



Our aims of the evening are to share with you:

- Our Foundation Stage curriculum and the areas of learning
- Your child's day
- How your child will learn and be assessed
- How you can help your child

Nurture, Inspire, Achieve

- Holymead Primary School NURTURES children through a safe, caring and supportive environment.
- Holymead Primary School INSPIRES children through creative, exciting learning experiences.
- Holymead Primary School aims to enable every child to ACHIEVE their full potential.



We are a Rights Respecting School

- Every child has a right to an education. (Article 28)
- The purpose of education is to develop every child's personality, talents and mental and physical abilities. (Article 29)
- All children have the right to relax and play, and to join a wide range of activities. (Article 31)
- See the School website for more information on what a Rights Respecting School is.



What is the Early Years Foundation Stage Statutory Framework?

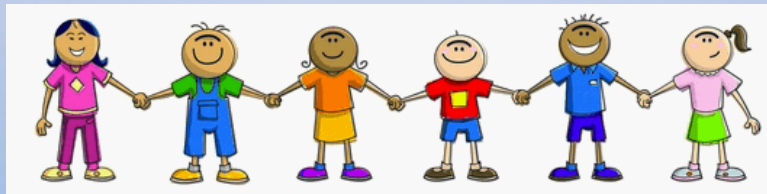
- The Early Years Foundation Stage (EYFS) statutory framework is a government document that all schools and Ofsted-registered early years providers in England must follow. It sets standards for the learning, development and care of your child from birth to 5 years old. The standards ensure your child will learn and develop well and are kept healthy and safe.
- It is based on the recognition that children learn best through play and active learning.



4 Overarching Principles

- 1 – Every child is **unique**
- 2 – Children learn to be strong and independent through **positive relationships**
- 3 – Children learn and develop well in **enabling environments**
- 4 – Children develop and learn in **different ways and at different rates**

The **unique child** learns in **different ways and at different rates** through interactions in **positive relationships** and in **enabling environments**.



What will my child be learning?

3 Prime Areas of Learning

Personal, social & emotional development

Communication and language

Physical development

4 specific Areas of Learning

Literacy

Mathematics

Understanding the World

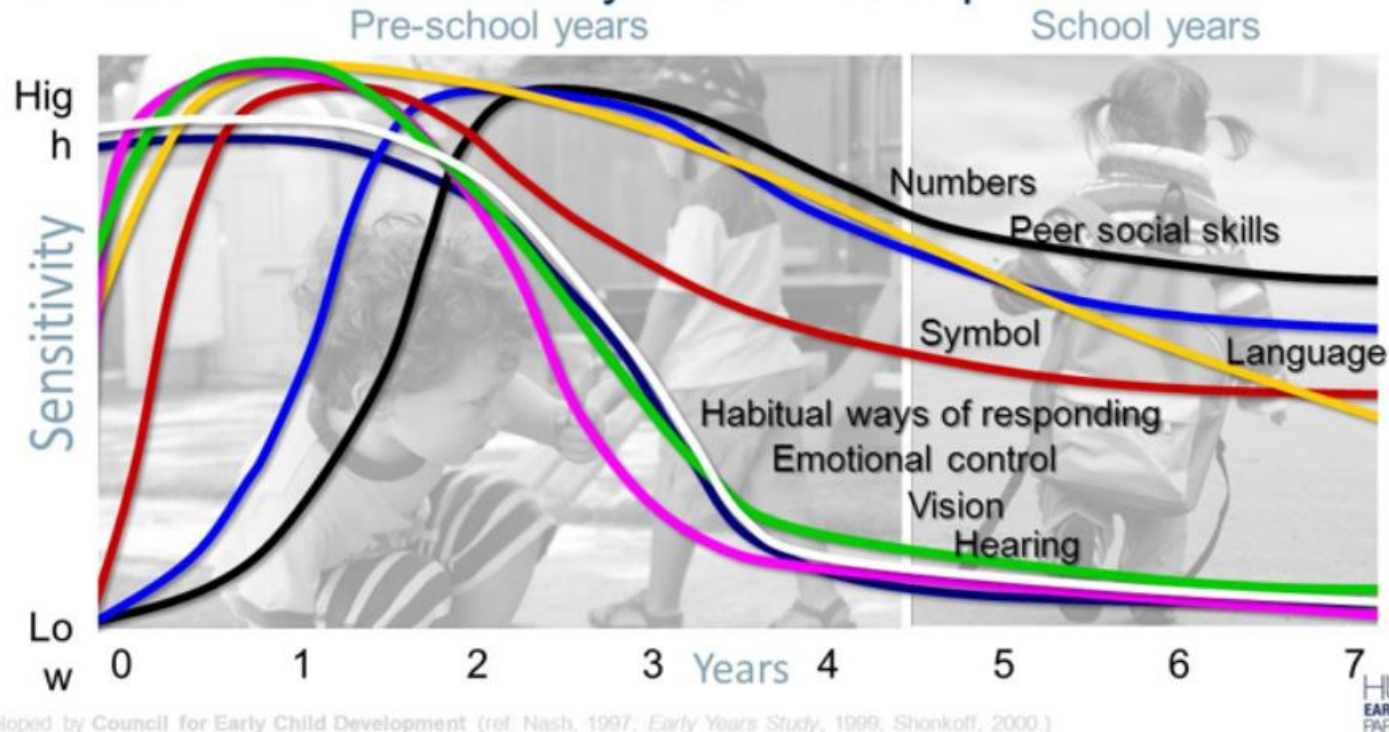
Expressive arts and Design



How will my child be learning?

- The EYFS framework identifies the essential role of **play** in your child's development.
- It is through both child-led play and play guided by an adult that your child will develop confidence and relationships with others. Through play, our Early Years' Team will help your child to extend their vocabulary and develop their communication skills.
- The EYFS framework identifies three characteristics of effective teaching and learning:
 - Playing and exploring – investigate and experience things – 'having a go'
 - Active learning – concentrate and keep on trying if they encounter difficulties, and enjoy achievements
 - Creative and thinking critically – develop own ideas and develop strategies for doing this
- A greater focus on teaching specific skills will occur as your child progresses through their Reception year, which will help them to prepare for Year One.

Sensitive Periods in Early Brain Development



- Early years is a vital time for child development – not just learning phonics and numbers.
- This graph shows us exactly how important the early years are for child development and how there is a finite window for rapid development in the prime areas, physical processing skills for seeing, hearing and understanding as well as key dispositions for life.
- After the age of 5 the child's brain is far less able to develop these areas well. This is why time for [play with interested supportive adults](#) for child development to age 7 and more important than ever where we know that children's development may be delayed. It is much harder to catch up later as the brain will be less sensitive to this change. It is why the prime areas are prime!

How important are those interactions?



Academic Attainment & Employability



- Language at age 5 is the single most important factor in influencing **literacy** levels at age 11.
- Poor language at age five means you are **four times more likely to struggle with reading** at age 11.
- Children struggling in language development at 5 are:
 - six times less likely to reach expected in English at age 11,
 - and eleven times less likely to achieve the expected in maths.
- Early language skills at five are linked with **employment** outcomes at age 34.

Funded by



English Hubs



Mental Health & Relationships



- Spoken language skills are important in **building and maintaining relationships**, understanding and expressing feelings and emotions – and **problem solving**.
- Good spoken language skills are identified as supporting **resilience** when it comes to mental health.
- Early language ability at two years predicts later **emotional and behavioural ability**
- Good language skills at 7 predict better **quality friendships** at age 16

Funded by



Department

for Education

English Hubs

Useful website for games to develop language and vocabulary

- <https://wordsforlife.org.uk/>
- <https://www.bbc.co.uk/tiny-happy-people>

How will I know how my child is doing?

- Our Early Years' Team will use their professional knowledge to understand your child's level of development. If we have any concerns about your child's progress, we will discuss these with you.
- Discussions at Parents' Evenings twice a year will inform you on how your child is progressing.
- End of year report.
- Early Years Foundation Stage Profile (at the end of the EYFS)

Good level of development

- At the end of Reception we assess the children against all 17 areas of Development Matters.
- If your child is at the expected level in the first 12 out of 17 areas they would have a 'good level of development'.
- If your child is emerging(below the expected level) in one of the 12 areas, they would not meet a 'good level of development'. If this is the case this information would be shared with their year 1 teacher so they can receive the necessary support.



Baseline

The Reception Baseline assessment is a new national assessment that will be administered in Reception classes in all primary, infant and first schools in England. This will form the baseline for primary progress measures, allowing schools to receive credit for the progress their pupils make throughout their time in primary school.



What will it be like in Reception?

- Fine motor skill development – muscles in fingers.
- Play, play and more play!
- Talk
- Daily phonics and maths sessions
- Two carpet times a day
- Handwriting sessions
- Planning linked to children's interests.
- Reading

Behaviour and Expectations

- The first few weeks and months will be spent settling children in, setting expectations and creating a whole class ethos and culture.
- Behaviour policy is available on school website.
- Incredibly nurturing and focus primarily on positive praise.
- We will celebrate children's good behaviour and acts of kindness and helpfulness.
- We will use our Class Charter to encourage and show examples of good behaviour.
- There will be a Reader of the week awarded each week.

Celebrating Children's Learning

- We will constantly celebrate and share children's learning through:
- Treasure box
- Reviewing and sharing their learning at the end of each play learning session
- Displays
- Sharing Wow moments with parents on Tapestry –Please share yours too!



The Classroom

- Different areas within the indoor and outdoor area.
- Lots of floor space for the children to spread out.
- Quality resources accessible by the children.
- Language rich environment with everything labelled with pictures.
- Resources enhanced throughout each week according to what the children have been doing.




Learning diaries



- We continually observe and assess your child's progress throughout the year and sometimes we will record their achievements on Tapestry
- New curriculum has given us the opportunity to spend more time interacting and playing with the children.
- You can log on to Tapestry via the website or on the app and look at your child's observations.
- You can write your own observations of your child to show us what they can do or like to do at home. There are some things that are easier to observe from home rather than at school, I can get dressed by myself, I can share with my brother/sister, I can count to 10 etc.

Login to your account




Holymead Primary School

Email address

Password

[Log in](#)

[Having trouble logging in?](#)

Powered by  **TAPESTRY**
ONLINE LEARNING JOURNAL

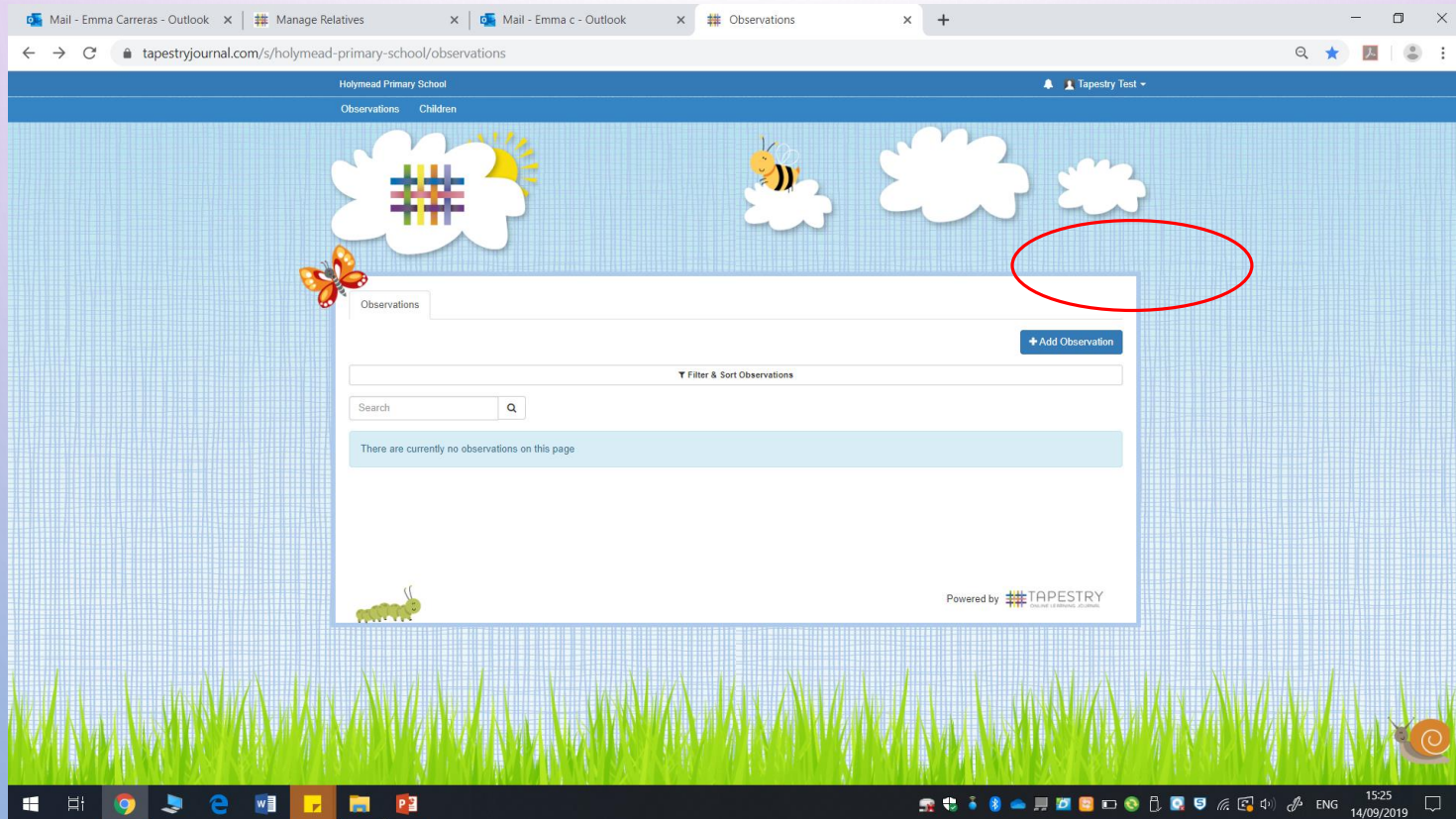
Need help? [Tapestry Tutorials](#)

✓ Tapestry is GDPR ready [More info](#)

Click on 'observations'

The screenshot shows the Tapestry online portfolio system interface for Holmead Primary School. The top navigation bar includes the school name and a user profile for 'Tapestry Test'. The 'Observations' tab is highlighted with a red circle. The main content area features a search bar, a 'Filter & Sort Observations' button, and a message stating 'There are currently no observations on this page'. The interface is decorated with a blue grid background, a sun, clouds, a bee, a butterfly, and a caterpillar. The bottom of the page shows a green grass border.

Click on 'add observation'



Complete the observation form and upload a photo

The screenshot shows a web browser window with the URL `tapestryjournal.com/s/holymead-primary-school/observations/add`. The page is titled "Add Observation" and is part of the Tapestry Journal interface for Holymead Primary School. The form is divided into several sections:

- Observation**: Contains a "Children" dropdown menu with a "Select Children" button, a "Title *" text input field, and a "Notes" text area.
- Options**: Contains a "Created *" field showing the date and time "14 Sep 2019 03:26 PM".
- Media**: Includes a drag-and-drop area with the instruction "Drag and drop files here or use the Add Files button below". Below this are "Add Files" and "Start Upload" buttons, and a "Delete Selected Media" button.

At the bottom of the form, there are instructions: "Click 'Save' to save your observation and view it." and "Click 'Save & Add Another' to save this observation and immediately start adding another." There are "Save & Add Another" and "Save" buttons. The page is powered by TAPESTRY. The browser's taskbar at the bottom shows various application icons and the system clock indicating 15:25 on 14/09/2019.



SSPs



A complete systematic synthetic phonics (SSP) programme is one that provides:

- all that is essential to teach a SSP to children in the Reception and Key Stage 1 years of mainstream primary schools
- sufficient support for children in Reception and Key Stage 1 to become fluent readers
- a structured route for most children to meet or exceed the expected standard in the Year One phonics screening check
- all National Curriculum expectations for word reading through decoding by the end of Key Stage 1

Unlocking Letters and Sounds

- Provides lesson plans, slides and resources for Reception and Year 1 phonic lessons
- Revision lessons available for other year groups
- Decodable reading books that are fully aligned with the progression of the scheme
- Consistency with resources e.g. wall friezes, flash cards, sound mats, PowerPoints
- Six one to one interventions to target specific phonic gaps identified through ongoing assessment and through observations in lessons
- Assessment systems
- Guided reading model
- An action and image for GPCs in phases 2 and 3

Phonics

Phoneme and word							
s	sit	a	ant	t	tin	p	pip
<u>i</u>	ink	n	nap	m	map	d	dig
g	got	o	on	c	cot	k	kit
ck	pick	e	peg	u	up	r	run
h	hot	b	bat	f	fan	l	lap
j	jog	v	vet	w	web	x	mix
y	yap	z	zip	<u>zz</u>	buzz	<u>qu</u>	quiz
<u>ch</u>	chop	<u>sh</u>	shed	<u>th</u>	thin	<u>th</u>	then
ng	ring	ai	rain	<u>ee</u>	feet	<u>igh</u>	night
<u>oa</u>	boat	<u>oo</u>	boot	<u>oo</u>	look	<u>ar</u>	park
or	sort	<u>ur</u>	curl	ow	cow	oi	coin
ear	dear	air	fair	<u>ure</u>	sure	er	better

Terminology

Oral blending – Children hear a series of sounds and they are able to blend those sounds together to make a whole word.

Grapheme – Written form of a phoneme. It's what we write on the paper or see on resources. The number of graphemes corresponds with the number of phonemes. A grapheme can be made up of different numbers of letters.

Phoneme – Smallest unit of sound in a word. The word 'sun' has 3, 'chair' has 2' etc. There are approximately 44 in the English language to learn as well as over 200 alternative sounds.

Terminology

Segmenting – The opposite to blending. The children break up the word into its component sounds. We might use our ‘robot arms’ or ‘phoneme fingers’ to count the number of sounds in the word.

Digraph – Combination of two letters representing one sound.

Trigraph – Combination of three letters representing one sound.

Split digraph – A digraph that is split by a consonant e.g. a-e (cake).

Terminology

Consonant digraph – Two consonants that represent one sound.

Vowel digraph – Two vowels that represent one sound.

Adjacent consonant – Two or more consonants that appear next to one another within a word.

Polysyllabic words – Two or more syllables.

Common exception words – A word that has some phonetical clues but has to be sight read.

Pace and Progression of UL&S

Direct phonics teaching starts in Reception.

Approximately, four phonemes are taught a week alongside common exception words (CEWs).

The pace of the programme must be maintained for all children.
























The teaching of phonics does not stop with the Year 1 Phonics screening check.

Pace and Progression

Pre-School					
Phase 1					
Reception T1	Reception T2	Reception T3	Reception T4	Reception T5	Reception T6
Phase 2	Complete Phase 2 Phase 3	Continue Phase 3 Phase 3 mastery	Phase 3 mastery	Phase 4 Phase 4 Mastery	
Year 1 T1	Year 1 T2	Year 1 T3	Year 1 T4	Year 1 T5	Year 1 T6
Phase 4 Revision (with Y1 NC requirements)	Phase 5a	Mastery Phase 5a (plus Y1 NC requirements)	Phase 5b	Phase 5c	
Year 2 T1	Year 2 T2	Year 2 T3	Year 2 T4	Year 2 T5	Year 2 T6
Phase 5a (spelling recap) 5b Mastery	Phase 5c mastery	Continue teaching discrete Year 2 spelling lessons. Provide regular intervention and robust assessment for children who need support to master phonic skills.			



Phase 2

The purpose of this phase is to teach at least 19 letters and to move the children on from oral blending and segmentation to blending and segmenting with letters.

Ss 	Aa 	Tt 	Pp 	li 	Nn 
Mm 	Dd 	Gg 	Oo 	Cc 	Kk 
ck 	Ee 	Uu 	Rr 	Hh 	Bb 
Ff 	ff 	Ll 	ll 	ss 	

Phase 3

The purpose of Phase 3 is to teach another 25 graphemes, most of them comprising two letters (e.g. oa), so that by the end of this phase the children will be able to represent each of about 42 phonemes by a grapheme.

Jj 	Vv 	Ww 	Xx 	Yy 	Zz 
zz 	qu 	ch 	sh 	th 	th 
ng 	ai 	ee 	igh 	oa 	oo 
oo 	ar 	or 	ur 	ow 	oi 
ear 	air 	ure 	er 		

Phase 4

Children entering Phase 4 will be able to represent each of 42 phonemes by a grapheme and be able to blend phonemes to read CVC words and segment CVC words for spelling. They will have some experience in reading simple two-syllable words and captions. They will know letter names and be able to read and spell some common exception words.

The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.

Teaching sequence

1. Revisit
2. Teach
3. Practise
4. Apply
5. Revise



Phonics in the national curriculum



Children should be taught to use phonic knowledge and skills as the route to decode words.

National curriculum in England 2014

Using phonics is **the** most efficient way to decode words and so we should be teaching children to tackle print using phonics as their primary strategy.



National
Curriculum

Group/guided reading



Decoding

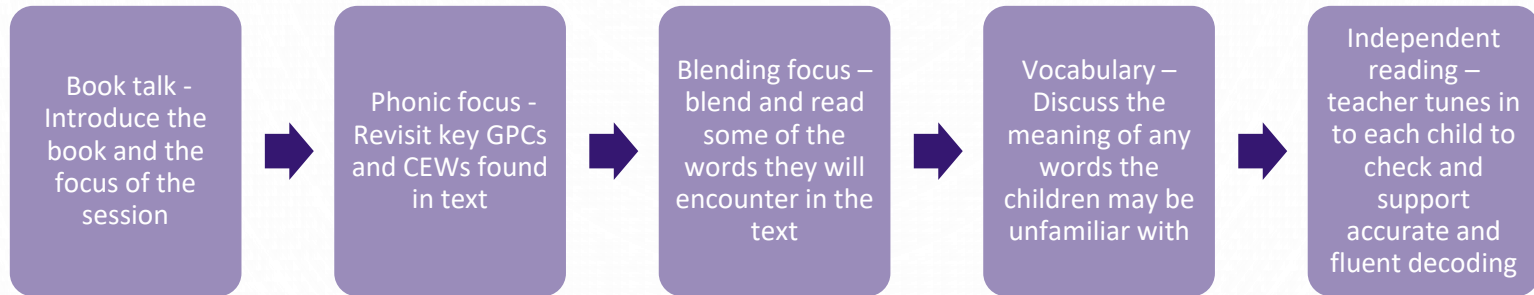


Prosody



Comprehension

Decoding



Prosody



Comprehension

Prosody



Model reading some of text to children with appropriate intonation and expression



Children echo the teacher's reading with the correction intonation and expression



Move into independent reading with all children reading the text to apply their learning. Adult "tunes" in to one child at a time to check using prosody and support fluent reading



Decoding

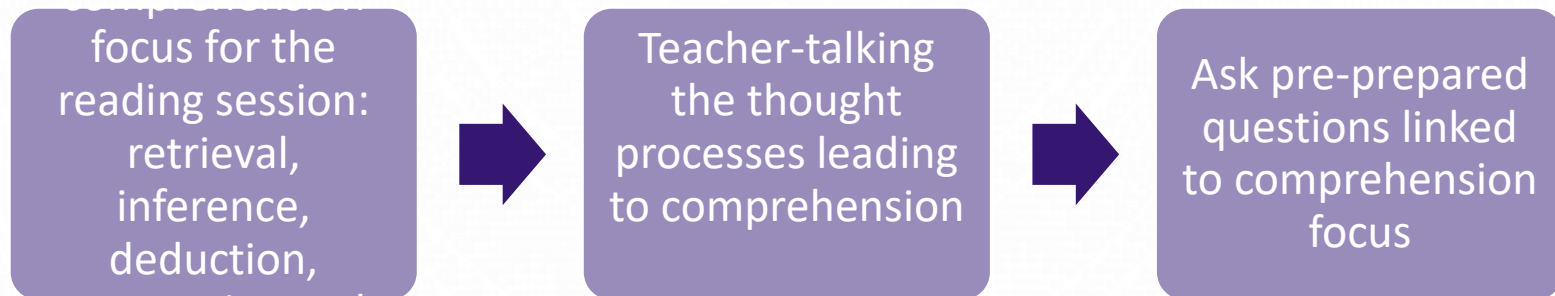


Prosody



Comprehension

Comprehension



Decoding



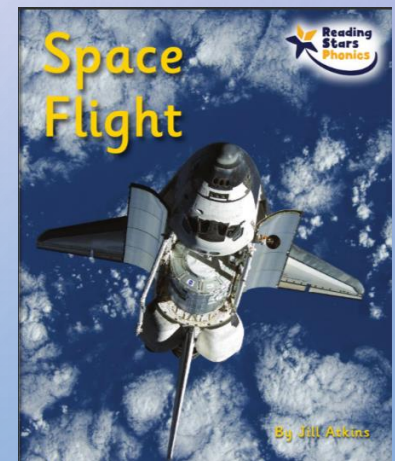
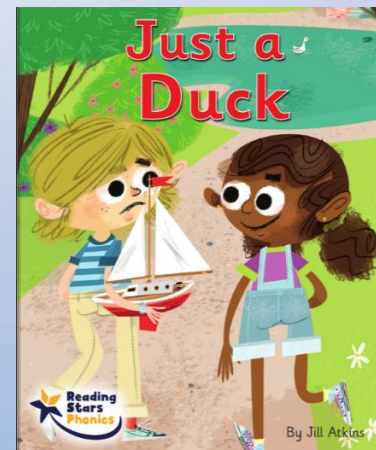
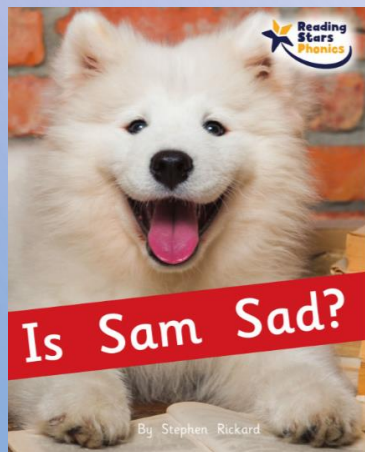
Prosody



Comprehension

Reading books

- Books must be fully decodable, not highly decodable or have "challenge words".
- Books must be clear about which gpcs are being practised.
- The order of books used for practise, both at home and at school, needs to match the teaching of gpcs.
- For example: if a child is learning phase 3, they should not be taking home books containing split diagraphs as these are not taught until phase 5.



What's in your child's book bag?

- Every child should have one fully decodable book and one shared book.
- The fully decodable books are matched to the child's current secure knowledge and understanding of gpcs.
- Re-reading of books multiple times for decoding, fluency, comprehension and prosody.
- Children should be reading at 90% fluency in class and at 95% fluency for home reading.
- Real books should go home for families to share a wide range of books and explore vocabulary with their child.
- Please speak to your child's class teacher if your child is struggling with the reading book that they have been given.



Common exception words



the

to

into

no

I

go

Reading at home



- 5 – 10 minutes
- 3 times a week
- Choose a time that works for you
- Be positive and celebrate successes
- Encourage them to point to the graphemes
- Encourage them to say the sounds and blend them together
- Be patient and let them try and work it out
- Read common exception words by sight.

Reading at Home

- Reading enjoyment has been reported as more important for children's educational success than their family's socio economic status - OECD, 2002
- Evidence suggests that reading for pleasure is an activity that has emotional and social consequences - Clark and Rumbold, 2006
- Reading for pleasure has a substantial influence on cognitive progress in vocabulary, spelling and maths – Sullivan and Brown 2013
- Research tells us that children who read for 10 minutes a day can make up to a year's additional progress.

Reading at Home

Researchers in the United States who had looked at the impact of parents reading with their children quoted the following figures in a news release about their findings:

Here's how many words children would have heard by the time they were 5 years old:

Never read to, **4,662 words**
1–2 times per week, **63,570 words**
3–5 times per week, **169,520 words**
daily, **296,660 words**
and five books a day, **1,483,300 words**



Concerns about progress

- All children are different
- Discuss any concerns with teachers
- Teachers will assess your child regularly
- Interventions to support child in the specific skill they are struggling with
- Adaptions for children with SEND



Fine motor skills

Young children need to develop the muscles in their fingers before they can hold a pencil properly.



Making reading fun!



Go on a treasure hunt, reading clues along the way.



Go on a sound hunt in the garden or around the house.



Target practise: Hit the grapheme or word with the football!

Writing at home

- Praise your child for 'play writing'.
- Write with your child- 'think out loud'
- Spellings- phonetically spelt.
- Encourage correct formation of letters and lowercase
- Give your child a **purpose** for writing:



Write a shopping list



Write a birthday card
Send an email to family

Treasure maps



Make writing fun!



Pupil Premium support

Is your child entitled to Pupil Premium Support?

What is 'Pupil Premium'?

- Introduced in 2011, the pupil premium is a sum of money given to schools each year by the Government to improve the attainment of disadvantaged children.
- 1:1 or small group support from LSA
- Extra reading support within class
- Free school sweatshirt
- Please go and see Mrs Healy in the office if you think your child will be entitled to Pupil Premium support

School Attendance Matters

No days lost	10 days lost	19 days lost	29 days lost -the same as half a term!	38 days lost	47 days lost
100%	95%	90%	85%	80%	75%
190 School days each year	180 days of education	171 days of education	161 days of education	152 days of education	143 days of education
GOOD Best chance of success - get your child off to a flying start		WORRYING Less chance of success. Makes it harder for your child to progress		SERIOUS CONCERN Not fair on your child Possible court action	

Every child should end the year with attendance above 97%

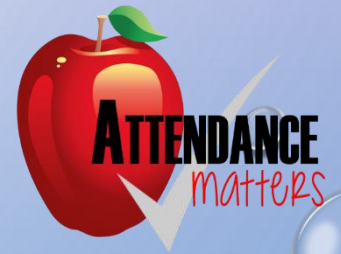


Every School Day Counts – but every minute is equally as important



Top tip -

Prepare for school the night before by making sure that uniform, book bags, packed lunches etc are ready!



House Keeping

- Label everything!!
- PE day is Friday. The children will need to wear their PE kit into school.
- Children will need a named water bottle brought in each day and sent home to be washed.
- Children will need to bring their book bag in each day and their Reading Record and Reading books should be kept inside.
- Children will be offered fruit and milk each day at snack time. (Free milk stops the term after they turn 5)

Parent Partnership

- We want you to be very involved with your child's Reception Year.
- You are your child's first educator and know them best.
- Open door policy.
- Please share with us anything you have done at home that means something to your child and we will share and celebrate it at school.
- Contributing on Tapestry



Helping with reading in school

We would like to invite you to become a parent helper and support children in school with their reading.

You may choose a day and time that suits you and it could be every week or ad hoc. You would not be reading with children in your child's class but children in one of the other reception classes.

If this sounds like something you would be interested in please speak to your child's teacher.

We really appreciate your continued support.

Thank you
The Reception team



Reading afternoon - Reception

We would like to invite parents in to your child's classroom from 2:50pm till 3:10pm to share your child's reading book with them.

We will alternate the day each term:

Term 2 – Monday

Term 3 – Tuesday

Term 4 – Thursday

Term 5 – Friday

We look forward to seeing you.



Good bye and thank you

The Foundation Stage is an important start to your child's school career. We want them to become happy, confident learners.

If you have any concerns or questions please do not hesitate to come and see us at pick up or send an email to the office.

