
Welcome the the EY Curriculum Workshop

— Tuesday 9th November 2021 —

The things we do...

Seven Features of Effective Practice

1
The best for every child

2
High-quality care

3
The curriculum:
what we want
children to learn

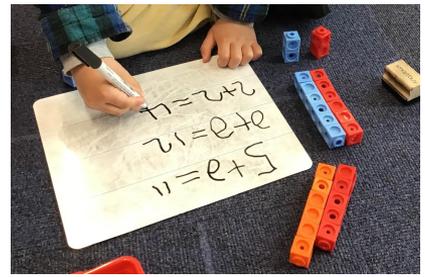
4
Pedagogy: helping
children to learn

5
Assessment:
checking what
children have learnt

6
Self-regulation
and executive
function

7
Partnership with
parents

Point 3: The Curriculum



- We aim to develop children's language and vocabulary, which is vital to the curriculum.
- Our curriculum is ambitious and we are mindful of careful sequencing to help children build their learning over time.
- We acknowledge that learning is often driven by children's interests, so we are flexible and take this into account.
- We understand children's learning and development is not linear (more like a spider's web), so we often revisit and built on concepts.
- We may learn a topic for quite a long time because depth in early learning is much more important than covering lots of things in a superficial way.

Point 4: Pedagogy

We provide effective pedagogy through a mix of different approaches:

- Learning through play.
- Adult modelling by observing each other during busy learning times, guided learning in small groups and through direct teaching in whole class input.
- Providing enabling environments for children to access independently during busy learning.
- Providing space, time and resources for children to invent their own play.
- Providing equal access to the indoor and outdoor environment.



Point 5: Assessment



- Assessment is all about noticing what children can do and what they know.
- We assess through observation of children at play, interacting with children at play, during small group adult-guided activities and even through observations during lessons.
- These 'assessments' help us to identify the children's next steps and plan what to teach next.
- Statutory assessment for Reception will be the Early Years Foundation Stage Profile in the Summer term using the early Learning Goals set out for each Area of Learning. More information about the EYFS profile will be available closer to the time.

Point 6: Self-Regulation and Executive Function

Executive function is the ability to:

- Hold information in mind
- Focus their attention
- Regulate their behaviour
- Plan what to do next



Self-regulating is the ability to:

- Focus their thinking
- 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 and children use their language to guide their actions and plan what to do next.

Point 7: Partnership with Parents

It is important for us to have a strong relationship/partnership with all of you to support your children and help them thrive in Early Years.

Friday Newsletters are a great way stay up to date with what we have been doing during the week and how you can support your child at home.

If you accept to getting access to our online Tapestry Learning Journal you can see observations we make in school and add your observations, comments photos etc from home. This will help us to get a holistic view of the children and ensure more accurate judgements when it comes time to assess for the EYFS at the end of the year.

New Early Years Foundation Stage Framework

There are seven Areas of Learning and Development.

All areas are important and inter-connected.

Prime Areas of Learning

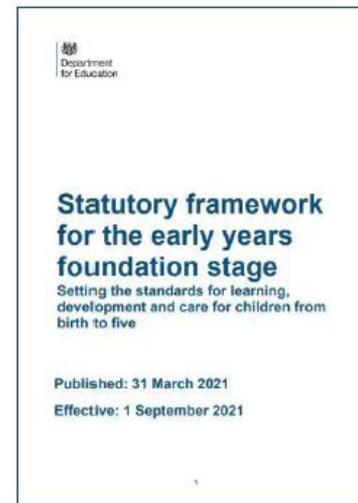
Are crucial for igniting children's curiosity and enthusiasm for learning:

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

Specific Areas of Learning

The three prime areas are strengthened and applied through the specific areas:

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



Learning Dispositions

We can help children become even more powerful learners through the three **Characteristics of Effective Learning and Teaching**:

- Playing and exploring
- Active learning
- Creating and thinking critically



They link to our whole school **Learning Dispositions**:

- Curious, Courageous
- Motivated, Resilient
- Collaborative, Reflective

What is Phonics?

We use Oxford Owl's Floppy's Phonics programme to deliver the teaching and learning of synthetic phonics.

Phonics is all about:

- Knowledge of the alphabetic code
- Skills of blending and segmenting sounds - which are the necessary skills required to decode words to read and write.

Phonics teaching and learning starts in reception and continues right through to Year 2.

Introduction to phonics from Oxford Owl:

<https://video.link/w/ttjJc>



Phonics Terminology

Phoneme: smallest unit of sound in a word.

Grapheme: A letter or sequence of letters that represent a phoneme.

Blending is recognising the letter sounds in a written word, for example c-u-p, and merging or synthesising them in the order in which they are written to pronounce the word 'cup'.

Segmenting is identifying the individual sounds in a spoken word (e.g. 'him' = h-i-m) and writing down letters for each sound to form the word.

Letters and sounds we will be learning

Phase 2:

s a t p i n m d g o c k c k e u r h b f ff l ll le ss

Phase 3:

j v w x y z zz qu ch sh th ng dge ve wh

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

How to pronounce pure sounds: <https://video.link/w/d2jlc>

Phonemes and graphemes

Phonemes can be represented by one two or more letters (graphemes).

/c/ phoneme sound → c grapheme

/sh/ phoneme sound → sh grapheme

/igh/ phoneme sound → igh grapheme

c
●

sh
—

igh
—

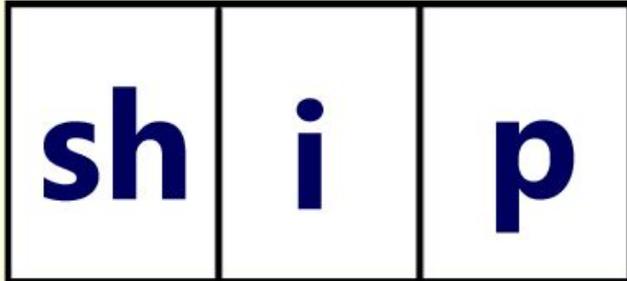
Blending and segmenting

How to blend sounds to read a word:
<https://video.link/w/yKjJc>

Segmenting for spelling

Phoneme Frame

ship



fog



cook



Blending for reading

Sound Buttons

High Frequency Words and Tricky Words

Children are taught to quickly learn to recognise and read high frequency words by sight:

is it in at and

Children are taught tricky words, which we cannot use our phonics knowledge to read. Hence we just need to remember them:

to the no go I

How many phonemes?

moon

sight

star

bird

pure

hear

Consolidating Phonics at home

The EY Newsletter will outline what we have learnt in school during the week.

You can support your child by reviewing the phoneme sounds at home. We will provide you with ideas, game suggestion, and letter tiles you can use as flashcards or to build words with.

Learn how to say the sounds with this audio guide:

https://cdn.oxfordowl.co.uk/2016/05/05/20/22/32/561/20097_content/index.html?id=ae (also view the clips on slides 10, 12 and 14).

Use flashcards to help your child learn how to blend sounds.

Read together every day, even if it is just for a few minutes.

Reading in School



Class library (Reading Area) - fiction and non-fiction texts

Colour scheme books - linked to phonics

Shared reading - story time, big books

Storytelling - using actions and story maps to support writing

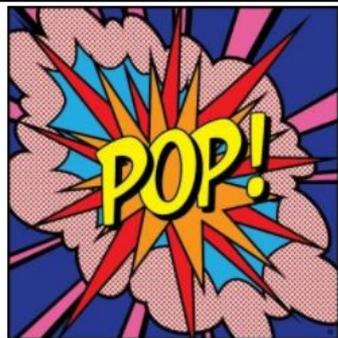
Guided reading - one to one or in small groups, weekly with the teacher

Reading around the environment - labels, signs etc.

Reading Groups in the Autumn Term

We have 5 reading groups. We read with children from one group each day.

There are usually six children in each group.



Snap

Pop

Bang

Boom

Fizz

Mondays

Tuesdays

Wednesdays

Thursdays

Fridays

Guided Reading



Reading with the teacher weekly, one to one or in small groups.

Three books will be sent home:

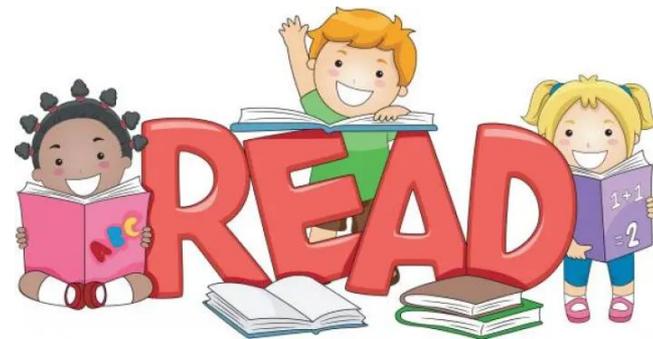
- Guided reading book levelled according to child's phonics ability
- Another book levelled according to child's phonics ability, chosen by the child
- 'Free choice' picture book chosen from our class library

Reading Record - for teachers and parents to record progress and share comments.

All three books must be returned before new ones are borrowed.

Please bring book bags to school **every day**.

How to support your child at home



Make reading fun and enjoyable.

Model reading for your child.

Have a range of reading materials in the home (e.g. newspapers, magazines, books).

Read for a purpose - instructions, maps, recipes, catalogues.

Top Ten Tips from Julia Donaldson: <https://video.link/w/2ekJc>

How to Help if your child gets stuck: <https://video.link/w/BhkJc>

Reading at home

Sharing books and telling stories is a lovely way to build closeness and encourage conversations.

Sharing books with your child will help them to develop a love of reading.

Talk to your child about what is happening in the pictures.

Children love to hear and read their favourite books and stories again and again.

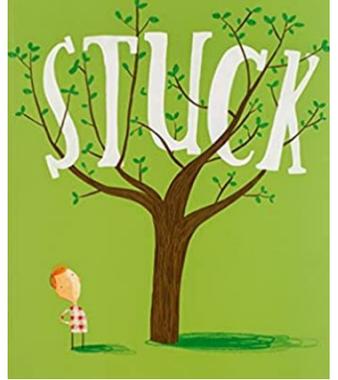


What to do if your child gets stuck

This is a valuable learning opportunity therefore it is important that they are encouraged to use a range of strategies to help themselves.

Ask them to:

- Sound it out - segment and then blend the letter sounds.
- Use the initial letter as a clue.
- Go back to the beginning of the sentence and have another try.
- Look at the picture, does it help with the word?
- Ask them questions to help them think about the meaning of the sentence.
- Miss that word out and read on - now can you guess what it might be?



Learning Journeys and Wow moments

We will be using Tapestry to record children's observations and activities in school.

You can have a Tapestry account so you may log-in and view your child's observations.

You will be able to add to your child's Learning Journey and let us know of your child's milestones and achievements (Wow moments) at home.

Please submit the following form if you haven't already:

[Tapestry Permission Form](#)



Questions?

Please type in the chat function.