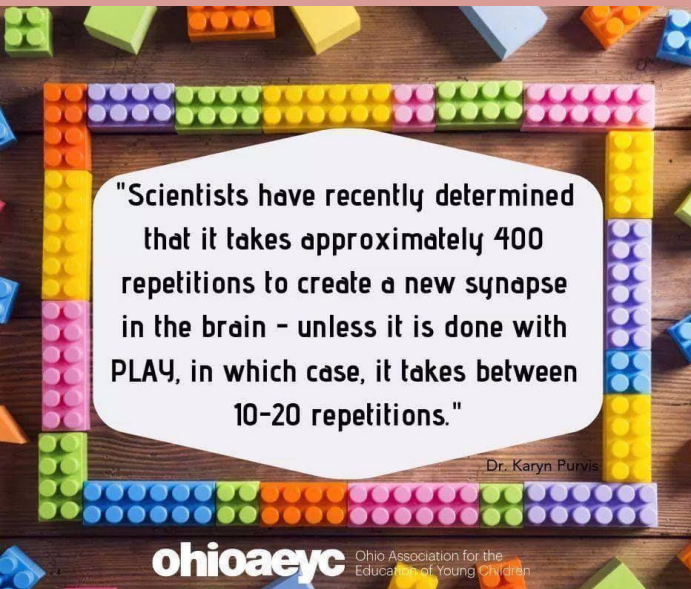


Welcome and Thank you



The Early Years Foundation Stage



"Scientists have recently determined that it takes approximately 400 repetitions to create a new synapse in the brain - unless it is done with PLAY, in which case, it takes between 10-20 repetitions."

Dr. Karyn Purvis

ohioaeyc Ohio Association for the Education of Young Children

"Children learn as they play. Most importantly, in play children learn how to learn."

O. Fred Donaldson

LearningStationMusic.com



"Play leads to brain plasticity, adaptability, and creativity. Nothing fires up the brain like play"

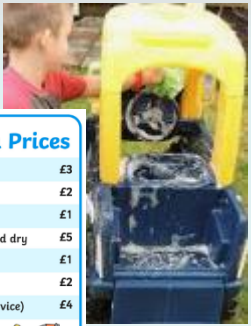
STUART BROWN, M.D.

The Early Years Foundation Stage



Our classroom environments are carefully designed. They are effectively the 'third teacher'. The environment will contain lots of activities familiar to the children and will ensure that there is high quality engagement at all times. The classroom setup offers children the chance to develop skills in every area of learning.

Some activities will be adult led; the majority of these will be Maths and Literacy based. At other times children will engage in learning through play.



Soap and rinse	£3
Wax	£2
Dry	£1
Soap, rinse, wax and dry	£5
Air pump	£1
Hand wash	£2
Hand wash (self service)	£4



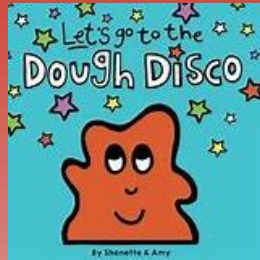
Personal, Social and Emotional development



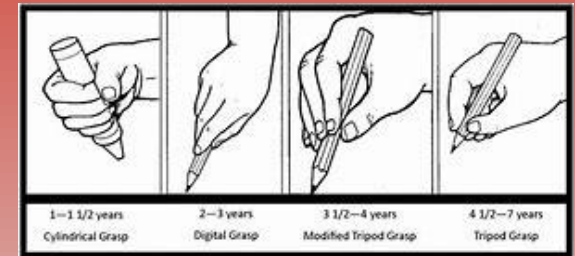
- Self-care – Independence
- Self-Regulation - Emotion coaching- Respond to their emotions, name what you are seeing, provide a calming strategy. Children need to realise their needs will not always be met instantly
- Resilience – we have to let children have minor setbacks and make mistakes. If they don't learn to manage these at a young age they won't be able to deal with the bigger emotions as life goes on



Physical Development



Children have weekly PE sessions as well as a wealth of other activities to develop large motor skills.



Scissor skills are important in developing skills for handwriting. Please encourage children to cut at home as this needs a lot of adult guidance. Encourage them to use their supporting hand to steady them and move the paper as they cut.



We focus on developing 'core' strength as stability and arm strength comes from the trunk of the body. W- sitting can be detrimental to muscle development, please try and correct this; sideways sit or legs outstretched.



Communication and Language



Experts in literacy and child development have discovered that if children know eight nursery rhymes by heart by the time they're four years old, they're usually among the best readers by the time they're eight.

Mem Fox

PICTUREQUOTES.COM



"Listen earnestly to anything your children want to tell you, no matter what. If you don't listen eagerly to the little stuff when they are little, they won't tell you the big stuff when they are big, because to them all of it has always been big stuff."

— Catherine M. Wallace, author of *Motherhood in Balance*

Vocabulary at age 5 is a very strong predictor of the qualifications achieved at school leaving age and beyond.

ELS Essential Letters and Sounds

developed by Knowledge Schools Trust

**Getting all children to
read well, quickly.**

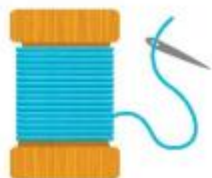


OXFORD

What is Phonics?

A method of teaching beginners to read and pronounce words by learning to associate letters or letter groups with the sounds they represent.

There are 44 main sounds in the English Language. Each sound is represented by a grapheme (the written representation of a sound).



What is Phonics?

Phoneme: the smallest single identifiable sound in a word.
For example, in the word 'cat' there are three phonemes
c/a/t.

Grapheme: the written representation of a sound.

Digraph: two letters making one sound. For example, /sh/ in
the word 'shop'.

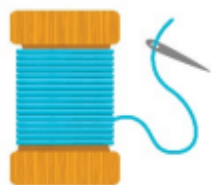
Trigraph: three letters making one sound. For example,
/igh/ in the word 'night'.

Split digraph: two vowel letters split but are split by one or
more consonants. For example, /a-e/ in the word 'cake'.

What is ELS?

Essential Letters and Sounds (ELS) is our chosen phonics programme. It teaches children to read by identify the phonemes (smallest unit of sound) and graphemes (written version of the sound) within words and using these to read words.

Children experience the joy of books and language whilst rapidly acquiring the skills they need to become fluent independent readers and writers.



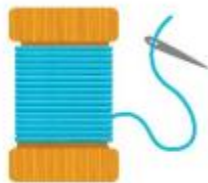
How do we teach phonics?

- We use a simple, consistent approach to teaching phonics.
- Your child will experience the same classroom routines within each lesson which reduces cognitive load and maximises the chances of success.
- All children are supported within the lesson to use their new phonic knowledge independently.
- In every single ELS lesson, your child will make the direct application to reading.



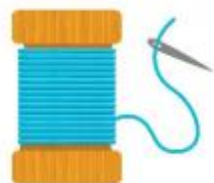
How do we teach phonics?

- Daily Phonics sessions- these start from the beginning of Reception
- Phonics throughout the day to review new sounds & graphemes taught
- Lots of opportunities for oral blending- c/oa/t
- Main focus is on word recognition. However, new vocabulary is also given and explained in every lesson.
- Opportunities for writing- new grapheme, words and sentences.



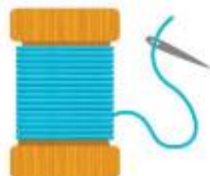
ELS Progression

Phase 1*	Phase 2	Phase 3**
<i>Nursery/Pre-School</i> Seven aspects: • Environmental sounds • Instrumental sounds • Body percussion • Rhythm and rhyme • Alliteration • Voice sounds • Oral blending	<i>Reception Autumn 1</i> • Oral blending • Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs) • 12 new harder to read and spell (HRS) words	<i>Reception Autumn 2, Spring 1 and Spring 2</i> • Oral blending • Sounding out and blending with 29 new GPCs • 32 new HRS words • Revision of Phase 2



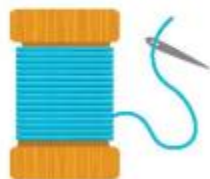
ELS Progression

Phase 4**	Phase 5 including alternatives and lesser-known GPCs	Beyond Phase 5
<i>Reception Summer 1</i> • Oral blending • No new GPCs • No new HRS words • Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc • Suffixes • Revision of Phase 2 and Phase 3	<i>Reception Summer 2</i> • Introduction to Phase 5 for reading • 20 new GPCs • 16 new HRS words <i>Year 1 Autumn 1 and 2</i> • Revision of previously taught Phase 5 GPCs • 2 new GPCs • 9 new HRS words <i>Year 1 Spring 1 and 2</i> • Alternative spellings for previously taught sounds • 49 new GPCs • 4 new HRS words • Oral blending • Revision of Phase 2, Phase 3 and Phase 4	<i>Year 1 Summer, Year 2 and Key Stage 2</i> • With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling • Revision of all previously taught GPCs for reading and spelling • Wider reading, spelling and writing curriculum



Supporting your child with reading at home

- Only 1 in 3 children are read a bedtime story night
- Reading a bedtime story every night to your child improves their outcomes
- If your child views themselves as a 'good reader' when they leave Primary School they are more likely to earn a higher salary in their 40s.



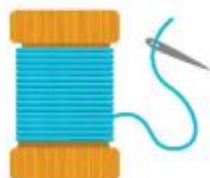
Supporting your child with reading at home

- Children are only reading from books that are entirely decodable
- We only use pure sounds when decoding words (no 'uh' after the sound)
- We want them to practise reading their book 4 times across the week working on these skills:

decode

fluency

expression

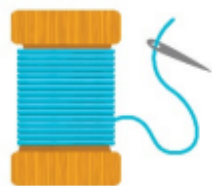


Supporting your child with reading at home

We want children to create a strong orthographic map. This means that they learn sounds spelt by the letters or groups of letters in each word.

To read fluently, or well, we need a strong orthographic map.

To consistently recognise that the <ea> in bread spells /e/ we need to read it at least 4 times. This means we need to read the word many times to build fluency for reading.

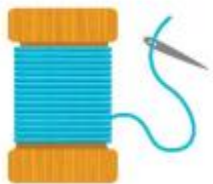


Pronouncing pure sounds

We must use pure sounds when we are pronouncing the sounds and supporting children in reading words.

If we mispronounce these sounds we will make reading harder for our children.

There are videos for this on our school website where you can hear the correct pronunciation of the sounds.



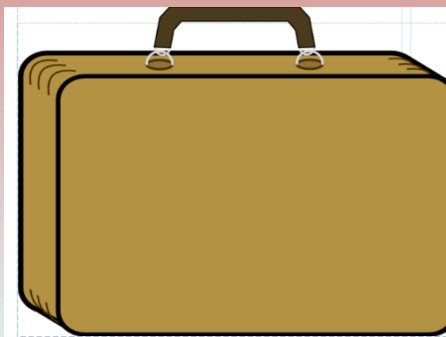
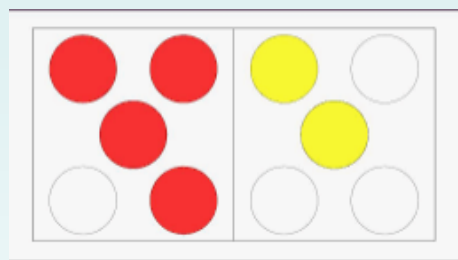
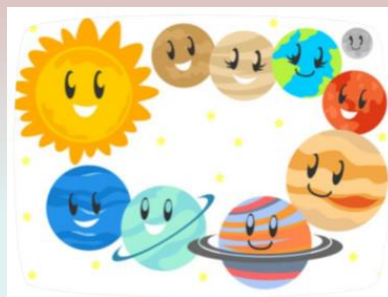
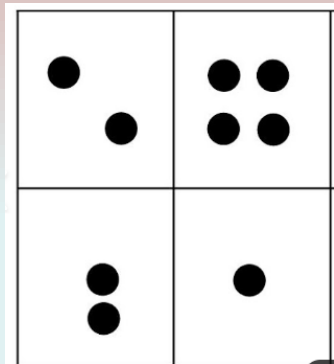
Maths Space Travel Targets

This is a whole school approach to maths targets. They will need to show us they can complete their targets before moving to the next planet. Children will start by completing Space School targets. The targets link closely with our maths curriculum where we follow NCETM's daily 'Mastering Number' programme.

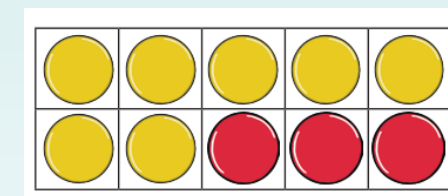


We work on a mastery principle of 'not too far not too fast' ensuring that all concepts are fully embedded and children have a deep understanding of these.

We check maths passports regularly but please appreciate that it only forms a very small part of our curriculum so sometimes other things will be prioritised. Children will learn technical maths vocabulary such as **subitising**.



Training Targets			
	Date Achieved	Date Achieved	Date Achieved
Recite numbers in order to 10 			
Count objects to 10 			
Subitise (recognising quantities without counting) up to 5 			
Order numbers to 10 			
Recognise numerals to 10 			



Outdoor Learning



We value our outdoor environment as much as the indoor environment.

Outdoors features highly in our curriculum. We work on the philosophy that there is no such thing as bad weather, only bad clothing.

With this in mind please could you send a pair of clearly named wellies to school. The children will need these to access the sand pit as well as jumping in puddles! The children will also engage in forest school sessions. They will need WATERPROOF coats and trousers for Forest School Sessions. We will send more information on when to send these at a later date but please send wellies as soon as possible.





Purple Learner

What might your child come home saying?



- What did you do at school today? – **“Nothing!”** Curriculum overviews will be sent home each term. These share our intended teaching points for that topic, these are changeable due to the nature of the way children learn in EYFS. They may be good conversation starter. You could ask what they have **learnt** e.g. which sound did you learn today? Or present your questions in a different way...Who made you smile today? Tell me something you did that you were proud of?
- Please check bookbags daily, we do not collate children’s work in Reception so most of what they create in school will come home. This will be a great opportunity for your child to tell you about what they have learnt. Please give these value even if it doesn’t look much. ‘tell me about your picture’
- **“My teacher gave me a value star today”** We focus on a different one of our values each term and children can earn ‘Gold Values Stars’ if adults in school ‘catch’ them displaying one of our values (co-operation, care, respect, creativity, honesty and responsibility). They will be rewarded with a certificate or sticker after a certain checkpoint during Friday’s celebration assembly with Mrs Barby
- **“I was given a purple learner sticker today”** Purple challenges are sometimes set up around the classroom for children to choose independently to build upon a newly taught skill
- **“My socks are uncomfortable”** Please ensure that your child practises getting changed, especially when items are inside out!
- **“I’ve lost my jumper”** Practise putting on coats, cardigans and jumpers (pulling sleeves the right way when inside out); even better if they can fasten them. Check that your child recognises their possessions and where to find their labels; check after washes to ensure they are still visible
- **“I didn’t get very long to play at lunchtime”** try not to overwhelm your child with too much food. Encourage independence with ease of packaging
- **“No one played with me today”** Children of their age often play alongside each other. Adults will engage children who prefer to play alone and if it becomes a pattern we will let you know.

Screen Time



- Decide on your limits and rules
- Adjust brightness, turn off screens one hour before bed
- Turn off digital devices at dinner time
- Recognise when screen time is too much
- Set a good example with your own screen use; schedule screen free times
- Be present when children are using screens and talk about online safety



“Generally speaking, the flood of dopamine children experience from screens strains the reward system of a child’s brain before it’s fully developed. This means that their brains crave more dopamine while producing less dopamine naturally to self-regulate the surge, which could make it harder to experience joy from natural causes.” <https://www.fatherly.com/health-science/screen-time-hurts-kids-dopamine-addiction/>



Communication



We try our best to communicate important messages regularly and in good time. We appreciate this can be especially overwhelming where you have multiple classes/year groups/schools and messages get missed.

- We are aware many parents use instant messaging apps. These are great as reminders for important events or things they need to bring in.

However, in the past parents have expressed their concern about some of the content of these groups. We appreciate there may be issues that arise in school as the year goes on. Please contact the school directly regarding any concerns rather than offload on a public domain.



Where Can I Find Out More?

Trust in us and our professional judgement. We will let you know if there are any difficulties with development

<http://www.education.gov.uk/>

<https://foundationyears.org.uk/>

