Glebe Infant School

Welcome to EYFS Reception

Jade Class and Jasper Class

What is the EYFS?

The **Early Years Foundation Stage** (EYFS) is the programme which must be followed in all childcare settings from birth to five years, so for schools this sometimes means nursery but often just Reception. We follow the statutory EYFS curriculum and Development Matters milestones to shape and plan our curriculum and to make judgements about children's development.

The EYFS is based upon four themes where each of these themes has a clear principle outlined below:

- **A Unique Child**: Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.
- **Positive Relationships**: Children learn to be strong and independent when built on a base of loving and secure relationships with parents and/or a key person at school.
- **Enabling Environments**: Environment plays a key role in supporting and extending children's development and learning.
- **Learning and Development**: Children develop and learn in different ways and at different rates.

What is the EYFS?

All areas of Learning and Development are equally important and inter-connected. The EYFS is made up of seven areas of learning:

- **PSED** - Personal, Social and Emotional Development
- **CL**- Communication and Language
- **L** – Literacy
- **M** – Mathematics
- **UW** - Understanding of the World
- **PD** - Physical Development
- **EAD** – Expressive Arts and Design

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities

Learning through play

Quiet often, when you ask your Reception age child what they did at school, they will reply with, “We played.”

This is exactly what we want them to say. Children learn best through exploration and this is what their playtime is for. We teach the children that there is a difference between play on the playground and play within the classroom environment. To support this, we label and refer to play within the classroom environment as exploring time.

Play underpins the EYFS. It also underpins learning and all aspects of children's development. Through play, children develop language skills, their emotions and creativity, social and intellectual skills. They value play and we provide safe but challenging environments that support and extend learning and development.

The classroom environment

The EYFS relies on children having access to ‘enabling environments’ – spaces in which they can play, explore and learn across all the areas of the EYFS curriculum.

Areas like a home corner ensure children have familiar surroundings in which to explore language and interaction, whereas the outdoor mud, sand and water allow for exploration of the natural world.

All areas have a purpose and are often prepared or resourced to allow children to explore and develop new and existing skills.

The outdoor environment is an extension of the classroom and as such is utilised every day, whatever the weather.

Assessment

The classroom and outdoor environment are designed to reflect the needs and interests of the children. Adults interact, play and observe all the time, ensuring they capture moments of discovery, exploration and interest. These ‘in the moment’ observations are the main evidence base for the areas of learning throughout the curriculum.

In addition to this, taught reading, writing, phonics and maths sessions provide a more structured, adult-led opportunity for specific skills to be delivered and captured.

Assessment

Tapestry

Tapestry is a secure online Learning Journal to record photos, observations and comments, in line with the Early Years Foundation Stage curriculum, to build up a record of your child's experiences during their time with us.

It is used by staff to record observations and ‘snap shots’ of the learning taking place on a daily basis. Once these have been posted they are accessible by parents through their own secure account.

Tapestry also enables families to share their own experiences with the staff in school so please keep us up to date with all the amazing things that your children get up to at home.

Physical development

Children have weekly PE sessions which cover a range of gross motor skills, moving safely and with co-ordination and progressing to ball skills. It is also an opportunity to practice getting changed and dressed independently, organising ourselves and being aware of others.

The children have a daily dough disco session which focuses on developing gross and fine motor skills.

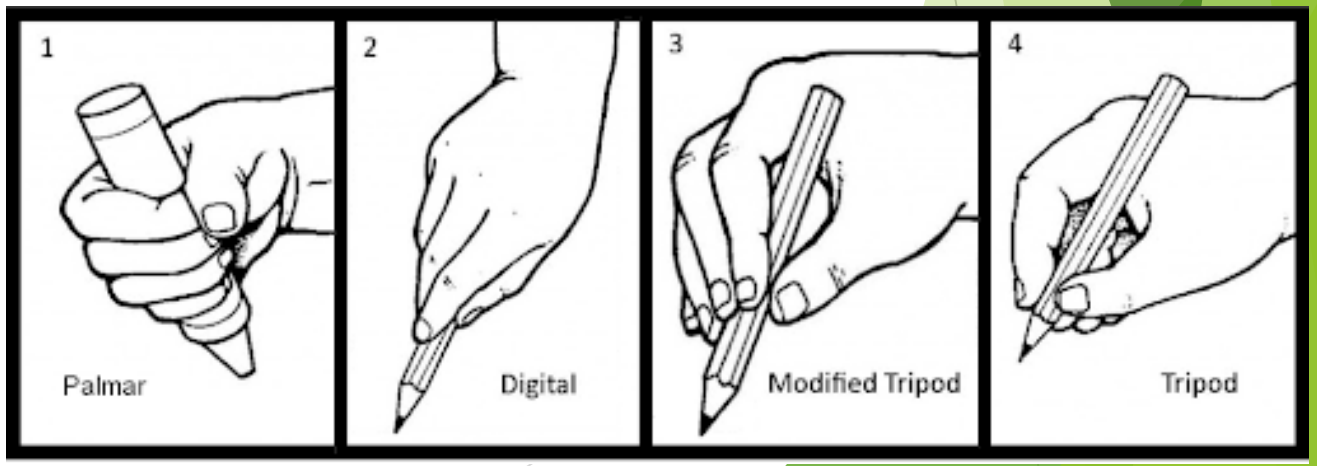
Fine motor development involves the small muscles in our hands and wrists. Children use these muscles to hold a

pencil correctly and use scissors effectively

– skills that are practices daily in school and

can be repeated at home. We aim for all

children to have a correct, tripod grip.



Communication and Language

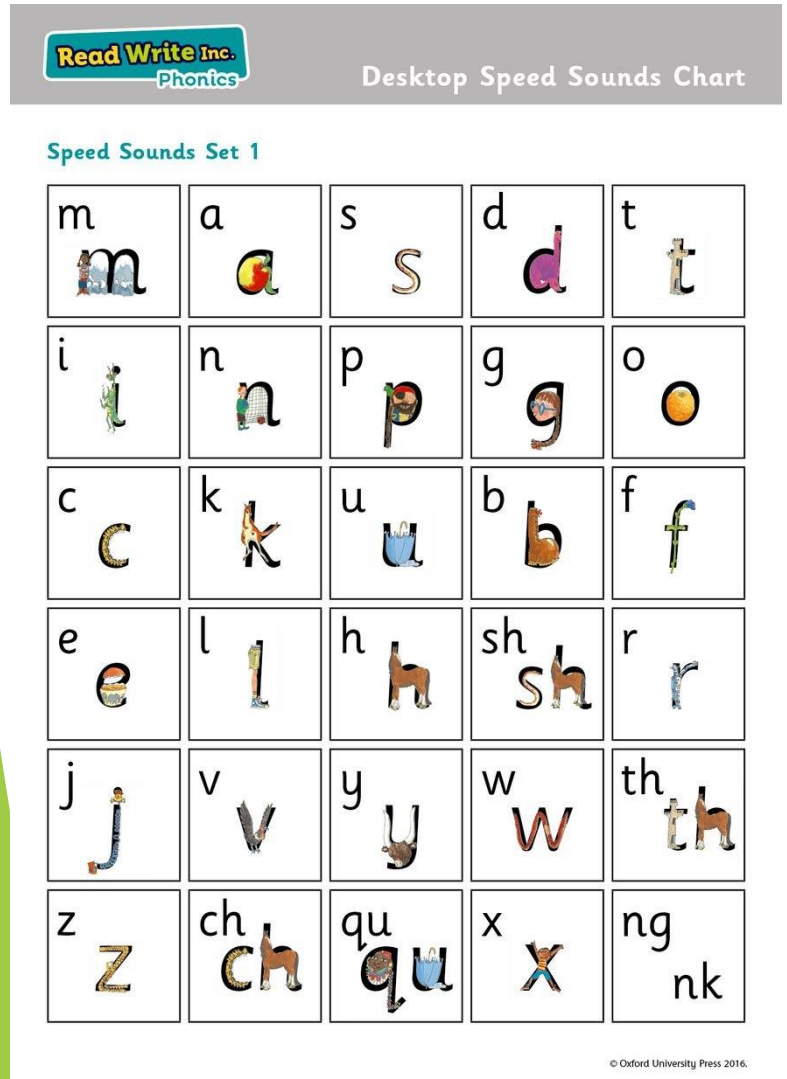
Our classrooms are language rich environments. Children are exposed to a wealth of vocabulary through story, song and experience. We do not simplify language for children and have a whole school emphasis on full sentence responses which are modelled to and expected form the children. These skills are developed over the course of the year and again is something we actively encourage families to support at home.

Phonics – Read Write Inc

Phonics is the basis for reading and writing skills. It develops the skills needed to hear sounds in words and match them to the corresponding visual representation. It gives children the skills needed to use their knowledge of the letter sounds to support their reading and their writing as they move through school. Reading and writing are like a code: phonics is teaching the child to crack the code.

We use the Read Write Inc scheme to teach phonics. The children have a daily phonics lesson that follows a very repetitive, structured format. As well as being taught a new sound every day the children recap all of the previously taught sounds on a daily basis too.

Phonics - Read Write Inc



Initially the children are taught a sound a day, in the RWI Set 1 order.

The children are taught the letter name (what we know as the capital letter) but importantly focus upon the letter sound.

The video below models how to pronounce the sounds correctly.

https://www.youtube.com/watch?v=TkXcabDUg7Q

This video shows how to practice the speed sounds.

Phonics – Read Write Inc

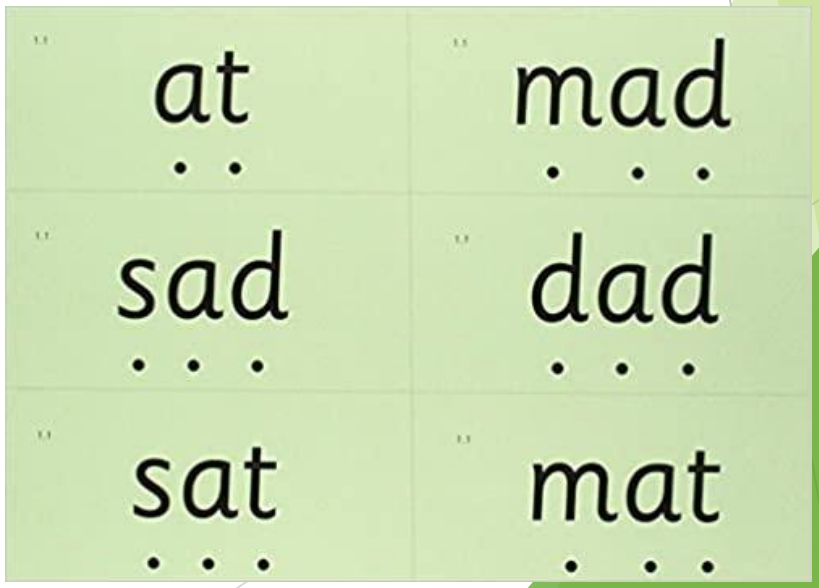
As the children learn a range of letter sounds they are taught to segment and blend simple words – green words.

These are words that can be broken down (segmented) into their individual sounds ‘c-a-t’ before being blended into a word ‘cat’. We call segmenting words ‘Fred Talk’ as this is how Fred Frog talks. He joins

the children in every phonics lesson and can often be

found on the teacher’s shoulder!

https://www.youtube.com/watch?v=MNyFikwNQTg



Phonics - Read Write Inc

The children are also taught ‘red words’ and that ‘you can’t Fred a red’ which simply means it is a word that cannot be sounded out, it is a word that just has to be learned.

Red words

I	of	my	to
the	no	me	put
a	today		

Reading

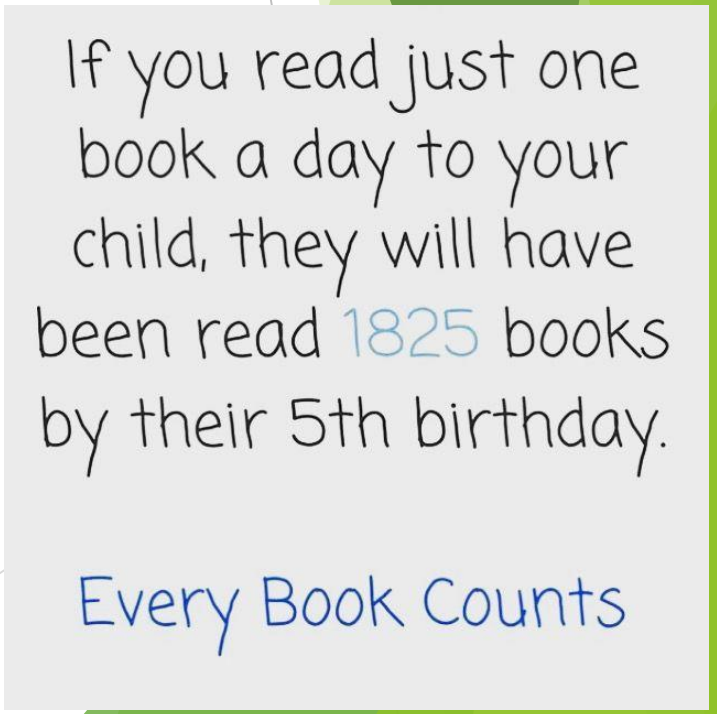
We have a ‘5 a day’ policy with reading; children are exposed to stories, songs or rhymes at least 5 times a day.

Children are read a range of story books on a regular basis and we can not emphasise enough how important listening to stories is for

developing listening and attention skills, hearing and

learning about new words and importantly for fostering a love of books.

The ability to read is the key to accessing the wider curriculum as children progress through school.



Home reading

Books without words:

Children will start with books without words. These rely on the children and adult telling or describing the story using the pictures, drawing on prior knowledge and exploring their spoken language.

CVC word books and Ditties:

These start with a simple picture/word format which practices the skill of segmenting and blending, before moving to simple sentences that form a story.

Home reading

Set 1 books onwards:

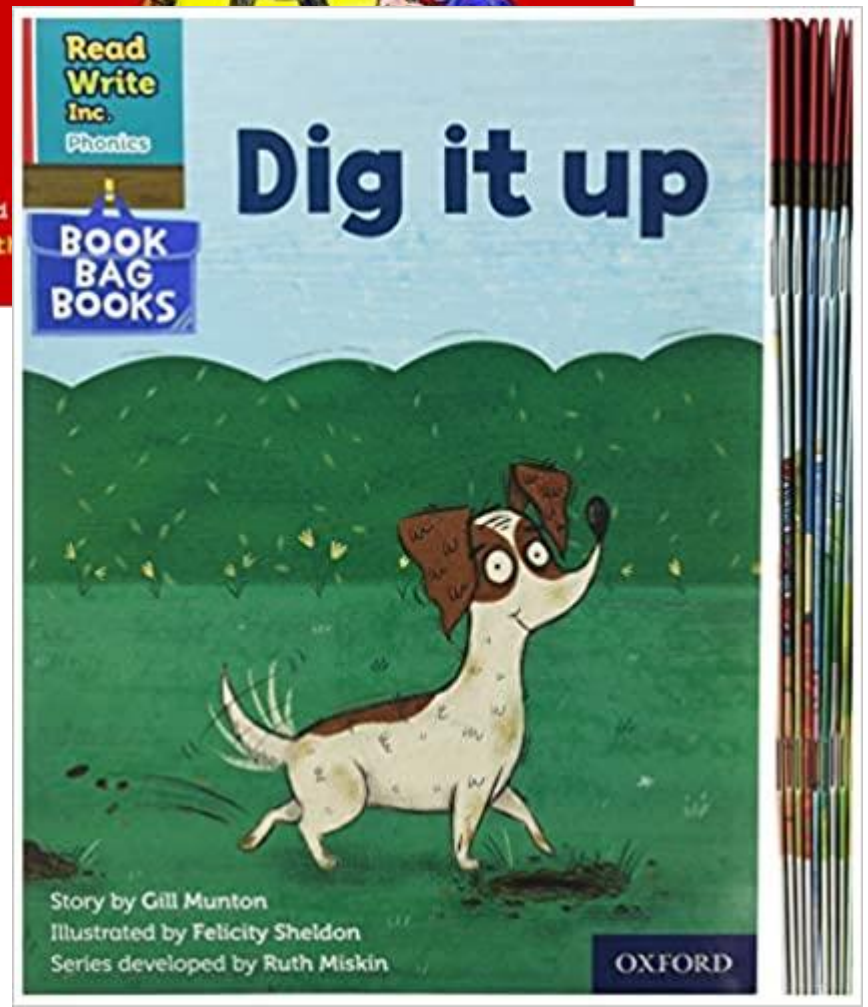
These are a range of fiction and non-fiction books that focus upon the sounds that children are being taught at that time.

In every book the children will:

- practice sounds taught to date (speed sounds)
- practice reading green and red words
- read the text
- have questions to answer or think about

Phonics
Sound Blending 1
Sound Blending 2
Sound Blending 3
Sound Blending 4
Sound Blending 5
Sound Blending 6
Sound Blending 7
Sound Blending 8
Sound Blending 9
Sound Blending 10

Read Write Inc.
Phonics
Pin it on
Red Ditty Book 1
Story by Gill Munton
Illustrated by Tim Archbold
Series developed by Ruth


Read Write Inc. Phonics
BOOK BAG BOOKS
Dig it up
Story by Gill Munton
Illustrated by Felicity Sheldon
Series developed by Ruth Miskin
OXFORD

on the bed
get him
on the hat
get him
4
5

Writing

The children practice their letter formation daily in their phonics lessons. These focus upon correct pencil grip, posture and letter formation.

As they learn more sounds they will learn to write simple words.

Each letter has a rhyme to help children with the formation of the letter. Please see the video below:

https://www.youtube.com/watch?v=ijd45Qddxfo

Writing

Writing opportunities are planned for and available in all areas of the curriculum.

Initially children will ‘mark-make’ and be able to communicate what these mean – even if we can’t! We focus on writing their name first.

As they learn more sounds and how to form them they will apply these within their writing opportunities across the curriculum.

Later on in the year children will have taught writing sessions, for example, writing a simple set of instructions, a letter and even stories.

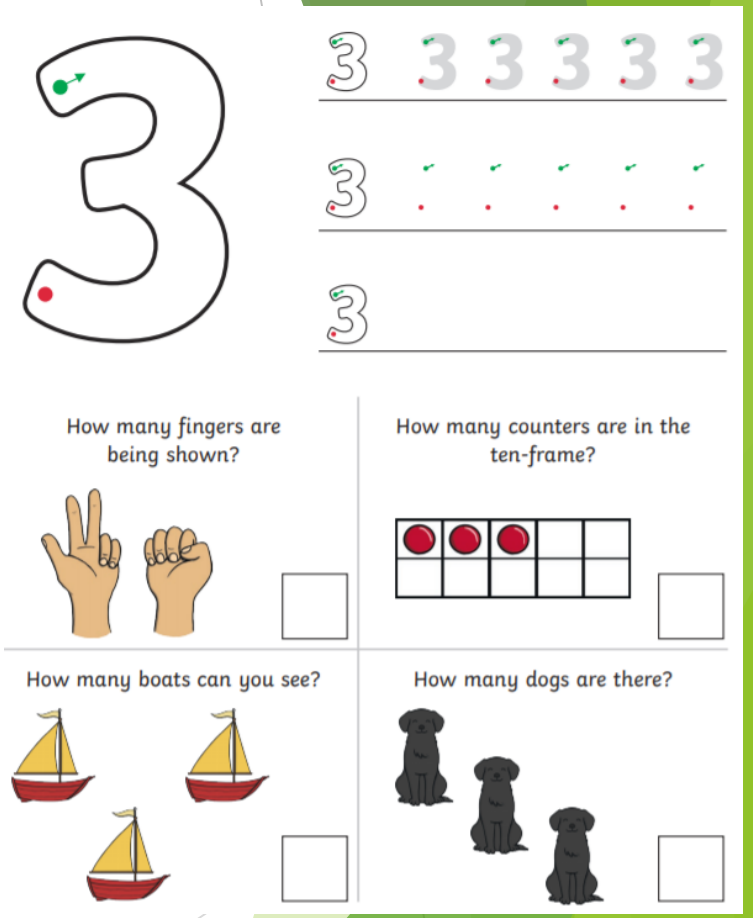
Maths

Maths language, reasoning and understanding is involved in all areas of the curriculum.

When children are building they are using mathematical language linked with length, height and shape. Whilst sorting or sharing objects children are learning about grouping a number of objects. As the children play games together they use positional and directional language.

Maths

With number, we have a not too far, not too fast approach. We ensure concepts are deeply embedded and continuously return to previously taught concepts. We will not rush ahead to learn larger numbers, instead we secure and deepen learning. Children will, for example, learn everything about the number 5, where it sits on a number line, what is one more/one less, what a group of 5 objects looks like, which numbers you can combine to make 5 as well as which numbers you can add to or subtract from 5.



At home

- Talk – talk about their day, sing songs, play together
- Practice sound cards – little and often is key
- Read – read to your child, read together and when they have them, practice their home reading book
- Importantly, don't over-do it! They have been in school all day and they do not stop. It is important to have down-time and quality family time
- Communicate with school – we operate an 'open door' policy. Please talk to us at any time about any concerns, queries or if you just want to share how amazing your children are. We will always listen!