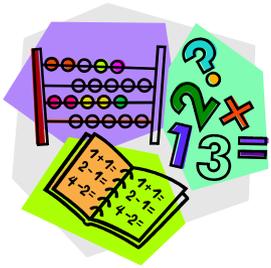


# Number Rhymes and Books



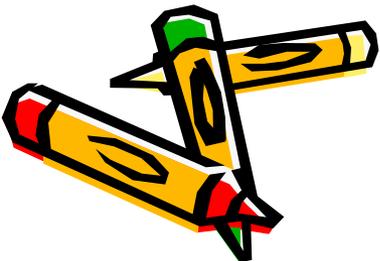
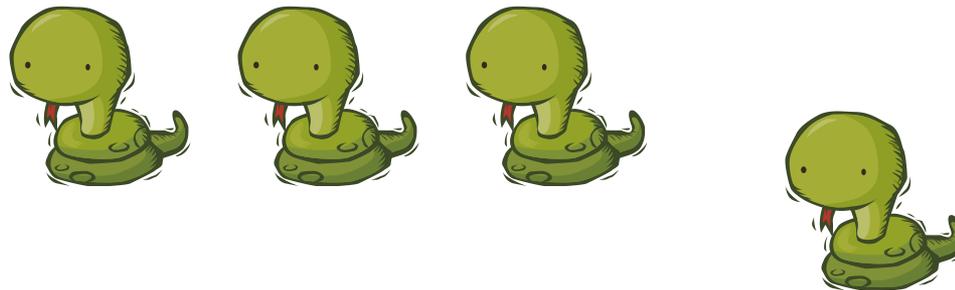
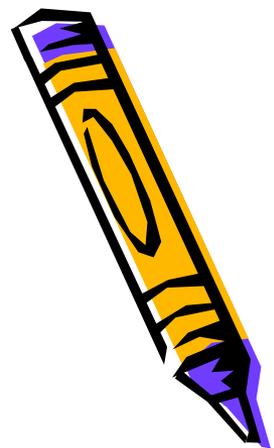
We use numbers in a variety of contexts such as singing rhymes and reading stories with a focus on number.



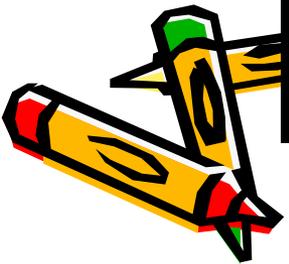
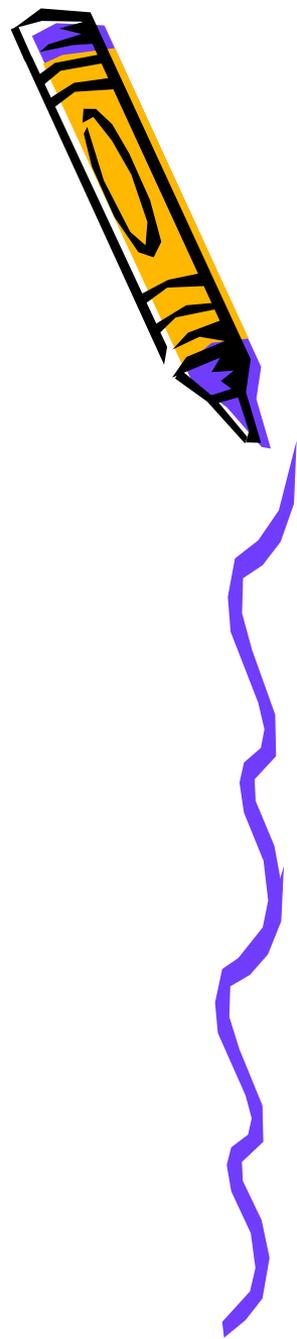


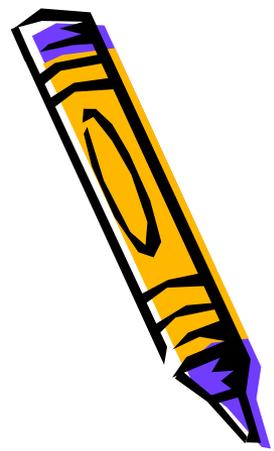
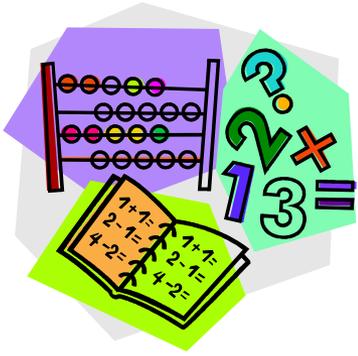
# Counting

We teach the children to count using one to one correspondence. We encourage the children to carefully line up objects and count them only once.

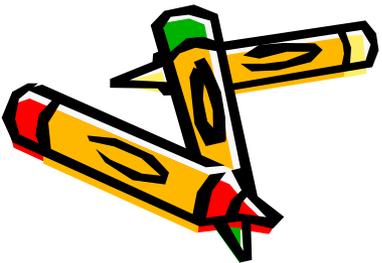


# Counting Accurately



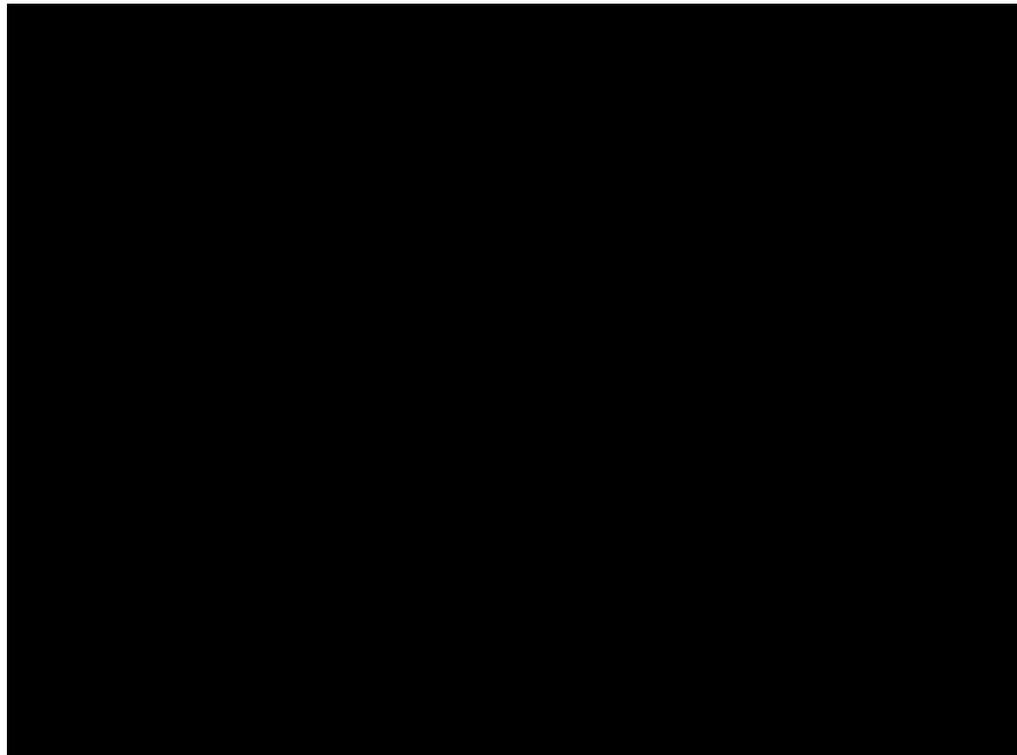
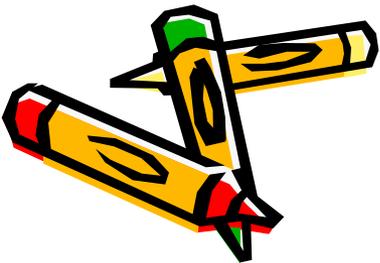


# Addition and Subtraction

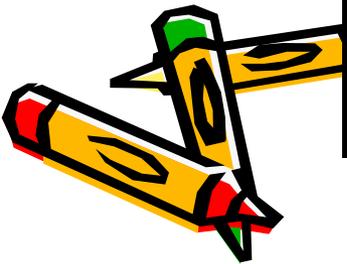
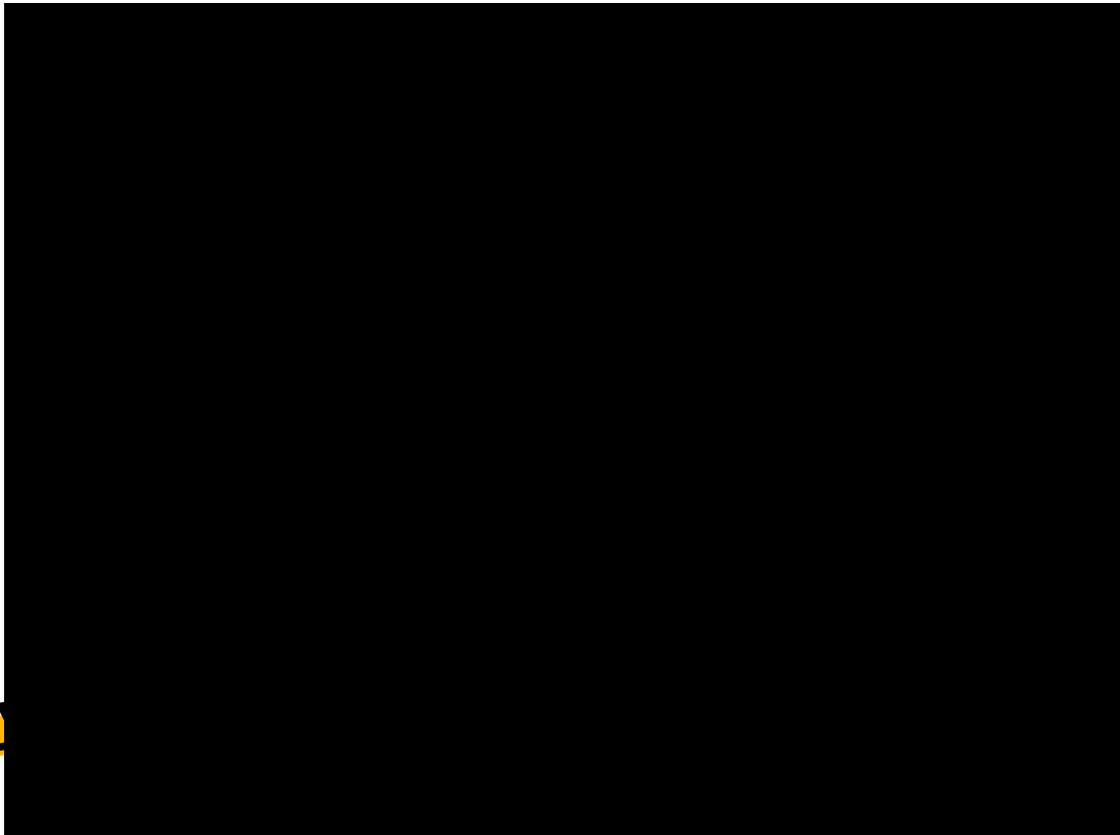
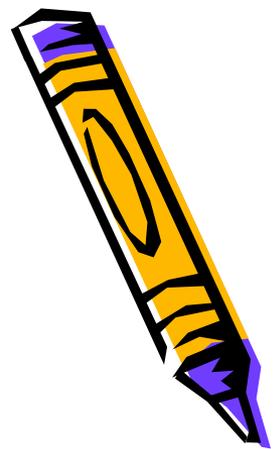


# Addition and Subtraction

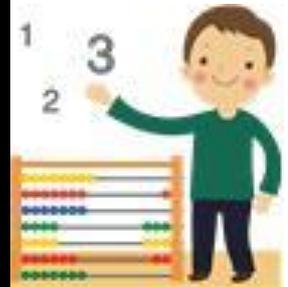
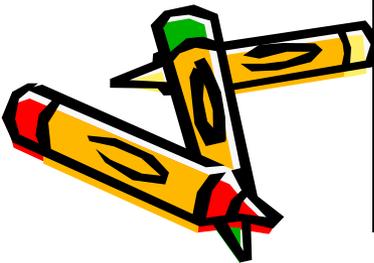
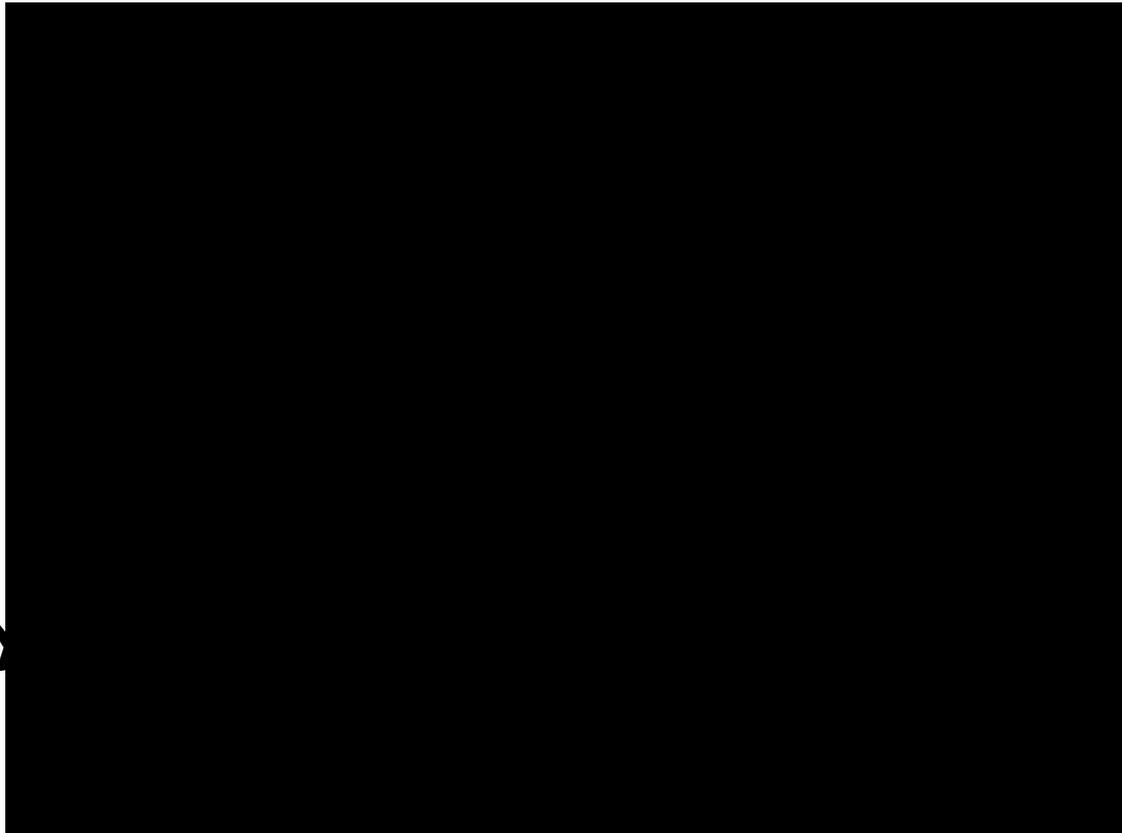
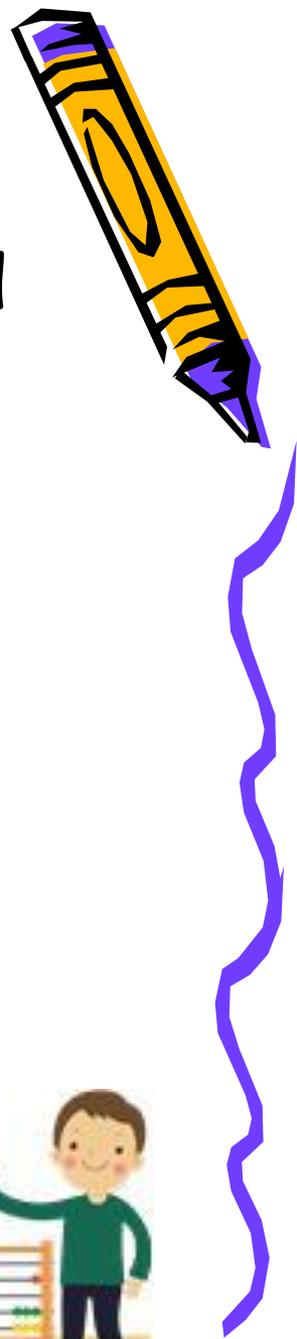
We teach addition and subtraction through number stories and in a hands-on way, to help the children understand the concept of number.

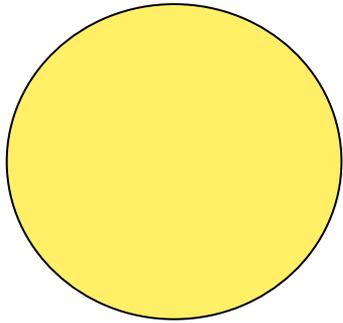


We then move on to pictorial number sentences, drawing what happens in simple number problems.

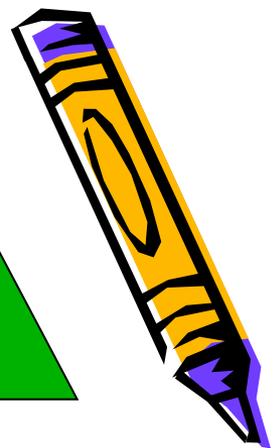
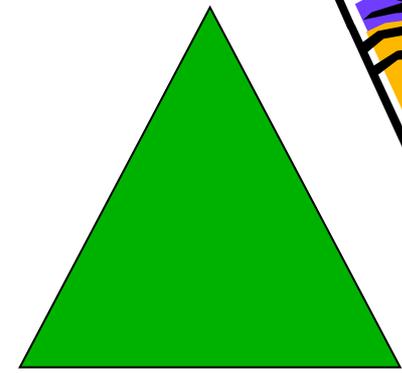


Then we can begin to learn to draw quicker representations using dots and dashes, and start to use numbers in recording our work.



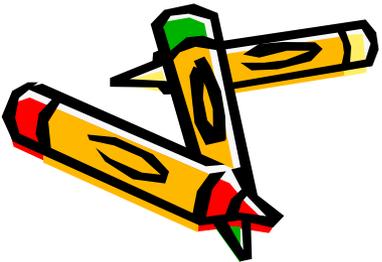
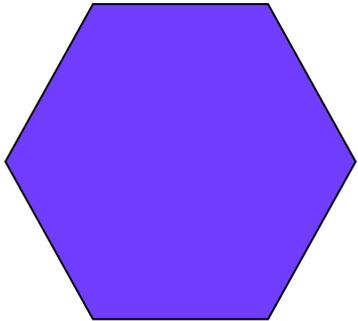


# Shape

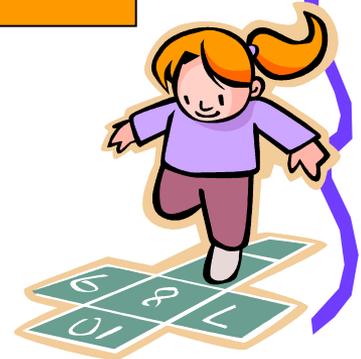
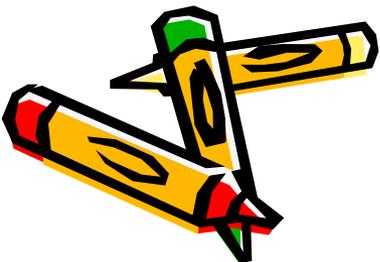
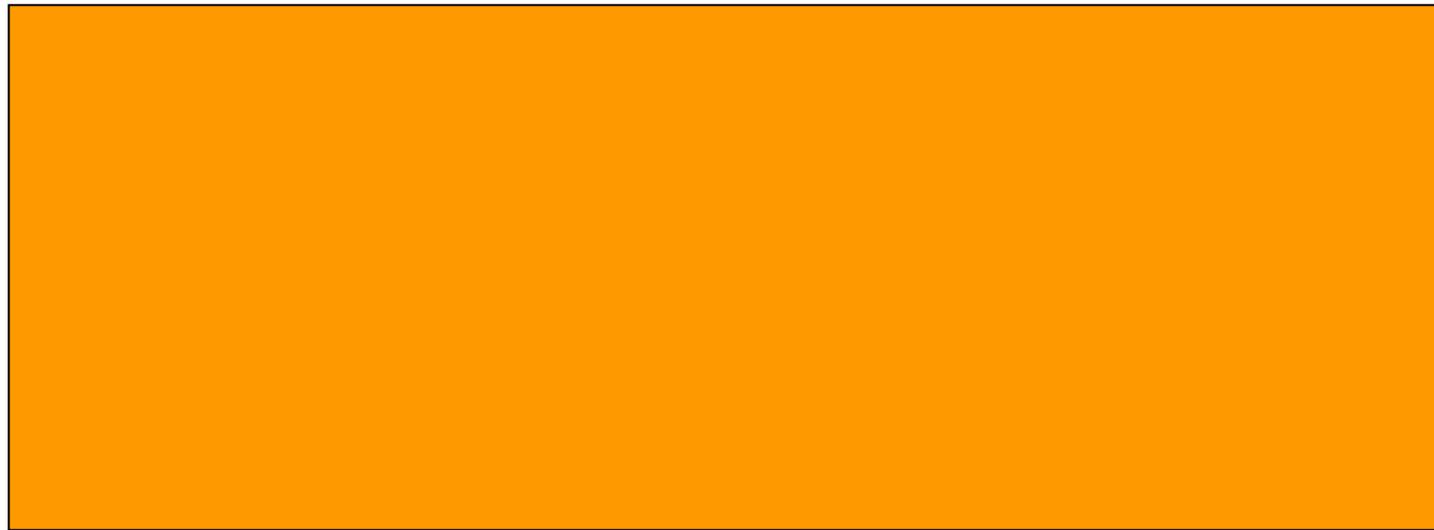
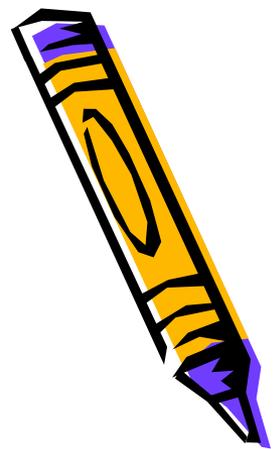


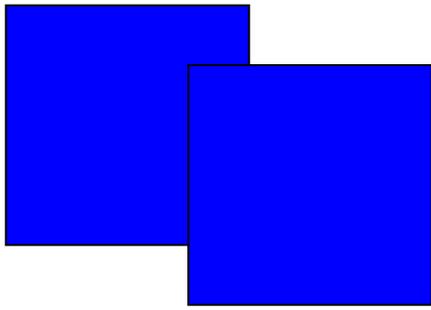
We teach the names of 2D shapes initially.

Then we teach the properties of the shapes such as how many sides a shape has and how many corners it has.

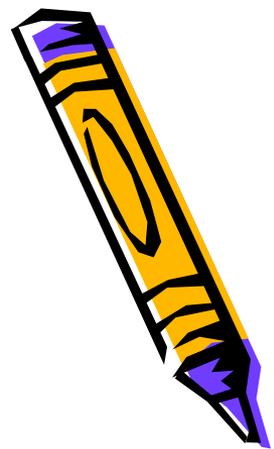
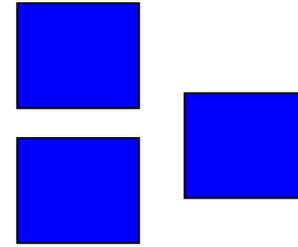


A rectangle has 4 sides  
and 4 corners.

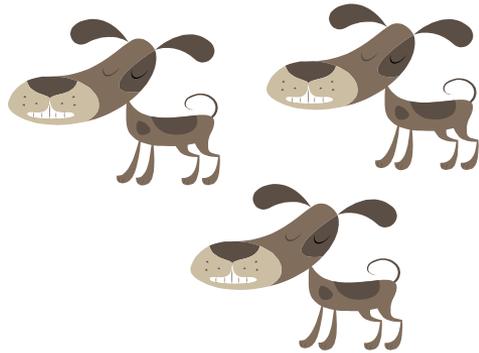




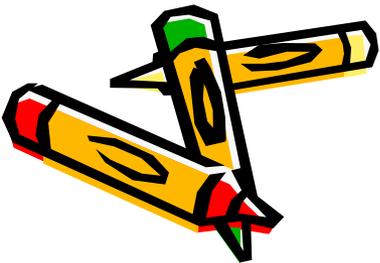
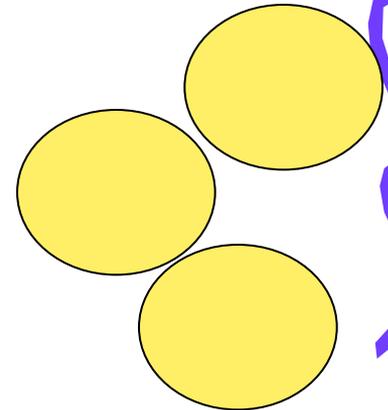
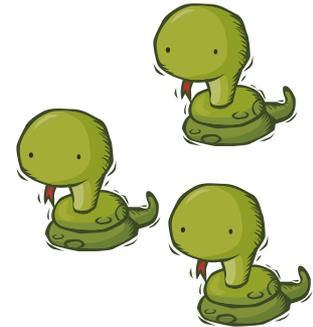
# Sorting



We encourage the children to sort objects by giving them a set criteria initially. This could be:

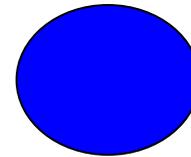
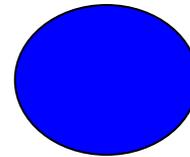
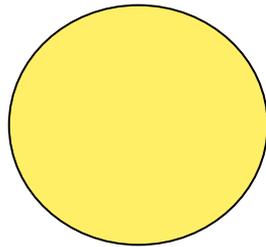
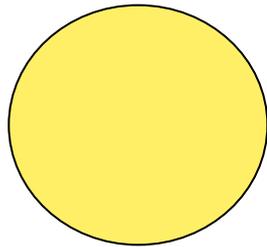


- colour
- size
- animals
- shape

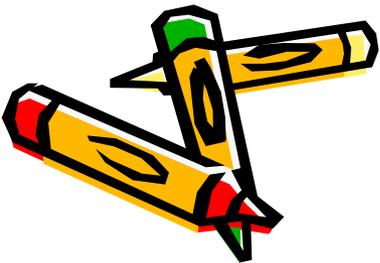
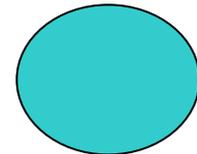
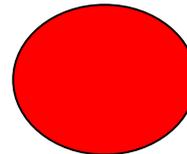
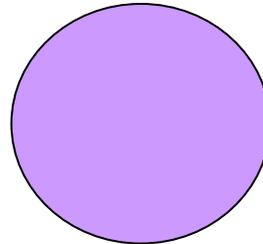
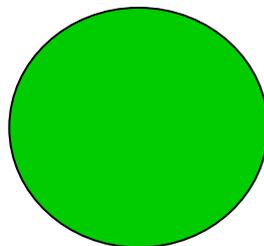


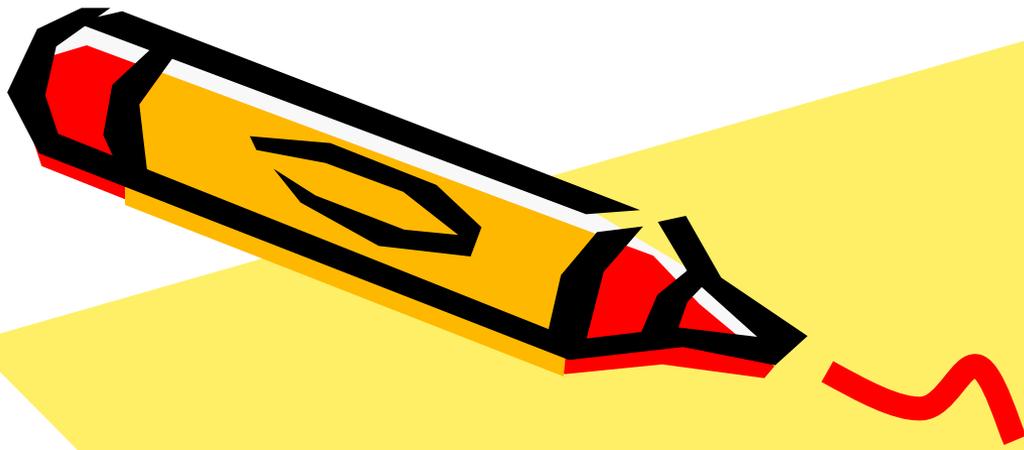
We then encourage them to sort using two criteria ie;

- size and colour

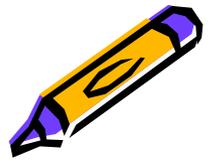


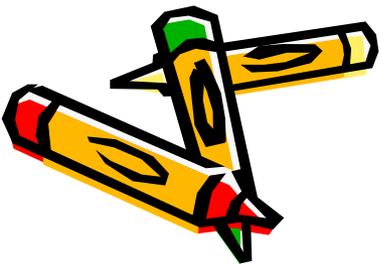
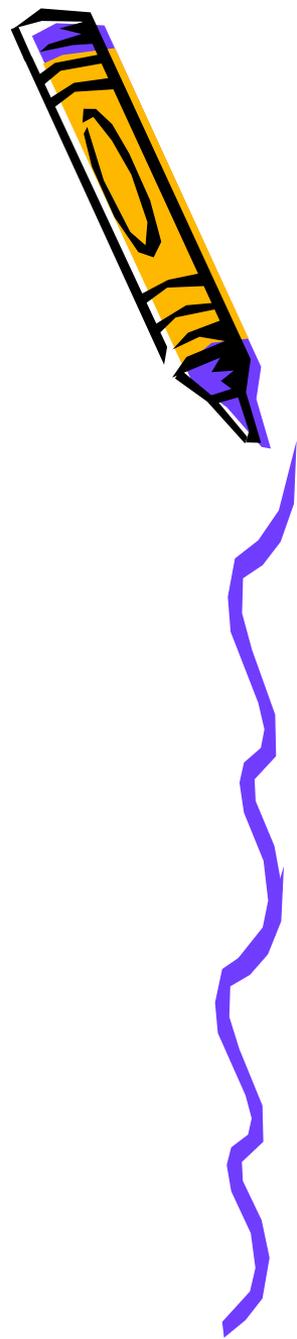
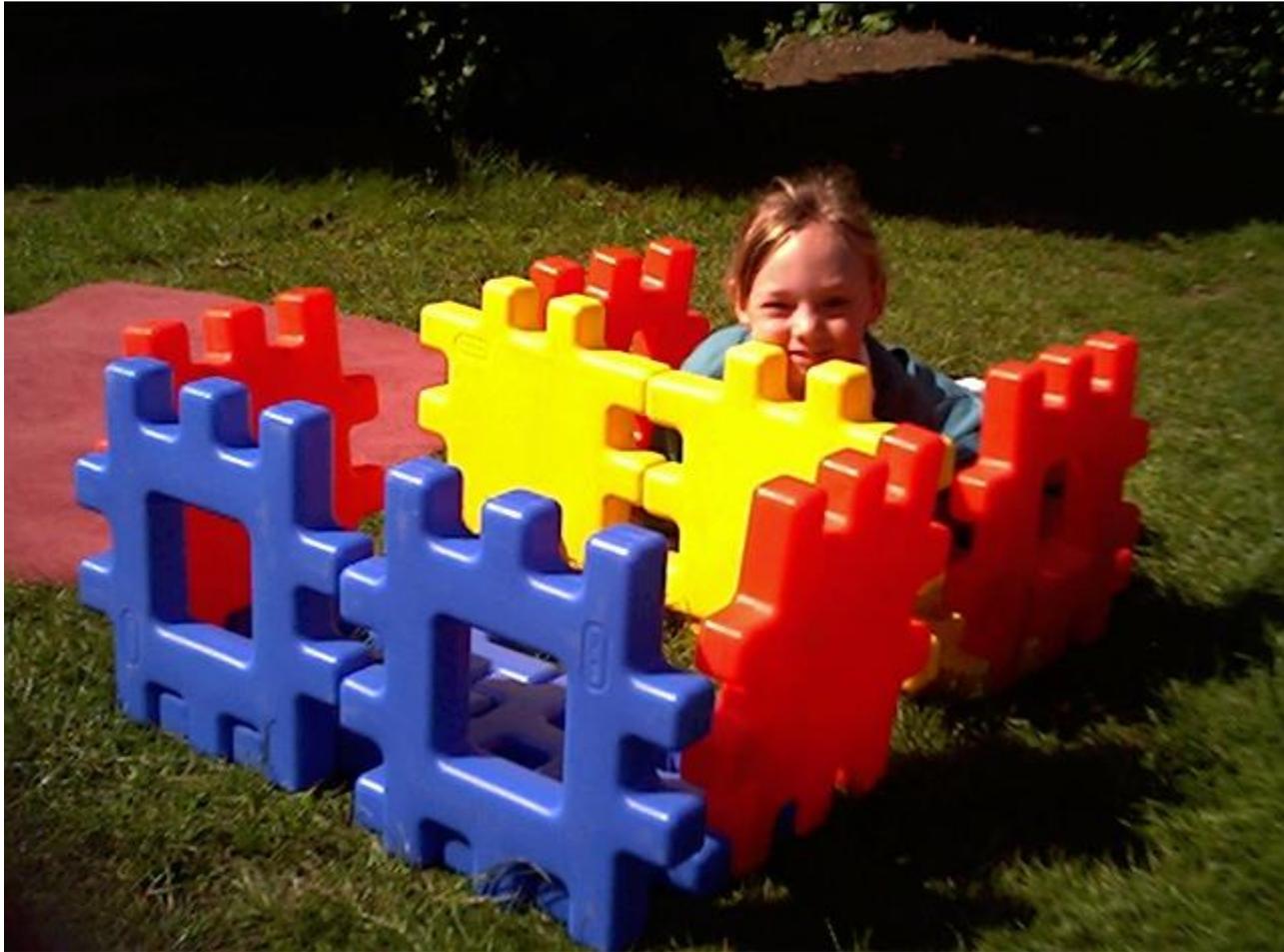
We would then look for them to sort objects using their own criteria.

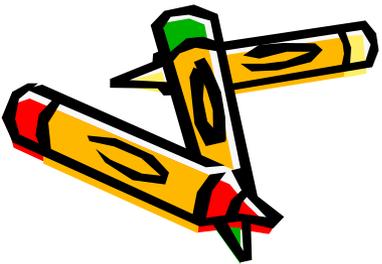
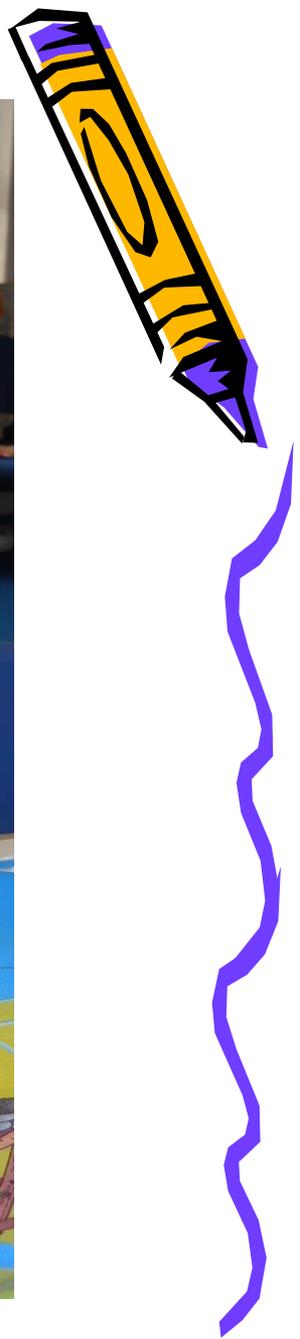


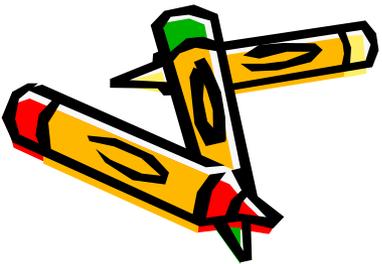
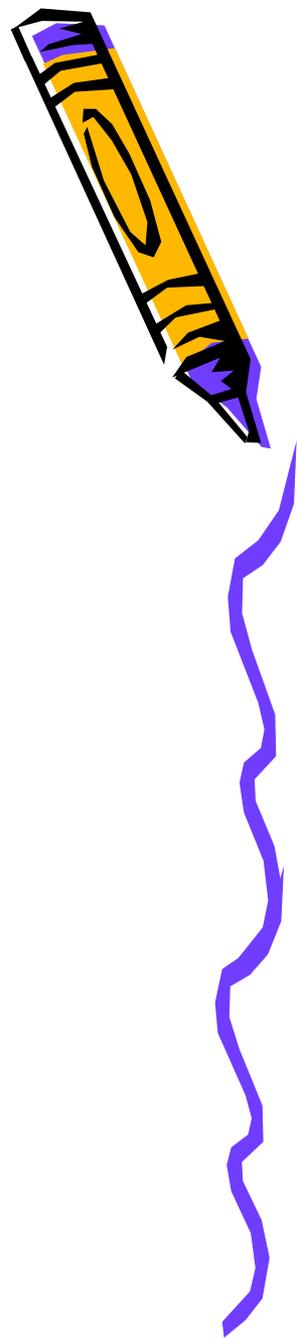


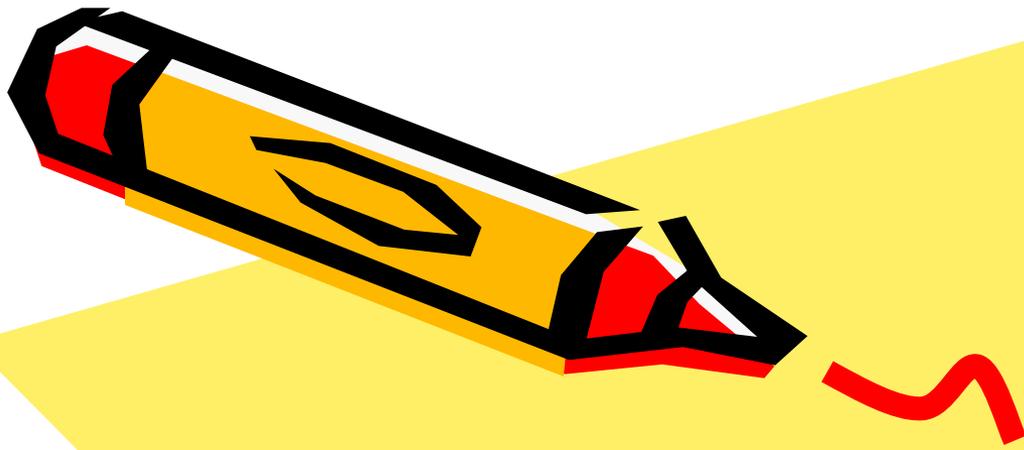
# Practical Maths



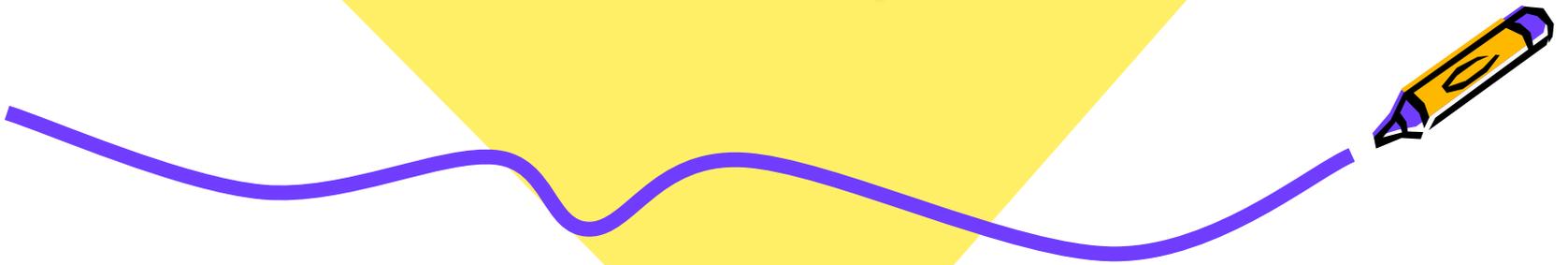








# Year R Assessment



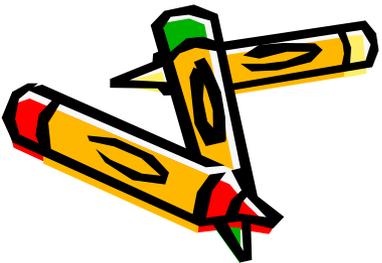
# Assessment in EYFS



The EYFS guidance currently requires practitioners to review children's progress and share a summary with parents at two key points:

- in the prime areas between the ages of 24 and 36 months (this is carried out in Pre-schools)
- at the end of the EYFS in your child's reception year against the Early Learning Goals for each area of learning. This will be reported to you in the Summer Term.

In addition to this, we will discuss your child's progress in detail at our Parents Evenings in the Autumn and Spring Terms, and each half term we will share a summary of your child's learning at our topic Celebration Events through our Parent Pages.

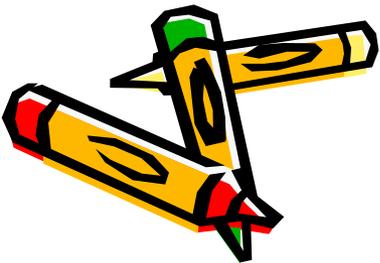


# Formative Assessment

Assessment in the Early Years is an on-going, daily process. The Development Matters curriculum is used as a guide to make best-fit judgements about whether a child is showing typical development for their age.



Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. Observations are made of the children's independent learning, and teachers also assess progress within adult-led learning too.



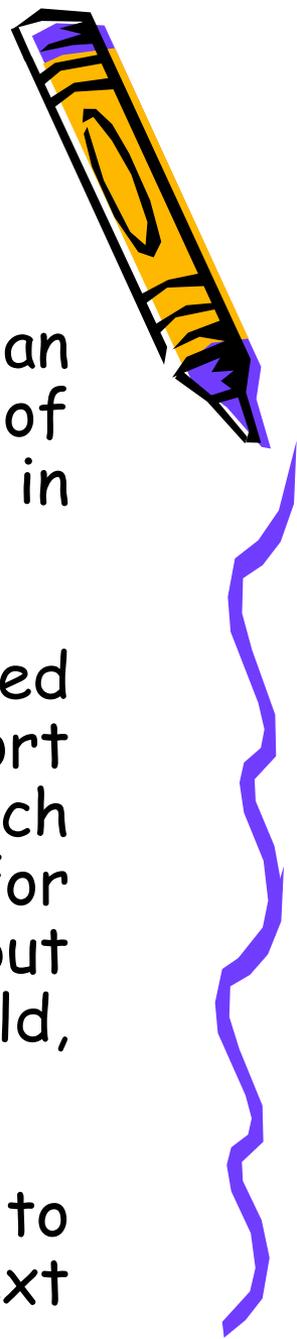
These processes enable teachers to plan effectively for the children's next steps in learning.

# The EYFS Baseline Assessment

Schools have been encouraged to introduce an approved baseline assessment at the beginning of Year R in order to take account of progress in Infant or Primary schools more fully.

The baseline assessment which we have opted for is not a formal test, but a series of short activities done on a one-to-one basis with each child. We feel this is not only demonstrating for us what the children already know or can do, but is also allowing us quality time with each child, helping us get to know them even better.

We will then use this information to inform our planning and each child's next steps in learning.



# Any Questions

