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AIMS

- To give you an overview of EYFS
- To understand how phonics and reading are taught at Grange Primary School
- Share ideas and resources which you can use to support your child at home

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Meet the staff team...



Rebecca Benjamins
Headteacher



Amanda Matheson
Assistant Head teacher



Huw Tiplady
Early Years teacher



Naomi Claridge
Early Years teacher



David Bucknall
SENCO



Stephanie Mitchell



Christina Ikonomidis



Massah Rogers



Mahira Hussain



Kim Edwards
Business manager



Zohra Bounouar
Admin Officer



Natasha Tomlin
Children's Wellbeing & Safeguarding Officer

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THE EARLY YEARS FOUNDATION STAGE CURRICULUM

A Unique Child

+

Positive Relationships

+

Enabling Environments

=

Learning and Development

Every child is a **unique child**, who is constantly learning and who can be resilient, capable, confident and self-assured.

EYFS Statutory Framework

Children learn to be strong and independent through **positive relationships**.

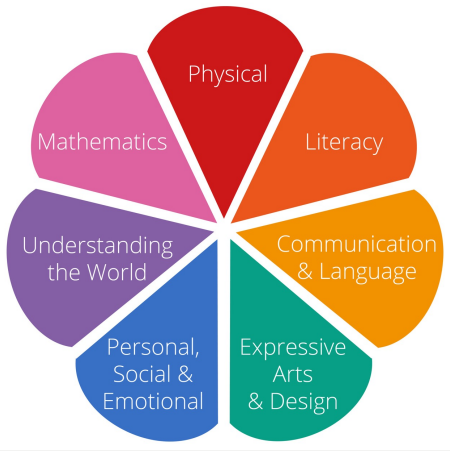
EYFS Statutory Framework

Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time.

EYFS Statutory Framework

(Recognise the importance of **learning and development**. Children develop and learn at different rates.

EYFS Statutory Framework



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ROUTINES

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WHAT HAPPENS IN RECEPTION EVERY DAY?

- Playing and exploring (with purpose!)
- Daily phonics sessions
- Maths Mastery
- Planning / ideas / development – 'focus' children and some 'in the moment' planning
- Indoor and outdoor play
- Story time and Reading



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LEARNING IN EYFS

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LEARNING THROUGH PLAY

- In EYFS children learn through play.
- Play is a fundamental part of every child's early development.
- Through the seven key areas of learning, we provide topics that excite and engage children, building on their own interest and developing their experiences of the world around the.



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AREAS OF LEARNING IN EYFS

Areas of Learning and Development			
Prime Areas			
Personal Social and emotions Development	Physical Development	Communication and language	
• Making Relationships • Sense of Self • Understanding Feelings	• Moving and handling • Health and Self-care	• Listening and attention • Understanding • Speaking	
Specific Areas			
Literacy	Mathematics	Understanding the world	Expressive Arts and Design
• Reading • Writing	• Mathematics	• People and communities • Technology • The World	• Creative with materials • Being imaginative and expressive

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COMMUNICATION AND LANGUAGE DEVELOPMENT

- Involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves and to speak confidently and to listen in a range of situations.

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Speaking

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LISTENING AND ATTENTION

Through positive relationships children respond to eye contact, verbal and non-verbal interaction; they anticipate and initiate communication with others, learning to respond in many ways.

Children do this through listening to others, watching and imitating them and through joining in with rhymes, stories and games using sounds and words.



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UNDERSTANDING

Understanding what has been said to them, saying things to others and sharing in talk with others is all part of the communication process.

In this aspect of communication and language children will show understanding in many ways including by responding appropriately to what somebody has said, following instructions and responding to and asking questions to check out meaning.

SPEAKING

In this process they develop ways to express themselves based on their own ideas and experiences.



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PHYSICAL DEVELOPMENT

HEALTH AND SELF CARE

Children at the expected level of development will:

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

MOVING AND HANDLING

Involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement.

Gross motor:

- Children at the expected level of development will:
 - Negotiate space and obstacles safely, with consideration for themselves and others;
 - Demonstrate strength, balance and coordination when playing;
 - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine motor:

- Children at the expected level of development will:
 - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
 - Use a range of small tools, including scissors, paint brushes and cutlery;
 - Begin to show accuracy and care when drawing.

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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Involves helping children develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings and self-regulate their emotions.

To understand appropriate behaviour in groups; and to have confidence in their own abilities.



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SPECIFIC AREAS OF LEARNING

Specific Areas			
Literacy	Mathematics	Understanding the world	Expressive Arts and Design
• Reading • Writing	• Mathematics	• People and communities • Technology • The World	• Creative with materials • Being imaginative and expressive

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SPECIFIC AREAS OF LEARNING:

LITERACY DEVELOPMENT

- Involves encouraging children to link the sounds and letters to begin to read and write. Children are given access to a wide range of reading materials, and mark making tools to ignite their interest

MATHEMATICS

- Involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, moving onto making simple calculations and describing shapes, spaces and measurements



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SPECIFIC AREAS OF LEARNING

EXPRESSIVE ARTS AND DESIGN

Involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

UNDERSTANDING THE WORLD

Involves guiding children to make sense of their physical world around them and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

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PRE-WRITING SHAPES

Progression

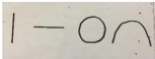
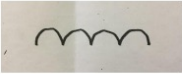
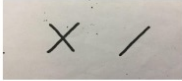
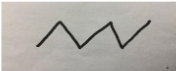
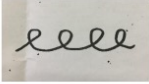
First Pre-Writing Shapes			
			
			

Second Pre-Writing Shapes with Flow

		
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PRE WRITING SKILLS

Autumn 1	Spring 1	Summer 1
We are learning to use lines and circles in our movements and marks.  Start all moves at the bottom	We are learning to form a line of rainbows in our movements and marks.  Start all moves at the bottom	We are learning to use diagonal lines in our movements and marks.  Start all moves at the bottom
Autumn 2	Spring 2	Summer 2
We are learning to make a zig zag line in our movements and marks.  Start all moves at the bottom	We are learning to make anti clockwise movements and marks.  Start all moves at the bottom	We are learning to use a diagonal line and hook in our movements and marks.  Start all moves at the bottom

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HANDWRITING

- Children by the end of year two should be beginning to write using cursive letter formation.
- It is very important that children have the correct formation of printed letters first, which is why we teach printing with only exit strokes in year one.
- Children should be writing **a, c, d, g, o, q** using anticlockwise movements. Please practice these at home. We use a rhyme for each letter, which will be sent home.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s s		Show your teeth and let the s hiss out ssssss	Down the snake from head to tail.
a a		Open your mouth wide and make the a sound at the back of your mouth a a a	Around the astronaut's helmet and down into space.
t t		Open your lips; put the tip of your tongue behind your teeth and press t t t	Down the tiger and across its neck.
p p		Bring your lips together, push them open and say p p p	Down the penguin's back, up and around its head.
i i		Pull your lips back and make the i sound at the back of your mouth i i i	Down the iguana and dot the leaf.
n n		Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down, up and over the net.

EARLY READING

AT GRANGE PRIMARY SCHOOL



READING MATTERS

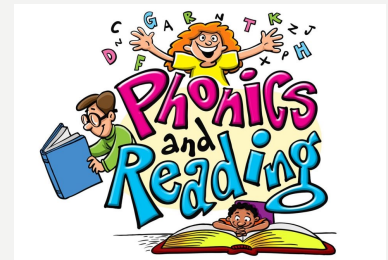
Becoming a fluent, skilled and attentive reader starts at the earliest stages, before children encounter a book to read for the first time.

Often driven by factors such as,

- Quality of parents talk and engagement in conversations
- Talk about books, stories and rhymes
- Vocabulary children are exposed to.

Impact of parents reading with their children by 5 years old

Never read to– 4,662 words
 1-2 times per week - 63,570 words
 Daily- 296,660
 5 books per day – 1,483,300



We, together can begin to close this gap!

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WHAT IS PHONICS?

- The alphabet contains only 26 letters. Spoken English uses about 44 **sounds**. We call these **phonemes**.
- These phonemes are represented by letters (graphemes). In other words, a sound can be represented by a letter (e.g. 's' or 'h') or a group of letters – (digraphs & trigraphs) (e.g. 'sh' or 'ear')
- Once children begin learning sounds, they are used quickly to read and spell words.

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PHONICS TERMS

- Phoneme (sound)
- Grapheme (letter formation) e.g. sh
- Segmenting (breaking word into sounds)
- Blending (putting sounds together to make words)

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IN THE EARLY STAGES OF READING

Each letter represents a sound...



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HOW WE TEACH PHONICS

- Children begin with 20 minute phonics lesson everyday, this increases as the year progresses.
- Children are taught to read by breaking down words ('graphemes') into separate sounds or 'phonemes'.
- They are then taught how to blend these sounds together to hear and read the whole word.



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SOUND FINGERS



Children use their sound fingers to count the sounds in the word.

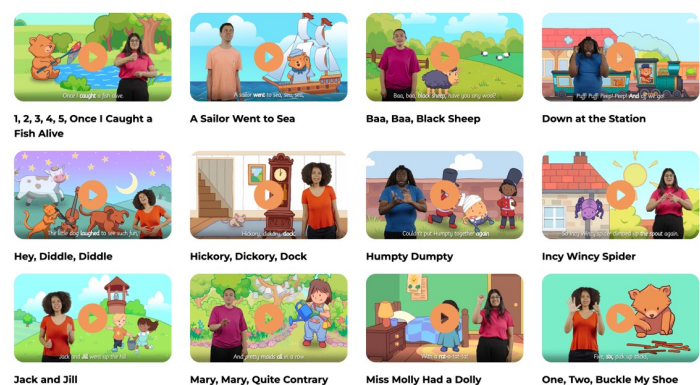


c-a-t
1-2-3

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PHASE 1

- Phase 1 starts in Nursery
- During the early phase of Phonics children will begin to explore sounds around them and begin to learn some rhymes.
- They also learn and join in with repeating songs and nursery rhymes moving in time with beat and creating actions to go along with the words.
- They will begin to practice forming different sounds using the shape of their mouth and position of their tongue.



[Little Wandle nursery rhymes](#)



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PHASE 1

- Phase 1 starts in Nursery

Phase 1 Phonics Activities

- Aspect 1: Environmental sounds
Stories - Walk around local area
- Aspect 2: Instrumental sounds
Bag of instruments - Add sound effects
- Aspect 3: Body percussion
Action songs and rhymes
- Aspect 4: Rhythm and rhyme
Rhyming stories - What rhymes with...?
- Aspect 5: Alliteration
Having fun with names - Story characters
- Aspect 6: Voice sounds
Adding different voices to stories
- Aspect 7: Oral blending and segmenting
Robot speech c-a-t and Put it together



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PHASE 1 ACTIVITIES YOU CAN DO AT HOME

- **Experiment** and play with different objects and what sounds they can make
- **Sound walks**- Go on listening walks in your local area and have children draw what they can hear.
- **Tune into sounds** your child can hear and ask them to name and describe the sounds they can hear (sirens, planes, keys jingling)
- **Sing songs and rhymes** with your child and encourage them to sing along, use their body as an instrument to keep beat- (tap their knees, clap their hands)
- **Segment** words and have your child blend them back together. (e-gg = egg, f-or-k = fork)



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GAMES INTO READING

- **Alliteration**- is where the same sound repeats at the beginning of a set of words. (Silly Sally sat on the slippery slide)
- Children will start to learn to hear the repetition of these sounds and will be able to match two items (or more) that have the same sound at the beginning of the word.
- You can make 'silly soup' with children and objects at home.



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PHASE 2-5

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z z qu ch sh th ng nk * words with -s /z/ added at the end (hats sits) * words ending in s /z/ (his) and with -s /z/ added at the end (bags sings)	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations, in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo or ur ow oi ear air er * words with double letters * longer words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 * words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words * words with s /z/ in the middle * words with -s /z/ /z/ at the end * words with -es /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants * CVCC CCVC CCVC CCVC CCVC * longer words and compound words * words ending in suffixes: -ing, -ed /t/, -ed /d/ /ed/, -est	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants * CVCC CCVC CCVC CCV CCVC * words ending in suffixes: -ing, -ed /t/, -ed /d/ /ed/, -ed /d/ -er, -est * longer words	Review all taught so far

Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 Phase 5 /ai/ ay play /oi/ oi cloud /oi/ oy toy /ea/ ea each	Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations, in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/u:/ u bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oo/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ ee shake /igh/ i-e time /oo/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /oi/ ow claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations, in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oo/ oo oo toe shoulder /igh/ y fly /oo/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ u-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ oo ou fruit soup	any many again who whole where two school call different thought through friend work

Sound mats are used to help children with the relationship between reading to writing.

Phase 2 Sound Mat

a	b	c	d	e	f	g
h	i	j	k	l	m	n
o	p	qu	r	s	t	u
v	w	x	y	z	sh	ch
th	ng	nk	ck			

Phase 3 Sound Mat

ai	ee	igh	oa	oo	oo	ar
or	ur	ow	ol	ear	air	er

As adults, we need to give the children strategies to draw on to help them decode.

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BLENDING



Children need to be able to **hear** the separate sounds in a word and then blend them together to **say** the whole word

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BLENDING

b - e - d = bed

t - i - n = tin

Sh-o-p = ?

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SEGMENTING



Children need to be able to **hear** a whole word and **say** every sound that they **hear**.

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SEGMENTING

bed = /b / /e / /d /

mug= /m / /u / /g /

snake = ?

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TRICKY WORDS

Words that children will see frequently but they **cannot** sound out. These words **cannot** be blended or segmented because they are irregular.

Each phonics phase has a set of tricky words that go with it.

no go into I to is the said

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SUPPORTING YOUR CHILD WITH READING

[Little Wandle supporting your child at home](#)

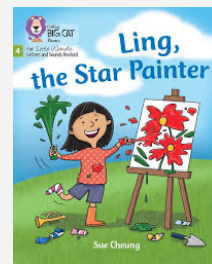
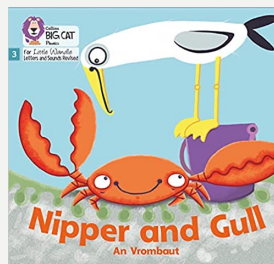
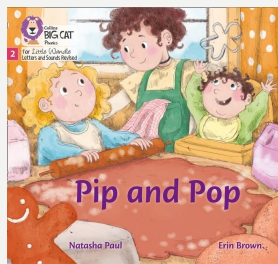
Although your child will be taught to read at school, you can have a huge impact on their reading journey by continuing their practice at home.

- are two types of reading book that your child may bring home:
- **A reading practice book.** This will be at the correct phonic stage for your child. We want them to be able to read this fluently and independently.
- **A sharing book.** Your child will not be able to read this on their own. This book is for you both to read and enjoy together.

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READING PRACTISE BOOK

- This book has been carefully matched to your child's current reading level. If your child is reading it with little help, please don't worry that it's too easy – your child needs to develop fluency and confidence in reading.
- Listen to them read the book. Remember to give them lots of praise – celebrate their success! If they can't read a word, read it to them. After they have finished, talk about the book together.



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SHARING BOOK

- In order to encourage your child to become a lifelong reader, it is important that they learn to read for pleasure. The sharing book is a book they have chosen for you to enjoy together.
- Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!



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READ TO YOUR CHILD

The shared book in your child's reading bag is for YOU to read:

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
 - Introduce new and exciting language
 - Encourage your child to use new vocabulary
 - Make up sentences together
 - Find different words to use
 - Describe things you see.



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HOME READING

Your child's reading book will change when:

- They are no longer decoding and can read the book confidently
- They can answer questions about what they have read
- They can discuss the characters and setting



You child's reading diary and home reader should be brought to school every day. Sign it when they have read to you at home, AND when you have read together.

Talk about the book and celebrate their success!!

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READING WITH YOUR CHILD:

Before Reading

- Look for clues/ predict
- Book Walk
- Talk about the words and ideas you may find in the story
- Point out the difficult words

During Reading

- Praise all efforts to read independently
- If your child is trying to sound out an unfamiliar word, give them time to do so. Remind them to look closely at the sounds in the world to help them. Say each sound, then blend them back together. If they are still stuck, say the sounds and blend them back together with him.
- Remind children that reading should sound like talking. Model this by reading a sentence and having them copy you.
- Give them time
- Ask questions about the characters, setting, story.

After Reading

- Encourage your child to retell the story
- Discuss the characters
- Which was your favourite why? Have you ever...



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READING EXPECTATIONS IN EYFS



- Children will be given a leveled reader every week and a book for sharing.
- These books are phonetically decodable for your child to access these at their targeted level. Each book has different sounds from the specific phase to build confidence and consolidate their learning of these sounds.
- Your child has a reading diary that they should bring to school everyday along with their reader. When your child is confident in reading and discussing their book and answering questions, it will be changed.
- It is encouraged that you read with your child for a minimum of 10 minutes each day.
- Children's home reading books are changed regularly
- Teachers and TA's will check the diary regularly and comment when/as appropriate.
- If a child loses or damages a school reading book, a letter will be sent home to parents requesting £5 to replace the book.

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THINGS YOU CAN DO AT HOME



- Read together everyday
- Explain the meaning of new words
- Talk with your child about their day at school, or things you can see on your way home
- Share songs, poems and chants
- Play language games like eye spy, Simon Says, silly soup
- Talk about the process, not about the product, particularly with drawings and art pieces



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WHAT YOU CAN DO AT HOME TO HELP YOUR CHILD TO READ AT HOME...

- Play 'I spy' using sounds as well as letter names, e.g. 'I spy something beginning with sh'.
- Create a sound box. Ask your child to find things around the house containing a certain sound. (They could draw pictures and write the words too)
- Matching Rhymes
- Segment words and have your child blend them back together
- Play memory or snap with pictures/ initial sound cards
- Play dough- Get your child to make words or sounds out of play dough.



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PARENT READING MORNINGS

- When: EVERY Monday mornings at 9am
- Where: Your child's classroom



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QUESTIONS?