

Reception Welcome Meeting

02.10.24

Early Years Foundation Stage Framework

Statutory government framework for all early years providers.

- **Every child is unique**
- **Children become independent through positive relationships**
- **Children develop well in enabling environments**
- **Children learn and develop at different rates**

Seven Areas of Learning:

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

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

How Children Learn in Reception

- Characteristics of effective learning
- Play
- First hand practical experiences
- Problem solving
- Teamwork



Characteristics of Effective Learning

- **Playing and exploring (engagement)** - children investigate and experience things, and 'have a go'
- **Active learning (motivation)** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and thinking critically(thinking)** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things
























Reception Baseline

- Statutory assessment
- First 6 weeks of Reception
- Provides a starting point for children starting school (alongside school assessments)
- Short assessment of early literacy, communication, language and mathematics
- No pass/fail snapshot of their developmental stage
- Inclusive and accessible - practical
- One-to-one assessment
- Teachers are provided with a set of statements after the assessment is complete.
- Will form part of our on entry assessments and inform discussions at parents evening

Phonics and Reading

- Phonics is the way children are taught to read
- Each letter in the alphabet makes a sound
- We use a scheme called Essential Letters and Sounds (ELS)
- No Jolly Phonic Actions – rhymes/sayings used instead
- Children are taught a sound a day, alongside blending (reading), segmenting (writing) and Harder to Read and Spell words (HRS words)
- Children will only be reading words which have sounds that they have been taught
- Pure sounds

My Phase 2 Sound Mat

<p>s</p> 	<p>a</p> 	<p>t</p> 	<p>p</p> 	<p>i</p> 	<p>n</p> 	<p>m</p> 	<p>d</p> 
<p>g</p> 	<p>o</p> 	<p>c</p> 	<p>k</p> 	<p>ck</p> 	<p>e</p> 	<p>u</p> 	<p>r</p> 
<p>h</p> 	<p>b</p> 	<p>f</p> 	<p>ff</p> 	<p>l</p> 	<p>ll</p> 	<p>ss</p> 	

Phase 3 Phonics Mat

 j	 v	 w	 x	 y
 z	 zz	 qu	 ch	 sh
 th	 ng	 nk	 ai	 ee
 igh	 oa	 oo	 ar	 ur
 oo	 or	 ow	 oi	 ear
 air	 ure	 er	 ow	 ELS

Phonics and Reading

- Blending for reading:

sit pan hat

- Reading books will match the sounds children have been taught
- The expectation is that children will be able to decode and read every word in a book they are reading
- Decodable words **sound the way they are spelled**

What Children will have to Support Reading at Home . . .

- Reading record – for us and you to record reading
- Story book from class book box
- Decodable reader – matches phonics taught in class
- Oxford Owl login for decodable reading books assigned by class teacher to match when sounds have been taught in class
- Tapestry videos of the sounds taught

Reading in School . . .

- Daily phonics
- Shared reading
- Extra reads and extra phonics
- Reading in discovery time

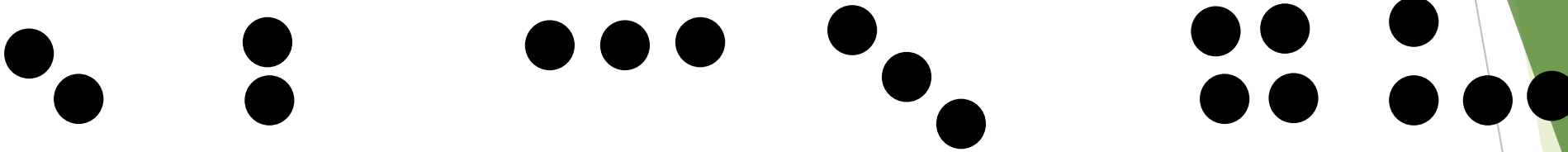
Phonics and Writing

- Children will learn to segment words. This is the process of breaking words into their sounds and children writing what sounds they can hear, using their phonic knowledge e.g. dog segmented is d-o-g
- Initial sounds
- Final sounds
- Robot arms
- Sound fingers
- Harder to read and spell words
- Use of phonic knowledge (not correctly spelt) e.g.

I saw a big green house could be *I sor a big grin hows*

Maths – Key Skills Taught

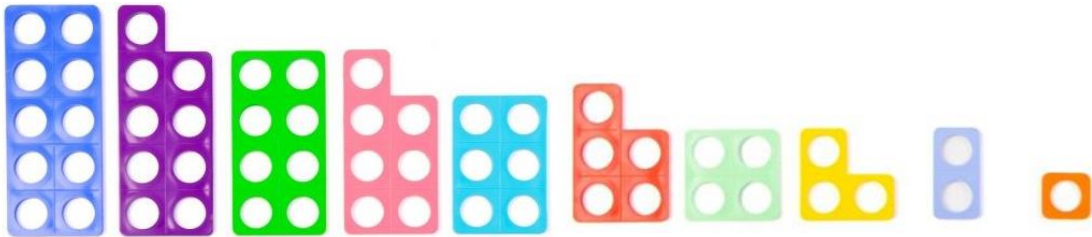
Subitising - instantly recognise a small quantity, without needing to count how many there are.



Number bonds - pairs of numbers that make 5.

5+0 4+1 3+2 2+3 1+4 0+5

Composition - knowing that numbers are made up of amounts
Part/whole.

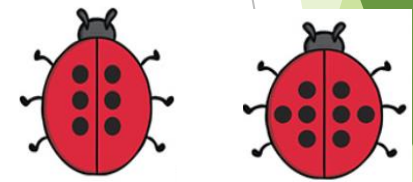


Counting beyond 20

Shape

Measure

Double facts:



Compare quantities.



Tapestry

- Online learning Journey
- Used in school to record children's 'wow' moments or 'next steps' in their learning
- Phonics videos
- Share our learning
- Whole class achievements
- Communication tool
- Updated to journal once a half term
- Please share your learning from home
- Main email contact (can add others)
- Check junk folder



"If we teach today's students as we taught yesterday's, we rob them of tomorrow."
John Dewey

If we needed another reminder of the importance of the early years...

Check out our website and follow us on social media for news, tips and resources:

- Website: tapestry.info
- Twitter: [Tapestry_FSF](https://twitter.com/Tapestry_FSF)
- Facebook: [Tapestry Online Learning Journal](https://www.facebook.com/TapestryOnlineLearningJournal)
- Instagram: [tapestry_fsف](https://www.instagram.com/tapestry_fsف)
- LinkedIn: [The Foundation Stage Forum & Tapestry](https://www.linkedin.com/company/The-Foundation-Stage-Forum-&-Tapestry)
- YouTube: [Tapestry Online Learning Journal](https://www.youtube.com/channel/UC...)
- Independent Facebook Group: [Tapestry Support Group \(TSG\)](https://www.facebook.com/TapestrySupportGroup)


TAPESTRY
ONLINE LEARNING JOURNAL

Email address

Password

Log in

Having trouble logging in?

 **Child log in**

Need help? [Tapestry Tutorials](#)

New to Tapestry? [What is Tapestry?](#)

Topics Over the Year

What makes me
amazing?

What are presents for?

What makes our
world wonderful?

Who put plants on
my plate?

Duck, duck goose,
which animal is on
the loose?

Are we there yet?

Just a few reminders . . .

- Wellies and waterproofs
- Water bottles and jumpers - names/identifying stickers
- Junk modelling
- PE - Tuesdays