

Wednesday 1st October 2025



EYFS Curriculum and Phonics meeting



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



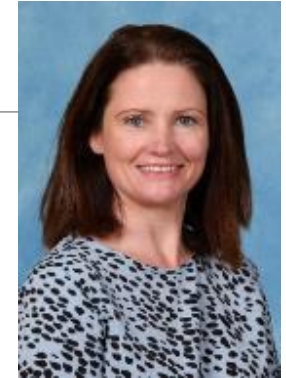
Meet the teachers and support staff



Mrs Ternouth
EYFS Lead/Ladybird
Teacher



Mrs Rankin
Forest School/Ladybird
Teacher



Mrs Doyle
Bumblebee Teacher

Early Years Support Staff



Mrs Pearson



Miss Janusaite



Mrs Ryan



Miss Skoczke



Mrs Ryan



Our School Mission Statement



Compassion – We love and care



Humility – We put others first



Responsibility – We do what is right



Inspiration – We love to learn and achieve



Solidarity – We stand together



Truth – We live by God's Word

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**



What are Early Learning Goals (ELG) and Good Level of Development (GLD)?

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

These are the ELGs for the 17 areas of the EYFS curriculum. Children need to achieve all the ELGs in Communication and Language, PSED, Physical development, Maths and Literacy to achieve GLD at the end of the year.



A typical day in reception

8:40 Settling in. Funky Fingers / handwriting / morning activity (Please arrive as close to 8.40 as you, as this is when our learning begins.)

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

9:30 Phonics

9.50 Independent Learning Time and snack time.

11:35 Literacy

11.55 Prayer. Lunch

12:30 Playtime

1.10 Register and meditation

1:15 RE or Maths

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.



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 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.

Personal care and independence

When children can do the below things on their own this improves their independence and motor skills-

- Teach your child to put on their coat, including pulling the arms through when inside out. Try the coat flip technique for putting on- <https://www.youtube.com/watch?v=3F7x2ad5upI>
- Teach you child to dress themselves e.g. to put on and take off their jumper or cardigan.
- Teach your child to blow their nose.



Promoting communication

- Play turn taking games e.g. matching games, snap, snakes and ladders. These games help children to develop many skills in their language, taking turns, resilience and they are fun!
- Talk to your child as much as you can! Ask them about their day, talk about stories, play with them, ask them questions.



	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.

2 The stable-order principle.

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

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.

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.

5 The order-irrelevance principle.

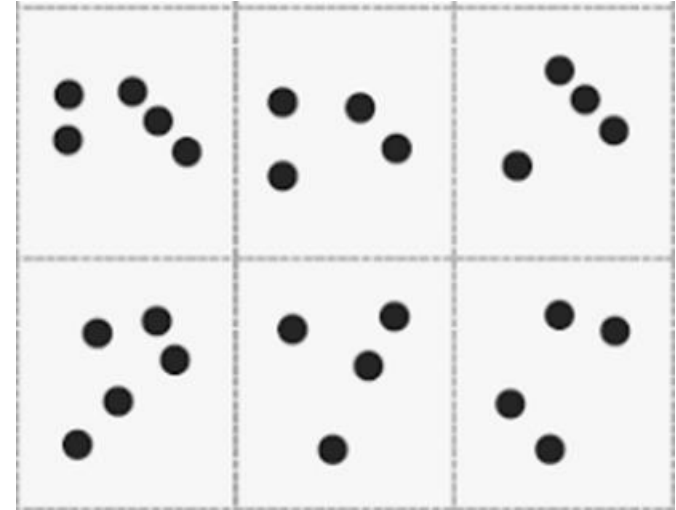
This involves children understanding that the order in which we count a group of objects is irrelevant. There will still be the same number.

Subitising

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.

A really good free app for this is- one minute maths- by White rose.



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. 'ai' 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'.



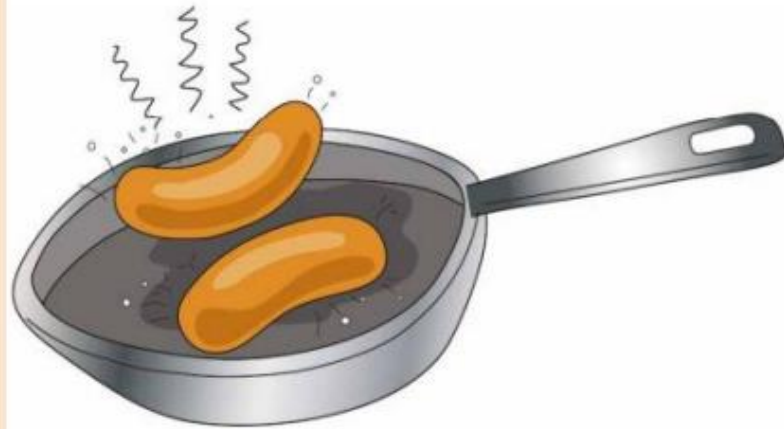
Pronouncing the sounds

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!

Before reading the book:	During the reading of the book:	After reading the book:
<p>Encourage the child to handle the book and hold it the correct way around.</p> 	<p>Encourage the child to talk about the pictures and what is happening in the story. They may also like to turn the pages, join in with repeated words and phrases, and listen to/identify any words that rhyme.</p> 	<p>Encourage the child to talk about what happened in the book.</p> 
<p>Can you find the front cover?</p>	<p>What is happening on this page?</p>	<p>What happened in the story?</p>
<p>What can you see on the front cover?</p>	<p>What might happen next?</p>	<p>What happened to this character?</p>
 <p>What might this book be about?</p>	 <p>What does this word mean?</p>	 <p>What did you find out?</p>
<p>Can you find/point to the title?</p>	<p>Do you like ...?</p>	<p>Did you like this book? Why?</p>
 <p>What might happen in the story?</p>	 <p>What might happen at the end of the story?</p>	 <p>What was your favourite part?</p>
 <p>twinkl.co.uk</p>	 <p>twinkl.co.uk</p>	 <p>twinkl.co.uk</p>

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.



Help Your Child with Reading

Reread

Reread your child's favourite stories as many times as your child wants to hear them. Choose books and authors that your child enjoys.



Look

Look at the pictures and talk about them. For example, 'Can you find a bird or a cat?', 'What else can you see?', 'What are the children playing? Have you played that before?'



Talk

To help your child develop their vocabulary, talk to your child as much as possible about what you are doing. Ask them about their day. What have they been doing? What was their favourite thing? What games did you play today?

Visit

Visit the local library together. It is fun choosing new books to read. Keep an eye out for special story events at the library or local bookshops that you can join in with.



Story Sacks

A story sack is a great way to get your child talking about a story. They are bags that contain the story itself, alongside a variety of items linked to the story. It could be the story CD, a related non-fiction book, puppets, models or objects that are in the story and a related activity.



Sit

Sit close together and get comfy! You could encourage your child to hold the book themselves and turn the pages. Use funny voices, puppets or props to bring the story alive.

Storytelling Tin

Make a storytelling tin. Collect together a group of objects with a story theme. Open the tin and explore the objects inside. Your child can choose a character, talk about where the story will be and think about what might happen. Have fun making up a story with the objects from the tin.



Ask Questions

Ask questions when you are reading together, such as 'What can you see on this page?', 'How do you think the characters feel?' and 'What is the story about?'

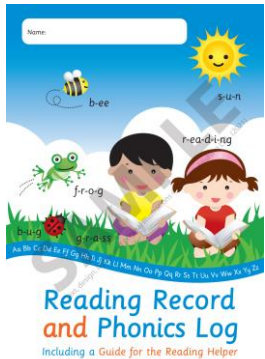


Encourage

Encourage family and friends to share books with your child. The more your child sees you and others reading, the more they will want to read too.



Reading at home



It is an expectation that you read with your child every day. We expect you record in your child's reading record 5 times a week.

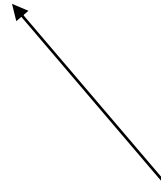
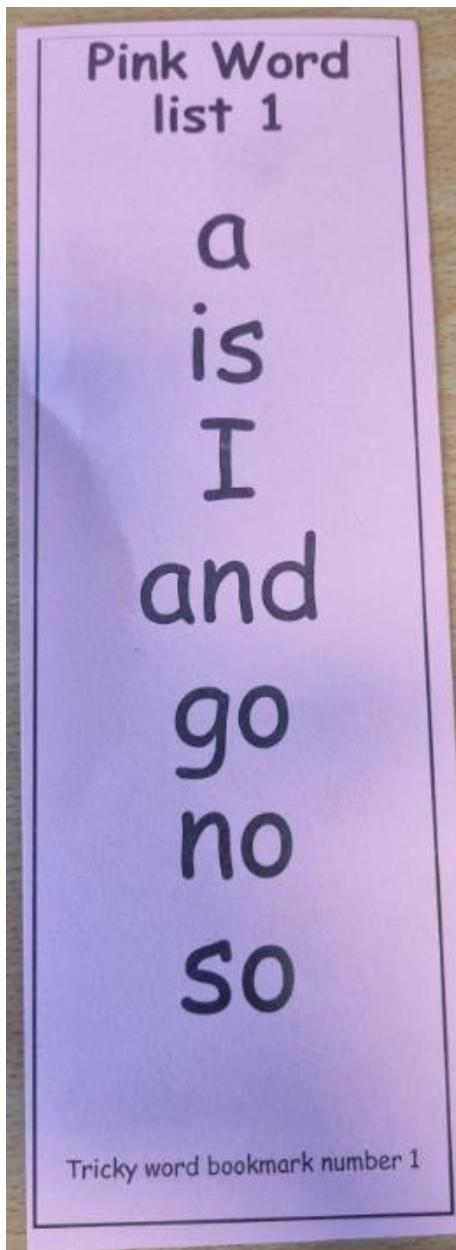
Log in the reading record when you do the following:

- Read their book band book with them,
- Practise the sounds / words in their Felicity Phonics folder,
- Practise their tricky word bookmarks (coming home soon!)
- Read the Friday picture book with your child (coming home tomorrow)



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

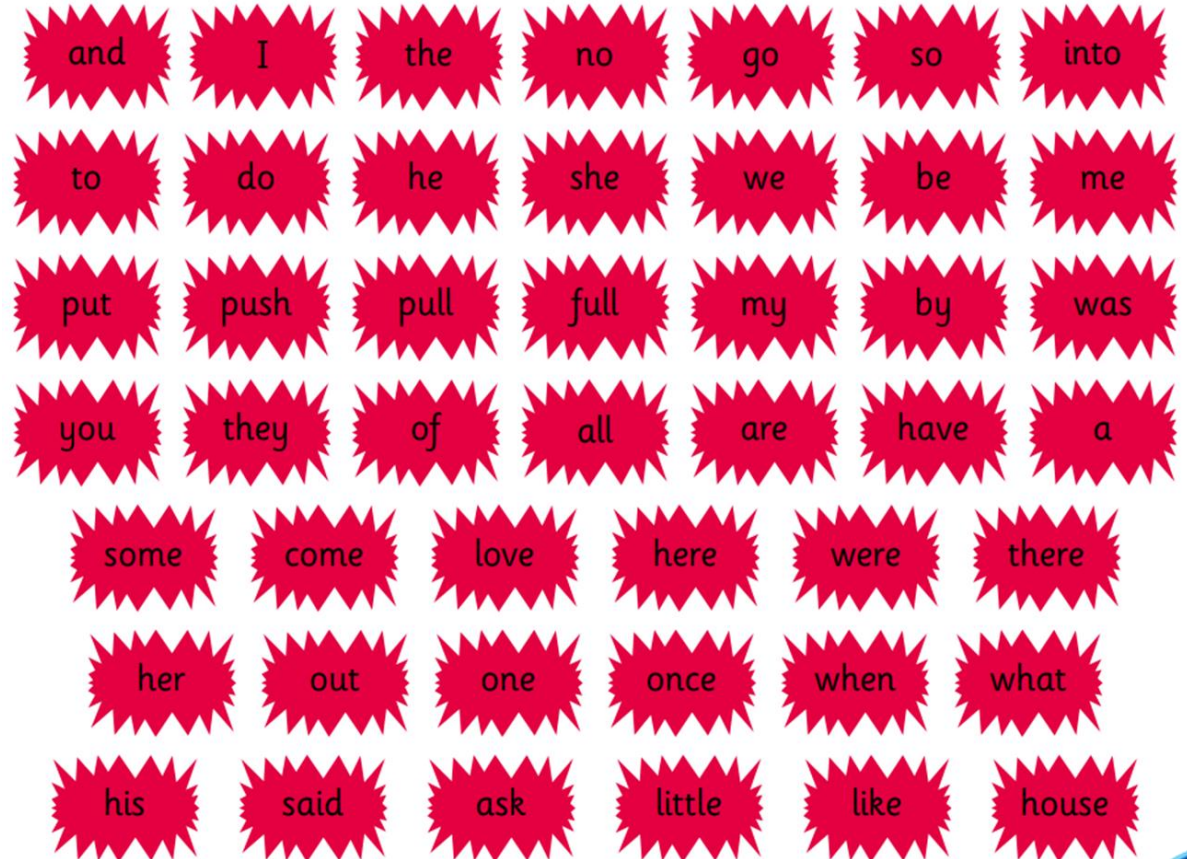




Example tricky word bookmark

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. Therefore, you should practise these everyday!

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.



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 Blue books. These books will allow your child to consolidate their learning from yellow books and build confidence. Please encourage your child to blend unfamiliar words. It is important to discuss what is happening in the story as your child is reading, focusing on points of interest. Can your child answer who, where, why, where and how questions and predict what is going to happen and explain why?

Blue

To move onto Green books your child will need these skills:

- To know the SOS Stage 2 digraphs ai, ay, a-e, ee, ea, e-e, igh, ie, i-e, oa, ow, o-e, oo, ew, u-e.
- To be able to blend sounds together to read words with the above sounds e.g. p-l-ay play. Other possible words: make, bean, pie, kite, float, bone, blew, flute.
- To be able to read with natural rhythm to reflect understanding. To be able to retell stories with increasing detail.
- To be able to answer more complex inference questions e.g. Why do you think...? Why did...? How do you know?
- To sight read tricky words from tricky word bookmark number 8 and 9: asked, school, where, their, Mr, Mrs, don't, please, because, any, many, want, old, today.



Phonics can be fun!

- Fishing for sounds in the bath.
- Sound hunts in the house.
- Write the graphemes on post its and put them up the stairs to jump on or on the fridge or splat the sounds with a fly swatter/water gun.



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



Limit screen time to 1 hour a day

A landmark National Institutes of Health (NIH) study found that children who spent more than two hours a day on screen-time activities scored lower on language and thinking tests.

There is emerging evidence that there may be some structural brain changes associated with greater exposure to screen time as a young child. Increased screen time can negatively affect attention and concentration.

If young children spend most of their time engaging with an iPad, smartphone, or the television, all of which are highly entertaining, it can affect their imagination and creativity, how they explore the outdoors and their ability to play and take turns with other children as well as limiting their development of appropriate social skills.



Final thoughts!



Today the main things to take away with you are:

- *Read with your child every day- get them to read to you and you should read to them too.*
- *Practise sounds /words in your child's phonics folder.*
- *Practise tricky word bookmarks every day.*
- *Download the '1 minute maths' app by White Rose.*
- *Teach your child to put on their coat, jumper/cardigan.*
- *Talk to your child as much as you can.*
- *Play turn taking and memory games.*

Your child's Education is a partnership between us and you. For your child to learn to their best potential we need to work together to support their progress.



Thank you for coming

Remember we are here to help you.

If you have any questions please see your class teacher.

