



Early Years Foundation Stage at Wentworth Primary School

2024 - 2025

Seven areas of learning and development in the EYFS

The **three prime areas** are crucial for igniting children's curiosity and enthusiasm for learning.



Communication and Language



Personal, Social and Emotional Development



Physical Development

The three prime areas are strengthened and applied through the **four specific areas**.



Literacy



Mathematics



Understanding the World



Expressive Arts and Design



Communication and Language

As children develop speaking and listening skills, they're building the foundations for literacy and learning. Plus they're learning key skills like how to express themselves and make friends.



Personal, Social and Emotional Development

Personal Social and Emotional Development (PSED) supports children to have a positive sense of themselves, respect for others, social skills, emotional well-being and a positive disposition to learning. These are all crucial for school readiness.



Self-regulation involves children's developing ability to regulate their emotions, thoughts and behaviour to enable them to act in positive ways toward a goal.

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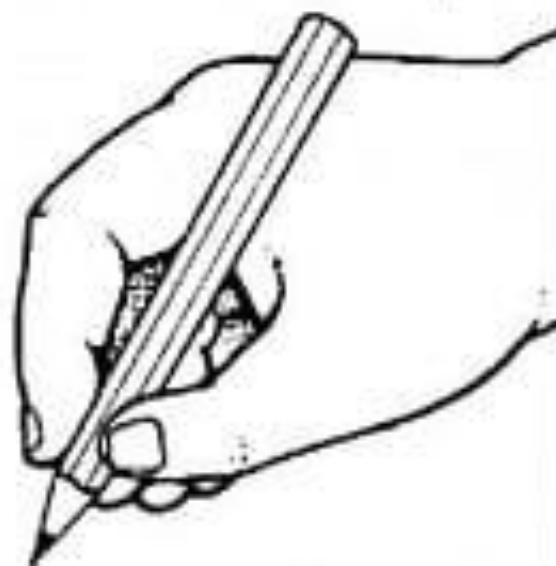


Physical Development

Fine Motor Skills & Gross Motor Skills

Children can enhance their balance and coordination while also gaining positive mobility benefits! Physical education promotes the development of fundamental motor skills, such as learning how to throw, catch, skip, and kick.





1—1 1/2 years
Cylindrical Grasp

2—3 years
Digital Grasp

3 1/2—4 years
Modified Tripod Grasp


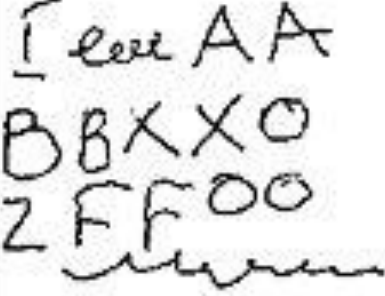



4 1/2—7 years
Tripod Grasp



Literacy

The term "literacy" is used by some to simply describe reading and writing, but in fact literacy covers a much wider range of learning. Literacy in the early years includes talking about books, print in the environment, early mark making and writing, as well as sharing books and reading.



Stage 1	Stage 2	Stage 3
		
<p>Scribbles from left to right.</p> <p>Draws picture only.</p>	<p>Uses letters in drawings.</p>	<p>Uses beginning sounds only to communicate about drawing.</p>
Stage 4		Stage 5
		
<p>Uses beginning, ending and middle sounds to write words.</p> <p>Reads writing back to teacher</p> <p>Uses invented spelling to write a sentence.</p>		<p>Writes recognizable words as well as sound spelling to write sentences.</p> <p>Writes from left to right. Is aware of space between words.</p> <p>Experiments with punctuation.</p>



Mathematics

At Wentworth we provide children with 'opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures'





Understanding the World

Understanding the World encompasses a wide range of topics and skills such as investigation, problem-solving, memory, nature, science, history, geography, thinking skills, emotional intelligence and understanding of cultural diversity.



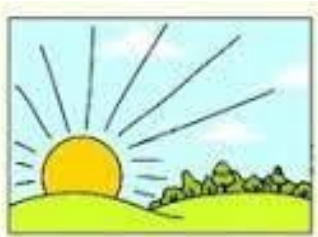
Expressive Arts and Design

Expressive Arts and Design helps develop a child's imagination, creativity and their ability to use media and materials. Children do this in range of ways including singing songs and making music, dancing, playing with colours, textures and design.



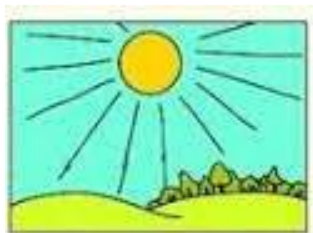
The School Day

Morning



8.35-8.45	8.45 - 9	9-9.10	9.10 - 10	10-10.15	10.15-10.30	10.30-11.20	11.20 – 11.35	11.45-12.30
Enter school gates	Register + Phonics	Class Teacher Input	Adult led task Child Initiated Play	Break Time	Adult led group reading	Adult led task Child Initiated Play	Handwriting	Lunch

Afternoon



12.30 – 12.40	12.40-12.50	12.50-1.45	1.45-2	2-2.40	2.40-2.50	2.50-3.10	3.10
Adult led Maths input	Class Teacher input	Adult led task Child Initiated Play	Break Time	Adult led task Child Initiated Play	Tidy Up Getting ready for home time	Story Time	Home Time

New DFE Guidance for Early Reading and Phonics

The journey to independent reading and writing begins with Phonics



littlewandlelettersandsounds.org.uk



**A love of reading is the biggest indicator
of future academic success.**

OECD (The Organisation for Economic Co-operation and Development)



How we teach phonics

Daily short sessions

Specific order of teaching



Synthetic phonics

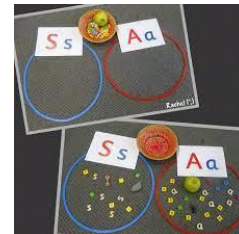
must

Correct pronunciation is vital - Videos on LW

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Repeated practice

Revisit previously taught sounds at start of each lesson



Practice makes permanent



qu

th

ss

ck

ng



ch



sh

ar

oi

or

ai



soap that goat



sheep in a jeep



zoom to the moon



hook a book

R Au1 extra

map

• • •

R Au1 extra

nip

• • •

R Au1 extra

sat

R Sp1 wk1

meet

. — .

R Sp1 wk1

rain

. — .

R Sp1 wk1

sheep

— — .

R Au2

go

R Au1

the

R Au1

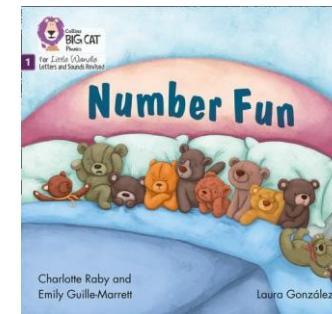
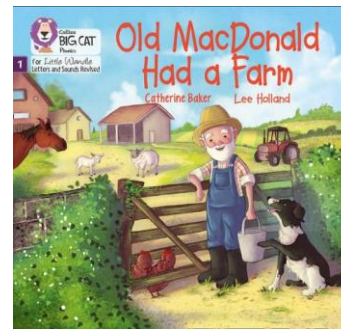
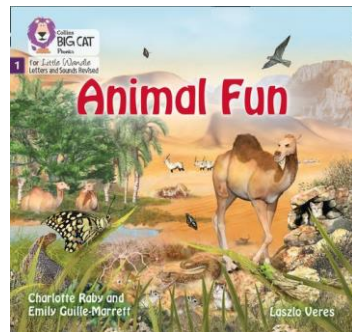
is

R Au2

to

Once children have a secure knowledge of a number of GPC's (Grapheme Phoneme Correspondence) and are confidently blending, they will be ready for reading books

Prior to this they may have wordless books which develop great language skills and teach children the layout of books
And how to handle books



Reading



We want children to love reading

Learning to read should be a positive experience

Reading should be enjoyable

We want children to read for pleasure



Reading underpins children's access to the curriculum and clearly impacts on their achievement



How we teach reading



Reading practice sessions are :

Books are :



Timetabled 3 times a week

Little Wandle Letters and Sounds Revised Reception
Child assessment

Autumn 1

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l
sat man hug red peck				

matched to children's secure phonic knowledge and word reading



Taught by trained teacher or teaching assistant



read three times



Taught in small groups



sent home

Reading Practice Books carefully matched so children can read fluently and independently

3 Reads – each one begins with some quick sounds and words practice

1. Decoding

2. Prosody
(intonation, expression)

3. Comprehension



When children take their book home to read they should be 95% fluent
Please do not worry that a book is too easy – your child needs to develop fluency and confidence in reading. Re-reading a book they have had before helps develop fluency – this is the goal.

Celebrate their success!!!



Imagine how it must feel to be given a book with GPCs and exception words you do not know

I can read: s a t p i n m d g o c k c k e u r h b f l l f f and s s

Sinbad was a sailor from Bagdad. He had things to sell, like food, jewels and carpets.

Sinbad sailed to distant lands to sell his goods. He set up a shop

Can you see the problem?

Remember they only know :

s a t p i n m d g o c k c k e u r h b f l l f f a n d s s

Sinbad **was** a **sailor** from Bagdad. He had **things** to sell, like **oil, jars** and **carpets**.

Sinbad **sailed** to distant **lands** to sell his **goods**.
He set up a **shop**.



Enough challenge to be successful

90% fluency for successful instruction

95% fluency for successful independent reading



Reading with 90% accuracy

The being finished ██████████ and fixed his looks upon me in the ██████████ of a reply. But I was bewildered, perplexed, and unable to arrange my ideas ██████████ to understand the full extent of his ██████████. He continued, “You must ██████████ a female for me with whom I can live in the ██████████ of those sympathies ██████████ for my being. This you alone can do, and I ██████████ it of you as a right which you must not ██████████ to concede.”



Reading with 100% accuracy

The being finished speaking and fixed his looks upon me in the expectation of a reply. But I was bewildered, perplexed, and unable to arrange my ideas sufficiently to understand the full extent of his proposition. He continued,
“You must create a female for me with whom I can live in the interchange of those sympathies necessary for my being. This you alone can do, and I demand it of you as a right which you must not refuse to concede.”

Frankenstein by Mary Shelley

How will this work?

Children are assessed, then LW matches which books should be allocated for their secure phonic knowledge

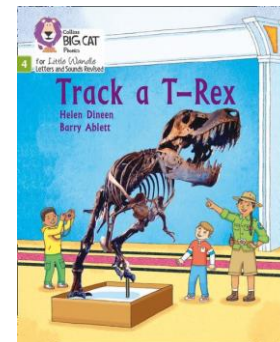
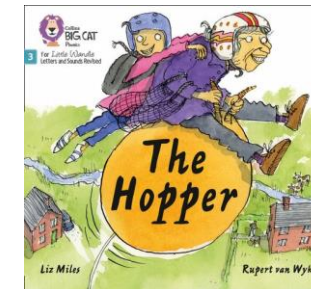
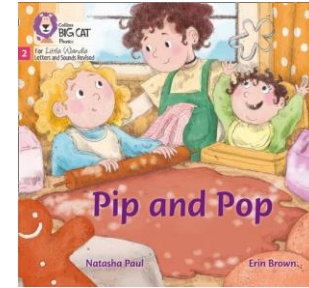
Children will take their Reading Practice Book home (after reading it 3 times in school)

Teachers will let you know the days books go home and when they need to be in school to be changed.

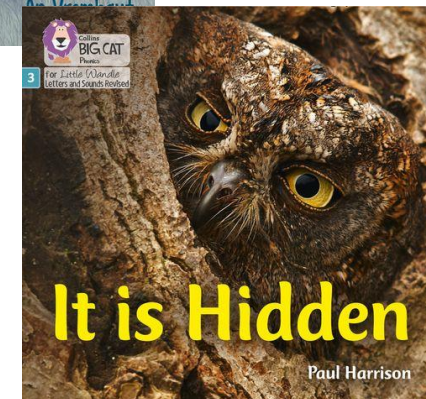
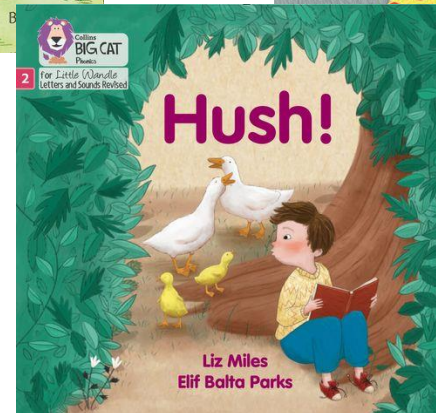
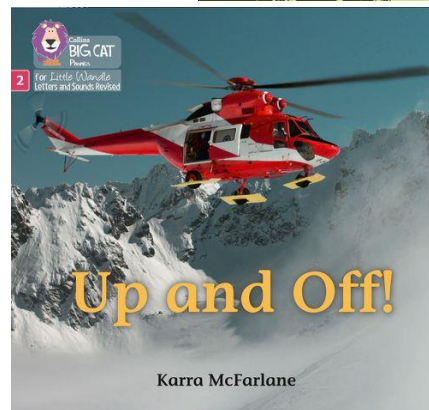
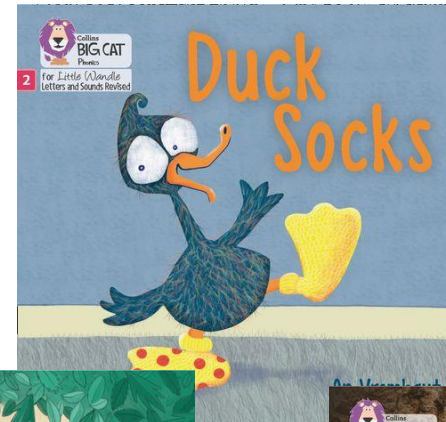
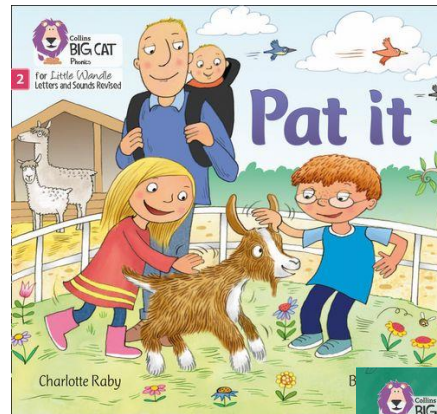
Celebrate, praise, talk about the book with you child.

Please make sure books are in book bags so that we can reallocate books as required

Please look after our books



Big Cat Collins Reading books are carefully matched to children's secure phonic knowledge



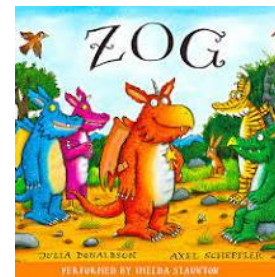
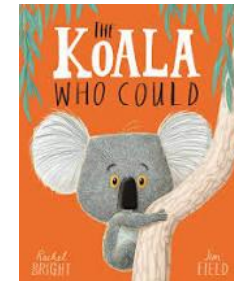
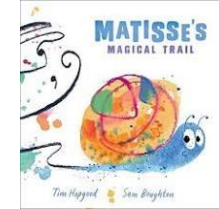
Sharing Book

Children will also bring home a 'sharing book' from our class library each week

To become lifelong readers, it is essential that they read for pleasure

Children may not be able to read this book independently but these books offer a wealth of opportunities for talking about the pictures and enjoying the story or information text.

Enjoy the book together
foster a love of reading
"pair and share"



What else can parents do?

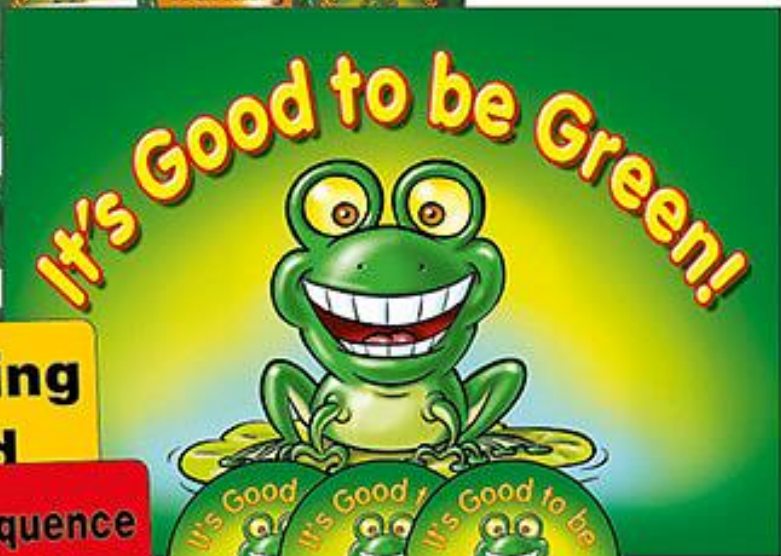
Please look at the Little Wandle videos and guidance for parents

Support children in learning the alphabetic code

Let your child “show off” their reading to you and celebrate and praise all the way!

Share books with your children for pleasure

Check on your class page for documents to support reading and phonics



IT'S GOOD TO BE GREEN!



Consequence
Card

Every Child has a
fresh start on GREEN
each day/lesson and feels
GOOD TO BE GREEN!

STOP 'n' Think!

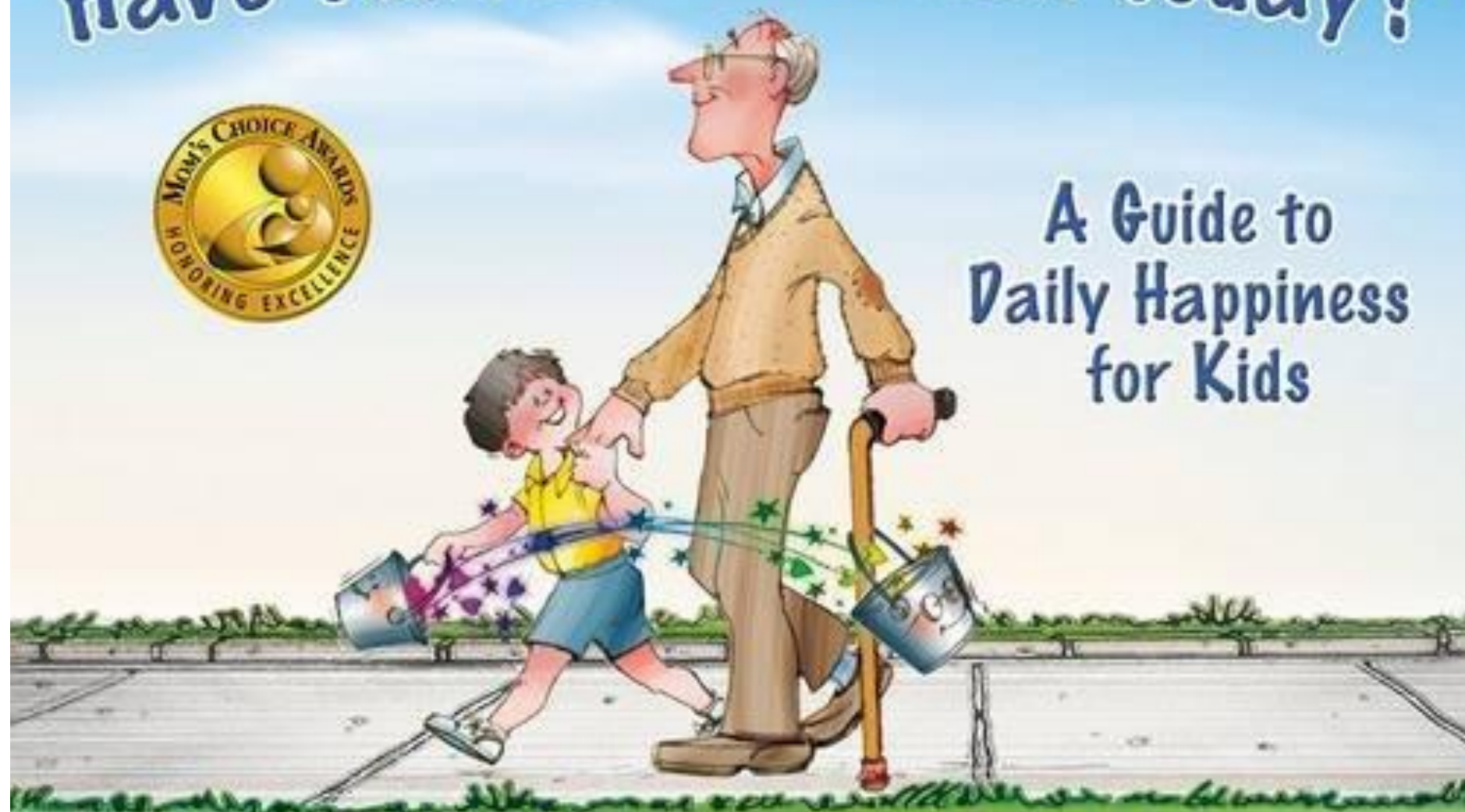
Warning
Card



Have You Filled a Bucket Today?



A Guide to
Daily Happiness
for Kids



By Carol McCloud . . . Illustrated by David Messing

Have You Filled a Bucket Today?

Share

Smile

Listen

Help

Be Kind

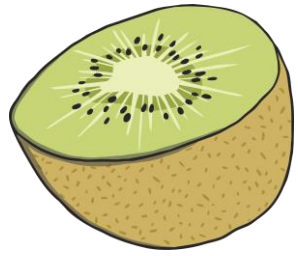
Be Polite

Take Turns

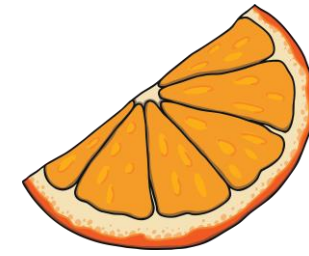
Compliment

Include Others





Lunch & Snack



Lunch: At lunchtime your child can have a packed lunch prepared at home and brought into school, or a school dinner. Lunchtime is between 11.45-12.30, when the children can eat lunch and then play with their friends. All early years and key stage 1 children are entitled to a free school meal each day. There will be a selection of different meals available each day for your child to choose from. Please let us know if your child has any other dietary restrictions or requirements.

Packed lunches should support our school's healthy eating policy. Please note that our school is a 'nut free' zone which means that all types of nuts are banned.

Snack: We will provide all children with a healthy morning snack, the Government provides a healthy snack for the afternoon.

Water: Please ensure children have a clearly labelled water bottle everyday.

Milk: Chn will be offered a glass of milk during the afternoon session. This is free to all children until they turn 5 years old. After this you can apply for your child to remain on the milk register via the website: www.coolmilk.com/register.



WENTWORTH SCHOOL SPRING MENU 2023



Week One:

17/04, 08/05, 05/06, 26/06, 17/07

Week Two:

24/04, 15/05, 12/06, 03/07

Week Three:

01/05, 22/05, 19/06, 10/07

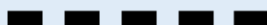
Monday

Freshly made Cheese and Tomato Pizza (v)

Served with

Sweetcorn and Coleslaw (optional) Salad Bar

Fruit Pots / Fresh melon



Sausage Pasta/ Vegetarian Pasta (v)

with Tomato Sauce, Salad Bar

Ice Lollies 100% Fruit



Roast Chicken / Quorn Roast (v)

Served with Roast Potatoes, Yorkshire Pudding

Seasonal Veg

Homemade Shortbread



Italian style Beef Meatballs / Veg Meatballs

In Tomato Sauce 50/50 Rice

Sweetcorn, Salad Bar

Ice Lollies 100% Fruit



Jumbo Fish Finger / Vegetable Fingers (v)

Crispy Cubed Potatoes, Peas or Beans

Raspberry Muffins

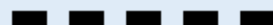
Tuesday

Mac 'N' Cheese (v)

Served with Garlic Bread

Corn on the cob, Salad Bar

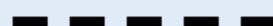
Cheese and Biscuits



All Day Breakfast / Vegetarian Breakfast (v)

Sausage, Bacon, Hash Browns, Egg, Beans

Ice Lollies 100% Fruit



Mild Chicken Korma/Vegetarian Korma (v)

Served with Naan Bread

Basmati Rice, Salad Bar

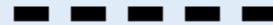
Fruit Smoothies



Beef Bolognese Pasta / Vegetarian Bolognese (v)

Served with Peas, Salad Bar

Ice Lollies 100% Fruit



Hunters Chicken / Vegetarian Chicken (v) with

BBQ sauce and cheese, wedges, sweetcorn, salad

Fruit Jelly (v)

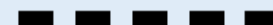
Wednesday

Tomato and Pasta Bake (v)

With Baked Cheese Top

Served with Garlic Bread, Salad Bar

Iced Sponge

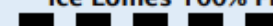


Butchers Beef Burger / Veg Burger (v)

in a bun, Cubed Potatoes, Peas or Beans

Salad Bar

Ice Lollies 100% Fruit

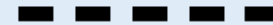


Roast Gammon / Quorn Roast (v)

Served with Roast Potatoes,

Yorkshire Pudding, Seasonal Veg

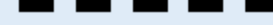
Fruit Pots / Fresh Melon



Baguettes Ham/Cheese (v) or Tuna Mayo

Served with Tortilla Chips, Salad Bar

Ice Lollies 100% Fruit



Harry Ramsden Fish or Quorn Nuggets (v)

Chips and Peas, Salad Bar

Fruity Flapjack

Thursday

Friday

AVAILABLE DAILY: Jacket Potato with a choice of Baked Beans, Cheese or Tuna, Fresh Fruit, and Yoghurt available daily

Pasta wholegrain. Rice 50/50 wholegrain / white



TAPESTRY

ONLINE LEARNING JOURNAL



What is Tapestry and how does it work?

- A secure, online learning journal system.
- Staff record observations on iPads – photos, videos and written – to document your child's learning
- These observations are linked to Early Years Outcomes
- This is shared – through an email alert – to parents and carers.
- Parents can view their child's journal on mobile devices and on their home computers.
- Parents can make observations using a secure login system.



Observations

- Observations document the learning and play that is taking place in the Early Years.
- These are often photographs with a written observation.
- It can be of just one child, a pair or group of children.
- The observations can often be WOW moments or new experiences.
- These are linked to the Early Year's Outcomes, Characteristics of Effective Learning and the Leuven Scale.



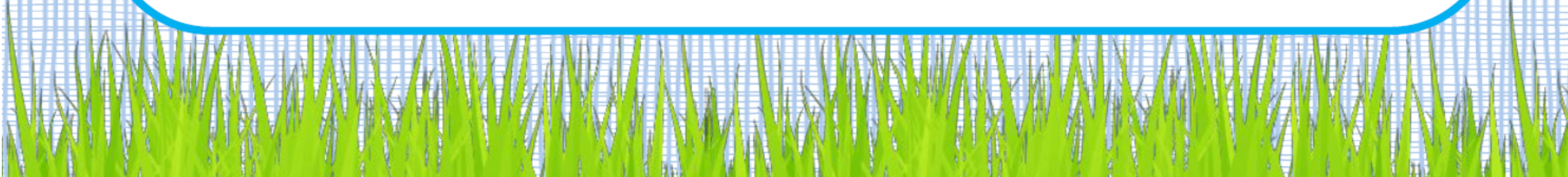
Why are we using Tapestry?

- It creates a two way communication between parents and staff.
- It gives us a picture of the whole child – which helps us to assess more effectively.
- We can upload media in real time, meaning you can see pictures and videos of what your children are currently learning at school.
- Greater opportunities to extend your child's learning at home



What can parents expect?

- A variety of observations that document mainly child-initiated learning and play – other adult initiated activities are documented in Literacy and Maths books.
- An overall picture of your child at school – what they are learning, demonstrating as well the stage they are working at.
- The opportunity to be involved in your child's learning by adding your own observations as well as continuing learning at home.



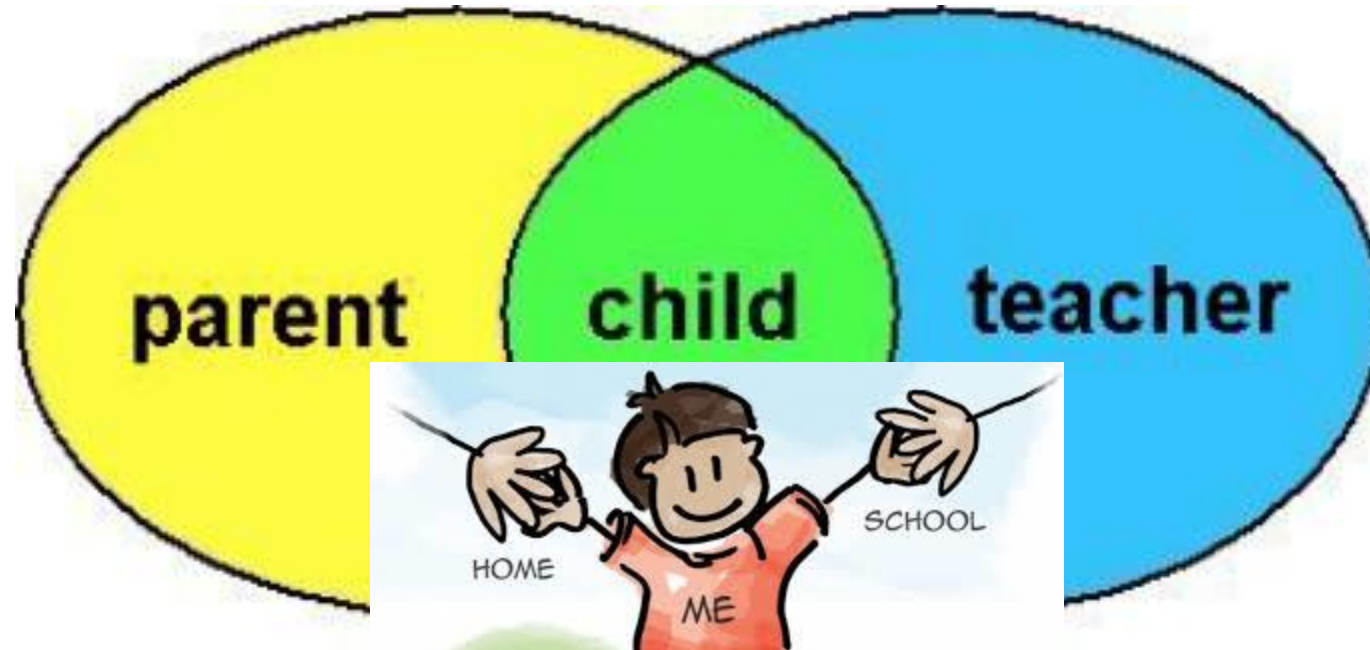


Safe Usage

- No information from Tapestry can be shared with other people or published in any other way.
- This means that photographs or videos from Tapestry cannot be posted on a social networking site or displayed in a public place.
- Tapestry is not a communication tool for contacting staff and any questions or queries still need to go through the school office, communication book or verbally.



A HUGE THANK YOU



Your child's happiness is central.
Together we will make this new stage in their lives
fun, enjoyable and amazing.

Contact Us

Telephone: 01621 853572

Email: office@wentworth.essex.sch.uk

Purple Home Link Books