

Thursday 21st September 2023



EYFS Curriculum and Phonics meeting

Ladybird class (Mrs Ternouth and Mrs Rankin)
Bumblebee class (Mrs Doyle)

Mission Statement

At St Francis of Assisi Catholic Primary, God is at the heart of our school

We try, everyday, to follow Jesus' commandment 'Love one another as I have loved you'

We do this through love for our families, our friends, and our school

We respect our environment and recognise our responsibility for it

We encourage in each other a love of learning

We rejoice in each others' uniqueness

We place prayer and worship at the centre of everything we do

We are a community of love dedicated to God

Our school is somewhere **We** can grow together



What is EYFS?

At the end of the EYFS, there are **17 Early Learning Goals** that children are expected to achieve.

The Early Years Foundation Stage covers the first stage of a child's care from birth to five years old. It sets the standards to ensure that all children learn and develop, as well as keeping them healthy and safe.

All schools and Ofsted registered early years providers in England must follow the EYFS.

Also included in the EYFS are the **seven Areas of Learning**. They are:

- **Communication and Language**
- **Personal, Social and Emotional Development**
- **Physical Development**
- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**



A typical day in reception

8:40 Settling in. Funky Fingers / handwriting / morning activity

9:00 Prayer. Register. Assembly (gradually introduced)

9:30 Carpet input

9.50 Independent Learning Time- Children have a fruit snack during this time which is provided by school.

11:40 Maths

12:10 Prayer. Lunch

12:45 Playtime

1.15 Register and meditation

1:20 Literacy, Topic or RE carpet time.

1:35 Independent Learning Time

2:30 Circle Time or RE carpet time

2:45 Prepare for home time.

3:00 Story Time.

3:15 Prayer. Home Time.

Our Topics

Autumn 1: Mighty Me!

Autumn 2: Celebrations

Spring 1: Space

Spring 2: Growing

Summer 1: All Creatures Great and Small

Summer 2: Discoveries

Religious Education

As a Catholic School I'm sure you will appreciate that Christ is at the heart of our school. This permeates all that we do, and has been acknowledged by our Outstanding Section 48 inspection in March 2022.

We follow a new programme which started last year, called RED, developed by the Bishop. Topics have been lengthened from 4-weeks to a half term to allow children to discuss themes more deeply. Our first topic is Creation and Covenant.

Personal, Social and Emotional Development Education in Personal Relationships (EPR)

EPR is part of our PSED curriculum. EPR is taught across the school using a scheme recommended by the Diocese, called 'Life to the Full.' It is formed of 3 Modules:

Module 1: Created and Loved by God

- Religious Understanding
- Me, My Body & My Health
- Emotional Wellbeing

Module 2: Created to Love Others

- Religious Understanding
- Personal Relationships
- Keeping Safe

Module 3: Created to Live in Community

- Religious Understanding
- Living in the Wider World

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Getting to know you		Match, sort and compare FREE TRIAL VIEW	Talk about measure and patterns VIEW	It's me 1, 2, 3 VIEW			Circles and triangles VIEW		1, 2, 3, 4, 5 VIEW		Shapes with 4 sides VIEW
Spring term	Alive in 5 VIEW	Mass and capacity VIEW	Growing 6, 7, 8 VIEW	Length, height and time VIEW	Building 9 and 10 VIEW		Explore 3-D shapes VIEW					
Summer term	To 20 and beyond VIEW	How many now? VIEW	Manipulate, compose and decompose VIEW	Sharing and grouping VIEW	Visualise, build and map VIEW		Make connections VIEW	Consolidation				

Maths

Maths is taught by adapting and personalising the 'White Rose Scheme' and is focused on the three dimensions for depth: Fluency, Reasoning and Problem Solving.

The Counting Principles

Following research from Gelman and Gallistel in 1978, it is vital that teachers understand the five counting principles. (Gelman, R. & Gallistel, C. (1978) *The Child's Understanding of Number*. Cambridge, MA. Harvard University Press.)

1 The one-to-one principle.

This involves children assigning one number name to each object that is being counted. Children need to ensure that they count each object only once, ensuring they have counted every object.

Children will sometimes count objects more than once or miss an object out that needs to be counted. Encourage children to line up objects and touch each one as they count, saying one number name per object. This will also help to avoid children counting more quickly than they touch the objects which again shows they have not grasped one-to-one correspondence.



The Counting Principles

2 The stable-order principle.

Children understand that, when counting, the numbers have to be said in a certain order.

Children need to know all the number names for the amount in the group they are counting. Teachers can therefore encourage children to count aloud to larger numbers without expecting them to count that number of objects immediately.

3 The cardinal principle.

Children understand that the number name assigned to the final object in a group is the total number of objects in that group.

In order to grasp this principle, children need to understand the one-to-one and stable-order principle. From a larger group, children select a given number and count them out. When asked 'how many?', children should be able to recall the final number they said. Children who have not grasped this principle will recount the whole group again.

The Counting Principles

4 The abstraction principle.

This involves children understanding that anything can be counted, including things that cannot be touched, such as sounds and movements e.g. jumps.

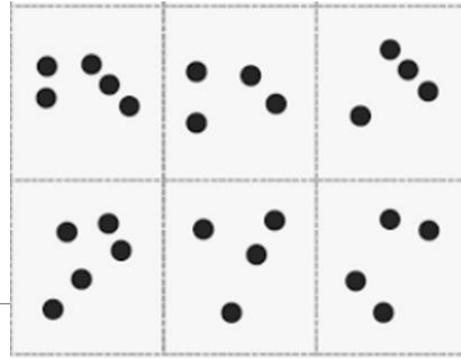
When starting to count, many children rely on touching the objects in order to count accurately. Teachers can encourage abstraction on a daily basis by counting claps or clicks. They can also count imaginary objects in their head to encourage counting on. This involves the children visualising objects.

5 The order-irrelevance principle.

This involves children understanding that the order in which we count a group of objects is irrelevant. There will still be the same number.

Encourage children to count objects, left to right, right to left, top to bottom and bottom to top. Once children have counted a group, move the objects and ask children how many there are. If they count them all again they have not fully grasped this principle.

Subitising



Research shows subitising is a skill that very young children pick up. Even babies know when a quantity has changed and will look for a missing object. This involves them beginning to subitise.

Perceptual Subitising is knowing an amount instantly without counting it. The brain can only perceptually subitise up to 5 objects.

Conceptual Subitising is when you see groups of subitised amounts and your brain quickly uses its knowledge of number bonds to work out how many. Having patterns of objects also help to secure number bond recall.

When subitising don't ask a child to count to check the amount. Look for groups you see, discuss these number bonds
e.g.: I see 4 there and 1 here. That's 5.

What is phonics?

What is phonics video: <https://www.youtube.com/watch?v=42jb6PopZCI>

Five basic skills:

Learn letter sounds and groups of letters that make different sounds,

Learn to write letter shapes,

Learn to blend sounds together for reading,

Learn to identify sounds in words for writing,

Learn to read and spell tricky words.



What is phonics?

Phonics helps children learn to read and write by teaching them the letter sounds (**known as phonemes**), rather than letter names. For example, the sound that 'c' makes, not the alphabetic name.

There are 42 sounds in the English language that can be heard in words. These include the 26 sounds in the alphabet but also some more complex sounds that are made up of 2 or even 3 letters. E.G. 'sh' in the word 'shark' or 'oo' in the word 'moon' or 'igh' in the word 'night'.

Each phoneme (sound) can be represented by 1 or more letters. These are called **graphemes**. Ai, ay, a-e are all graphemes of the sound 'ai' in it's written form.



What does phonics look like at St Francis?

We use 'Song of Sounds' as our synthetic phonics scheme. This runs from EYFS through Key Stage 1 and as booster groups in KS2. It is a dynamic, hands on teaching program with a song at the heart. The children love how much fun it is! Each week has 4 carpet sessions and a longer consolidation session at the end of the week.

The children work through the single letter sounds and then move onto **digraphs** (two letters that make one sound e.g. ra in rain) and **trigraphs** (3 letters that make 1 sound igh in night).



Digraph

Two letters that make
one sound

ar or sh ee

Trigraph

Three letters that make
one sound

air igh ear ure

Pronouncing the sounds

The 'pure' sound is the actual sound you make when you say a word e.g. the first sound of 'fish' is 'fff' not 'fuh'.



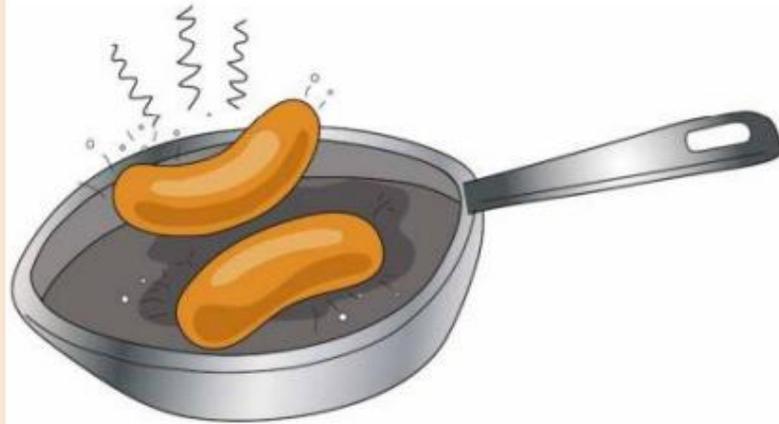
Pronouncing the sounds

The first sound of 'hat' is 'h' not 'huh'.



Pronouncing the sounds

The first
sound of
'sausage' is
'sss' not 'suh'.



S



Pronouncing the sounds

The first sound of 'mice' is 'mmm' not 'muh'.



m



Pronouncing the sounds

Guide on how to pronounce pure sounds:

<https://www.youtube.com/watch?v=UCI2mu7URBc>

Links to song of sounds videos:

Stage 1 (Reception)

<https://www.youtube.com/watch?v=UdWOstqf3hU>

Stage 2 (Year 1)

<https://www.youtube.com/watch?v=by8fWpqUkju>

Stage 3 (Year 2)

<https://www.youtube.com/watch?v=O4jzH9hu8vl>



Stage 1 phoneme finder



Stage 1 Tricky words

and I the no go so into
to do he she we be me
put push pull full my by was
you they of all are have a
some come love here were there
her out one once when what
his said ask little like house



A snapshot into a phonics lesson

Are you ready to participate?
Get your thinking hats on.
Whiteboards and pens at the ready...
steady... go!



How you can support your child's reading journey at home.

Read to / with your child every day!

7 BENEFITS OF DAILY READING FOR CHILDREN

- READING TO YOUR CHILD DAILY WILL HELP THEM DEVELOP BETTER VOCABULARY AND COMMUNICATION SKILLS.
- READING TO CHILDREN STIMULATES THEIR CREATIVITY AND IMAGINATION
- READING TO CHILDREN HELPS FOSTER A LIFELONG LOVE OF READING
- READING STORIES TO CHILDREN IS A GREAT WAY TO TEACH LESSONS AND IDEAS.
- READING TIME IS A WONDERFUL TIME TO BOND WITH YOUR CHILD.
- READING TO CHILDREN HELPS THEM UNDERSTAND THE WORLD AROUND THEM.
- READING STORIES TO YOUR CHILD CAN HELP THEM LEARN HOW TO DEAL WITH THEIR FEELINGS AND EMOTIONS.

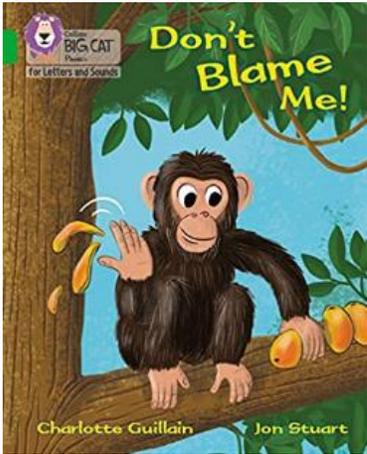


How you can help at home



Please read your child's book band with your child at least 5 times a week. You should record this in your child's yellow reading record book.

Children will move up through the book band levels based on the sounds and tricky words they know.



Practise phonics sounds- use flashcards / phoneme finder.

Sing the Stage 1 Song of Sounds song.

Practise the tricky word bookmarks.

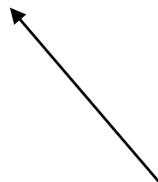
Practise **blending words** and spelling words using your phoneme finder.



Pink Word list 1

a
is
I
and
go
no
so

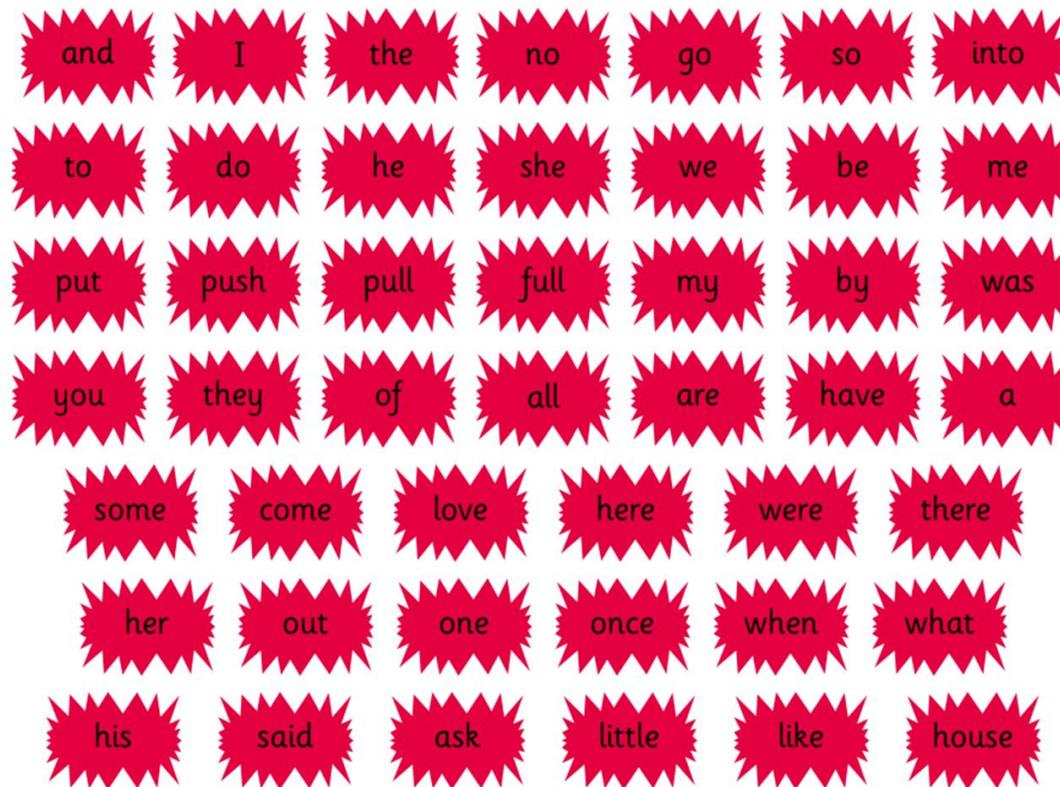
Tricky word bookmark number 1



All the tricky words on the bookmarks are taken from the Tricky word lists children need to know. Practice reading these as much as possible with your child.

Example tricky word bookmark

To move up a book band your child needs to know the tricky words that will be covered in that level, so they are able to read books with improved fluency and confidence.



Pink A	<p>Know the sounds s, a, t, p, i, n, m, d.</p> <p>Able to answer simple questions about the story.</p> <p>Know the tricky words from bookmark number 1: a, is.</p>
Pink B	<p>Know the sounds f, h, b, g, o, c, k, e, u, r, l, ck, ff, ll, ss.</p> <p>Able to answer simple questions about the story.</p> <p>Know tricky words from the bookmarks number 1 and 2: I, and, go, no, so, to, do, into, has, his, the.</p>
Red A	<p>Know the sounds j, v, w, x, y, z, zz, au, sh, ch, th, ng.</p> <p>Able to answer who, when and where questions about the story.</p> <p>Know tricky words from bookmarks number 3 and 4: he, be, me, we, was, her, my, by, you, are, all, she, put, push, pull, full, they, of.</p>
Red B	<p>Know the sounds ai, ee, igh, oa, oo, oo, ar, or, er, ow, oi, nk, air, ear, ure.</p> <p>Able to answer who, when and where questions and inference questions e.g. Why did the character do that?</p> <p>Know the tricky words from bookmarks number 3 and 4: he, be, me, we, was, her, my, by, you, are, all, she, put, push, pull, full, they, of.</p>
Yellow	<p>Know all the SOS Stage 1 digraphs and trigraphs and to know adjacent consonants by increasing sight e.g. fl, tr, sm, fr.</p> <p>Able to answer who, when and where questions about the story. Able to answer inference questions e.g. How did Tim help his brother in the story? Why do you think...?</p> <p>Know tricky words from bookmarks 5 and 6: some, come, love, have, here, there, were, out, house, one, once, what, when, said, ask, little, like.</p>

Example of what goes into your children's reading journal when they move up a book band:

Your child is now on Pink A books. Please encourage your child to blend CVC words e.g. p-i-t pit when they approach an unfamiliar word. They will also come across the tricky words 'a' and 'is'. These words can't be sounded out so your child needs to be able to read these by sight. It is important to discuss what is happening in the pictures, ask questions and encourage your child to retell the story in their own words.



To move onto Pink B books your child will need these skills:

- To know the sounds f, h, b, g, o, c, k, e, u, r, l, ck, ff, ll, ss.
- To be able to blend sounds together to read C-V-C words. e.g h-e-n hen.
- To be able to answer simple questions about the story.
- To sight read tricky words from the tricky word bookmarks number 1 and 2: I, and, go, no, so, to, do, into, has, his, the.



Phonics can be fun!



Letter Races

This game requires a magnetic board, magnetic letters, and a lot of space! Set up the magnetic board on one side of the room, and place the magnetic letters in a basket or bowl on the other side. Call out a sound, or a word starting or ending in a particular sound. Then ask your child (with a ready, set, go!) to pick out the correct magnetic letters and run over as fast as they can to stick it on the board.



Phonics can be fun!

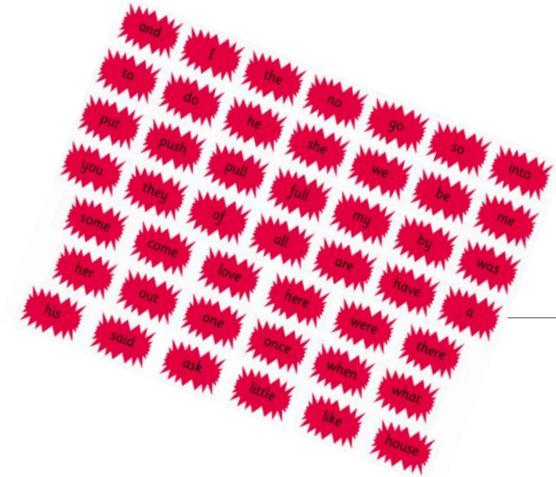


Phoneme or Tricky word Detectives

At bedtime, ask your child to pick a story from their bookshelf and be a letter detective, finding as many examples of a specific letter shape as they can, for example 's'. You could also play this game hunting for tricky words, for example 'they'.



Phonics can be fun!



Guess the Tricky Word

Challenge your child to guess which tricky word you're thinking of, as you give them clues, for example, 'I begin with w and I have a tricky sound in the middle.'

Wordsearches

Make a wordsearch for your child containing all the tricky words they've been learning. Then draw a grid for them to make their own wordsearch for you to solve.

Anagrams

To practise the tricky words your child's been learning, why not create some tricky-word anagrams for them to unscramble, for example, you could write 'etyh' and your child has to work out that it says 'they'.



Phonics can be fun!

Writing with your phoneme finder

- Write as many graphemes (sounds) as you can.
- Can you write words with the 'ch' sound?
- Point to graphemes to spell a word. E.g. sh-i-p
- Can you write all the digraphs? Trigraphs?
- How many graphemes start with the letter e?
- Act out sounds. (If you don't know the actions get your child to test you!)

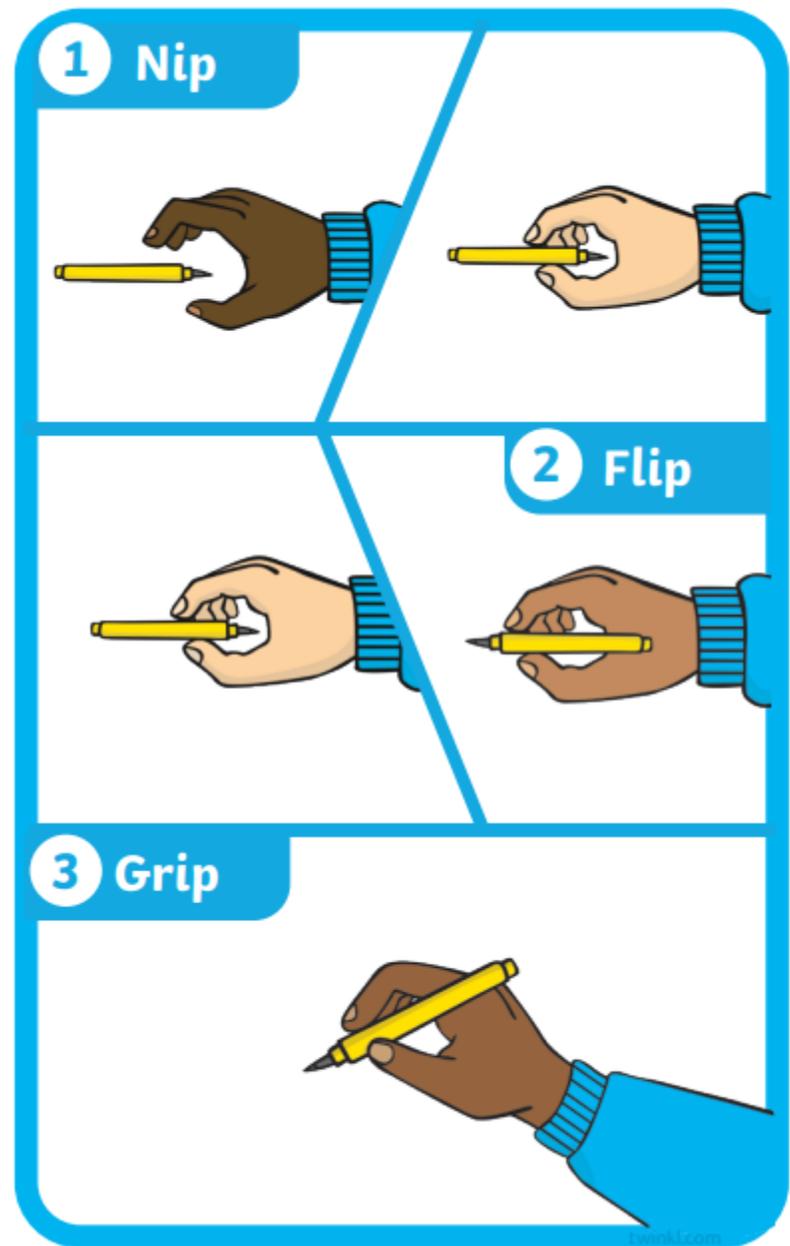


Other skills

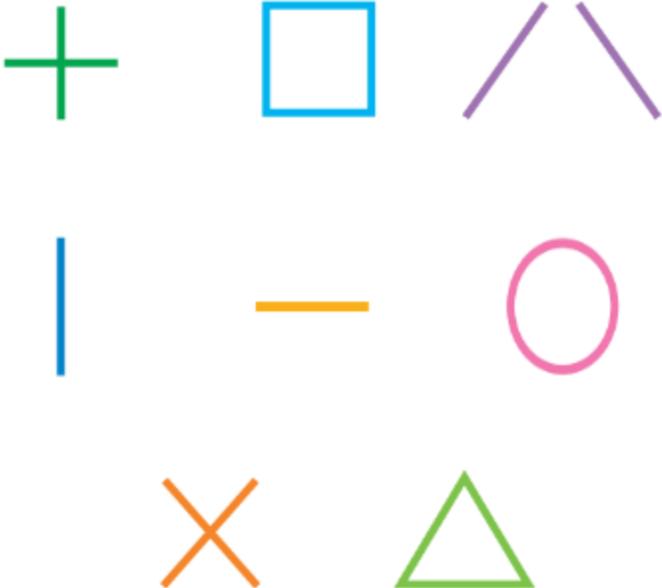
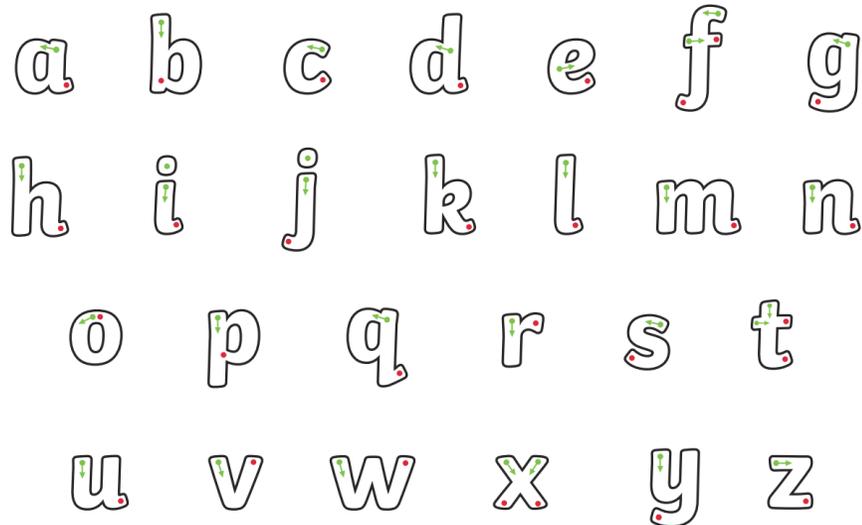
Please engage your child to use scissors to develop their cutting skills.

Practise the correct pencil grip.

Practise forming pre letter shapes and then letter shapes correctly.



Letter Formation Practice Sheet



Tapestry- Online Journal

We use Tapestry to keep a journal of your child's learning.

Using a tablet, staff can add evidence of WOW moments to a child's learning journal in the form of photos, observation notes and short videos. It can then be viewed by the parent and teaching staff.

We will upload weekly overview, phonics home learning and other important notices.

We strongly encourage parents to add observations of children's achievements and experiences at home.

Why tapestry?

We can control the access for staff and parents, a secure domain. Each child has individual account access for parents.

Strong home-school link. At the end of the year you receive a link and can download a PDF of the journal for you to keep.

Use of Memo to enable home learning and inform on curriculum.

NOTE: Please do not share ANY photos from your child's learning journal on any social media platforms including Facebook and Whats app.

Behaviour- traffic light system

We use a traffic light system in school to promote good behaviour and support children in making good choices. When a child is placed on the green / star they will receive a house point/token.

If a child is not making good choices with their behaviour they will receive a verbal warning from the teacher. If this behaviour continues the child will be put on the amber traffic light. If behaviour continues further the child is placed on the red traffic light and we will have a discussion with you about their behaviour.

Star of the week- If you child gets a certificate for Star of the Week they can come into school in their home clothes the following Monday.

Uniform

Thank you for ensuring children have returned in full school uniform. It makes a big difference to our public identity, image and children's sense of worth and self confidence.

Reminders:

Piercings: Children may only wear one small stud in each ear. Children may not do PE with earrings in, so must take their earrings out before participating.

Hair: For safety reasons, all children with long hair must have this tied back during the school day. Hair accessories must be small blue elastics.

Coats: Children must have a blue or black coat with a hood to enable them to learn and play outside in most weather conditions.

Please label your child's uniform- You are all doing a great job so far! 😊 Thank you

PE

Children have been asked to wear their PE kits into school on their PE day.

No earrings may be worn during PE lessons so must be removed before the lesson or before school.

Reception have PE on Mondays

Other notices

Please can all children start to bring in a **pair of wellies** to keep at school- as the ground becomes more wet in our outside area children will not be able to access the outdoor area without them.

Thank you for coming

Remember we are here to help you.

If you have any questions please see your class teacher.

