

WELCOME TO EYFS

SEPTEMBER 2023

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

EARLY READING

AT GRANGE PRIMARY SCHOOL

SEPTEMBER 2022



READING MATTERS

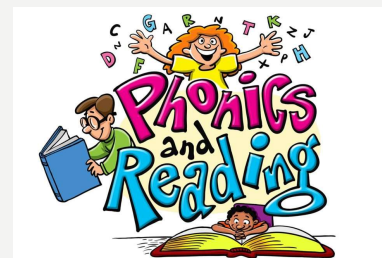
Becoming a fluent, skilled and attentive reader starts at the earliest stages, before children encounter a book to read for the first time.

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!

WHAT IS PHONICS?

- The alphabet contains only 26 letters. Spoken English uses about 42 **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 (e.g. 'sh' or 'ear')
- Once children begin learning sounds, they are used quickly to read and spell words.

PHONICS TERMS

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

PHONICS AT ANY AGE

- Phonics is for beginning readers.
- This isn't primarily for EYFS and Year 1, because you can be a beginning reader at any age of your life.
- It builds on to spelling patterns and writing in KS2.

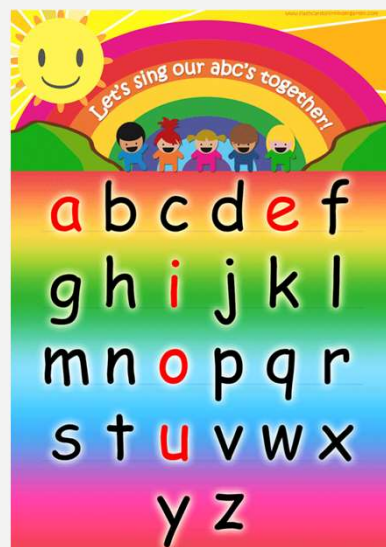
<https://www.youtube.com/watch?v=z714v2Gs0iA>



Early readers can be any age!

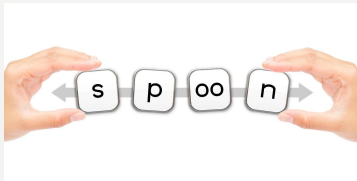
IN THE EARLY STAGES OF READING

Each letter represents a sound...

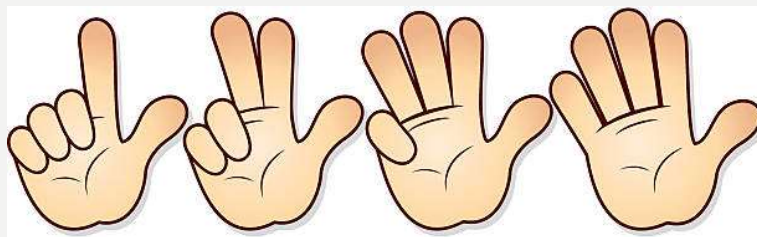


HOW WE TEACH PHONICS

- Children have a 20-30 minute phonics lesson everyday.
- 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.



SOUND FINGERS



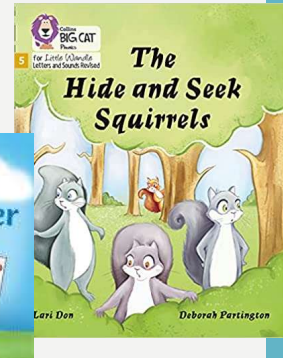
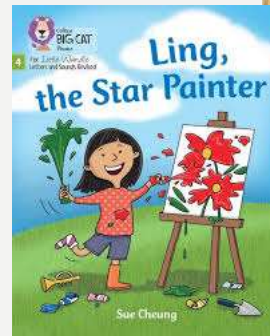
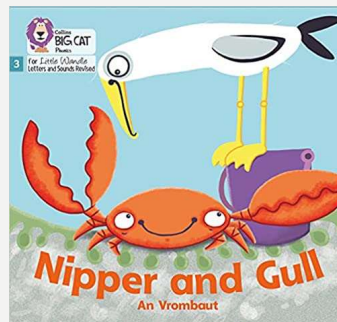
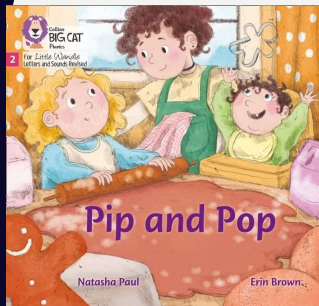
Children use their sound fingers to count the sounds in the word.



c-a-t
1-2-3

HOME READERS

- Your child will be sent home with a decodable reader at their phonics ability level.



PHASE 1

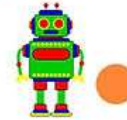
- Phase 1 starts in Nursery
- During the early phase of Phonics, children will begin to explore sounds around them and begin to learn some rhymes.
- They also learn and join in with repeating songs and nursery rhymes, moving in time with beat and creating actions to go along with the words.
- They will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

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



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 them draw what they can hear.
- **Tune into sounds** your child can hear and ask them to name and describe the sounds they can hear.
- **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.

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)
- They 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.












































PHASE 2-5

Reception	
Autumn 1 Phase 2 graphemes s a t p i n m d g o c k c k e u r h b f l	New tricky words is I the
Autumn 2 Phase 2 graphemes ff ll ss j v w x y z zt qu ch sh th ng nk * words with -s /s/ added at the end (hats sits) * words ending in s /z/ (his) and with -s /z/ added at the end (bags sings)	New tricky words 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 ai ee igh oa oo oo or ur ow oi ear air er * words with double letters * longer words	New tricky words was you they my by all are sure pure
Spring 2 Phase 3 graphemes 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/ at the end * words with -es /z/ at the end	No new tricky words Review all taught so far
Summer 1 Phase 4 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	New tricky words said so have like some come love do were here little says there when what one out today
Summer 2 Phase 4 graphemes Phase 3 long vowel graphemes with adjacent consonants * CVCC CCVC CCVC CCVC * words ending in suffixes: -ing, -ed /t/, -ed /d/ /ed/, -ed /d/ -er, -est * longer words	No new tricky words Review all taught so far

Year 1	
Autumn 1 Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oi toy /ea/ ea each	Review tricky words Phases 2-4 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 /ur/ ur bird /igh/ ie pie /ool/ yool/ ue blue rescue /yool/ u unicorn /oal/ o go /i/ i tiger /ai/ a paper /ee/ e he /ail/ a-e shake /igh/ i-e time /oal/ o-e home /ool/ yool/ u-e rude cute /eel/ e-e these /ool/ yool/ ew chew new /ee/ ie shield /or/ ow claw	New tricky words 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 /eel/ e funny /el/ e head /wl/ wh wheel /ool/ oe ou toe shoulder /igh/ i/ y /oal/ ow snow /j/ g giant /ff/ ph phone /il/ ie oi apple metal /s/ c ice /vl/ ve give /ul/ o-e o ou some mother young /z/ se cheese /sl/ se ce mouse fence /eel/ ej donkey /ool/ u-ou fruit soup	New tricky words any many again who whole where two school call different thought through friend work

It's so
important to
say the pure
sound!

Grapheme mat						Phase 2 and 3		
 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j jj	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		
 a	 e	 i	 o	 u				
 ai	 ee	 igh	 oa	 oo	 ar			
 or	 ur	 er	 ow	 oi	 ear	 air		

**We need to give the children strategies
to draw on to help them decode.**

PHONICS WORDS

Your children will learn to use the term:



Blending

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

BLENDING

b - e - d = bed

t - i - n = tin

Sh-o-p = ?

PHONICS WORDS

Your children will learn to use the term:

Segmenting



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

SEGMENTING

bed = /b / /e / /d /

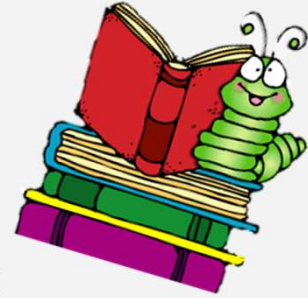
mug= /m / /u / /g /

snake = ?

HOME READING

Your child's reading book will change when:

- They are no longer decoding and can read the book confidently
- They can answer comprehension questions about what they have read
- They can find synonyms for words in the text that mean the same thing
- They can discuss the characters and setting
- They can confidently retell the book in their own words, stating the main characters, setting, the build-up, the main problem and solution.



Their reading diary and home reader should be brought in every day.

Make sure you sign your child's reading diary when you read with them so they can earn their stickers and rewards.

Talk about the book and celebrate their success.

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.
- Time
- Ask questions about the characters, setting, story.

After Reading

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



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

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 providing:
 - They have read the book at least 3 times, for decoding, fluency and understanding
 - They can answer simple comprehension questions about what they have read
 - They are becoming increasingly more fluent in decoding the text are beginning to read the book confidently.
- 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.

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.



LEARNING IN EYFS

EYFS FRAMEWORK AND GUIDANCE

- The new EYFS framework started in September 2021.
- The framework is statutory and sets out what is expected of Early Years provisions.
- We also have a non-statutory document which is called Birth to 5 Matters which we, and other schools are using as guidance to support our pedagogy to support our practice.



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.



LEARNING THROUGH PLAY



- Children are encouraged to join in activities, to be independent and to make choices.
- We provide stimulating and well-resources learning spaces where provision is carefully planned to challenge, motivate and develop children's skills withing the seven areas of learning.

AREAS OF LEARNING IN EYFS

Areas of Learning and Development			
Prime Areas			
Personal Social and emotions Development <ul style="list-style-type: none"> • Making Relationships • Sense of Self • Understanding Feelings 	Physical Development <ul style="list-style-type: none"> • Moving and handling • Health and Self-care 	Communication and language <ul style="list-style-type: none"> • Listening and attention • Understanding • Speaking 	
Specific Areas			
Literacy <ul style="list-style-type: none"> • Reading • Writing 	Mathematics <ul style="list-style-type: none"> • Mathematics 	Understanding the world <ul style="list-style-type: none"> • People and communities • Technology • The World 	Expressive Arts and Design <ul style="list-style-type: none"> • Creative with materials • Being imaginative and expressive

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

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.



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.



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.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Involves helping children develop a positive sense of themselves and others; to form positive relationships and 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.



SPECIFIC AREAS OF LEARNING

Specific Areas			
Literacy	Mathematics	Understanding the world	Expressive Arts and Design
<ul style="list-style-type: none"> • Reading • Writing 	<ul style="list-style-type: none"> • Mathematics 	<ul style="list-style-type: none"> • People and communities • Technology • The World 	<ul style="list-style-type: none"> • Creative with materials • Being imaginative and expressive

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



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.

MATHS



- We follow the White Rose scheme of learning
- Very practical and child centered.
- We use resources, and encourage the children to use these to help solve their mathematical problems.
- We then move to the pictorial version of learning, with problem solving and reasoning involved.
- There will be a newsletter coming out with some targeted ideas as to what we are working on this term.

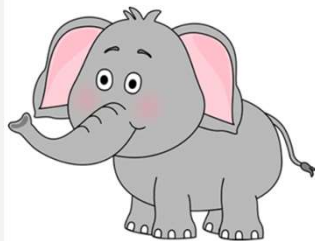
HANDWRITING

- 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.

WHEN WRITING...

- We encourage students to say their sentence orally first, then count the words in their sentence.
- Any word that your child gets stuck on, we encourage them to 'stretch it out' to help them hear all of the sounds in that word.
- Stomping syllables (the stompy elephant) and using 'sound fingers' is also something we do to help children hear all of their sounds.
- Children should be using capital letters at the beginning of the sentence, full stops at the end of the sentence and finger spaces in between words.
- Encourage your child to re-read what they have written to make sure it makes sense.

Stompy Elephant



Get your fists
ready and stomp
the syllables in
the word,

el - e - phant
1 - 2 - 3

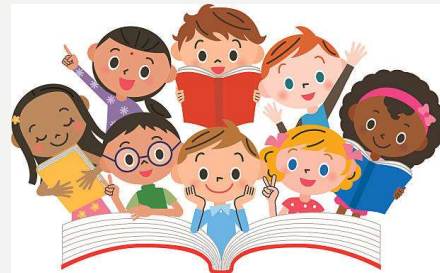
Stretchy Snake



Stretch out your words so
that you can hear your
sounds!
Snnnnnaaaake..
Snake!

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



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)
- Sound sort- you write words and have your child read them and sort them into the different columns.
- Matching Rhymes- Give your child a word and ask them to write down or say rhyming words containing the same sounds.
- 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.](#)

WHAT ELSE YOU CAN DO TO HELP...

Children can practise their phonics by playing games online. They can choose phase 3, 4, or 5 e.g

- Buried Treasure
- Pop deck Pirates
- Dragons' den

Through Phonics Play

<https://www.phonicsplay.co.uk/>

[https://readingeggs.co.uk/-](https://readingeggs.co.uk/)



PARENT READING MORNINGS

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



QUESTIONS?