



EYFS

Early Years Foundation Stage
From birth - 5 years



Agenda

- ▶ EYFS Curriculum
- ▶ Assessment, Observations and Evidence Me
- ▶ Literacy - Reading and Writing
- ▶ The importance of Continuous Provision
- ▶ Reading and Reading Records
- ▶ Questions





Foundation Stage Profile

- ▶ Summative assessment completed at the end of the Reception year
- ▶ Completed through on going observations and assessments throughout the year.
- ▶ Shared with parents and Y1 teacher



Low EYFS Curriculum

- ▶ In line with the Year 1 Curriculum to ease transition.
- ▶ Greater focus on personal, emotional and social development.
- ▶ Develops the whole child.
- ▶ By the time children leave Reception they should be secure in the Early Learning Goals.
- ▶ Developmental stage may differ for different children.

Self-regulation and executive function

- Executive function includes the child's ability to:
 - hold information in mind
 - focus their attention
 - think flexibly
 - inhibit impulsive behaviour.
- These abilities contribute to the child's growing ability to self-regulate:
 - concentrate their thinking
 - plan what to do next
 - monitor what they are doing and adapt
 - regulate strong feelings
 - be patient for what they want
 - bounce back when things get difficult.
- Language development is central to self-regulation: children use language to guide their actions and plans. Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.



Principles of the EYFS



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

Practitioners

- observe and understand each child's development and learning, assess progress, plan for and act on next steps
- support babies and children to develop a positive sense of their own identity and culture
- identify any need for additional support
- keep children safe
- value and respect all children and

Positive relationships are

- warm and loving, and foster a sense of belonging
- sensitive and responsive to the child's individual needs, feelings and interests
- supportive of the child's own efforts and independence
- consistent in setting clear boundaries
- stimulating
- built on key person relationships in early years settings

Enabling Environments

- value all people
 - value development and learning
- They offer
- stimulating resources and spaces, inside and outside, relevant to all the children's cultures and communities
 - rich learning opportunities through play and playful teaching
 - support for children to take risks and explore

Learning and Development

Practitioners teach children by ensuring challenging, playful opportunities across the Prime and Specific areas of development and learning. They foster the characteristics of effective early learning

- Playing and exploring
- Active learning
- Thinking creatively and critically



Development matters “identifies 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.”



Early Learning Goals (Applies from 1st September 2021)

Area of Learning	Aspect	Early Learning Goals
Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none">• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
	Managing Self	<ul style="list-style-type: none">• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.• Explain the reasons for rules, know right from wrong and try to behave accordingly.• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Building Relationships	<ul style="list-style-type: none">• Work and play cooperatively and take turns with others.• Form positive attachments to adults and friendships with peers.• Show sensitivity to their own and to others' needs.

The Early Learning Goals are the criteria that children are assessed against at the end of the year - Foundation Stage Profile.

The Characteristics of Effective Learning and the prime and specific Areas of Learning and Development are all interconnected.

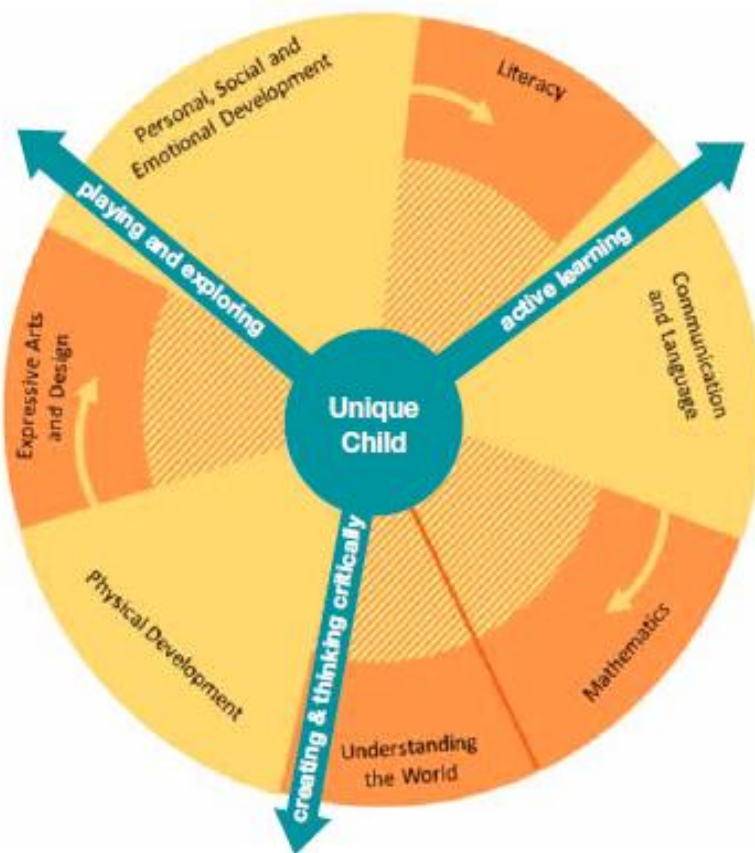
- The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.
- The **prime** areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS.
- The **specific** areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning.

The Unique Child reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning.

- playing and exploring
- active learning
- creating and thinking critically

Children develop in the context of relationships and the environment around them.

This is unique to each family, and reflects individual communities and cultures.



Prime areas are fundamental, work together, and are move through to support development in all other areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas include essential skills and knowledge for children to participate successfully in society.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design



16 Early Learning Goals which the children work towards throughout Nursery and

Characteristics of Effective Learning

Playing and Exploring

ENGAGEMENT

Finding out and exploring
 Playing with what they know
 Being willing to 'have a go'

Active Learning

MOTIVATION

Being involved and concentrating
 Keep trying
 Enjoying achieving what they set out to do

Creative and Critical Thinking

THINKING

Having their own ideas
 Making links
 Working with ideas

Areas of Learning and Development

Birth to 5 Matters Aspects

Prime Areas

Personal, Social and Emotional Development

Making Relationships
 Sense of Self
 Understanding Feelings

Physical Development

Moving and handling
 Health and Self-care

Communication and Language

Listening and Attention
 Understanding
 Speaking

Specific Areas

Literacy

Reading
 Writing

Mathematics

Mathematics

Understanding the World

People and Communities
 The World
 Technology

Expressive Arts and Design

Creating with Materials
 Being Imaginative and Expressive



Assessment

- ▶ Learning Journeys
 - ▶ Evidence Me
- ▶ Magic Moments
- ▶ Maths and English books
 - ▶ Guided Sessions
- ▶ EYFS Profile



Planning

Decide how best to support, extend and teach children. Based on your observations and assessments, consider the following questions:

- Have you engaged with me/us to co-construct our next steps together?
- Have you considered my/our interests in the planning? (child-led)
- Have you planned a specific experience or activity to teach a skill or knowledge? (adult-led)?
- How does the enabling environment and continuous provision support my/our next steps?
- What have you planned to support meaningful interactions and back-and-forth conversations?
- How will you support, extend and deepen play, interactions and learning in partnership with me/us? (Planning-in-action)

Observation

Observe children as they act and interact in their play, everyday activities and planned activities, and learn from parents about what the child does at home.

- How do you see me?
- Are you observing carefully when I am on my own and when I am with others?
- Am I involved in continuous provision?
- Have you observed while engaging with me/us? (Observation-in-action)



Assessment

Reflect on what you have noticed to help you understand the child/children.

Consider the following questions:

- How do you understand me?
- Do you understand how I feel? What I am interested in? What question may be in my mind?
- How am I approaching my learning? (Characteristics of Effective Learning)
- What have I learned and understood? (Areas of Learning and Development)
- What do you think is happening as you listen and engage with me/us? (Assessment-in-action)

Reception Baseline Assessment

Emerging Developing Secure

Baseline - 3-4 Year Old Secure

Autumn 2 - Reception Emerging

Spring 1 - Reception Developing










Spring 2 - Reception Secure/ELG

Summer 1 - ELGS

















Reading Development

- ▶ Children should be able to discuss the books that they have read.
- ▶ At this stage, children should be able to identify initial sounds in words, for example, the C in cat.
- ▶ Children should be beginning to blend simple CVC words either independently or with support.
- ▶ By the end of the year, children should be secure on all Phase 3 and Phase 4 phonics sounds.
- ▶ Children should be on Yellow book band for Guided Reading (in school).

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c k ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		

 a	 e	 i	 o	 u
--	--	--	--	---

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



Children in reception will be learning to:

Examples of how to support this:

Read individual letters by saying the sounds for them.

Help children to read the sounds speedily. This will make sound-blending easier.

Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.

Ask children to work out the word you say in sounds: for example, h-a-t > hat; sh-o-p > shop.

Show how to say sounds for the letters from left to right and blend them, for example, big, stamp.

Read some letter groups that each represent one sound and say sounds for them.

Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’.

Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’.

Read a few common exception words matched to the school’s phonic programme.

Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as ‘do’, ‘said’, ‘were’.

Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.

Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.

Do not include words that include letter-sound correspondences that children cannot yet read, or exception words that have not been taught.

Children should not be required to use other strategies to work out words.

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Make the books available for children to share at school and at home.

Avoid asking children to read books at home they cannot yet read.

Form lower-case and capital letters correctly.

Teach formation as they learn the sounds for each letter using a memorable phrase, encouraging an effective pen grip. When forming letters, the starting point and direction are more important at this stage than the size or position of the letter on a line.



Children in reception will be learning to:

Examples of how to support this:

Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

Support children to form the complete sentence orally before writing.

Help children memorise the sentence before writing by repeatedly saying it aloud.

Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences. Dictate sentences to ensure they contain only the taught sound-letter correspondences.

Re-read what they have written to check that it makes sense.

Model how you read and re-read your own writing to check it makes sense.

Literacy	Comprehension	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
	Word Reading	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Writing	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.

Writing development

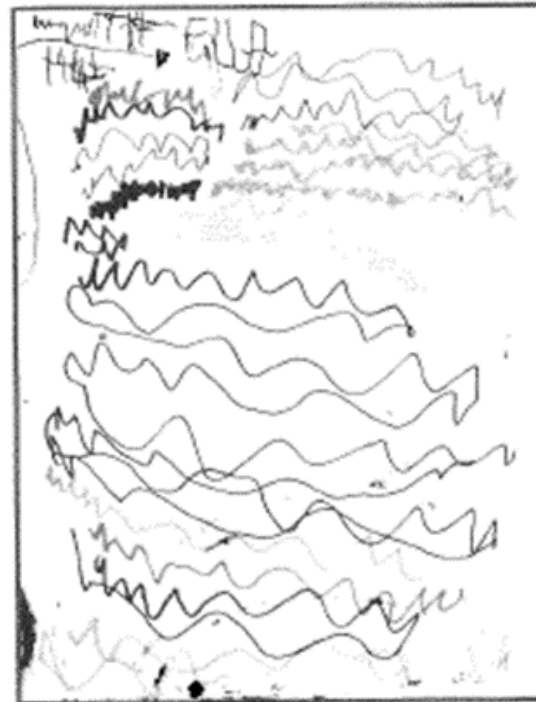
- ▶ At this stage of the year, children should be confident at writing their name and be able to write some letters correctly.
- ▶ By the end of the year children should be able to read and write all the Reception tricky words and write simple sentences spelt phonetically correct.

Writing 3-4 Developing

- Sometimes gives meaning to marks as they draw and paint.
- Ascribes meanings to marks that they see in different places.



D.... told her story through the pictures she had drawn - "Dragon is chasing ... biting us... me and Niamh are sad... ran in the house. My story it's about dragon."



E.... said "It's for my cousins, Anna and Jessie. It says thank you for my present. Love Ella".

E..... wrote the letter from left to right and top to bottom.

Communication & Language (Speaking) 30 – 50 months

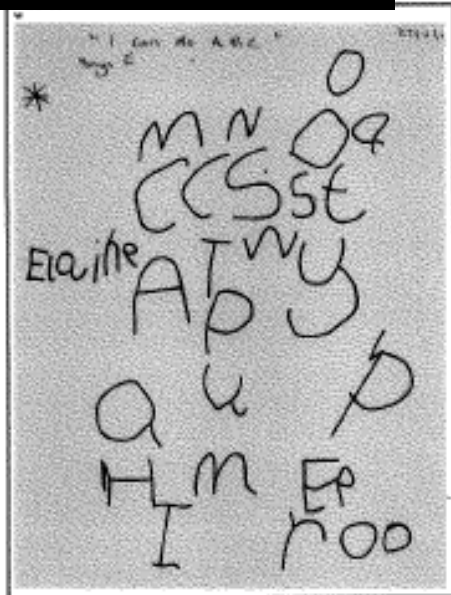
■ Beginning to use more complex sentences to link thoughts ■ Can retell a simple past event in correct order ■ Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences ■ Uses intonation, rhythm and phrasing to make the meaning clear to others ■ Uses vocabulary focused on objects/experiences ■ Builds up vocabulary that reflects their experiences ■ Uses a range of tenses

Physical Development (Moving & Handling) 30 – 50 months

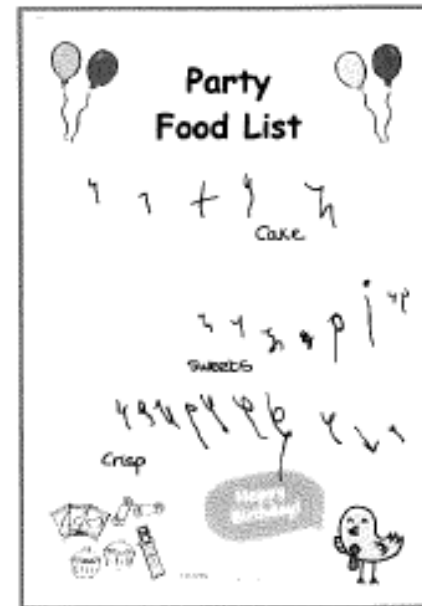
■ Draws lines/circles using gross motor movements ■ Uses one handed tools and equipment ■ Holds pencil between thumb and two fingers and uses it with good control ■ Can copy some letters e.g. from name.

Writing 3-4 Secure

- Sometimes gives meaning to marks as they draw and paint.
- Ascribes meanings to marks that they see in different places.



"I can do my ABC" says E.



Playing in the home corner P.... wrote a shopping list for the party. When asked, she pointed to each word saying what is said.

Communication & Language (Speaking) 30 – 50 months

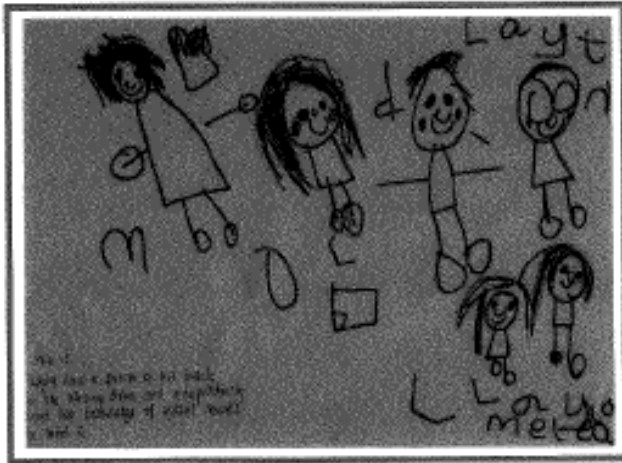
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Physical Development (Moving & Handling) 30 – 50 months

■ Draws lines/circles using gross motor movements ■ Uses one handed tools and equipment ■ Holds pencil between thumb and two fingers and uses it with good control ■ Can copy some letters eg from name.

Writing Reception Emerging

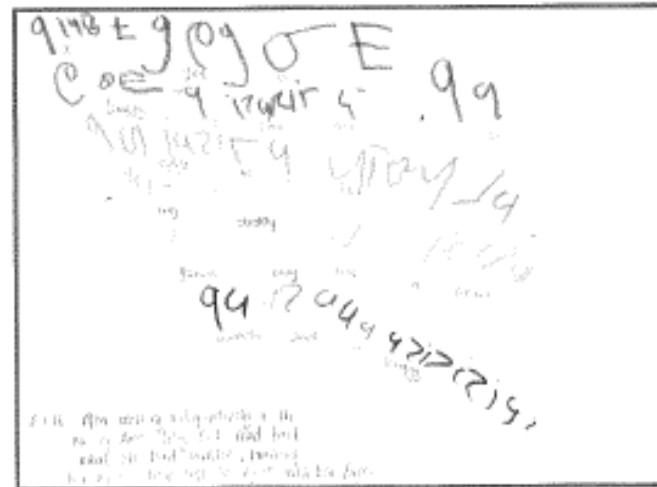
- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.



L..... drew a picture of her family in the Writing Area and independently used her knowledge of initial sounds to label it.

Communication & Language (Speaking) 40 – 60 months

■ Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words ■ Uses language to imagine and recreate roles and experiences in play situations ■ Links statements and sticks to a main theme or intention ■ Uses talk to organise, sequence and clarify thinking, ideas, feelings and events ■ Introduces a storyline or narrative into their play.



After working independently in the Writing Area, L..... read back what she had written, tracking her writing from left to right with her finger.

Physical Development (Moving & Handling) 40 – 60 months

■ Shows a preference for a dominant hand ■ Begins to use anticlockwise movement and retrace vertical lines ■ Begins to form recognisable letters ■ Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

Writing Reception Developing

- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
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- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.



H.... wrote key words from memory in the Writing Area and read them back.

Communication & Language (Speaking) 40 – 60 months

■ Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words ■ Uses language to imagine and recreate roles and experiences in play situations ■ Links statements and sticks to a main theme or intention ■ Uses talk to organise, sequence and clarify thinking, ideas, feelings and events ■ Introduces a storyline or narrative into their play.

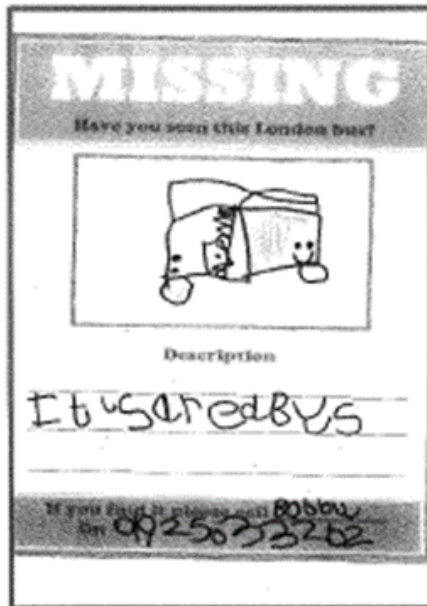


T.... wrote the word 'cat' independently in the Writing Area.

Physical Development (Moving & Handling) 40 – 60 months

■ Shows a preference for a dominant hand ■ Begins to use anticlockwise movement and retrace vertical lines ■ Begins to form recognisable letters ■ Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

Writing Reception Developing



B wrote and read back "It is a red bus"

Communication & Language (Speaking) 40 – 60 months

■ Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words ■ Uses language to imagine and recreate roles and experiences in play situations ■ Links statements and sticks to a main theme or intention ■ Uses talk to organise, sequence and clarify thinking, ideas, feelings and events ■ Introduces a storyline or narrative into their play.

- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.



J ... wrote and read back "I can see a giraffe".

Physical Development (Moving & Handling) 40 – 60 months

■ Shows a preference for a dominant hand ■ Begins to use anticlockwise movement and retrace vertical lines ■ Begins to form recognisable letters ■ Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

Writing Reception Developing



C ... wrote a shopping list whilst playing shop in the home corner. Read the shopping list to Mrs Jones.

Communication & Language (Speaking) 40 – 60 months

■ Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words ■ Uses language to imagine and recreate roles and experiences in play situations ■ Links statements and sticks to a main theme or intention ■ Uses talk to organise, sequence and clarify thinking, ideas, feelings and events ■ Introduces a storyline or narrative into their play.

- Gives meaning to marks they make as they draw, write and paint.
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- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.



M read back her sentence saying " I like it because it is my favourite".

Physical Development (Moving & Handling) 40 – 60 months

■ Shows a preference for a dominant hand ■ Begins to use anticlockwise movement and retrace vertical lines ■ Begins to form recognisable letters ■ Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

Writing Reception – Secure

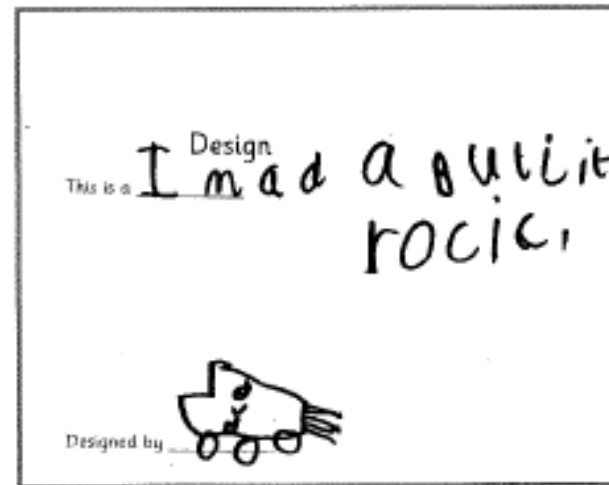
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- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.



O ... wrote and read back "On the hill.. dog is muddled up .. playing on the swing"

Communication & Language (Speaking) 40 – 60 months

■ Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words ■ Uses language to imagine and recreate roles and experiences in play situations ■ Links statements and sticks to a main theme or intention ■ Uses talk to organise, sequence and clarify thinking, ideas, feelings and events ■ Introduces a storyline or narrative into their play.



H ... wrote and read back "I made a bullet rocket".

Physical Development (Moving & Handling) 40 – 60 months

■ Shows a preference for a dominant hand ■ Begins to use anticlockwise movement and retrace vertical lines ■ Begins to form recognisable letters ■ Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

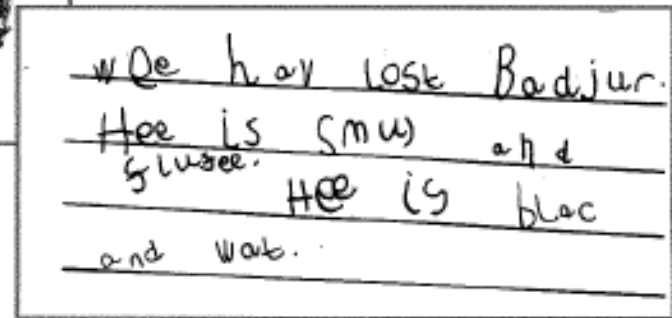
Writing

Early Learning Goal



R wrote her Christmas letter to Santa.

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.



A .. wrote a wanted poster.

Communication & Language (Speaking)

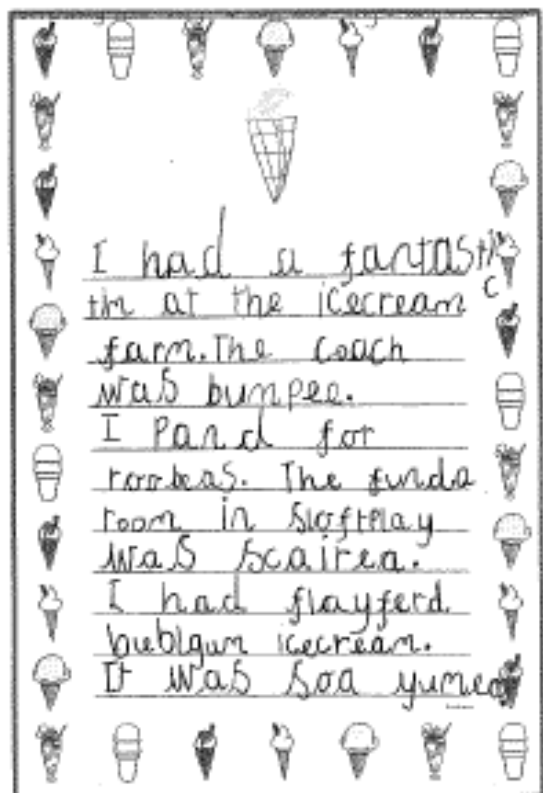
Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Physical Development (Moving & Handling)

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencil for writing.

Please use national exemplification materials to make accurate profile judgements against the Early Learning Goal in Writing.

Writing Exceeding



AR ... recount of school visit

Communication & Language (Speaking)

Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.

Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key knowledge of narrative in their writing.



F .. dinosaur fact card

Physical Development (Moving & Handling)


Child can hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.

Writing Exceeding

Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key knowledge of narrative in their writing.

one day there
was a girl
called Rose.
Rose went
to the seaside
and went for
a swim a
shark ate
her

that was the
end of the
girl.



The End

..... story writing

Communication & Language (Speaking)

Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.

once upon a
time there lived a
tiny baby named Sam
He loved to look out of
his bedroom window at
the beautiful green
trees and colorful
birds. Each year more
and more people and cars
came and spoiled the
garden. In the end he
had to move.

H ... story writing

Physical Development (Moving & Handling)

Child can hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.



Evidence Me

- ▶ Observations at home
- ▶ Share everything with us.



Learning Opportunities?





Children may independently investigate how high they can build a tower of bricks. They may try to arrange blocks in different ways or test if they can add other construction materials to make their tower more sturdy.





Construction Area - Learning Opportunities

- ▶ Demonstrates aspects of both playing and learning
- ▶ Continuous provision enables children to view changes over time
- ▶ Problem solving
- ▶ Creative thinking
- ▶ Communication
- ▶ Understanding of the world
- ▶ Maths
- ▶ Develop gross motor skills
- ▶ Team work





The Importance of Continuous Provision

- ▶ Enabling environments allow children to explore independently.
- ▶ Effective continuous provision provides children with the opportunities to demonstrate all three characteristics of learning.



Reading

- ▶ Little Wandle Reading books (online)
- ▶ Book Banded Books (linked to Phonics)
- ▶ Reading Eggs



Our Aim

To ignite every child's love of learning

- ▶ We will support children in developing persistence.
- ▶ We will support children in developing resilience.
- ▶ We will support children in believing in themselves.
- ▶ We will support children in developing self confidence.



Any Questions