

RUBY PARENT INFORMATION



Welcome to EYFS 2025-2026

*Mrs Pryke, Miss Hodgson, Miss Holding,
Mrs Jenner, Mr Souza*

Early Years Foundation Stage Curriculum

Prime areas

- Communication and language
- Physical development
- Personal, social & emotional development

Specific areas.

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design



What to expect, when?

Guidance to your child's learning and development in the early years foundation stage



Supported by
Department for Education



EYFS Characteristics of Effective Learning

Playing and exploring - playing with what I know, willing to have a go, finding out and exploring

Active learning -being involved and concentrating, keeping on trying, achieving what I set out to do

Creating and thinking critically - having my own ideas, making links, choosing ways to do things

Foundation Stage at Essendon CofE School

Throughout their time in the Reception Year, our aim is for children to partake in an ambitious curriculum which is designed to support their progress in reaching their **Early Learning Goals (ELGs)**.

Our curriculum incorporates learning through play, learning by adults modelling, by observing each other and through guided learning and direct teaching. It is also important to highlight that our plans are flexible to allow us to respond quickly to children's new interests and/or needs.

Reception Baseline Assessment



The Baseline Assessment is carried out during the first 6 weeks from starting school.



Reception baseline assessment

Improving the way we measure progress in primary schools



Reception baseline assessment and reporting arrangements

May 2024

Little Wandle Phonics and Reading



Reception phonics



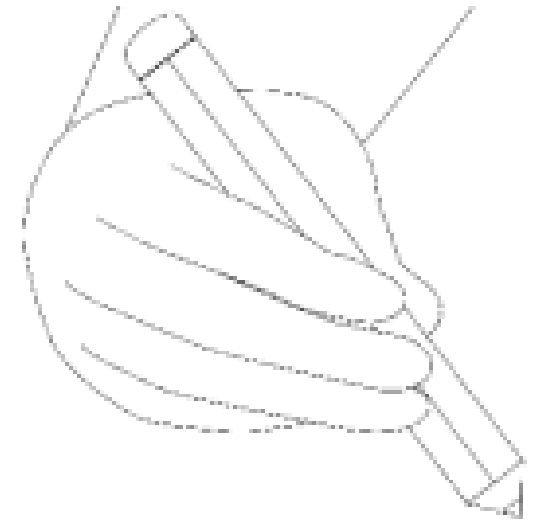
- In Reception, children are taught phases 2,3, and 4.
- During phase 2, children learn what letters look like (grapheme) and the sounds (phonemes) they make.
- In phase 3, children learn more complex sounds such as ‘ch’ and ‘air’ and how to read them in words. We call these digraphs (2 letters making 1 sound) and trigraphs (3 letters making 1 sound)
- We learn how to write the sounds and words.
- We learn how to blend sounds together for reading and segment sounds for writing.

Early writing



- The children also use their phonics skills to support their early writing.
- In order to spell unknown words, children are taught to segment words into individual sounds.
- We encourage children to write freely and use the sounds that they know. This means that their early writing is spelled phonetically and sometimes need a little bit of translation.
- We encourage children to talk about their writing and share it with pride.
- As the children memorise tricky words they also practise writing them.

four-finger grasp



The child holds the pencil with their four fingers and thumb (3-4 years)

Early writing



- Later in the year, when the children learn to write sentences, we teach them 3 important things to try and include:
- A capital letter at the beginning
- Finger spaces between the words
- A full stop at the end
- We teach the standard pencil grip and we would encourage you to support your child to use this at all times.

dynamic tripod grasp



The child holds the pencil with thumb and index finger, with middle finger supporting it (4-7 years)

Reading



- After the Autumn half term your children will be given a **weekly reading phonics book**. You will have a reading book, reading record and reading folder.
- Reading folders need to be in school every day as we will do individual or group reading.
- Please persevere at home and read daily with your child even if it is just a few pages. Don't worry if you don't read the whole book every night; little and often is better than a long read once a week. Please record in your child's reading record when you have read. This helps us when we talk with your child about the book as we can pick up on what has already been read.
- From time to time children will come across words in their books that we call "tricky words" such as 'said' and 'come.' These are words which we are unable to decode using phonics and we just need lots of practice to recognise them on sight.
- As your child progresses with their phonics reading, later in the term they will also come home with a 'challenge book' – this is a coloured banded book and will reflect the level of reading your child is at.

Parents as Partners

'Parents are a major influence on a child's success in life. While the quality of schools and the nature of the child's peer group matter significantly, it is from the home that young people derive lasting effects on their character and mindset.'



- parent consultations*
- sharing experiences*
- sharing afternoons*

Parent/Family



How can you help?

- Read with your child and be a reader yourself so that your child sees the value of reading.
- Sing nursery rhymes and counting songs together. (<https://www.bbc.co.uk/teach/school-radio/articles/zhwdgwx>)
- Practise holding a pencil with your child and encourage your child to write their name.
- Play counting games, eg snakes and ladders
- Talk about numbers and words when you are out
- Encourage the development of fine motor skills by getting creative
- Encourage your child to dress themselves – practice makes perfect!



How can you help?

-talking about
their day

-read with
your child

-encourage
independence



Nursery Rhymes and Songs -
Medleys



-play board
games



- (<https://www.bbc.co.uk/teach/school-radio/articles/zhwdgwx>)

What do I need?



Essendon
PE Top



Seesaw

Attendance

Admin@essendon.herts.sch.uk

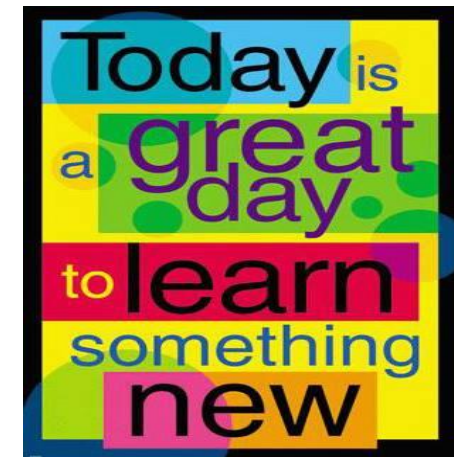
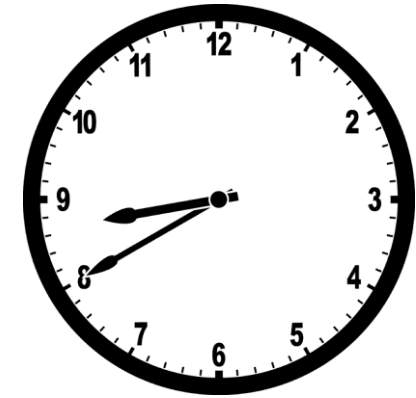
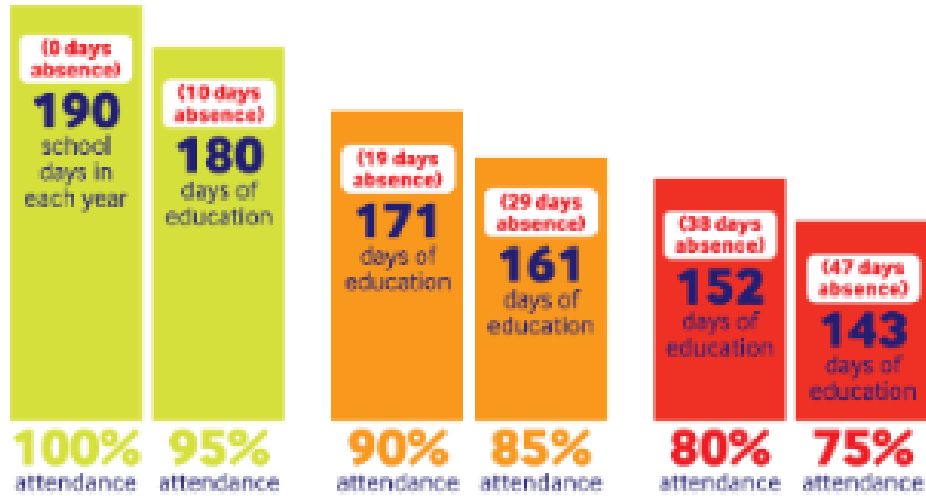
Good attendance means...

being in school at least 95% of the time or 180 to 190 days

175 days not at school!

All this time for shopping, holidays and appointments

365 days in a calendar year



Any Questions

