

# EYFS Information Meeting

## Wednesday 5<sup>th</sup> October



# EYFS

- Covers children from birth- 5 years old
- Seven areas of learning
  - Personal, Social & Emotional Development
  - Communication & Language
  - Physical Development
  - Literacy
  - Mathematics
  - Understanding the World
  - Expressive Arts & Design

# Willow's daily routine

- Whole class teaching
  - Phonics
  - Literacy
  - Maths
- Adult led activities
- Independent Learning

# Phonics Teaching



- We use Bug Club – a highly structured phonic teaching scheme.
- Phonemes (sound that letters make)
- Capital letters
- Graphemes (letter shapes)
- Segmenting and blending of cvc words.
- To support phonic teaching the children will bring home some books which are 100% de-codeable.

# Book Band Scheme



- There are ten different coloured bands from Reception – Year 2 / 3. An **average** reader will read one band a term.
- Children start at Pink band.
- In school reading is monitored, recorded and moved on through **guided group reading**.
- Your child will read twice a week once with the teacher (in a group) and once with the teaching assistant (one to one).

# Guided Reading



**Guided reading**, where children put into practice their growing expertise in a structured group situation. The teacher differentiates the instructional reading programme and guides children who have reached a similar level of skill to develop independent strategies on new and increasingly challenging texts.

# Home reading



- Home reading books offer consolidation and reinforcement of guided reading in school.
- Children select their own titles which are noted in their reading journals.
- Home readers should be enjoyed at near fluency level.
- We change home readers on Tuesdays and Fridays.
- We ask parents to write in their child's journal at least once a week.
- Journals and first reading book will be sent home on Tuesday

# How you can help at home



- Make reading fun! Choose a time to read when you and your child are relaxed and have time to share the story.
- Talk about the story before you start reading. Look at the cover (and the blurb). What might the story be about?
- Encourage your child to re-read the story or to re-tell it in their own words, using the pictures to remind them what has happened.
- Discuss the story and see if you can compare it to another story you know.
- Give praise! Remember that small mistakes need not always be corrected.
- Continue to read bedtime stories to your child!



# Early Writing



- Encourage mark making and drawing
- Encourage your child to develop good fine motor control, and correct pencil grip
- At first children use a variety of marks and symbols to represent writing
- Emergent writing usually includes more circular movements

# Early Writing



- They start to write phonetically. Initial and final sounds before medial.
- Show an interest in your child's mark making and always encourage them to read their 'writing' back to you.
- All letters (except for d and e) start at the top
- In Reception children will learn to spell cvc words eg. b-u-g, and other high frequency words, and to write simple sentences with capital letters and full stops.

# Maths

It is vital to lay secure foundations in early mathematics.

Children need to engage with numbers and to see how to use them in their everyday environment for labelling, quantifying and calculating: we want to help them to develop a better understanding of the world in which they live.

# Counting

Counting is a significant aspect of children's early understanding of number and is the foundation on which calculation is built.

Ideas for counting at home:

- Reciting numbers in order e.g. counting stairs, counting rhymes
- Counting reliably – 1:1 correspondence e.g counting out correct number of forks, counting out toys

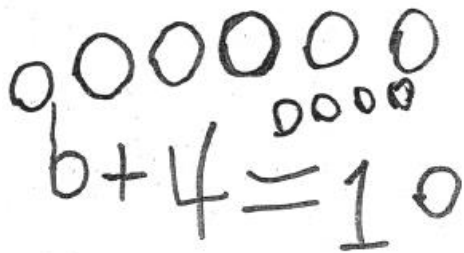
# Number

Recognising numerals 1-20 and putting them in order.

Knowing one more or one less than a given number.

Recording number through pictures.

Development of children's early awareness of quantity – more and less.



# Addition and Subtraction

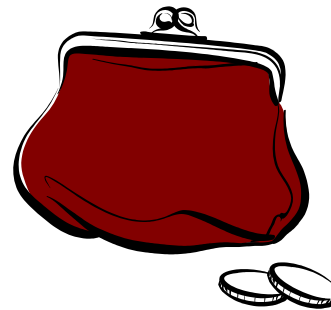
Adding together two groups of objects to find a total.

Using single digit numbers  
e.g.  $3 + 4 = 7$

Taking away from a group of objects

# Shape, Space and Measure

- Shapes in the environment – describing shapes eg round, flat.
- Naming 2D and 3D shapes.
- Describing their position in relation to objects – behind, next to etc.
- Describe and create patterns –
- Uses the mathematical vocabulary of size, weight, capacity, distance, time and money.



# How you can help at home

- Bath-time - filling and emptying containers, counting
- Counting rhymes
- Talk about numbers in the environment - front door numbers, number plates, road signs
- Help with the cooking - measuring, weighing, ordering the recipe
- Setting table places - how many plates/cups?
- Paying in shops including change
- Estimating amounts how many apples/sweets?



# End of Reception

- Children are assessed at the end of the year as either emerging, expected or exceeding.
- To achieve a 'Good Level of Development' children need to achieve **expected** in the Early Learning Goals in PSED, CL, PD, Literacy and Maths.

# Handout

- Early Learning Goals
- Phase 2 sound mat
- Phase 3 sound mat
- Letter formation
- Maths home learning challenges



Any questions?