Welcome to the EY Curriculum Workshop

Thursday 1st October 2026

AGENDA

- Working in partnership
- EYFS Framework
- Phonics
- Reading
- Maths
- Supporting at home
- Tapestry

Partnership with Parents

It is important for us to have a strong relationship/partnership with all of you to support your children and 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.

We use Tapestry for their learning Journey. If you choose to access 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 which will feed into our assessment for the EYFS at the end of the year.

Learning Journeys

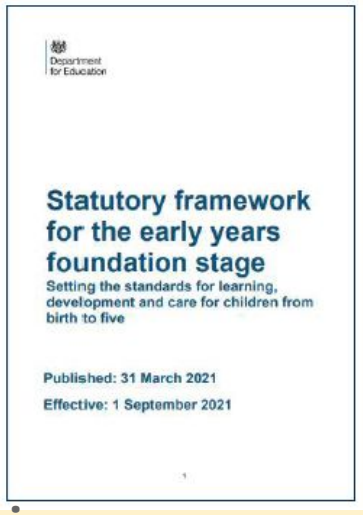
We use Tapestry to record observations of children and activities in school.

Parents can have a Tapestry account to log-in, view and contribute to their child’s Learning Journey.

We will provide further information in a Newsletter to help you access Tapestry.

TAPESTRY
ONLINE LEARNING JOURNAL

Early Years Foundation Stage Framework


Department for Education

Statutory framework for the early years foundation stage

Setting the standards for learning, development and care for children from birth to five

Published: 31 March 2021

Effective: 1 September 2021

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

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

j v w x y z zz qu ch sh th ng dge ve wh cks tch nk ai ee igh oa oo ar or ur ow oi ear air er ue ure

How to pronounce pure sounds: https://video.link/w/d2jJc

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

sh	i	p

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

Consolidating Phonics at home

The weekly 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://video.link/w/d2jJc.

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

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

Floppy's Phonics Extra Practice Zone

Online access to Floppy's Phonics.

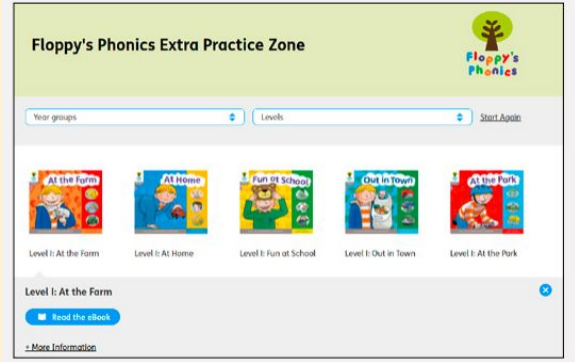
https://www.oxfordowl.co.uk/login?active-tab=students

Gold Class:
username: goldclass2025
password: Moon

Silver Class:
username: silverclass2025
password: Star

Access to 42 interactive eBooks - same as what we do in class.

In our Friday Newsletter we will let you know which sounds we have learnt. Avoid completing activities in ebooks beyond what we have learnt, as the ebooks and lessons are carefully designed to match children's progress.



Reading in School

Reading around the environment - labels, signs etc.

Shared reading - story time, big books

Storytelling - using actions and story maps to support writing

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

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

Guided reading books - linked to phonics

Guided Reading

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

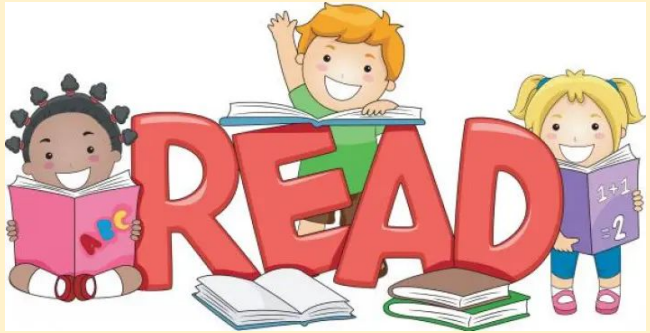
Three books will be sent home:

- Guided reading book levelled according to child's phonics ability
- 'Free choice' picture book chosen from our class library
- Reading Record - for teachers and parents to record progress and share comments.

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 to your child

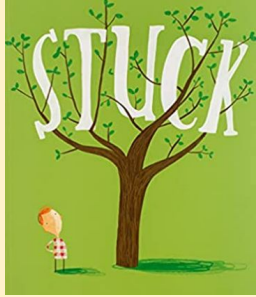
Sharing books and telling stories is a lovely way to build closeness and encourage conversations.

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



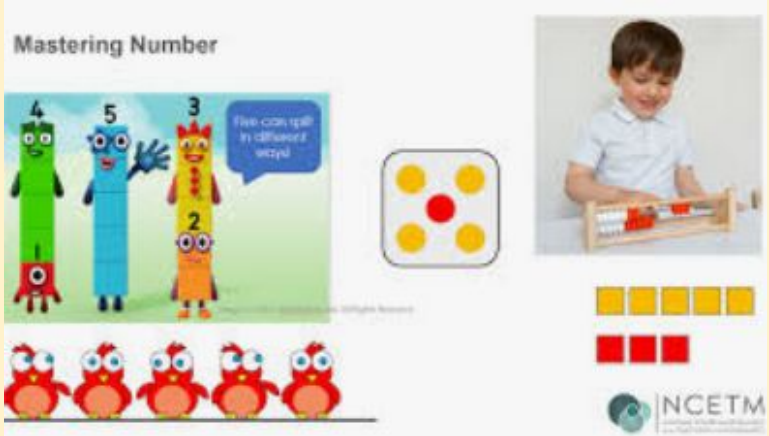
This is a valuable learning opportunity therefore it is important that they are encouraged to use a range of strategies to help themselves.

Ask them to:

- Sound it out and then blend the sounds together.
- Use the initial letter as a clue.
- Go back to the beginning of the sentence and try again.
- Look at the picture, does it help with the word?
- Ask questions to check they have understood what they have read.

Maths

In Reception we use the NCETM Mastering Number programme as our main curriculum driver. The programme aims to develop solid number sense, including fluency and flexibility with number facts. The development of spatial reasoning skills across shape, space and measure are addressed in adult-directed sessions with opportunities for development available through continuous provision.



Maths - Key Concepts

- One to one correspondence
- Stable order: counting in the same unchanging order every time
- Cardinality: the last number spoken in a sequence represents ‘how many’ of a set
- Abstraction: counting anything, not just concrete objects
- Order irrelevance: The order in which something is counted is unimportant. 5 is still 5.

Supporting your child's independence

At home encourage your child to:

- Dress independently - zips, buttons, inside out clothes and putting socks on are a particular challenge, good to practise doing these by themselves!
- Tidy up after playing - talk about why it's important to look after our toys and resources.
- Eat independently with cutlery
- Use the toilet independently.

Questions?