

Early Years Foundation Stage Welcome Meeting



Questions?



And a little bit of housekeeping....

The Year R Team



Curriculum and Assessment

- The Early Years Foundation Stage (EYFS) is NOT the National Curriculum (NC) and is a stage in its own right
- Reception class is the final year - continuation from Pre-school/Nursery
- A play based curriculum
- Indoors and outdoors
- Adult led and child initiated activities
- Ongoing observation & assessment of the children informs planning the next steps in your child's learning journey



Learning through play



- Well planned play, both indoors and outdoors, is a key way in which young children learn.
- During play children will be motivated and will learn with enjoyment.
- Children are more willing to take risks and show us what they CAN do when they are playing.

Messy Play



Prime Areas:

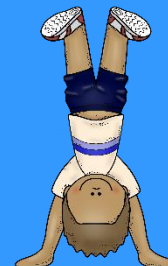
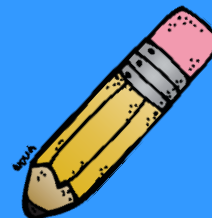


Personal, Social and
Emotional
Development

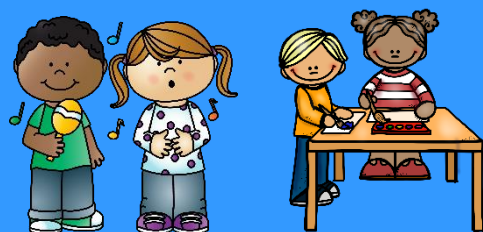


Communication and
Language

Physical
development

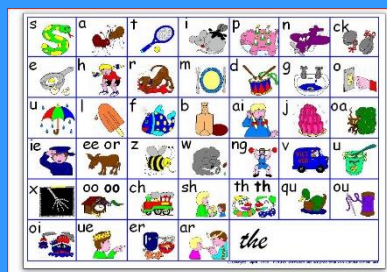


Specific Areas:

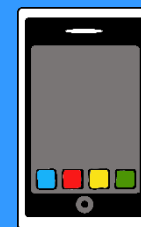


Expressive Arts
and Design

Literacy



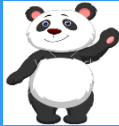
Mathematics



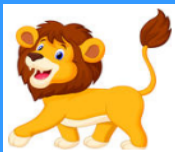
Understanding the
World

The 7 Areas of Learning

Characteristics of Effective Learning

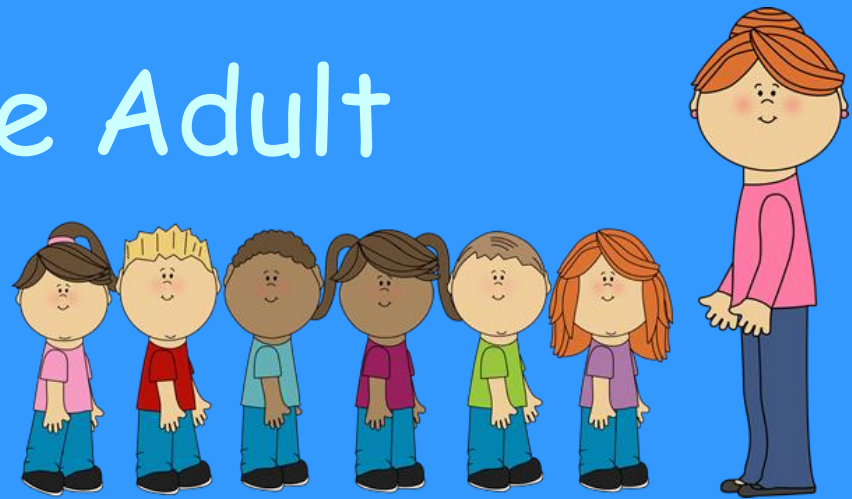


- playing and exploring - children investigate and experience things, and 'have a go';
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.



Statutory Guidance for the EYFS 1.10

The Role of the Adult



- Provides the enabling environment
- Observes children as they play to see how the environment can be altered to match children's needs and interests
- Plays with children
- Plans adult-led activities in small and large groups
- Develops positive relationships with the child and their family

Learning at home

- Use the ideas in our half-termly leaflets



Get involved in Tapestry



- Send in WOW Sheets

Learning at home

My 'Wow Moment' at home

Name: _____ Date: _____



Tapestry

- We will use your email details to send you the log in details. You will need to make your own password
- If you are registered from your pre-school it should continue with previous log in
- Please add your own observations and respond to our observations
- We will send you an instruction sheet when we are ready to post observations

Jamie's train play

by Steve Edwards added Oct 30 2013 05:39 PM

1 assessment

Jamie Edwards

Print



Notes

Jamie really enjoyed building a train track today, and especially liked the fact that it lived in its own tunnel.

He was the train driver, and his train was called Thomas, which was very funny because Thomas is also his brother's name!

Characteristics of Learning

Playing and Exploring

Playing with what they know

— Representing their experiences in play

— Taking on a role in their play

Leave a reply

Early Years Foundation Stage Profile

- The start of statutory assessment
- Assessment throughout the year through observations
- Two parent consultations
- You receive an end of year report based on the profile which you can discuss with us if you wish



Learning to Read

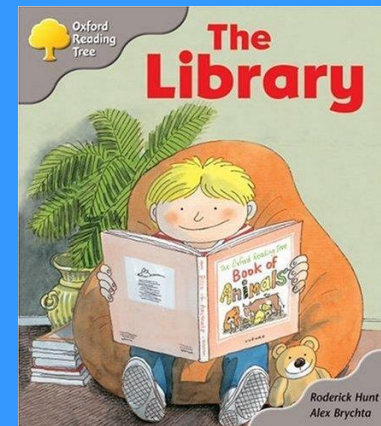
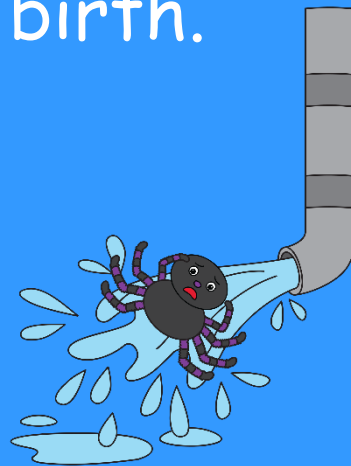


The importance of talking

"Reading and writing float on a sea of talk"

James Britton

- The ability to develop language depends on being immersed in a rich environment of words, sounds, rhythm, verbal and non-verbal expression from birth.



Reading

- Aiming for your child to be a confident and competent reader who reads for enjoyment.

Reading should be:

Enjoyable

Positive

Successful



This means reading all sorts of materials i.e. comics, magazines, maps, recipes etc and NOT just the school reading scheme!

What makes a reader?

talking

sharing all sorts of books

books in the classroom

singing



phonics lessons

listening

labels around the school

computers and tablets

Reading scheme book
Words to learn
Sounds to practice
Library books

nursery rhymes

children's own books

listening

talking

singing



comics

practising phonics

sharing all sorts of books

noticing things to read in the environment

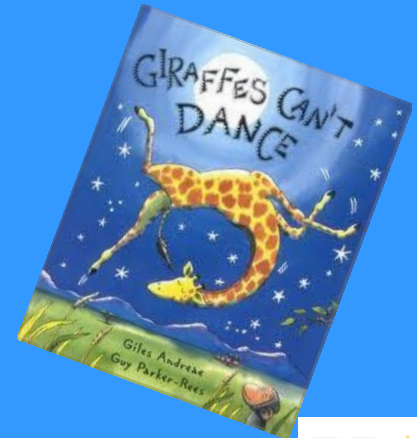
computers, tablets and
phones



The importance of enjoying books

Children

- learn how stories are told
- learn how to find information from books
- develop their vocabulary



Library Books

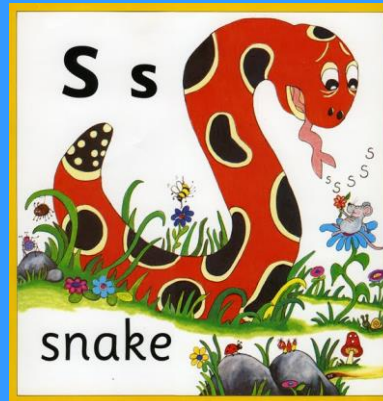
- From the class book corner until half term
- Two a week from the library after half term



Your class has a 'library day' when children need to bring back their books to exchange for new ones.

Phonics

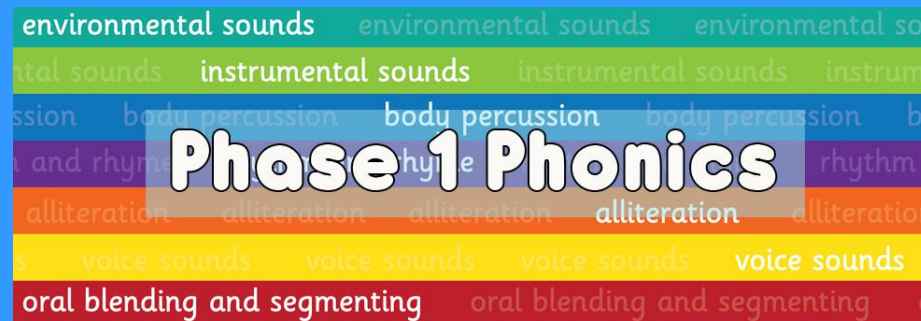
- **Phonic awareness:** *sounds, blends.*
Knowledge of alphabet, linking sound and spelling patterns.
- **Grammatical knowledge/ contextual knowledge:**
where a word makes sense. Use of illustrations to build vocabulary.
- **Visual cues/ word shape:** *learning of sight words.*



Phonological awareness

Enabling children to hear and describe a wide variety of sounds to support their understanding of sounds in words. It is essential for reading and spelling.

Instruments



Singing

Rhyming

Alliteration

Sounds all around us

Silly noises

Blending and Segmenting



Phonic knowledge



- Decodable words can be 'sounded out' E.g.

h a t



ch ur ch



- 'Tricky words' are not phonetically decodable e.g.

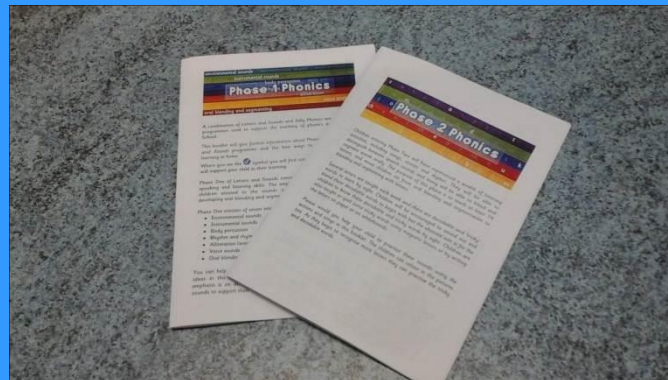
was

said

Phonics booklets



- Jolly Phonics pictures and actions to help you practice the 'pure' sound with your child
- The sounds and words your child will gradually learn to read and spell in each phase



The reading scheme



- An adult will hear your child at least once a week in school. This will be written in red in the Reading Record. Please make sure your child's Reading Record and reading book are in school every day.
- We would like you to try and hear your child for 20 minutes, every day. Please write in the Reading record when you do this.
- It is very valuable to read a book more than once. You can do this at home if your child hasn't yet changed their book.
- If you have written in the Reading Record, your child will be able to change their book at school. Sometimes they may choose to bring home a book they have already read.
- Word Worms will be sent home. The TEACHER will mark in here which words need to be learnt. The teacher will tick these when she has assessed your child can read them BY SIGHT.

To be a reader, children need to:



- Use picture clues,
- Use the context,
- Sound out (Phonics),
- Recognise word shapes,
- Visual recognition,
- Tell stories.
- Time with an adult to share books and get interested in words and sounds

Hearing your child read



What to do when you have read the reading book....

- Talk
- Share a variety of reading materials regularly
- Sing rhymes and songs
- Make up stories together
- Play 'I Spy' games using the phoneme/sound as well as the letter name
- Listen to sounds in the environment
- Magnetic letters on the fridge
- Find games on the tablet, phone or computer



Above all make it fun!

Parental Help at School

- We welcome help at school
- Parental help ensures the children have a wider range of experiences at school
- Help with reading, activities in the classroom and possibly cooking
- Please check with your class teacher to see if they would like your help then write your FULL NAME and EMAIL ADDRESS to give to Mrs. Purdue



Just a few reminders...

- Label everything
- Practise using a knife and fork
- Offer to help
- Listen to your child.
- Talk with your child
- Share books with your child