

Welcome to Wootton Bassett Infants.  
An EYFS guide for parents.



# What is EYFS?

- EYFS stands for Early Years Foundation Stage.
- The Early Years Foundation Stage is how the Department for Education and Early Years 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 additions to our school.
- 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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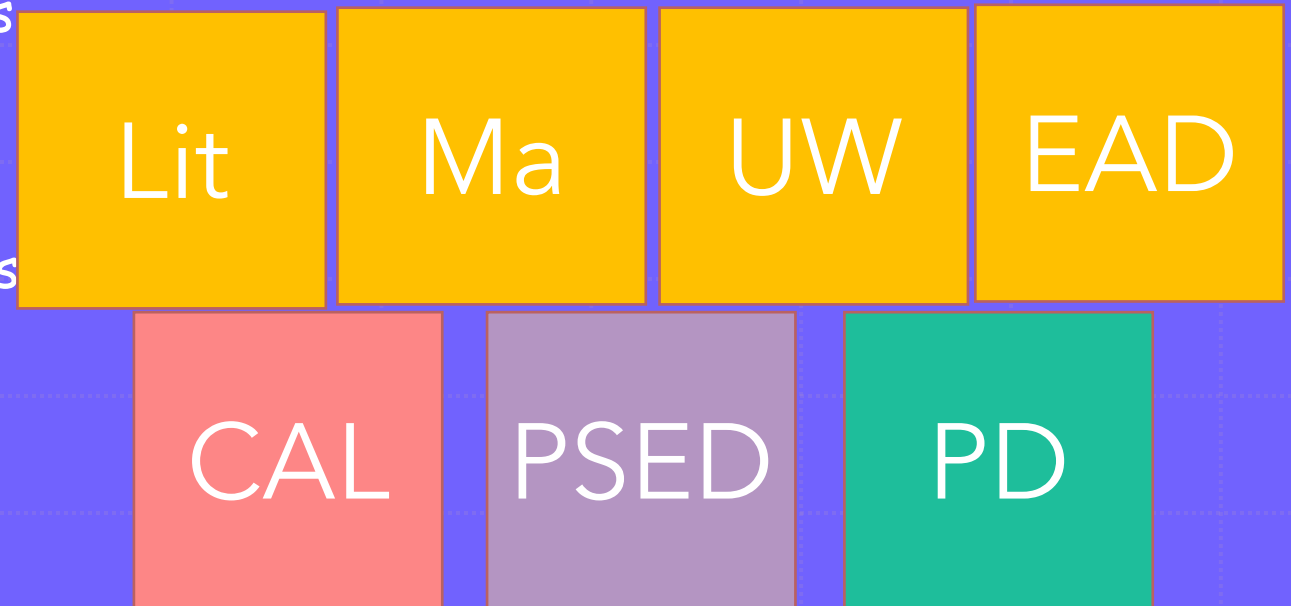
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# Brief outline of the Early Years Foundation Stage Curriculum.

These first three areas are the Prime areas and children need to be secure in these areas for their learning to develop in the remaining four areas. The 4 specific areas 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.



# 2021 Reform to EYFS Framework.

The new framework has given 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.

- Our staff focus on engaging and communicating with children rather than spending large amounts of time on written observation, as recommended in the statutory framework.
- 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.
- Safeguarding and welfare of children is a priority, including teaching children about the importance of keeping teeth clean and healthy, limiting screen time and importance of sleep.
- 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.

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

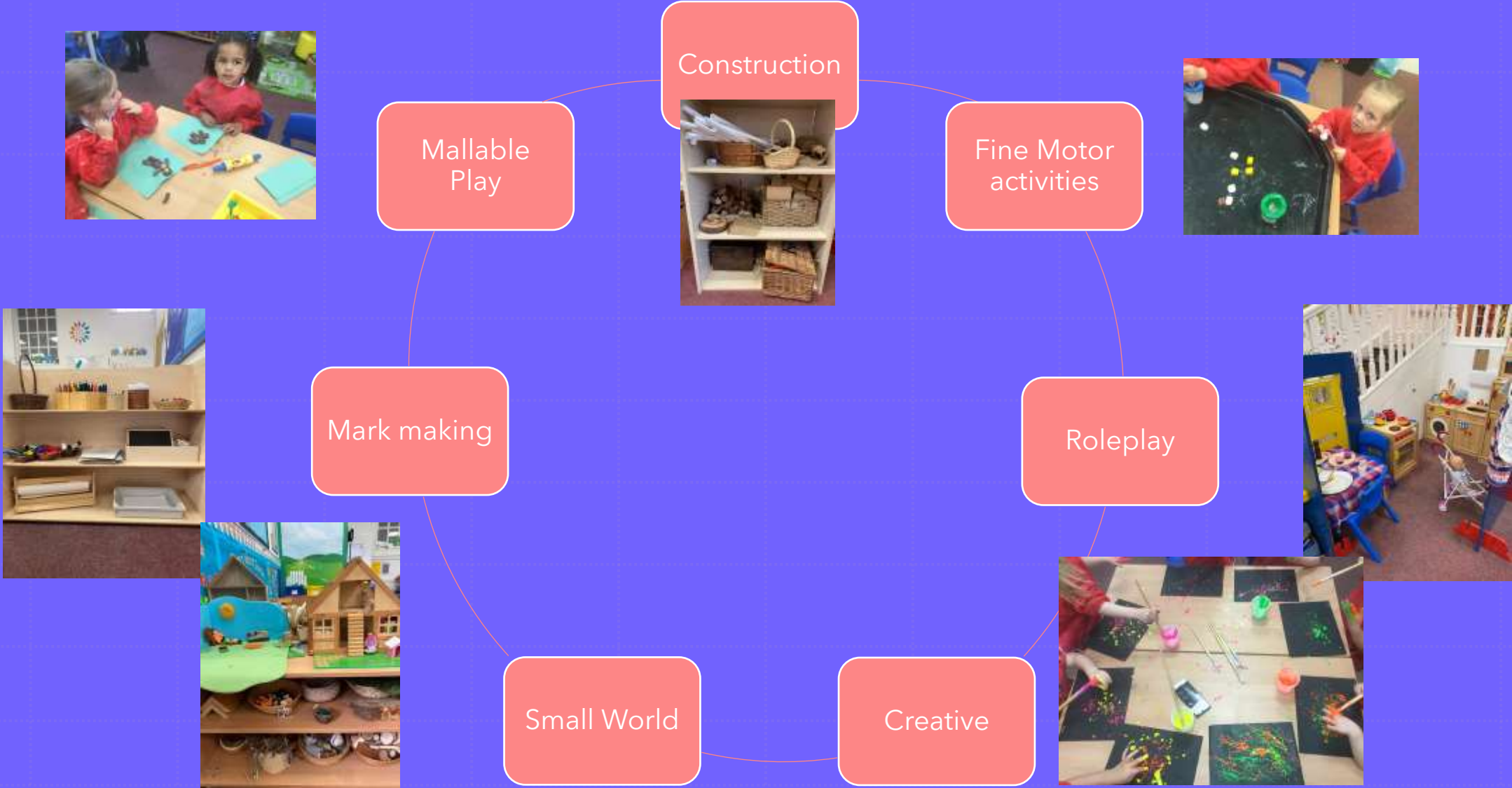
As a school our approach to learning is practical and play based. This is the case in all year groups, but especially in Reception.

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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# • EYFS Assessment .

Children are assessed against the Early Learning Goals and teachers track within the year to monitor if a child's learning and development is on track for their age. This is discussed with parents during parents evenings through the year.

At the end of the year, 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 in the end of year report. Children will either be 'expected' for the end of Reception or 'emerging' against the 17 Early Learning Goals.

# 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.





# Phonics and Maths.

Unlocking Letters and Sounds is our Phonics scheme which we started in the summer term 2022. The children learn 4 new sounds a week with actions, how to read and write words using sounds that they know. Our Reading Records hold lots of information and links to videos to support reading at home.

**2024 Phonics Talk 18<sup>th</sup> September 5:30-6:00 pm  
(before our Open Evening).**

We are continuing our journey with 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.

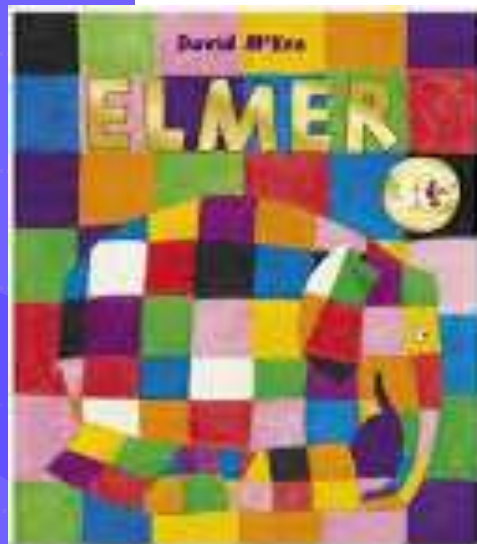
# Unlocking Letters & Sounds

Mastering Number

The image displays a collection of educational resources for the 'Mastering Number' program. On the left, three colorful number characters (4, 5, and 3) are shown, with a speech bubble stating 'Five can spill in different ways!'. To the right is a square grid containing five yellow dots arranged in a cross pattern. Below this is a photograph of a young boy in a white shirt using a wooden abacus with red and yellow beads. At the bottom, there are five small red penguin-like characters and the NCETM logo (National Centre for Excellence in the Teaching of Mathematics).

# Talk Through Stories

Let's get children talking!



# Recent changes at WBIS.

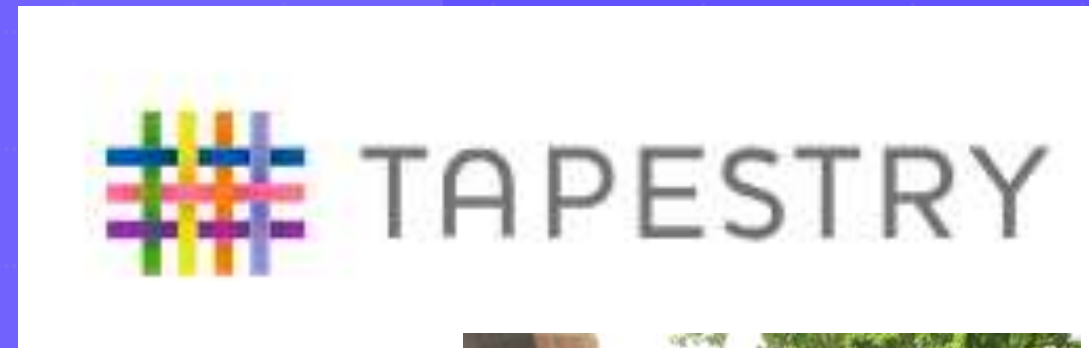
Since last year, we have been using Tapestry as our online learning journal provider. The children experience so much during the school day that it is important that we log those special learning moments.

The aim with using Tapestry is to be able to celebrate with you the progress your children are making.

Tapestry allows you to login with a secure username and password so you can view all your children's observations.

For more information visit:

1. <https://tapestry.info/parents-carers.html>





# 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 Reading Records 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.

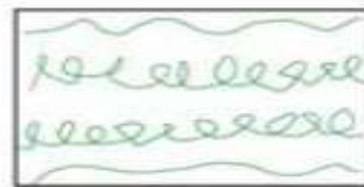
## Learning Continuum Stages of Writing Skill Development



Random Scribbling



Controlled Scribbling



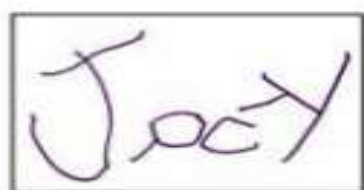
Repetitive Lines or Patterns



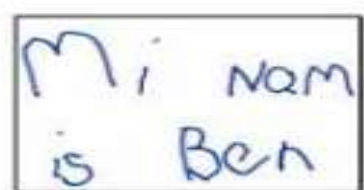
Letter Practice



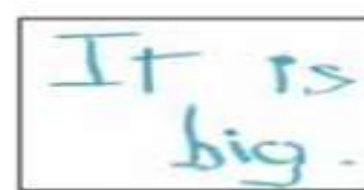
Copy Environmental Print



Name Practice



Invented Spelling



Conventional Spelling



# 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



# 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.

## My First Five Years App

Founded by EYFS guru Alistair Bryce-Clegg covers lots of different activities to support children with their development in each area of EYFS.