

Welcome to EYFS at Wootton Bassett Infants. A guide for parents



What is EYFS?

- EYFS stands for Early Years Foundation Stage.
- The Early Years Foundation Stage is how the Government and Early Year's professionals describe the time in your child's life between birth and age 5 (or end of the Reception year).
- Every nursery, preschool and primary school with a Reception class use The Early Years Foundation Stage Framework to ensure we are providing the best start for each child.
- This is a very important stage as it helps your child get ready for Key Stage 1 (Year 1 onwards) as well as preparing them for their future learning and successes.

Aims of the meeting

- Brief outline of the EYFS curriculum
- Our approach to the EYFS
- Recent changes to the EYFS curriculum.
- The Reception Baseline Assessment.
- What you can do to help.



Brief outline of the Early Years Foundation Stage Curriculum.

The EYFS curriculum is divided into 7 areas of learning. The First 3 are:

- Communication and language (Speaking, listening, attention and holding a conversation)
- Personal, Social and Emotional Development (managing own emotions and behaviours, building relationships and self-care)
- Physical development (big movements like running, pedalling, climbing and small movements like knives and forks, pencil control and buttons)



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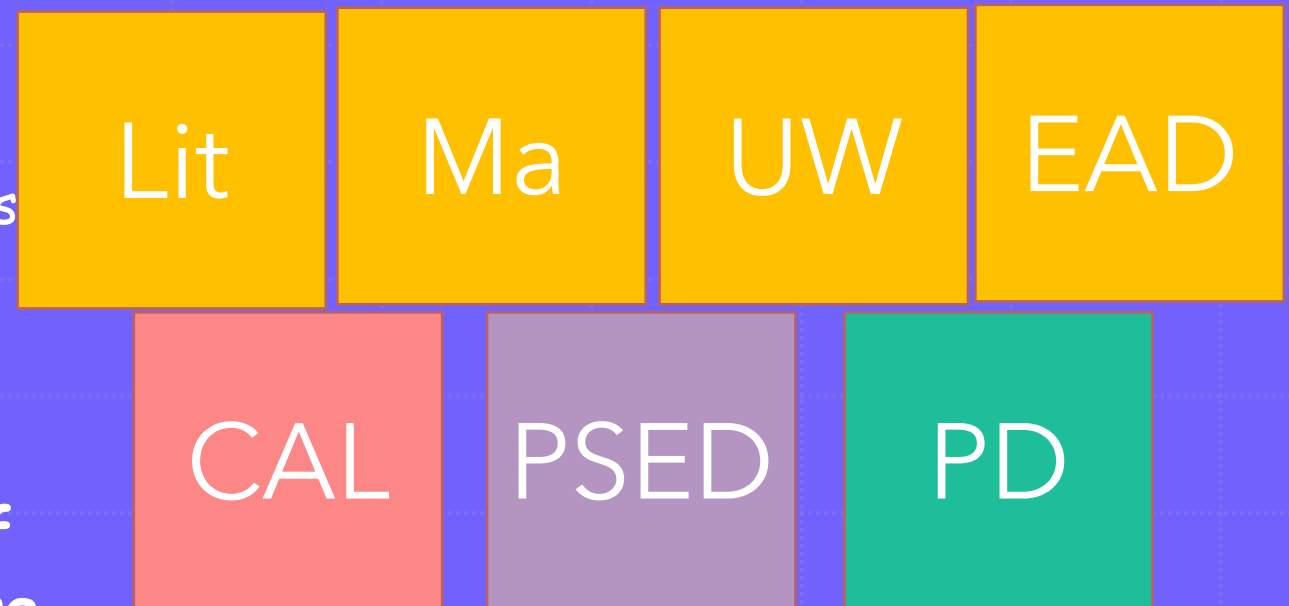
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Brief outline of the Early Years Foundation Stage Curriculum.

These first three areas are the Prime areas and children need to be secure in these areas in order for their learning to develop in the remaining four areas. These are

- Literacy (Reading and Writing)
- Maths (Numbers and Patterns)
- Understanding the World (People, Places Past and present, natural world)
- Expressive Arts and Design (music, art and dance)

- **Imagine a brick construction- if the bottom 3 blocks aren't there it is harder to build the second layer.**



Our approach- Wootton Bassett Infants is "Where Learning is fun".

As a school our approach to learning is practical and play based. This is the case in all year groups, but especially in Reception.

During the day there is a mix of teacher led and independent play based activities. The children always have an opportunity to explore our outdoor area as well as in the classroom.



The classroom has designated areas where children can practice play skills and develop their own ideas in their play. The children have a choice of the area they would like to explore and the teachers add resources to encourage and "open up" different learning opportunities.



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Recent changes to the EYFS Framework.

The Early Years Foundation Stage (EYFS) was reformed in 2021 in order to give practitioners more time to watch, listen and support each child in their learning development. More areas of the curriculum now link directly to learning that the children will undertake in Key Stage One so that they have much firmer steps into the KS1 curriculum.

- Staff will be spending less time on large amounts of written observations and assessments for evidence collection. This means they can spend more time supporting and engaging with the children and their learning and development needs.
- Children will no longer be assessed against statements from an age band category. Instead, staff will use their experience and knowledge to monitor if a child's learning and development is on track for their age.
- At Wootton Bassett Infants we use the non-statutory document **Development Matters** to check the children's learning during the year to ensure they are on track to meet the Early Learning Goals at the end of the year.

- The Early Learning Goals at the end of reception have been changed to become more clear and easier to understand. Staff will use their judgements to assess if the children have met these goals at the end of the EYFS and inform parents and carers.
- There is an emphasis on improving children's **language and vocabulary** through increasing opportunities for conversations, reading of a wide range of books and holding discussions around activities in other areas of learning.
- There is no longer an **exceeding judgement** at the end of reception. Children will instead be challenged to have a greater depth and understanding of ideas.
- Safeguarding and welfare of children is still a priority, with the added mention of teaching children about the importance of keeping teeth clean and healthy, limiting screen time and importance of sleep.

New for 22!

1. Unlocking Letters and Sounds is our new Phonics scheme which we started in the summer term last year. The children learn 4 new sounds a week with actions, how to read and write words using sounds that they know.

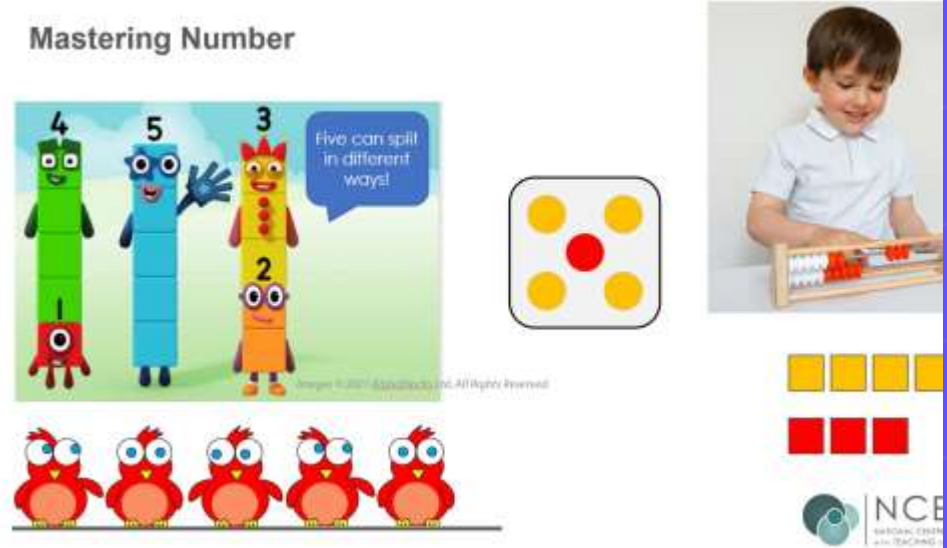
Parent Workshop Wed 21st September 5:30pm or 2:30pm on Tuesday 27th September.

1. We are taking part in an exciting programme called Mastering Numbers from NCETM (National Centre for Excellence in the Teaching of Mathematics). The children will be gaining a deeper understanding of how numbers are made and mathematical processes.

Parent Workshop Wed 16th November 2:30pm

Unlocking Letters & Sounds

Mastering Number



The image displays educational materials for the 'Mastering Number' program. On the left, a cartoon number character '5' is shown with a speech bubble that says 'Five can spill in different ways!'. To its right is a ten-frame containing five yellow dots. Below the ten-frame is a row of five red penguins. On the right side of the image, a photograph shows a young boy in a white shirt using a wooden ten-frame with red and yellow beads. At the bottom right, the NCETM logo is visible, which includes the text 'NCE NATIONAL CENTRE FOR EXCELLENCE IN THE TEACHING OF MATHEMATICS'.

Reception Baseline

This is a national statutory assessment that is completed by all schools during the first six weeks.

It must be done by a teacher or known adult.

All the materials are provided and the questions are given to the teachers through a computer programme.

It is a 'snapshot' of each child on entry and includes an interactive and practical assessment of early

literacy, communication, language and mathematics skills.

Your child's teacher will receive a set of statements which will be used at parents evening to form part of the discussion about your child.

We make sure that the assessments are relaxed and comfortable to ensure the children can be as confident as possible in answering the questions.



What you can do to help.

Parents are the primary educators and so a strong partnership between home and school is vital to support the children in their development. The most important thing to do is to talk as Communication and Language is at the heart of children's learning. At school we provide a language rich environment. This is something that you can build on at home by...

- Engage in interactions/conversations with children using interesting and varied vocabulary.
- Provide provocations that promote talk- a walk to the park or even going to the shops can give you lots to talk about. Look for numbers, letters, shapes in the clouds.
- Read good quality texts to children frequently
- Sing songs, poems and rhymes
- Talk to the children about their interests.

We would also love you to hear your child read their reading books regularly, go through their letter sounds with them saying the sounds clearly and correctly.

Reading for pleasure is also important so please spend time reading to your child so they see you are a reader too.

Our website provides support on how we teach the children to make sounds but even listening to sounds around the home, making animal noises, joining in with rhymes and songs helps your children's development.



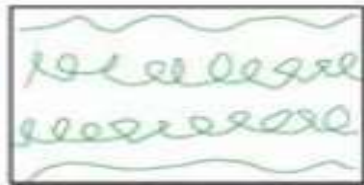


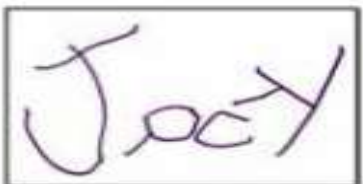
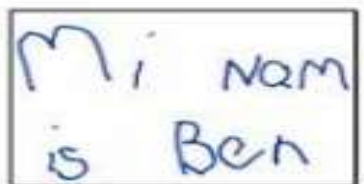
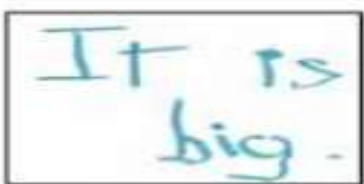
Remember we are always here to help- if you have any questions please come and see us.



What about writing?

Any marks the children make is "writing". We praise any mark making and look for and encourage "letter shapes" in the marks the children make. Whenever the children "write" we ask the children to talk about what they have written so they understand marks have meaning.

Learning Continuum Stages of Writing Skill Development

			
Random Scribbling	Controlled Scribbling	Repetitive Lines or Patterns	Letter Practice
			
Copy Environmental Print	Name Practice	Invented Spelling	Conventional Spelling

Adapted from the Phelps, Levy, and Stannard presentation (June, 2005):

Early Years Foundation Stage Framework

Information for Parents and Carers

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.

★ What Will My Child Be Learning?

The EYFS framework outlines seven areas of learning and development and educational programmes. There are three **prime** areas of learning, which are particularly important for your child's development and future learning:

communication and language personal, social and emotional development physical development

There are four **specific** areas of learning, through which the prime areas are strengthened and applied:

literacy mathematics understanding the world expressive arts and design

Early years practitioners also use your child's needs and interests to plan challenging and enjoyable activities and experiences.

★ 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, EYFS practitioners 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 active learning creating and thinking critically

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.

★ How Will I Know How My Child is Doing?

Each child in the EYFS has a key person who will work in partnership with you, sharing information about your child. EYFS settings may also use observations to share your child's key achievements.

EYFS practitioners use their professional knowledge to understand your child's level of development. If they have any concerns about your child's progress, they will discuss these with you.

Three formal assessments take place during the EYFS:

- Two-Year Progress Check (this will happen between the ages of 24 to 36 months)
- Reception Baseline Assessment (at the start of the reception year)
- Early Years Foundation Stage Profile (at the end of the EYFS)

Your child's Early Years Foundation Stage Profile will be shared with you at the end of the EYFS. This will inform you of your child's progress and whether they have met or are continuing to work towards their early learning goals (ELGs). There are 17 ELGs your child is expected to achieve by the end of the EYFS.



Information for parents: Reception baseline assessment



Standards
& Testing
Agency

Useful website links

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

- This has activities and play ideas to develop communication skills.
- <https://www.booktrust.org.uk>
- This is a charity which promotes reading with books, resources and support.