

Welcome to

EYFS Meeting

September 2017



# What is the Early Years Foundation Stage?

The Early Years Foundation Stage (E.Y.F.S.) is the stage of education for children from **birth** to the **end of the Reception year**.

Throughout the year the Reception children play, make friends, develop and learn. They have great fun, exploring and creating, indoors and outside. They gain independence and confidence and their natural curiosity is encouraged at all times.



The E.Y.F.S. has 4 themes. These are:

- 1 A Unique Child
- 2 Positive Relationships
- 3 Enabling Environments  
=  
Learning and Development

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development**

Children should mostly develop the **3 prime areas** first. These are:

1. Communication and language
2. Physical development
3. Personal, social and emotional development.

As children grow, the prime areas will help them to develop skills in **4 specific areas**. These are:

1. Literacy
2. Mathematics
3. Understanding the world
4. Expressive arts and design.

**More information can be found on our website.**

# Characteristics of Effective Learning

The **characteristics of effective learning** are a key element in the EYFS.

They detail the ways in which children should be **learning** from their environment, experiences and activities. Children up to the age of five should all be displaying the **characteristics of effective learning** every day.

**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.

# A typical day!

8.45 – welcome/self register, 'Funky Fingers',  
name writing

9.10 – WRP (phonics)

9.30 – play ITMP

11.30 –tidy up get ready for lunch

11.45 – 12.55 – lunch time

12.55 – register and maths group time

1.25 – play ITMP

2.30 – tidy up and story time

3.10 – home time!

# Planning in the moment

- Planning in the moment is all about seizing the moment for children to progress. Based on what the children are already deeply involved in, this way of planning relies on skilled practitioners using quality interactions to draw out the children's knowledge and build on it there and then (in the moment). This means that the practitioner needs the skills to be able to see the **teachable moment** from the child's perspective and be skilled enough to know when to intervene and when to stand back and observe.
- Planning in the moment is all about capturing the moment of engagement and running with it to make sure the children progress.

## **We work in this way because ...**

“Babies and young children are experiencing and learning in the here and now, not storing up their questions until tomorrow or next week. It is in that moment of curiosity, puzzlement, effort or interest – the ‘teachable moment’ – that the skilful adult makes a difference. By using this cycle on a moment-by-moment basis, the adult will be always alert to individual children (observation), always thinking about what it tells us about the child’s thinking (assessment), and always ready to respond by using appropriate strategies at the right moment to support children’s well-being and learning (planning for the next moment).”

# Planning in the moment

- We have focus children.
- **NOT** focus activities.
- **The adult goes to the child.** The child is NOT called to come to the adult.
- We work this way because high-level involvement occurs in child-initiated activity.

# Planning in the moment

## **Progress and Development**

When children show high levels of involvement and movement, that is when progress and development occurs – when the brain is at its most active. High level involvement occurs most often when children are able to pursue their own interests in an enabling environment supported by skilled staff.

# OFSTED

“Teaching should not be taken to imply a ‘top down’ or formal way of working. It is a broad term which covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges.”

- OFSTED September 2015

# This is where we need your help

Each week we will choose 3/4 focus children. We will send home a sheet for you to fill in.

## Writtle Infant School -Learning Journey Planning Sheet

Next week (Week Beginning ..... ) .....will be one of our focus children. We will be observing them while they play to find out more about their interests and how they are progressing.

We value the knowledge and understanding that you have of your child and would really appreciate it if you would share this with us so that together we can plan activities to meet your child's needs. This will help us plan for their future learning and development.

Is there anything significant happening in your child's life at the moment, e.g. Visits, holidays, family celebrations, new pets? Is there anything you would like to tell us about your child? Things they are interested in?

Do you have anything you would like to ask about your child's progress and development in Reception?

Please return this sheet and put some of the pictures on Tapestry by Thursday. Thank you and we look forward to learning more about your child next week! During the following week (Week Beginning ..... ) you are welcome to come in to class from 8.45am until 9.00am to share their learning journey with your child.

# Parents input – focus children

Fill in the sheet about your child and post some photos on Tapestry.

Tell us any thing they are interested in at the time or can do now.

Tell us anything you would like to know about their learning and development or anything you are worried about.

# Focus children

We then meet as a team to discuss your child's learning journey and a 'focus sheet' is set up.

We identify learning priorities for the child and areas for focus.

A member of our team will share your child's photos from home and that week your child will be given a little more attention.

At the end of the week your child's learning journey will be filled up and we will arrange for you to come in and share it with your child.

We will also record some of the interactions and their progress on Tapestry.

## The first few weeks

We have been finding out what the children  
already know and can do

And we will use this information to help us develop  
and extend each child .

***We value any contributions  
you would like to make in helping us  
get to know your child's needs - Learning  
Journey, star moments!***

You will be invited to discuss your child's progress &  
adjustment to school within the first term at our open  
evenings.

# Monitoring Progress

Each of the 7 areas of learning has its own set of [Early Learning Goals](#) which determine what most children are expected to achieve by the [end](#) of the Foundation Stage.

We use Early Years Outcomes to identify the developing knowledge skills, understanding and attitudes that children will need if they are to achieve the early learning goals by the end of the EYFS. These statements will be updated regularly throughout the year to show your child's development and areas where they need further support.

**You will receive 3 written reports about your child as well as updates from Tapestry.**

# Tapestry

Online Learning Journal.

- It is fully secure and only password holders can access the features.
- Parents only access their own child's Learning Journal.
- Parents can add their own comments from home. Photos, videos and observations uploaded to Tapestry.
- Access via app or website.
  
- There will be frequent observations for your child and some whole class/group learning experiences.
- During a week where your child is a 'Focus Child' you will receive a higher number of observations.
  
- You have all signed a 'Tapestry' agreement included in your induction pack.
- Videos and photographs which include other children and/or members of staff are not to be placed on social media or shared via email/text message with those who are not on the Tapestry account.

**PARENT GUIDES ARE ON OUR WEBSITE**

# Uniform

- Please ensure that your child's name is in all items of clothing, including shoes!
- Please provide some spare clothing
- Our uniform for Foundation Stage has been chosen for comfort and physical ease for the children.
- Your child will be taking part in lots of interesting and sometimes messy experiences, so may come home dirty! It is all part of the fun! We teach children how to minimise how messy they get and they do get better at this as they get older, but it's part of their learning and development – you can't expect them not to get messed up playing in mud.
- Snacks, drinks, wellies and raincoats.

# Reading Books

- Lots of information will be sent home about reading in the next couple of weeks.
- We will send home the children's WRP folders with sounds and words to practise at home. We will also send a letter home about this.
- The children will have a non word book to begin with unless they know some of the 44 phonemes.
- Please ask us if you need any help with this.
- Bug club will start after half term.

# WRP - Phonics

Children will learn these sounds during their time in Foundation Stage: Phase 1 will run throughout the whole year.

<b>s</b>	<b>a</b>	<b>t</b>	<b>p</b>	<b>i</b>	<b>n</b>	<b>m</b>
<b>d</b>	<b>g</b>	<b>o</b>	<b>c</b>	<b>k</b>	<b>ck</b>	<b>e</b>
<b>u</b>	<b>r</b>	<b>h</b>	<b>b</b>	<b>f</b>	<b>ff</b>	<b>l</b>
<b>ll</b>	<b>ss</b>	<b>j</b>	<b>v</b>	<b>w</b>	<b>x</b>	<b>y</b>
<b>z</b>	<b>zz</b>	<b>qu</b>	<b>ch</b>	<b>sh</b>	<b>th</b>	<b>ng</b>
<b>ai</b>	<b>ee</b>	<b>igh</b>	<b>oa</b>	<b>oo</b>	<b>ar</b>	<b>or</b>
<b>ur</b>	<b>ow</b>	<b>oi</b>	<b>ear</b>	<b>air</b>	<b>ure</b>	<b>er</b>

# Phonics

- Correct pronunciation
- Correct vocabulary
- We all need to use the same language at home and at school
- Little and often is the key. Does not have to be formal
- Link it to your child's interests

# Phonics

- **Phoneme** -the smallest unit of sound in a word.
- There are 44 phonemes that we teach.
- Letters representing a phoneme are called **Graphemes.**

c      ai      igh

## **BLENDING**

- Recognising the letter sounds in a written word, for example:  
c-u-p  
and merging or 'blending' them in the order in which they are written to pronounce the word 'cup'.

## **SEGMENTING**

- 'Chopping Up' the word to spell it out
- The opposite of blending
- Use your 'ROBOT ARMS'

# Once the children know the single phonemes...

- **Digraphs**– 2 letters that make 1 sound

ll ss zz oa ai

- **Trigraphs**– 3 letters that make 1 sound

igh air

## **Tricky Words**

- Words that are not phonically decodeable
- e.g. was, the, I
- Some are ‘tricky’ to start with but will become decodeable once we have learned the harder phonemes
- e.g. out, there,

# Handwriting

- New handwriting scheme.

Fine and gross motor skills first...

Learning to write their name.

a b c d e f g h i j  
k l m n o p q r s t  
u v w x y z

[www.foundationyears.org.uk](http://www.foundationyears.org.uk)  
[www.thecommunicationtrust.org.uk](http://www.thecommunicationtrust.org.uk)  
[www.talkingpoint.org.uk](http://www.talkingpoint.org.uk)  
[www.early-education.org.uk](http://www.early-education.org.uk)  
[www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)  
[www.focusonphonics.co.uk/](http://www.focusonphonics.co.uk/)  
[www.letters-and-sounds.com](http://www.letters-and-sounds.com)  
<http://www.tlc-essex.info/>

**Please remember....**

If you have any concerns or questions, we will  
be happy to help you.