

Welcome Early Learning Goals





What is the EYFS?

The Early Years Foundation Stage (EYFS) covers children from birth to the end of Reception.

- It focuses on the whole child and supports learning through a balance of child-initiated play and adult-led learning.
- The EYFS builds strong foundations for future learning.
- Teachers observe children regularly to plan next steps.



What are Early Learning Goals (ELGs)?

ELG's describe what most children are expected to achieve by the end of Reception.

- They are assessed through everyday learning, not formal tests.
- Each child is assessed individually against each goal.





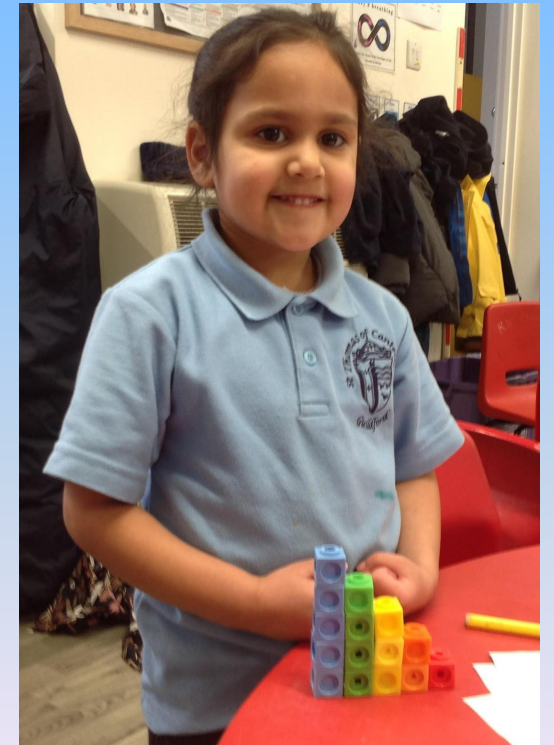
The 7 Areas of Learning

○ Prime Areas:

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

○ Specific Areas:

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





Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- 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

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- 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

- 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

- 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.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- 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 Skills

- 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, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- 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

- 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

- 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.



How Can You Help at Home

- Read to your child every day.
- Encourage conversation and listening.
- Use numbers in everyday activities.
- Support independence and routines.
- Ensure good attendance and punctuality.
- Make sure your child is getting enough sleep.



Assessment at the End of Reception

We use observations, independent learning work and interactions to assess the children.

Children are assessed as:

- Emerging – still working towards the ELG (1)
- Expected – meeting the ELG (2)



What is GLD?

GLD means Good Level of Development.

A child achieves GLD if they are 'Expected' in:

- All Prime Areas
- Literacy
- Mathematics

(Not Understanding the World and Expressive Arts and Design)



Why GLD Matters

GLD indicates readiness for Year 1 learning.

- It helps schools plan appropriate support.
- It does not define a child's long-term achievement.



What does it mean if my child does not reach GLD?

- GLD (Good Level of Development) is just one assessment at the end of Reception
- Children develop at different rates and this is completely normal
- Not meeting GLD does not mean your child has failed



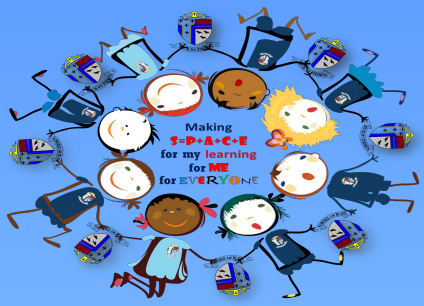


What happens next.....

Your child will continue to receive:

- Targeted support in Year 1
- Teaching matched to their individual needs
- Time to build confidence and skills
- Progress matters more than a single outcome
- Many children who do not meet GLD in Reception go on to thrive in Key Stage 1

We focus on the whole child academically, socially and emotionally!



The Prime Areas



Communication and Language

Listening, Attention and Understanding

- 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

Communication and Language

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

At home

- Practise S=P+A+C+E for Me (show and tell) at home so your child is confident to say something in front of the class.
- Discuss their day with them.



Personal, Social and Emotional Development

- **Self-regulation** (understand feelings, wait their turn, give focused attention to teacher, follow instructions)
- **Managing self** (confidence to try new activities, resilience, understand rules, manage personal hygiene)
- **Building relationships** (play cooperatively, take turns, form positive relationships)

At home

- Play games, get selves dressed, be positive, discuss safety in appropriate situations, listening and waiting.



Physical Development

Gross Motor Skills

- Negotiate obstacles, demonstrate strength and balance. Running, jumping, dancing, hopping, skipping, climbing.

Fine Motor Skills

- Tripod pencil grip tripod grip. Use scissors, paintbrushes, cutlery.

At home

- Spend time outside, visit playgrounds, allow your child to take reasonable 'risks' in their play. Encourage use of knife and fork. Use chunky triangular pencils.



The Specific Areas

Literacy: Word Reading

- 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 (Tricky) words.

At home

- Let them celebrate their reading with you every weekend, when they bring their books home.
- Play games with the flashcards we send home e.g. hide them around the house, make another set and play snap etc.

Literacy: Reading

Last term we taught your child to blend and read words with Phase 2 graphemes.

This term we are teaching Phase 3.

In Phase 3 children learn:

- the vowel digraphs and trigraphs
- to read words containing the Phase 3 digraphs and trigraphs
- to read longer words ('chunking').



Literacy: Comprehension

- Retell stories and narratives using their own words.
- Anticipate key events in stories.
- Use and understand recently introduced vocabulary.

At home

- Enjoy the weekly story sack.
- Continue to read to your child and discuss what you've read.
- Visit the library.

Literacy: Writing

- 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.

At home

- Practise letters in different ways e.g. bath crayons, writing in flour/salt, painting.
- Encourage any kind of writing e.g. cards, letters, post it notes, post cards, shopping lists, diaries.

Handwriting

- Takes a huge amount of effort and concentration. When they're consumed with the act of forming each and every letter, it leaves little brain space for anything else.
- Once handwriting becomes automatic, your child can focus on other aspects of writing, such as planning their ideas and composing and remembering sentences. They're less likely to forget what they were going to write next.



Handwriting

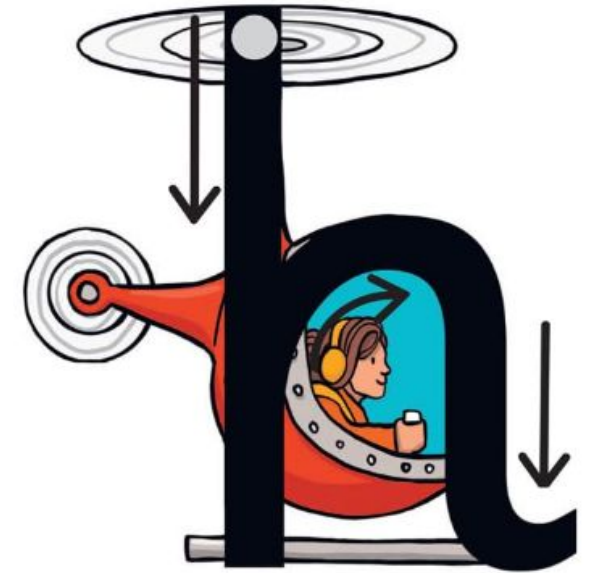
- It is important that children can form the letters of the alphabet correctly, including knowing the correct starting point for each letter and following the correct movement pathways.
- Errors in letter formation are not always obvious to a reader after the event of writing, but it is important to oversee the correct formation as incorrect formation can hinder the development of a fluent handwriting style.
- It is challenging to unlearn poor habits, so focusing on handwriting early on is important.



Unit 4: Bouncy letter family

Down, up and over the helicopter.

Trace the letter with your finger.



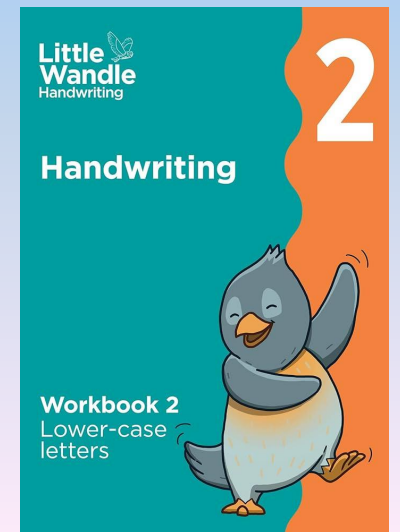
Write over the letters.



Handwriting



- We teach un-joined/printed letters initially. These are easier to learn as they require fewer strokes and changes in direction.
- Letter joining/cursive writing is introduced in Year 2 once the correct letter shape, size and spacing are well established.
- We follow Little Wandle's Handwriting scheme.



Getting ready to write

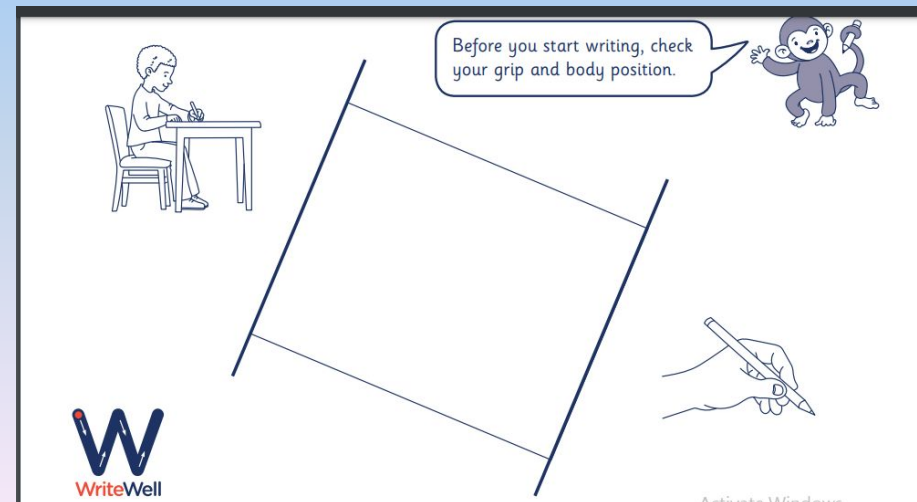


1. Posture

- Sitting comfortably, chair tucked in, feet on ground if possible, resting arm flat on the table.

2. Paper Position

- Tilt the paper – if your child is left handed, encourage your child to ‘push up’ the page to discourage a ‘hook’ grip.

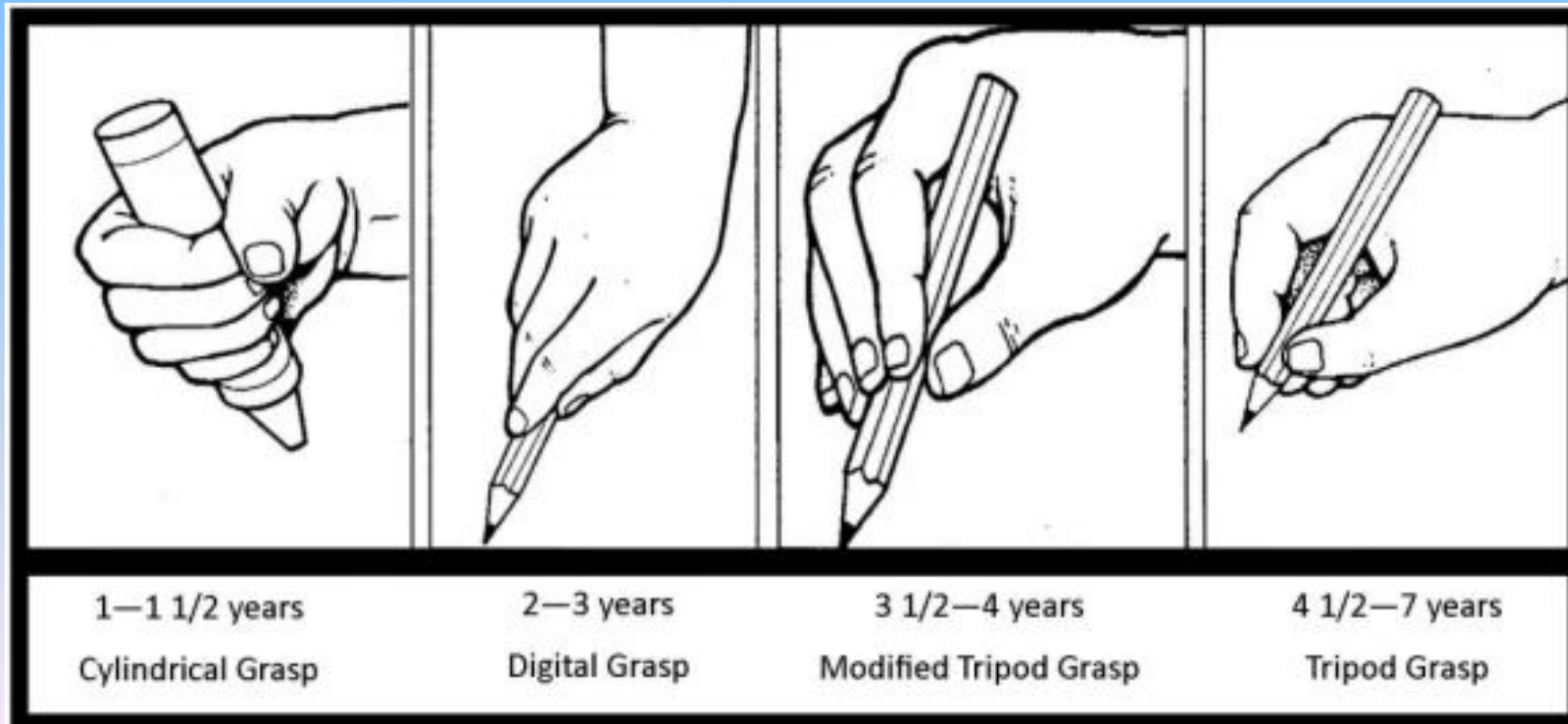


Getting ready to write



3. Pencil Grip

- Working towards a tripod grasp.



Stages of writing

- Emergent writing – e.g. ‘scribbling’ on a postcard, ‘writing’ shopping list.
- Encourage your child to tell you what they’ve written – lots of praise!



Pre-Literate	
Stage Description	Sample
Scribble Stage - starting point any place on page, resembles drawing large circular strokes and random marks that do not resemble print or communicate a message	
Symbolic Stage - starting point any place on page, pictures or random strokes/marks with an intended message	
Directional Scribble - scribble left to right direction, linear, intended as writing that communicates a meaningful message/idea	
Symbolic/Mock Letters - letter-like formations, may resemble letters but it isn't intentional, interspersed w/ numbers, spacing rarely present	

Emergent	
Strings of Letters - long strings of various letters in random order, may go left to right, uses letter sequence perhaps from name, usually uses capital letters, may write same letters in many ways	
Groups of letters - groupings of letters with spaces in between to resemble words	
Labeling pictures - matching beginning sounds with the letter to label a picture	
Environmental Print - copies letters/words from environmental/classroom print, reversals common, uses a variety of resources to facilitate writing	

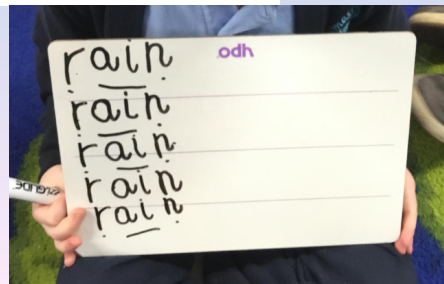
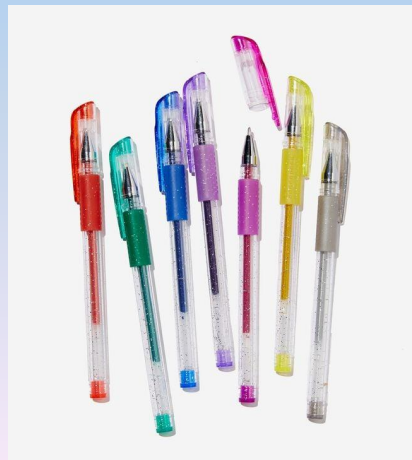
Transitional	
Letter/Word Representation - uses first letter sound of word to represent entire word, uses letter sound relationships	
First/Last Letter Representation - word represented by first and last letter sound	
Medial Letter Sounds - words spelled phonetically using BME sounds, attempts medial vowels, uses some known words, more conventionally spelled words, one letter may represent one syllable, attempts to use word spacing, writing is readable	

Fluent	
Beginning Phrase Writing - using all of the above skills to construct phrases that convey a message connected to their illustration	
Sentence Writing - Construction of words into sentence formation, maybe multiple sentences, writing is readable, may use punctuation, known words spelled correctly, topic focused, BME with detail	
Six Traits of Writing - Students use Six Traits of Writing (Conventions, Organization, Voice, Ideas, Word Choice, Sentence Fluency)	

Motivation for Writing



- In the Early Years, using attractive writing tools can help to motivate children to write.
- Drawing a picture of their choice can also be an effective way of improving their writing.
- Children can be motivated by the opportunity to ‘publish’ their writing e.g. share it with someone in print or out loud to an audience.



A story about _____

By _____

Spelling

- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



This term's spelling

- This term, your child will be taught how to spell words every day using the graphemes they have been taught so far.
- They will practise writing a dictated sentence.
- Handwriting is referred to but is taught at other times of the day.



Top tips to support your child at home



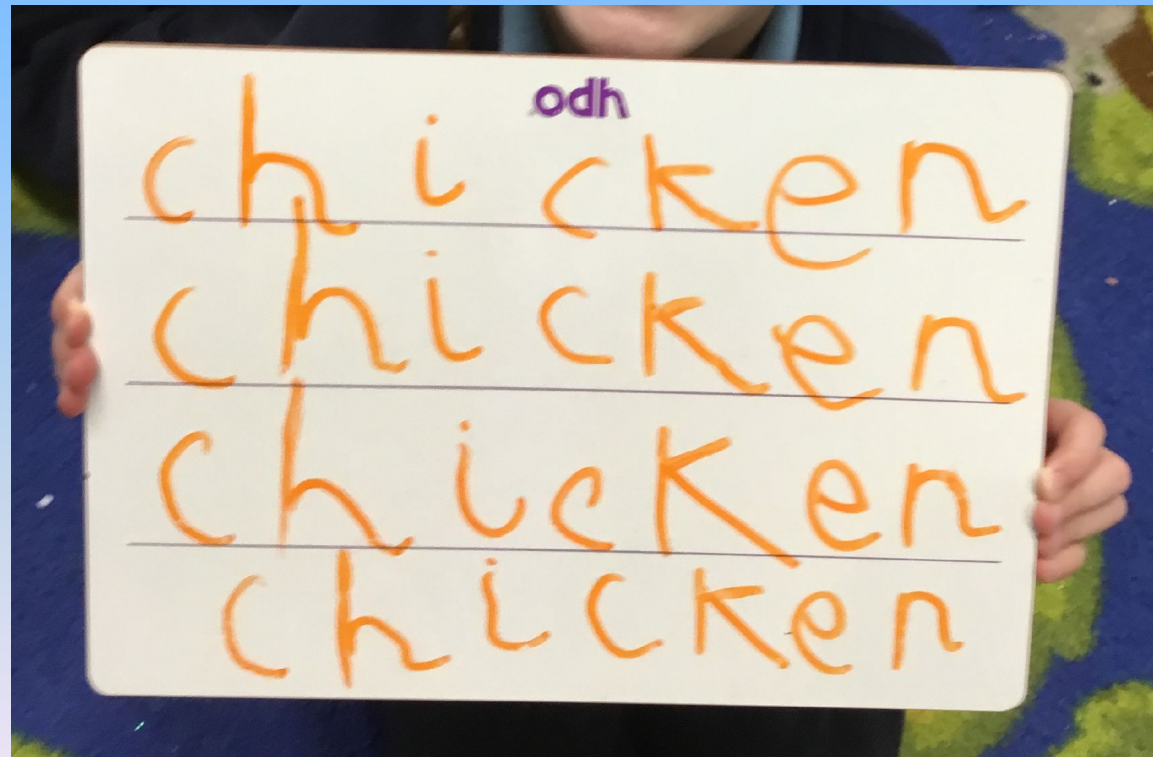
- Encourage all opportunities for writing
- Make it a positive experience
- Help your child to sound out words, putting up a segmenting finger up for each sound (phoneme)
- Ask your child ‘How many sounds (phonemes) do we have?’ ‘What is the first sound?’
- At this point in their learning, the children will be spelling words phonetically using the sounds that they have learnt.

E.g. caic, koffee

Top tips to support your child at home



- Chunk up longer words into syllables e.g. chick-en / lap-top



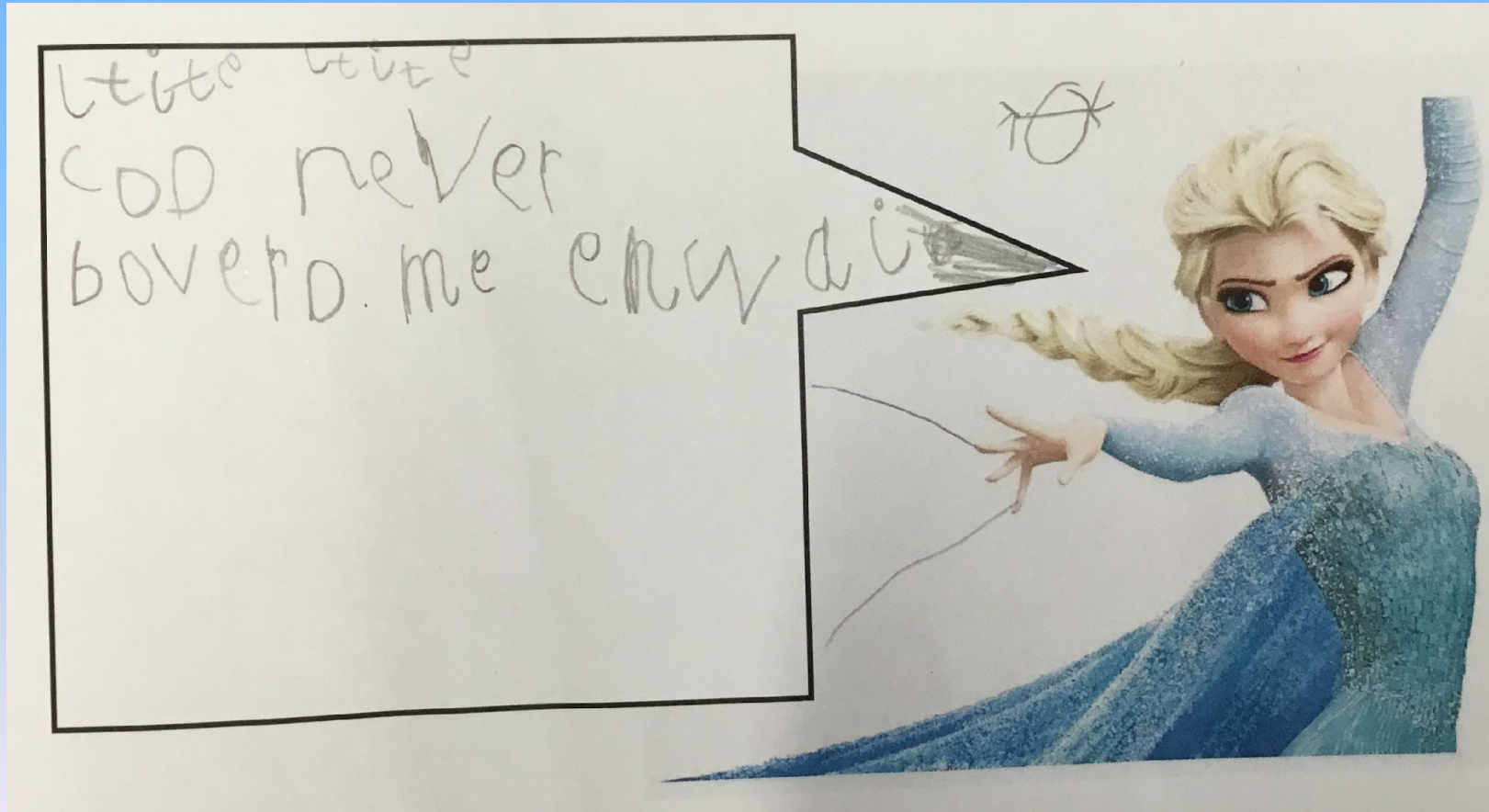
Writing Examples



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Writing Examples



Writing Examples



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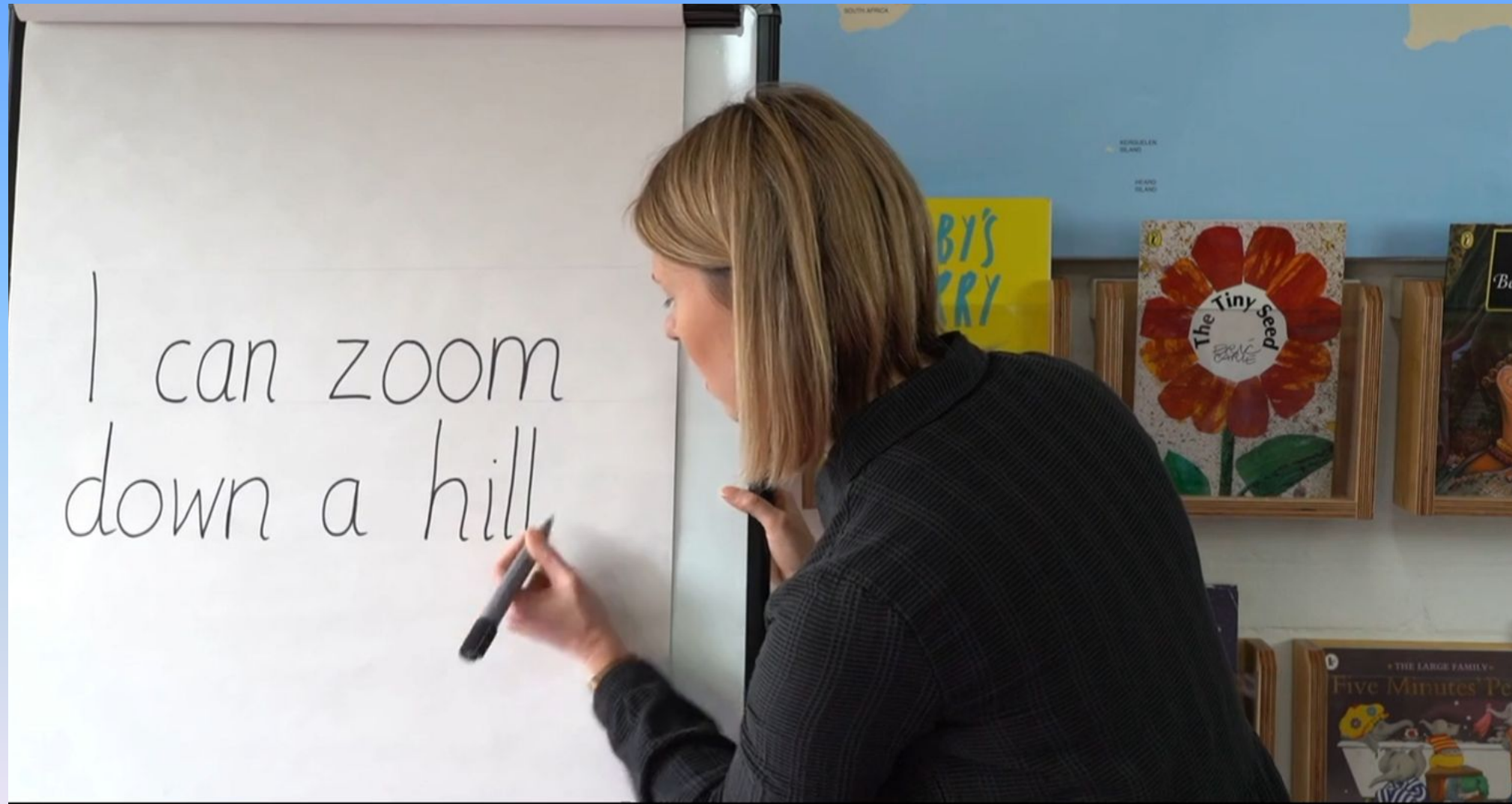
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Writing a Sentence



I can zoom
down a hill.

Useful links



- <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>
- <https://collins.co.uk/pages/little-wandle-at-home>
- [Amazon Link](#) for Little Wandle handwriting workbook (if you wish to purchase one to practise at home. The children have one in school that they are using).

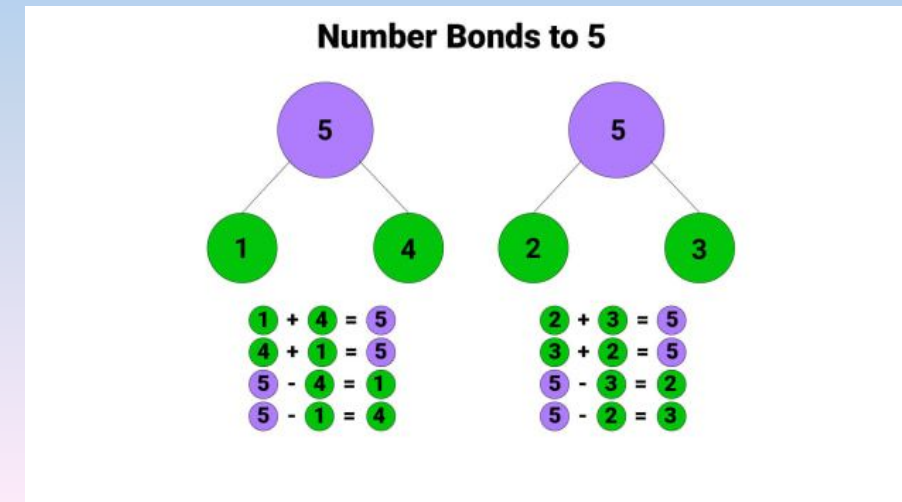


Mathematics

- Two areas- Number and Numerical Patterns

Number

- Have a deep understanding of number to 10
- Subitise to 5
- Automatic recall of number bonds up to 5
- Some double facts





Mathematics

Numerical patterns

- Count beyond 20
- Compare quantities (greater than, less than, more/fewer)
- Patterns e.g. odds and evens, doubles

At home

- Card games, board games, counting, matching, pairs, dice, counting rhymes, spotting numbers in the environment.



Thank you for coming.

Any questions?