Information evening
Staff introductions
Areas of learning...

- The foundation stage curriculum is split into seven areas of learning...
  1. Personal, social and emotional development
  2. Communication and language
  3. Literacy
  4. Mathematical development
  5. Knowledge and understanding of the world
  6. Physical Development
  7. Expressive arts and design
Tapestry

• We use tapestry to record observations, pictures and videos of your child.

• It is important that you look at the next steps on the observations as this will guide you with support for your child.

• It is extremely beneficial to us if you upload observations as it helps give a rounded picture of your child.

• We share the observations from home with the other children.
Education City

- Education City is an easily accessible online learning programme for your child.
- You should have received your log in; if you have lost it please ask.
- Work is set every Monday however you can access any games.
Reading
Reading

• We explore body sounds, sounds in the environment, the difference in the sounds of percussion instruments, rhythm and rhyme, voice sounds and alliteration - words that all begin with the same initial sound - ‘sad, Sammy snake’, ‘big, bad bug’.

• Linking sounds and letters.
Reading

**Blending**
- We teach the children how to blend or merge sounds together to read each word, in the right order, to read a word. E.g. c-a-t = cat.

**Segmenting**
- We teach the children how to segment each word to spell. E.g. cat = c-a-t
- The aim is for the children to read the whole word automatically.
- These activities are all done orally. The emphasis is on helping children to hear the separate sounds in words and to create spoken sounds.
Phonics Vocabulary

- Learning to **blend** sounds into words
- Learning **tricky words** as a sight vocabulary
- Phonics - the learning of letters and sounds
- Phoneme - the sound a letter makes. Correct pronunciation is vital!
- c not cuh or cee      b not buh or bee      a not ay
- Grapheme - the written letter
- Blending - running sounds together to make a word
- Segmenting - breaking a word up into its component sounds
- Tricky words - words that cannot be decoded using phonics
- cvc - c = consonant (b/c/d/f), v = vowel (a/e/ee) consonant (b/c/d/f).
- Digraph - a sound made with two letters eg. sh  ai  ai
- Phonetically plausible - written phonetically that it can still be read although it is spelt incorrectly eg. torn  werk  cabij
Helping at home

- Ways you can support your children at home
- Sound-talking or Robot-talking
- Find real objects around your home that have three phonemes (sounds) and practise ‘sound talk’. First, just let them listen, then see if they will join in, for example, saying:
  - ‘I spy a p-e-g - peg.’
  - ‘I spy a c-u-p - cup.’
  - ‘Where’s your other s-o-c-k - sock?’
  - ‘Simon says - put your hands on your l-e-g’
  - ‘Simon says - touch your ch-i-n.’
Reading books

• We strongly encourage you to hear your child read for five minutes a day at home. Research has shown that children make the best progress when they read little and often at home. Please record in their reading log when you have heard them read.

• If the book needs changing please place the whole book bag in the blue box. Your child will have needed to have read the book three times before we will change their book.

• Please can you make sure your child brings their book bag to school every day with their reading book, reading record and tricky word bookmarks inside.
Writing

Children all develop at different speeds and they need to be given the time and support to develop their confidence and a love for writing.
Pencil grip

The Pencil Hold Rap

- Pick up your pencil - use your pointer and thumb,
- Let it dangle - this is step one.

- Use your other hand to rotate your pencil around,
- Until it reaches its pillow where it gently lies down.

Left-Handed

The Pencil Hold Rap

- Pick up your pencil - use your pointer and thumb,
- Let it dangle - this is step one.

- Use your other hand to rotate your pencil around,
- Until it reaches its pillow where it gently lies down.

Right-Handed
Fine motor skills

Before writing your child needs to have developed fine motor skills and muscle strength.
There are simple ways you can help your child’s development;
- Playdough
- Puzzles
- Peg boards
- Elastic bands/loom bands
- Threading
- Tweezers to pick up items
- Colouring and painting
Dough Disco

- Video of children doing dough disco.
Before writing

To help warm your child’s finger muscles there are several things you can try with them before they pick up the pencil.
- Pinching fingers together
- Rolling their wrists
- Rolling/waving their arms

It is also helpful if your child is sat in a comfortable position, close to the area they are writing.
Stages of writing
Emergent writers

Child begin writing by making marks which may not be legible by others but holds meaning for them.
It is important that any ‘writing’ your child produces is celebrated.
Emergent writers

• It is important that children have the opportunity to verbally develop their language and thinking skills in order to develop their writing skills.

• For example verbally telling you a story that they have written; even if this looks like marks on paper.
Semi-phonic stage

- Children will then start to represent letters in their writing.
- Mainly letters from their name or simple letters that they recognise from phonics lessons.

- Similar to emerging writers it is important that you give time to your child so they are able to explain to you what they have written.
Phonic stage

- Write sounds which represent most or all sounds they can hear in words.
- Able to attempt to write any word; spelt phonetically.

- Encourage your child at this stage to try writing any word they want and hold back from correcting the child as this can lead to negative thinking about writing.
Transitional stage

- Many learnt words are used within writing.
- Children now start to represent correct sounds and spell words based on knowledge not just phonetic spelling.
- At this stage children may need the support of an adult to extend their writing and be pushed out of their comfort zone.
- Challenge your child to write more complex words and this is a perfect opportunity for your child to start writing the tricky words.
Mature stage

The aim at the end of the EYFS is for your child to be writing a sentence which includes a capital letter, full stop and has finger spaces.

Children typically will begin this stage of writing by writing their ideas down and then as adults we scaffold their writing so that it is grammatically correct.
Support

• Children need to be immersed into a writing rich environment where they have numerous opportunities to write in lots of different ways.
• Chalk, paint, crayons, using a whiteboard, pencils, felt tips, bath crayons etc.

• Children need to have the imagination to be able to write; role play and imaginative play holds a key role in having the language and thought process to write creatively.
Cursive

rain, mail, sail
Volunteers

• We are looking for parent volunteers. If you would like to come into school to help out in Foundation Stage. Please just speak to a member of staff.😊