



# 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





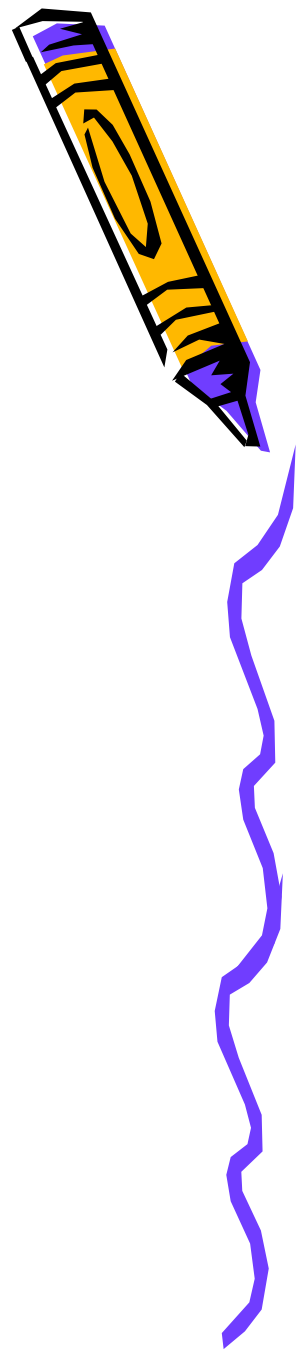
Communication and  
Language

Literacy



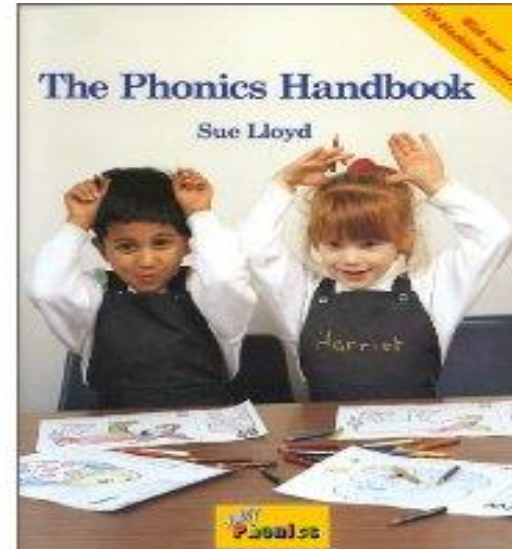
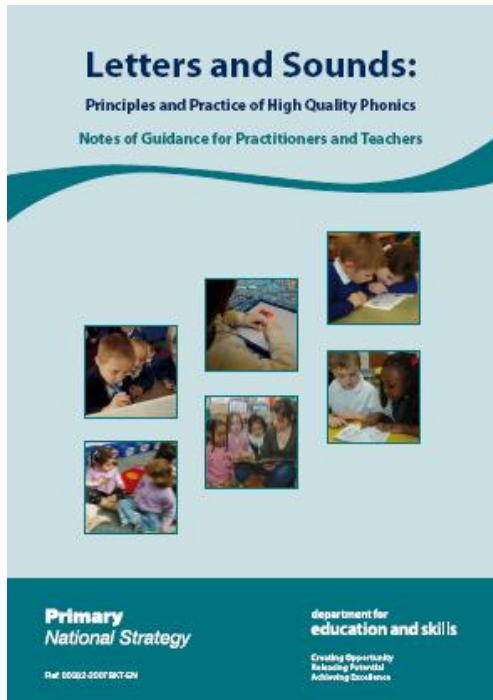
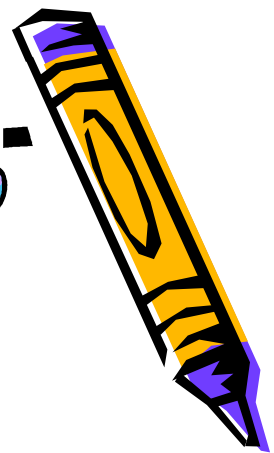
# Today we will look at:

- Phonics
- Reading
- Writing





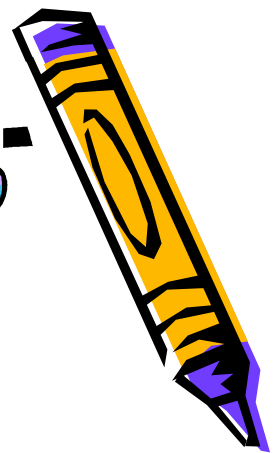
# Phonics



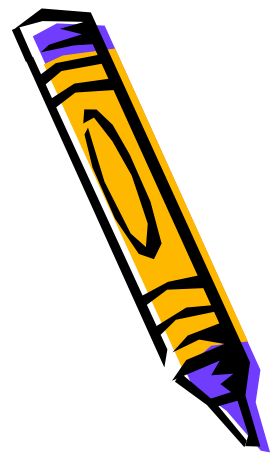


The skills learnt through systematic phonics teaching allow children to learn letter sounds, and put these sounds together to make words in order to read...

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?



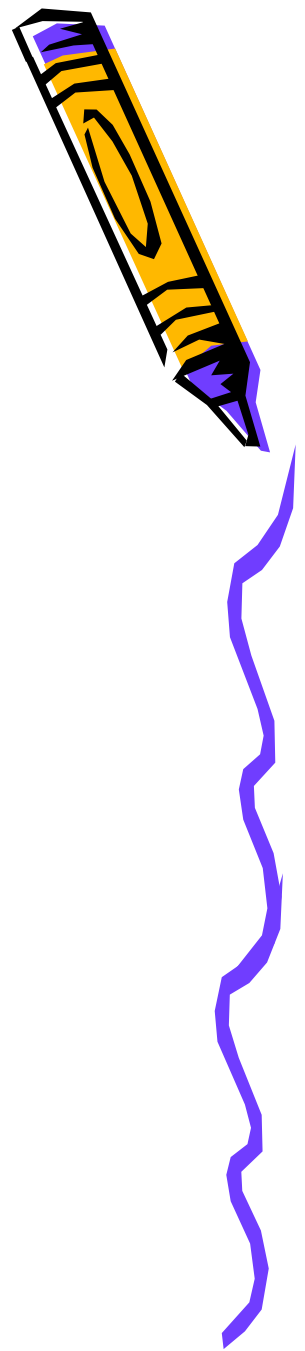
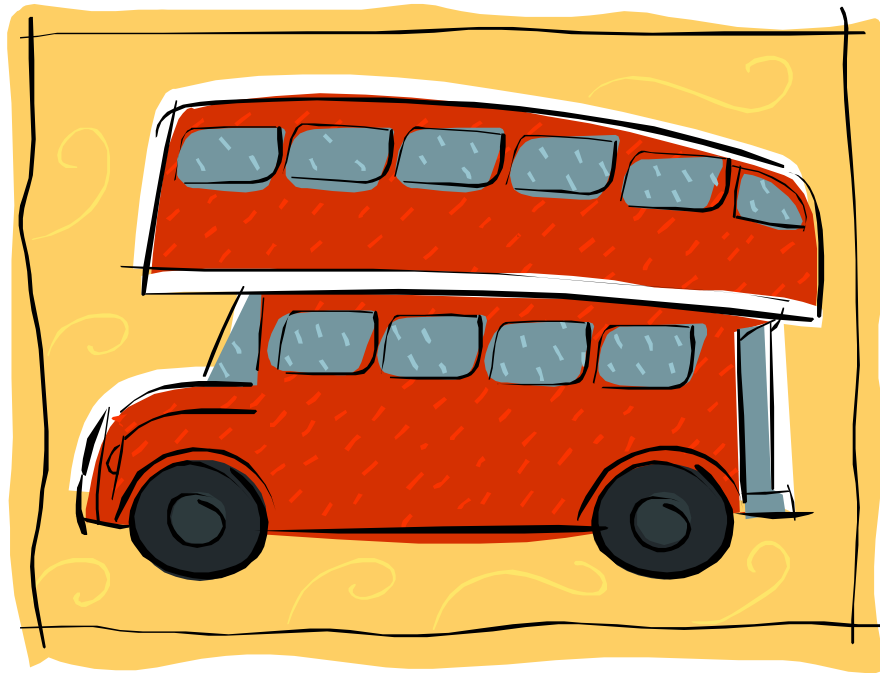
- What noise does a bumble bee make?



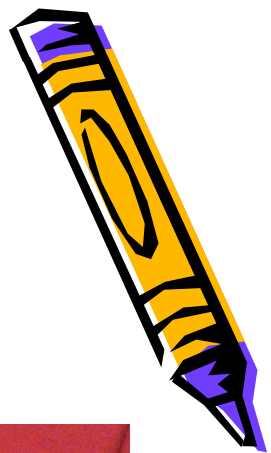


# Rhythm, Rhyme and Alliteration

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...digraphs

ch

or

oa

ai

ch

igh

ee

ng



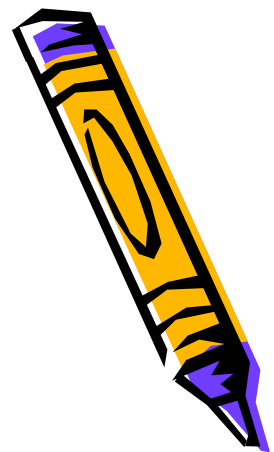
sh

th





## 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

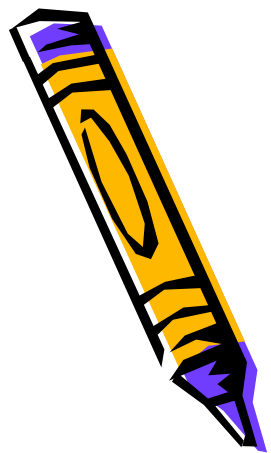
what

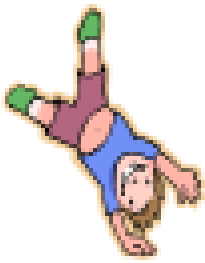
was

she

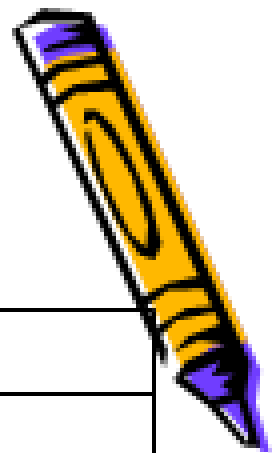
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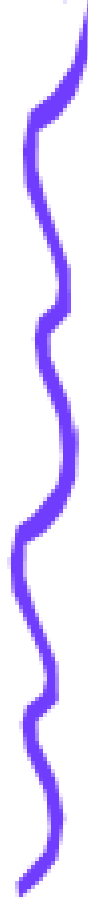




# Parent Challenge!



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.

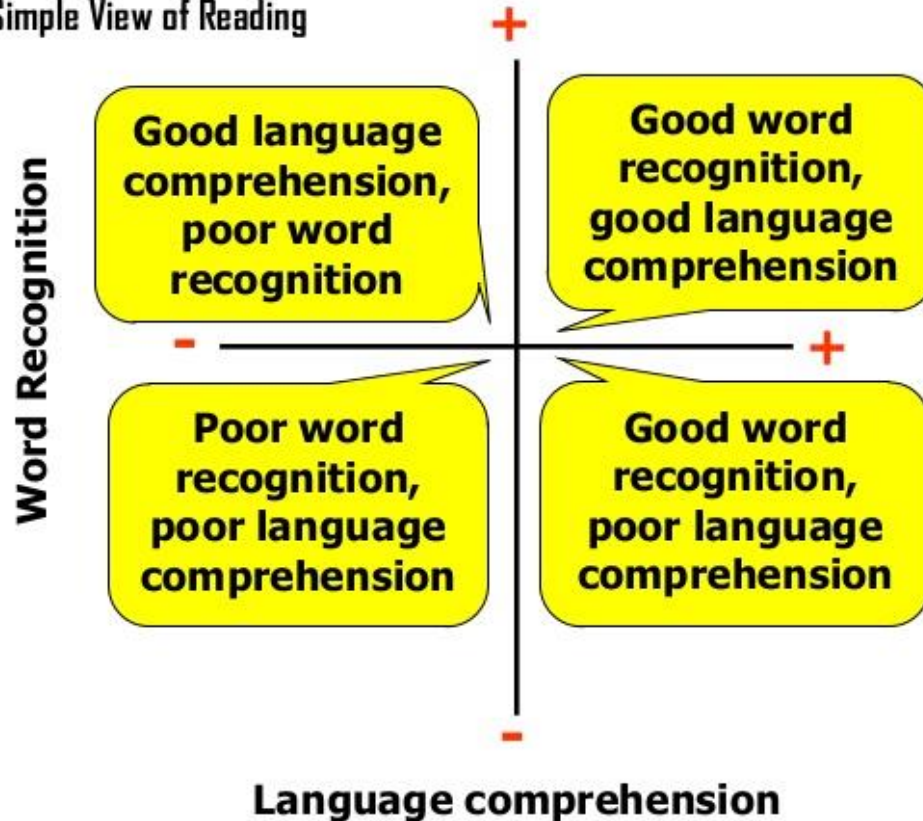
Please ensure reading diaries and books are in book bags every day. This ensures we can read with your child at least once a week.



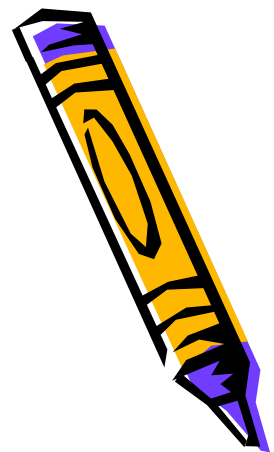


# How to read with your child.

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

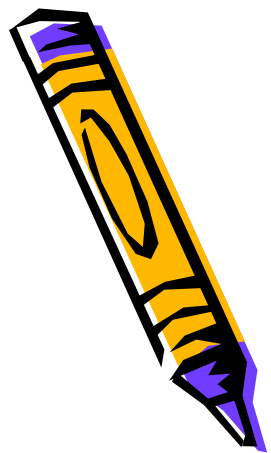
As your child becomes more confident, they will begin to recognise more words by sight (such as the tricky words) and be able to blend more rapidly without sounding out each sound.

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

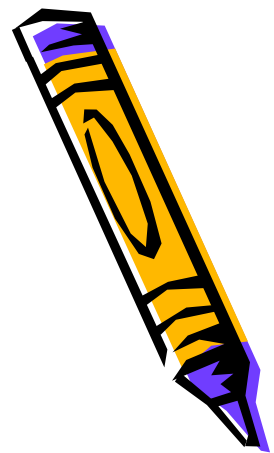
As your child becomes a confident word-reader it is vitally important that their ability to understand what they have read is also developed. Talking about what you or your child has read and exploring questions should be seen as just as important every time you read together.



# Comprehension



What questions could you ask when exploring this page?



# The Skills



## Decoding

- Blending
- Recognising tricky words
- Recognising repeating phases
- Reading for meaning

## Retrieving

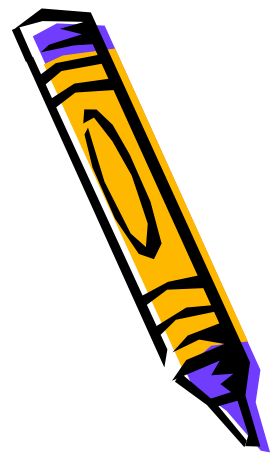
- What did the fox get from the store?
- How many apples had fallen from the tree?

## Predicting

- What do you think the story is about?
- What do you think will happen next?



# The Skills (cont.)



## Inferring

'Reading between the lines'  
How is the character feeling? Why?

## Sequencing

What order did the animals get on the boat?  
  
Which place did the character visit first?

## Vocabulary

It says the boy was joyful  
what other word could we use?  
What word tells us the man was sad?





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



Jen and Zak went to the vet.



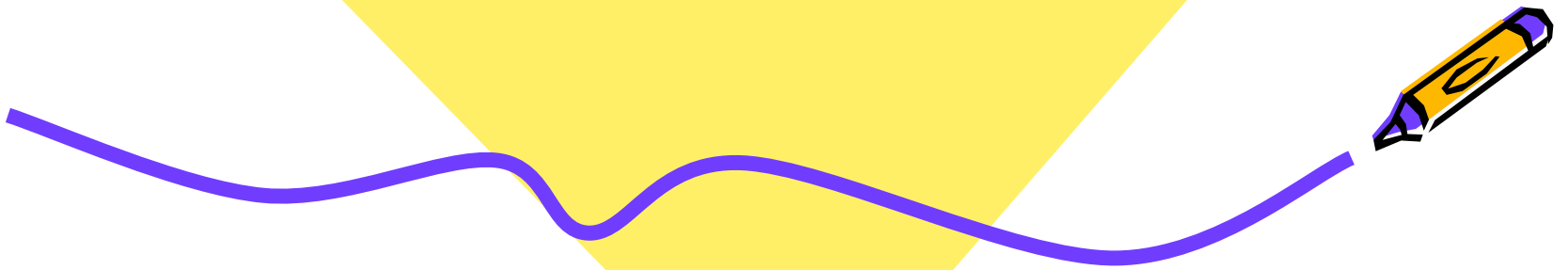
What questions could you ask when reading this page?





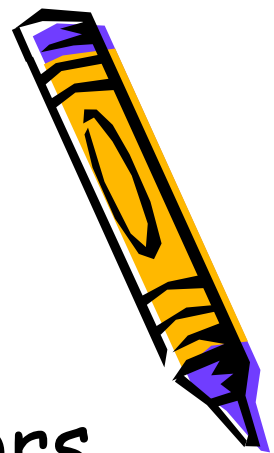


Writing

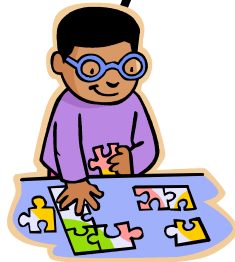




# Basic skills



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

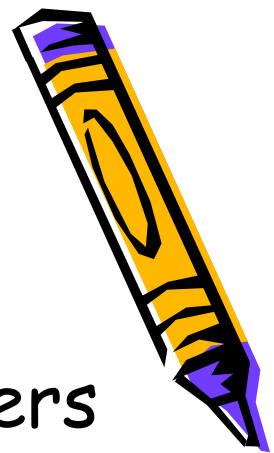




## Top Tip

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

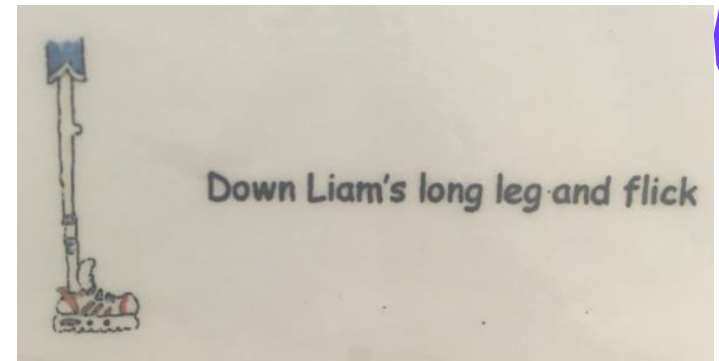
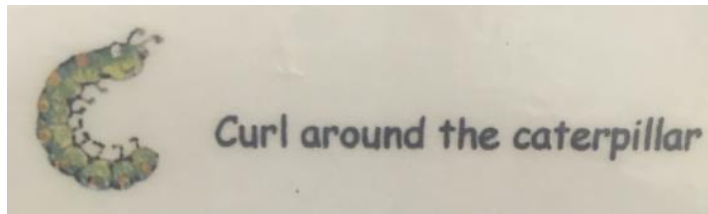
Young children find the straight lines of capital letters much easier and can struggle with the fluidity needed for lower case letters, so please encourage them to write in lower case before they get into the habit of capitalising all letters.



# Handwriting

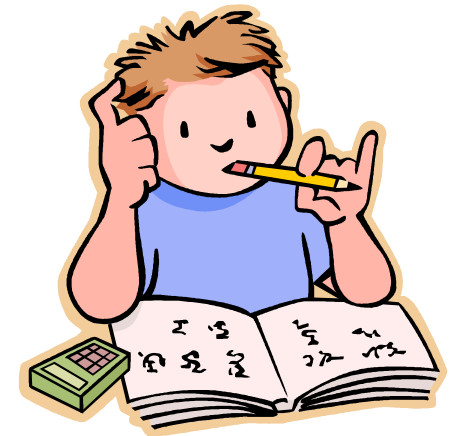
After building up your child's fine motor skills and gross motor formation we start practicing letter formation.

We use phrases to help the children remember how to form their letters correctly, it would support your child if you modelled these phrases when writing with them at home.



# Writing words

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

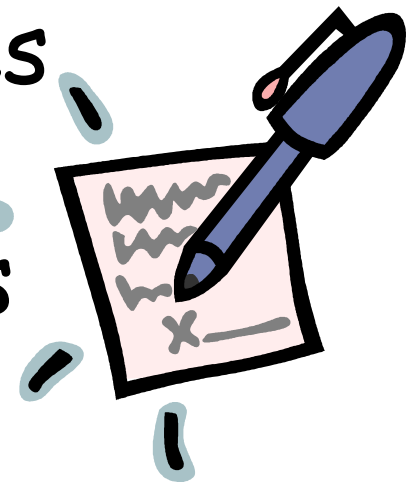


# Progression in writing

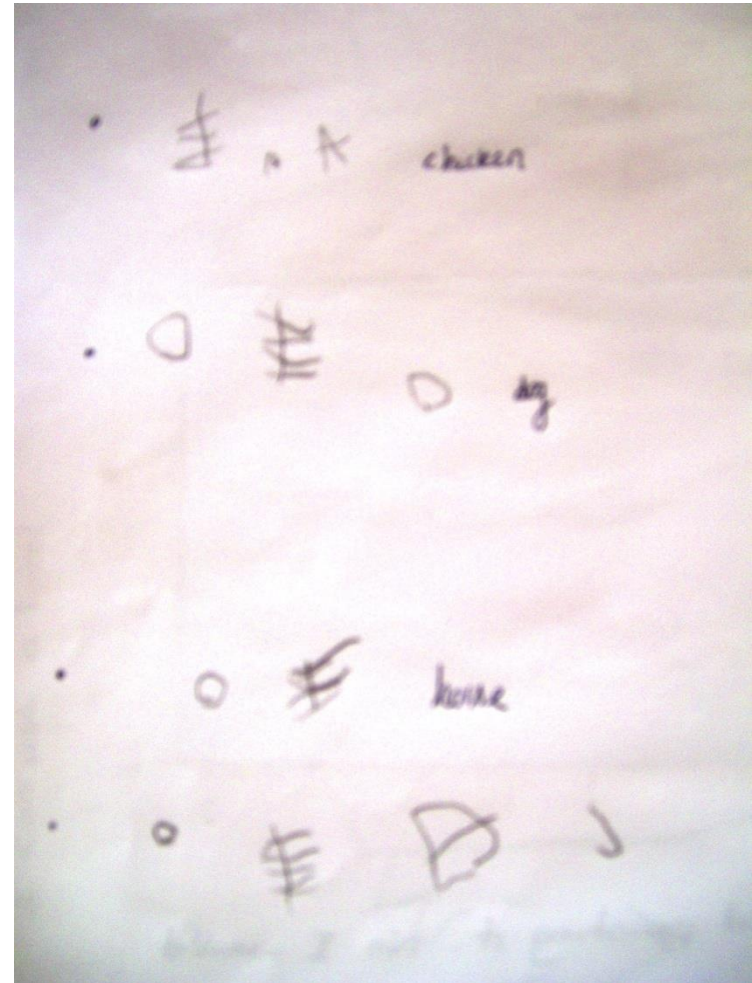
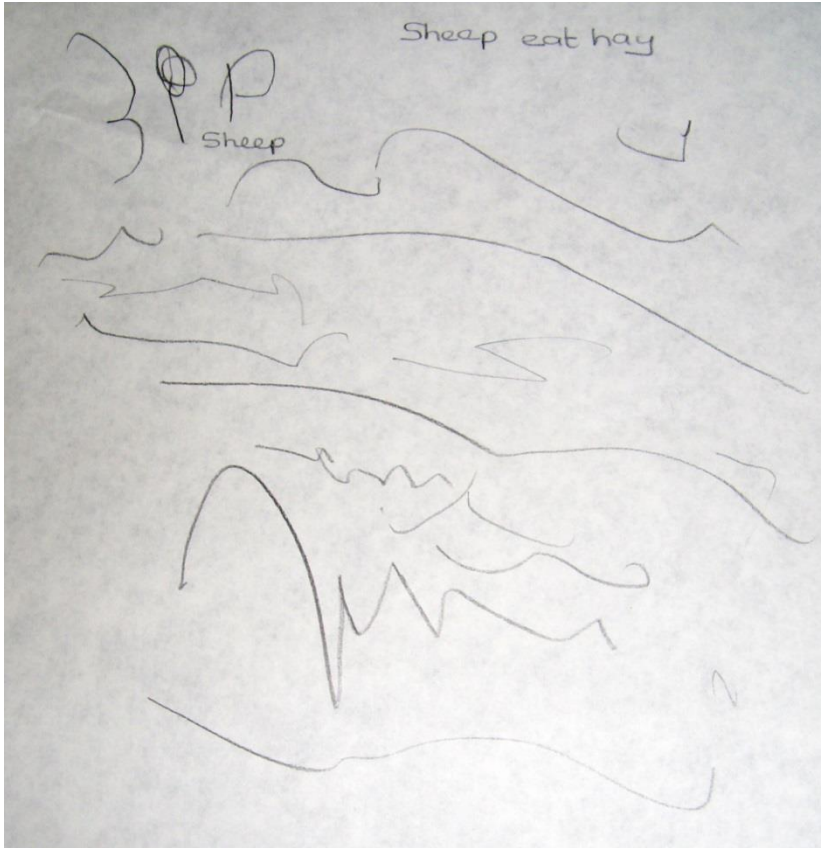
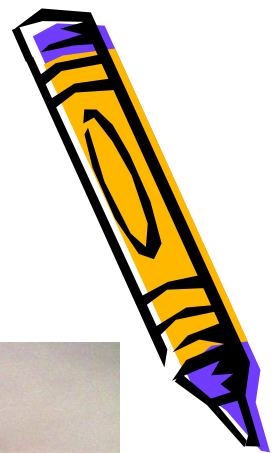


The children experiment with a range of forms of writing in Year R:

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

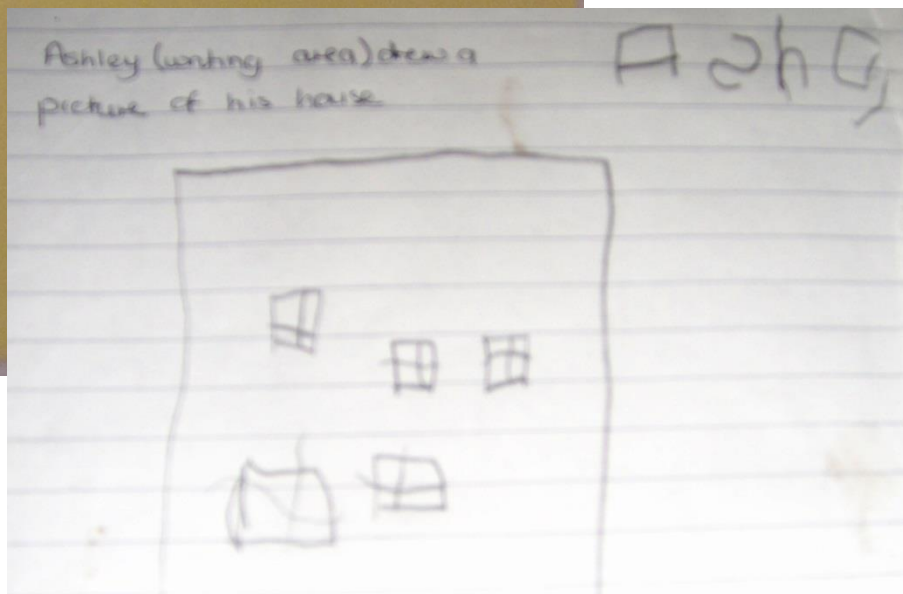
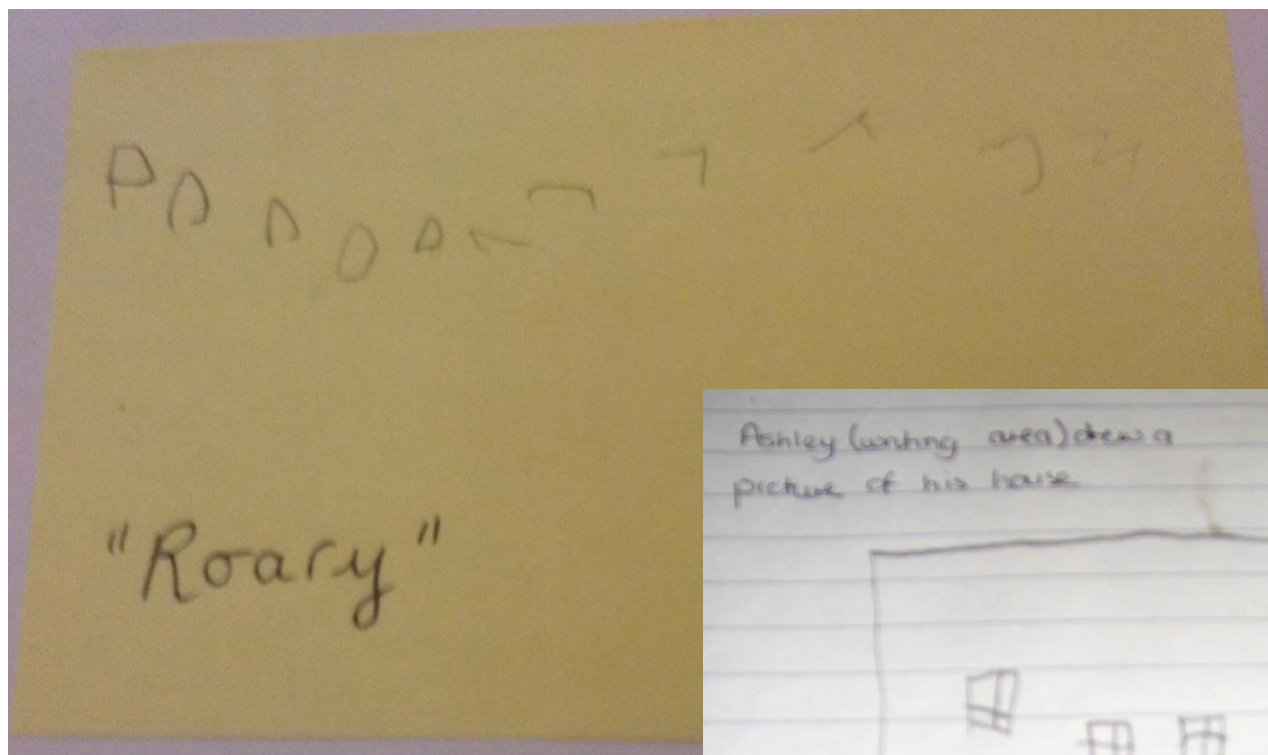
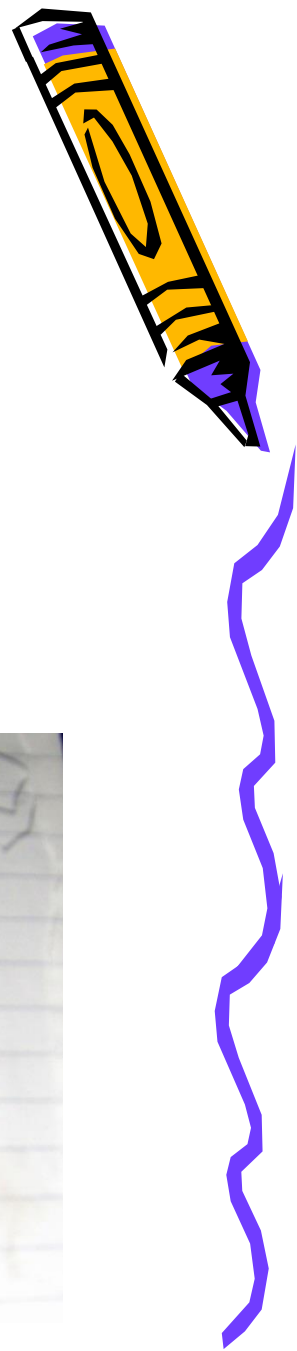


# Stage 1: Emergent writing





# Stage 2: Letter shapes and name writing





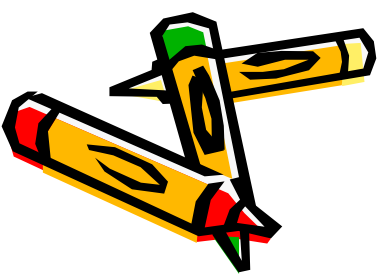
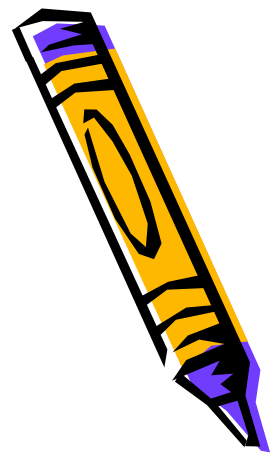
# Stage 3: Initial sounds

I can write a list using initial sounds. ① vs

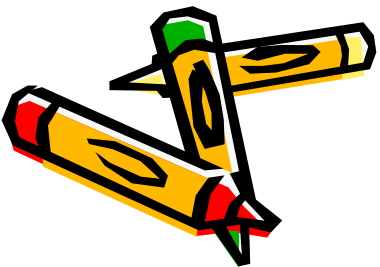
1. Mrs Hearne  
Miss Addasion

2. Mrs Bowers

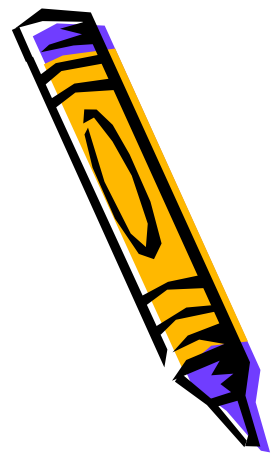
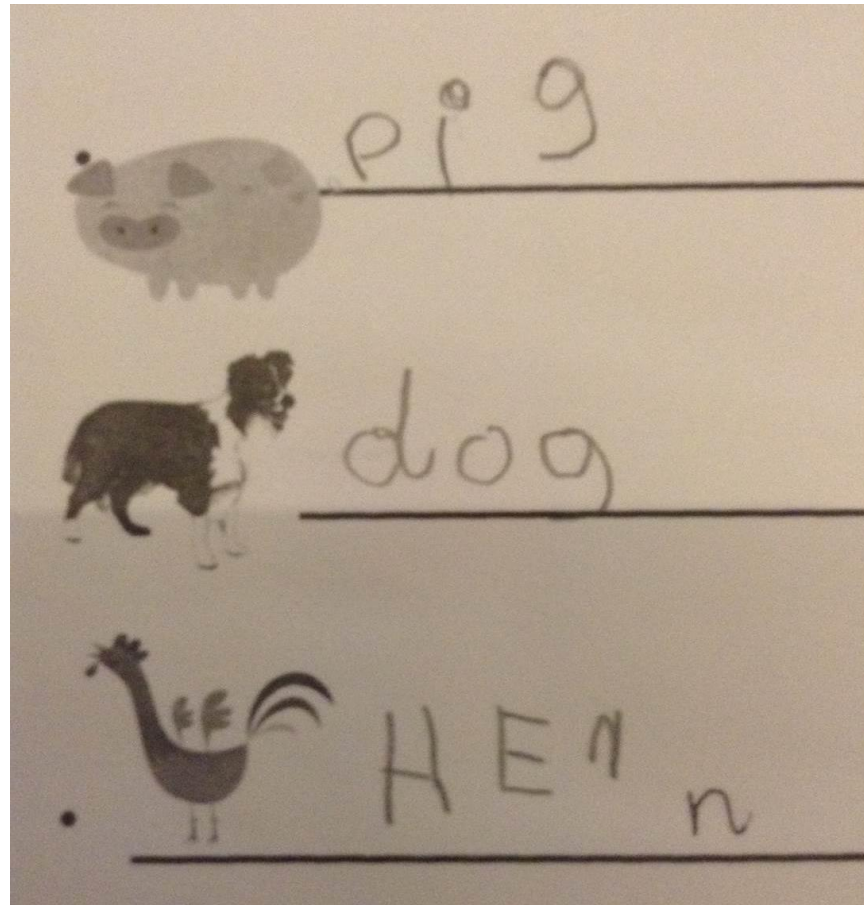
3. Mrs Clarke

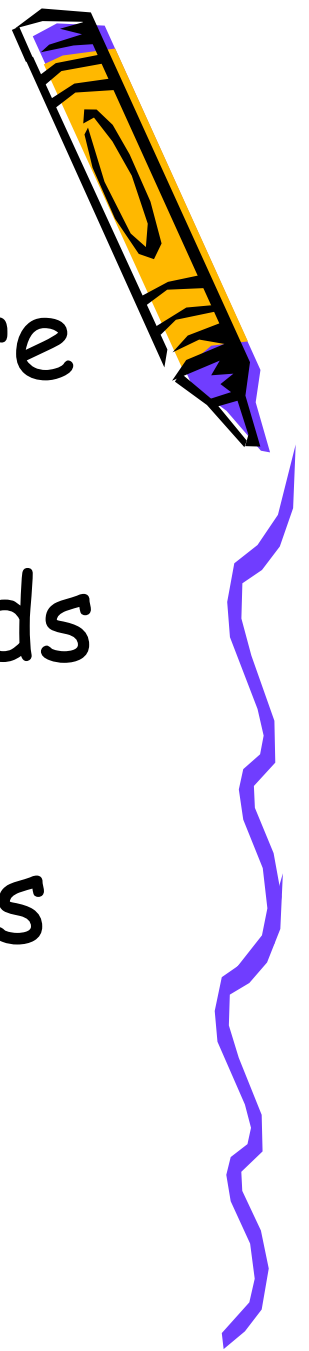


# Stage 4: Use of some sounds within words



# Stage 5: More accurate use of sounds within words





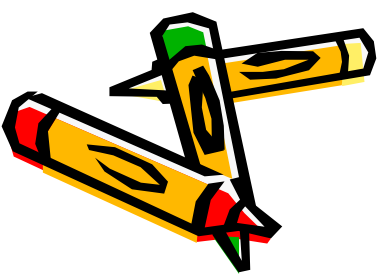
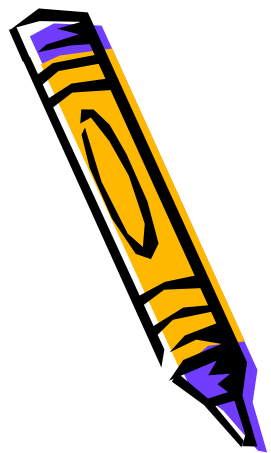
Children then become more confident to write using more complex phonic sounds with greater accuracy in captions, simple sentences and other forms...



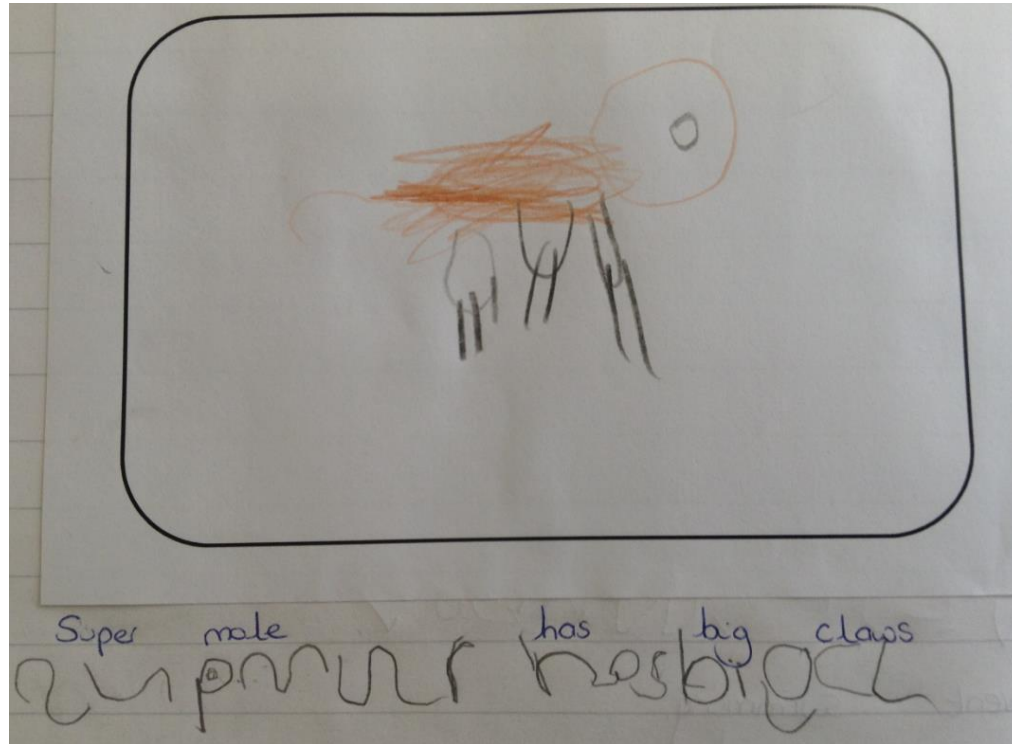


# Lists

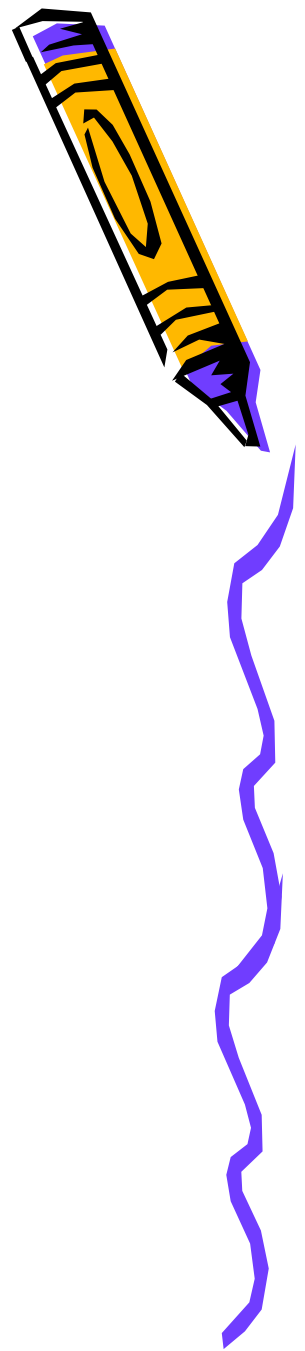
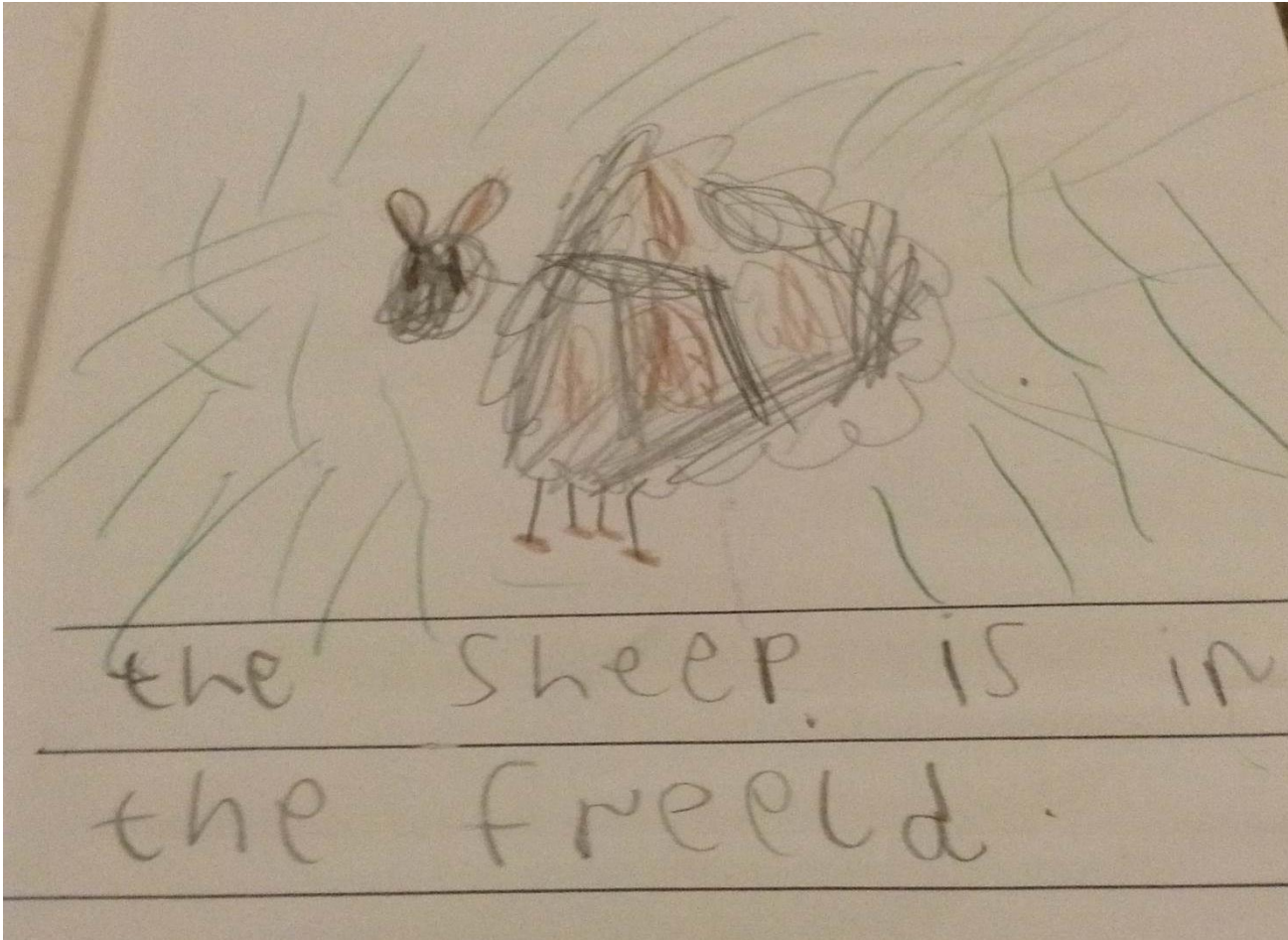
nors  
sheep  
thirin  
caw  
dunc  
sheepdog



# Captions



# Simple Sentences

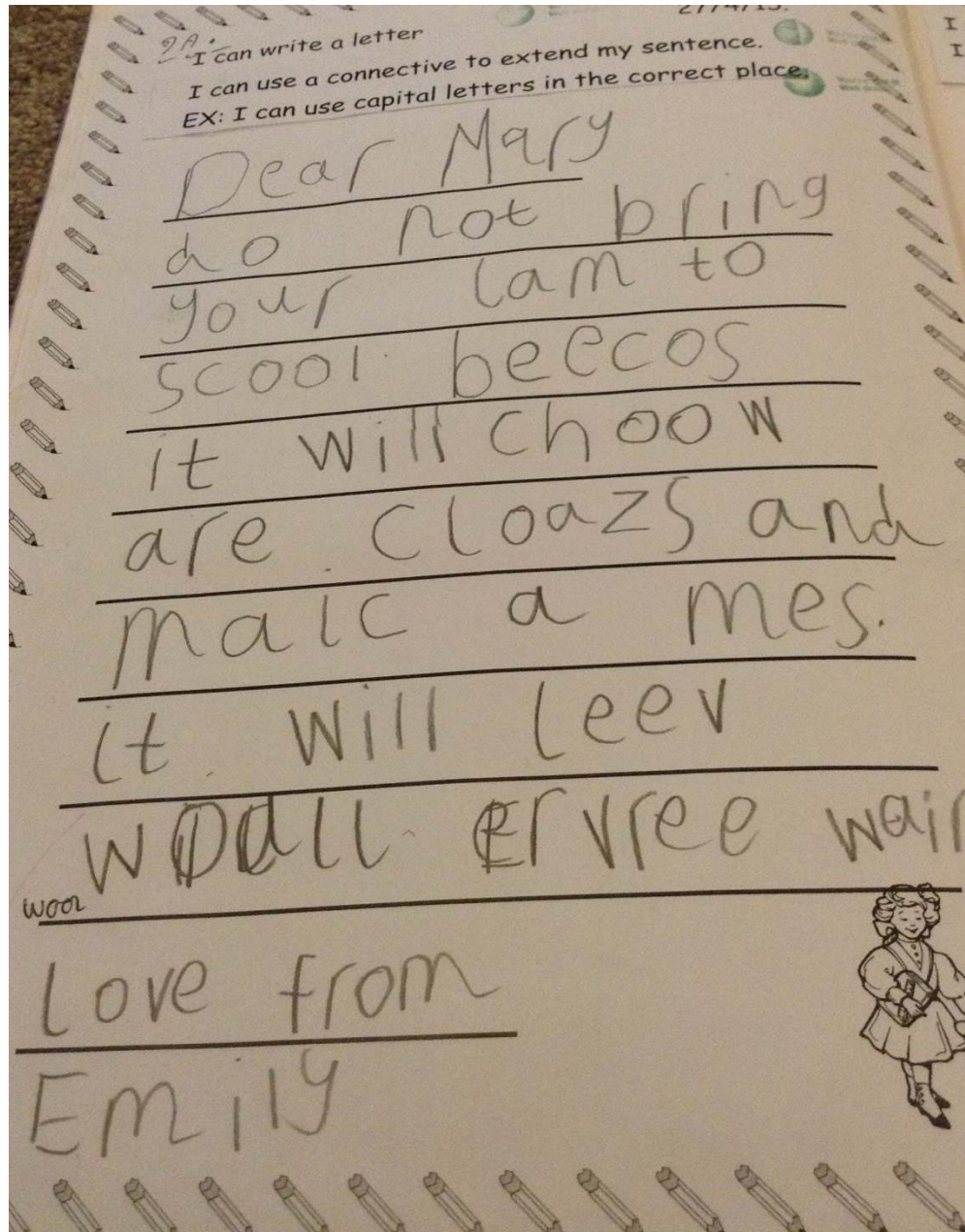






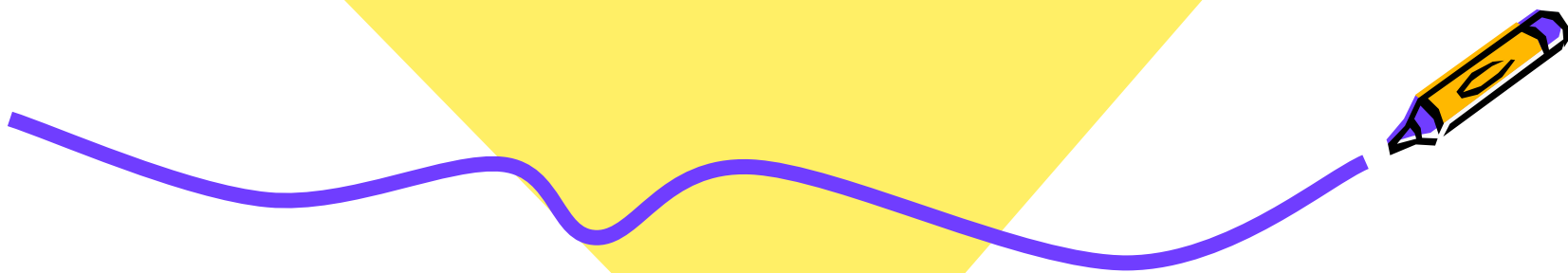


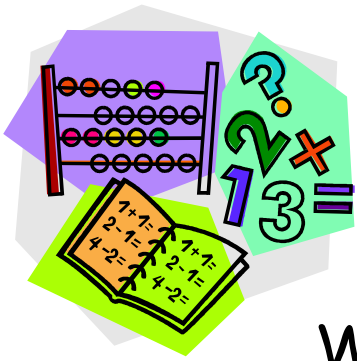
# Letters





Mathematics



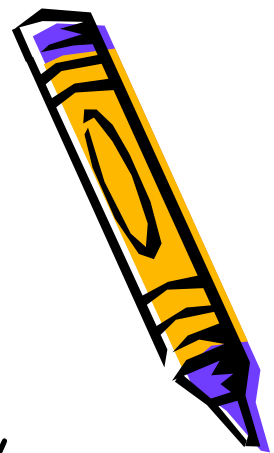


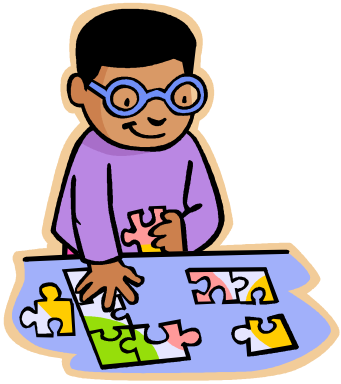
# Number

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

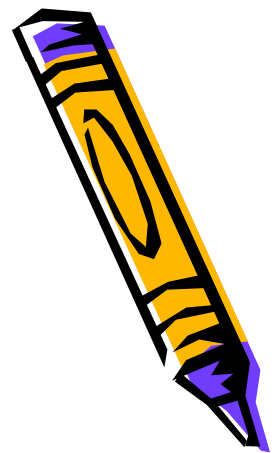
## Number Rhyme

1 2 3 4 5 6 7 8 9 10

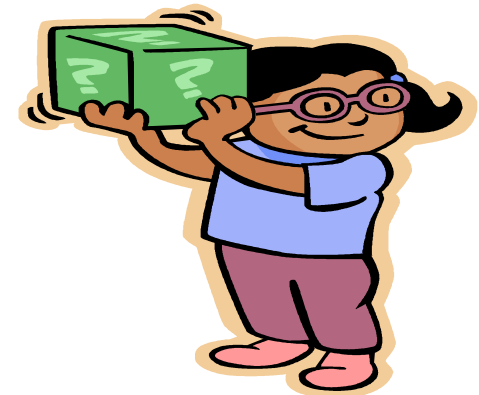


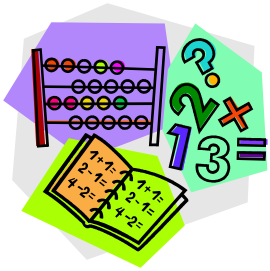


# Number Rhymes and Books



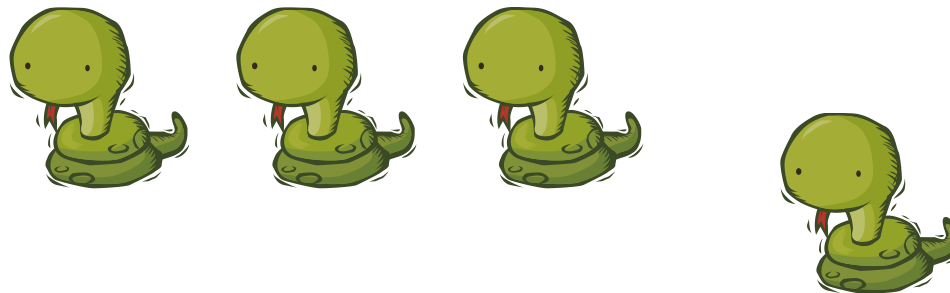
We use numbers in a variety of contexts such as singing rhymes and reading stories with a focus on number.



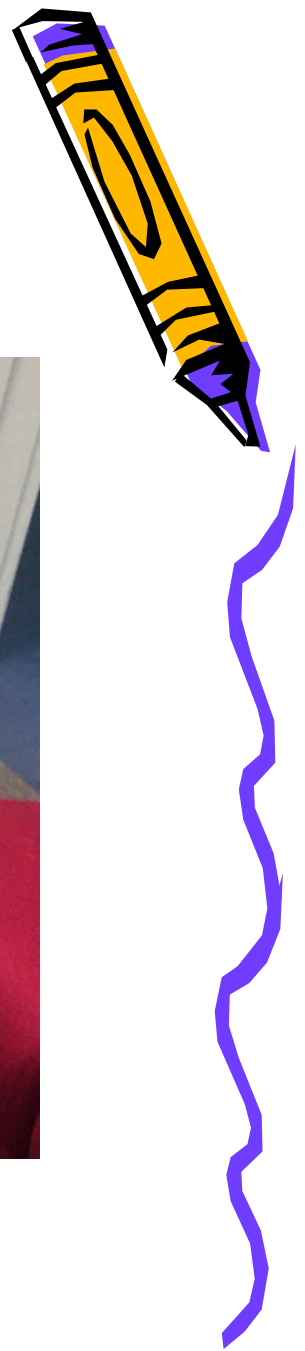


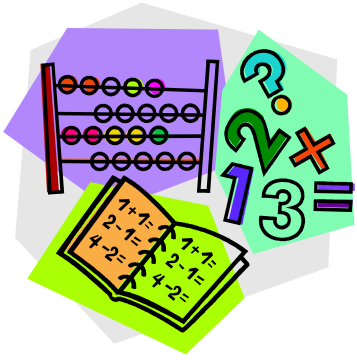
# Counting

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





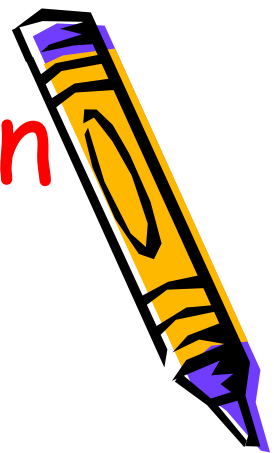
# Addition and Subtraction





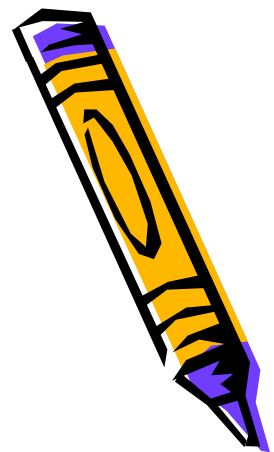
# Addition and Subtraction

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



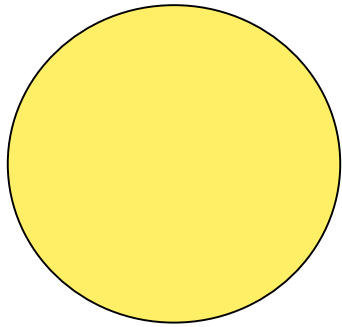


We then move on to pictorial number sentences, drawing what happens in simple number problems.

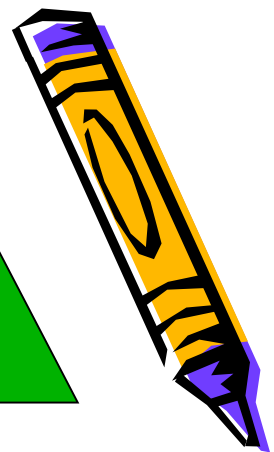
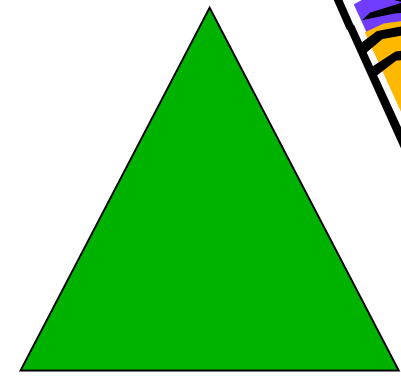


Then we can begin to learn to draw quicker representations using dots and dashes, and start to use numbers in recording our work more independently.



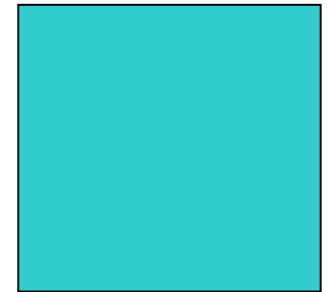
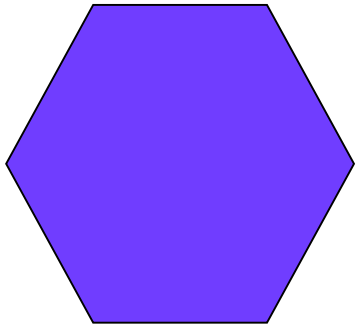


# Shape

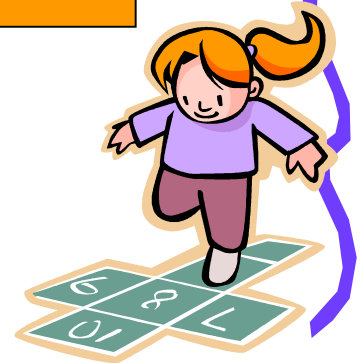
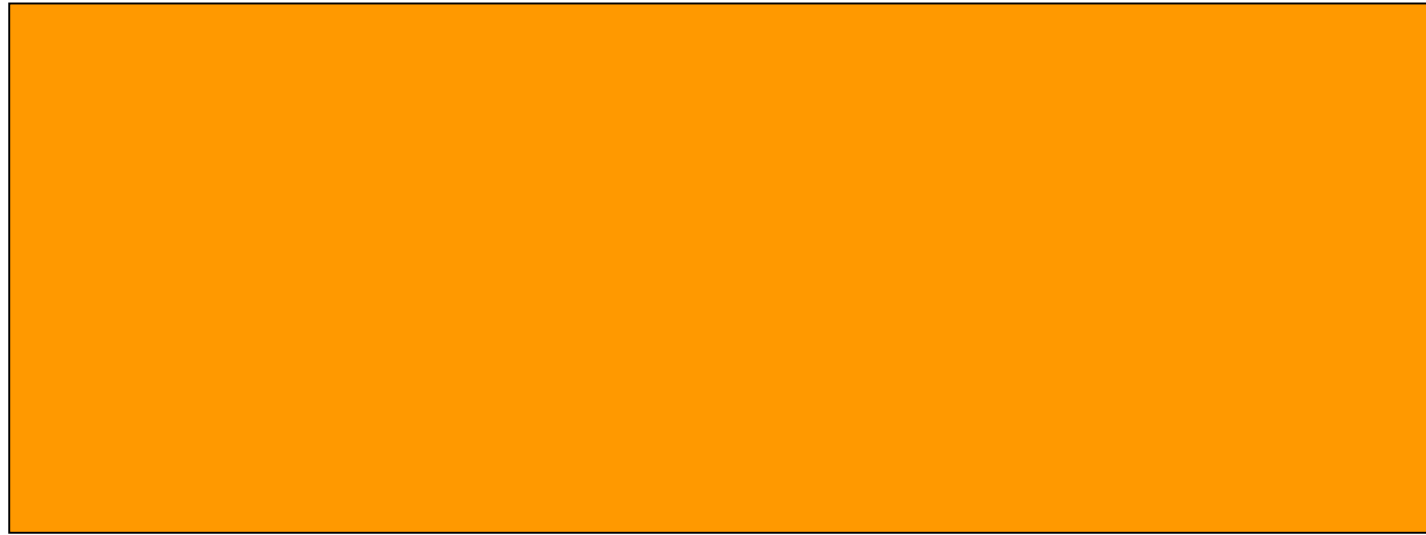
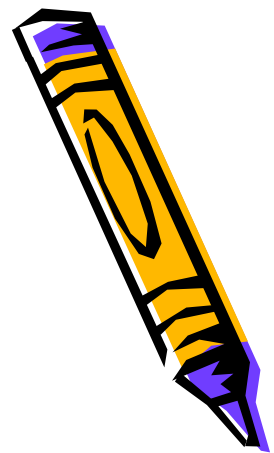


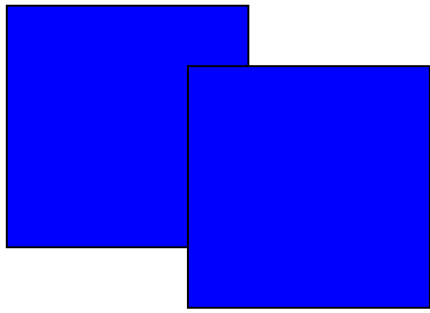
We teach the names of 2D shapes initially.

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

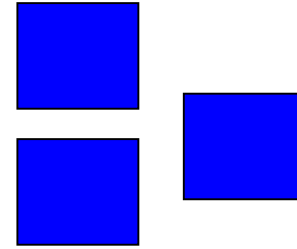


A rectangle has 4 sides  
and 4 corners.

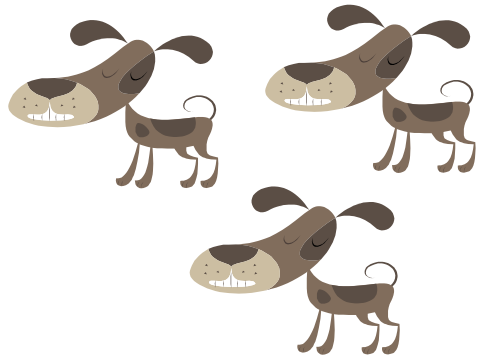




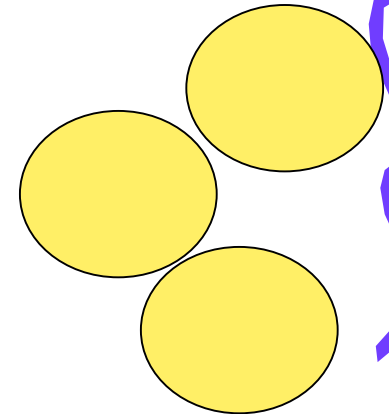
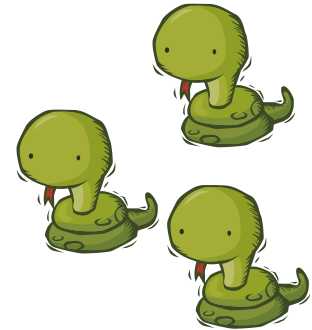
# Sorting



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

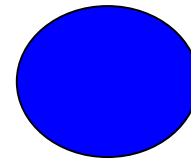
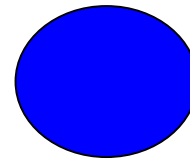
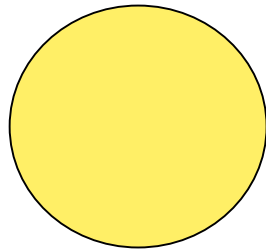
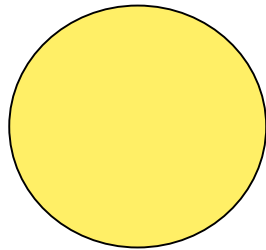


- colour
- size
- animals
- shape

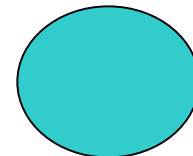
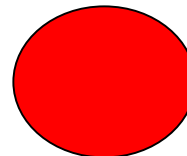
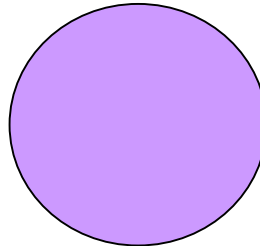
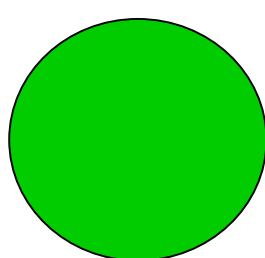


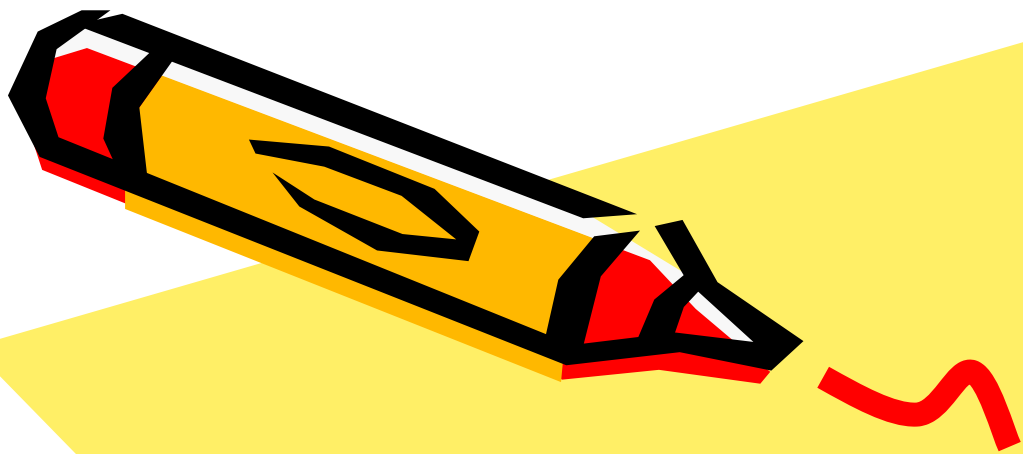
We then encourage them to sort using two criteria ie;

- size and colour



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

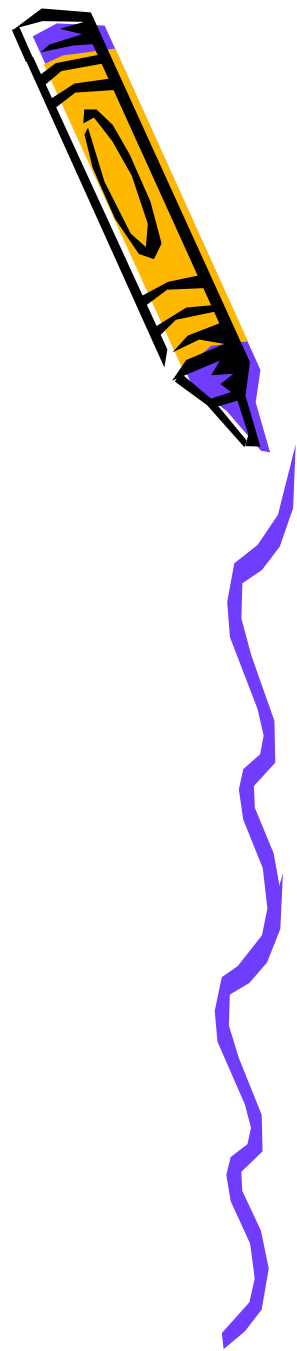
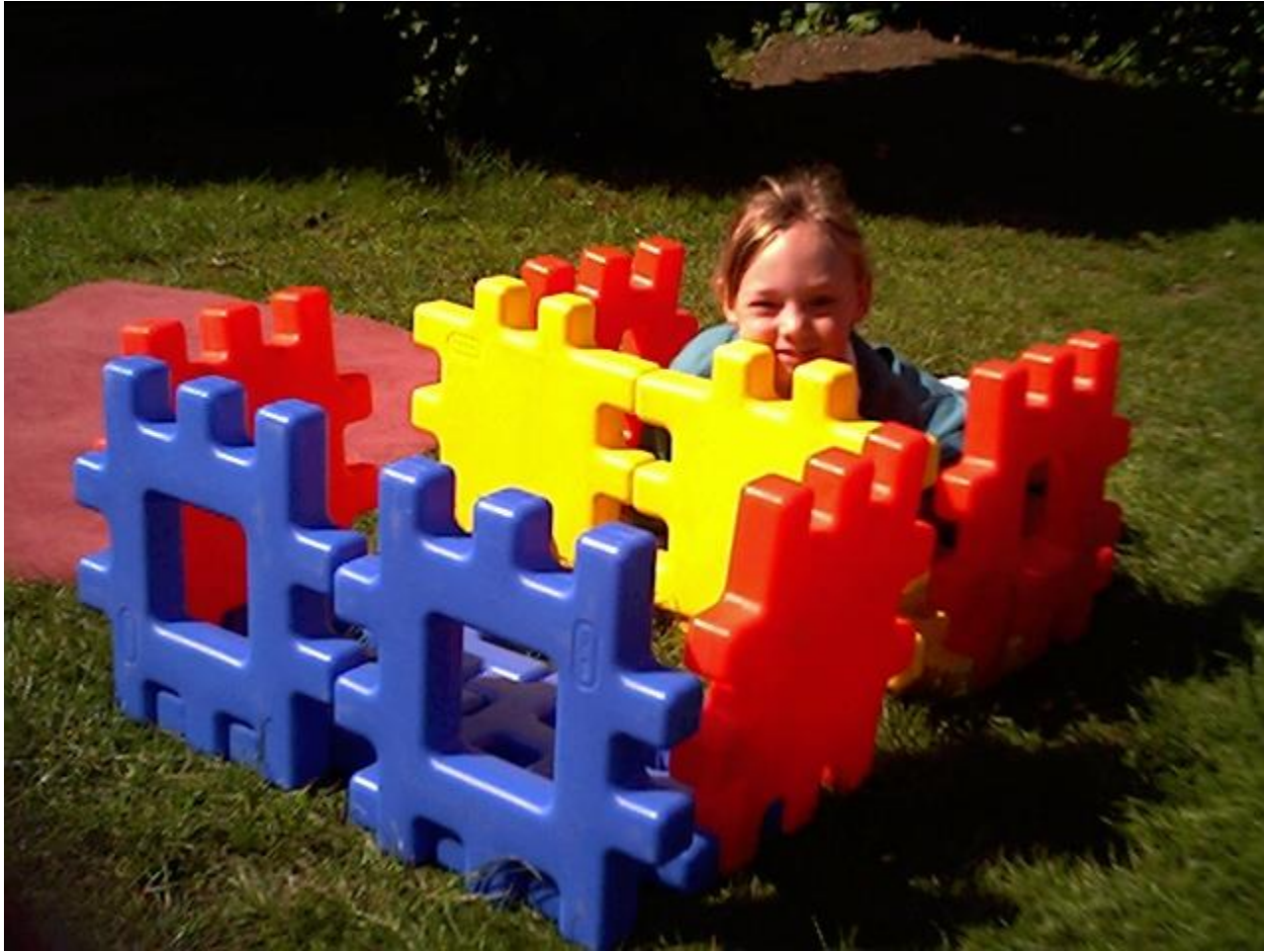




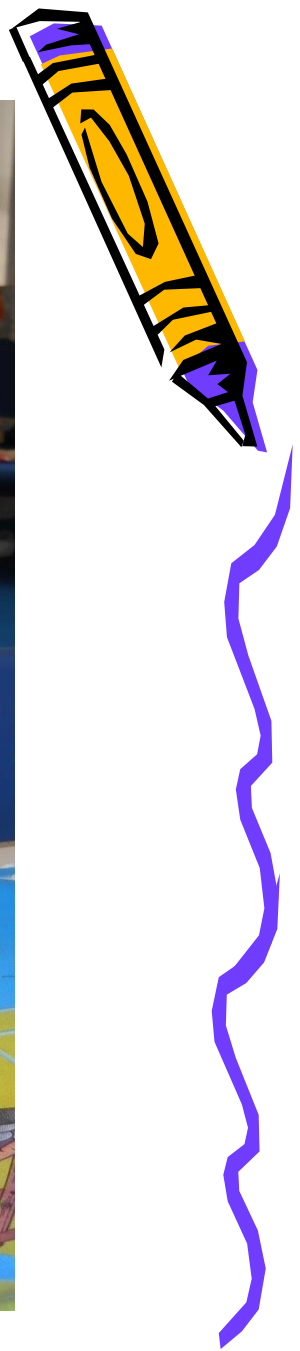
# Practical Maths

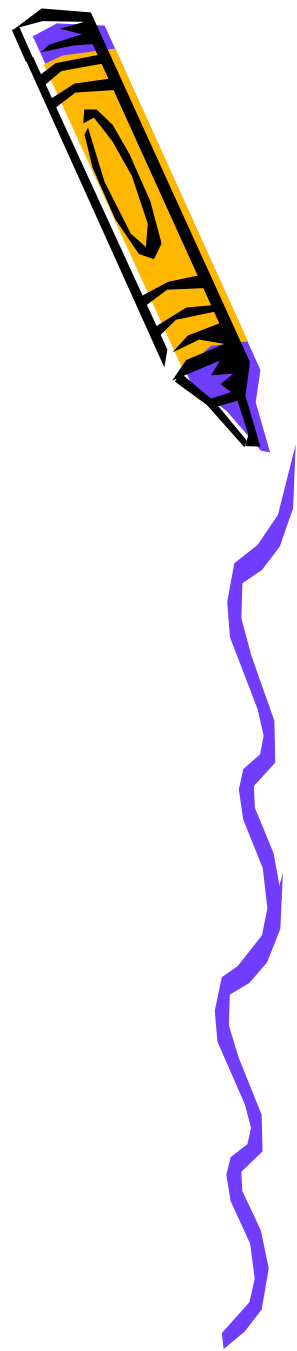






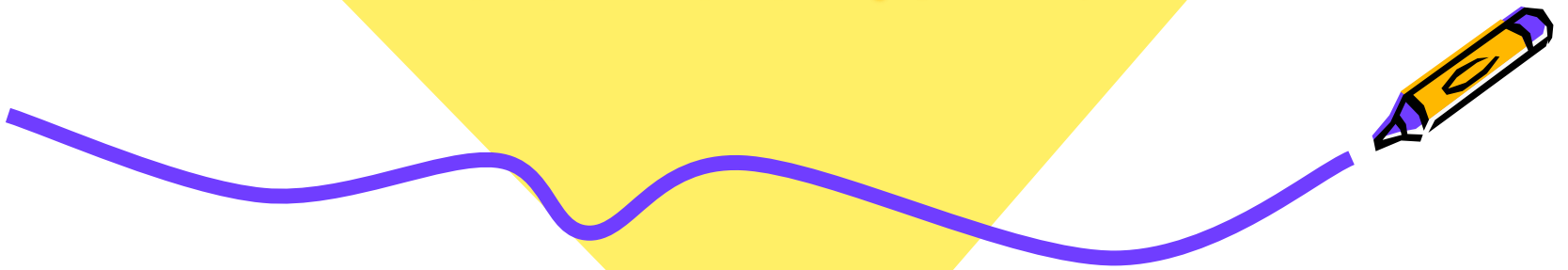








# Year R Assessment



# 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. Each half term we will share a summary of your child's learning at our Topic Celebration Events through our Parent Pages and your child's Learning Journey.





# 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.



# Importance of your contribution

Parental contribution is a huge part of building a true and full picture of a child's progress so your contributions to their learning journey are vital.

We send home WOW moments for you to capture events or steps in your child's development. These could be big or small, social and emotional or academic.

You can never write too many WOW moments!

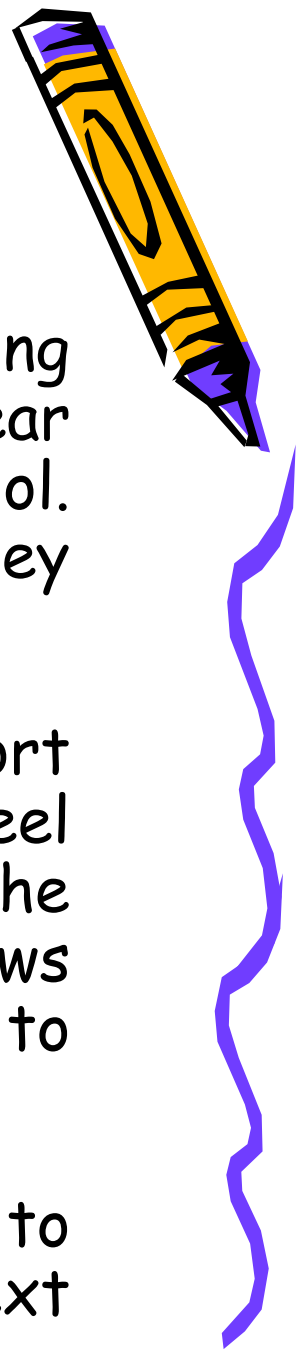


# The EYFS Baseline Assessment

We spend the first few weeks of term working on a 1:1 basis with your children to get a clear picture of their ability as they come into school. This allows us to track their progress as they travel through the Infants.

The baseline assessment is a series of short activities carried out with each child. We feel this is not only demonstrating for us what the children already know or can do, but also allows 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

