



Early Years Foundation Stage



Our Aims

- Early Years Foundation Stage Profile
- Early Excellence in Baseline Assessment
- Assessment
- Writing

Early Years Foundation Stage

In Class R we follow the Early Years Foundation Stage (EYFS) framework. This document is about delivering high quality provision, learning, development and care for children aged from 0 up until they are 5 years old.



Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning across all areas

	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 30-50 months	<ul style="list-style-type: none"> Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print comes meaning and, in English, is read from left to right and top to bottom. 	<ul style="list-style-type: none"> Focus on meaningful print such as a child's name, words on a cereal packet or a book title, in order to discuss similarities and differences between symbols. Help children to understand what a word is by using names and labels and by pointing out words in the environment and in books. Provide dual language books and read them with all children, to raise awareness of different scripts. Try to match dual language books to languages spoken by families in the setting. Remember not all languages have written forms and not all families are literate either in English, or in a different home language. Discuss with children the characters in books being read. Encourage them to predict outcomes, to think of alternative endings and to compare plots and the feelings of characters with their own experiences. Plan to include home language and bilingual story sessions by involving qualified bilingual adults, as well as enlisting the help of parents. 	<ul style="list-style-type: none"> Provide some simple poetry, song, fiction and non-fiction books. Provide fact and fiction books in all areas, e.g. construction areas as well as the book area. Provide books containing photographs of the children that can be read by adults and that children can begin to 'read' by themselves. Add child-made books and adult-authored stories to the book area and use these for sharing stories with others. Create an environment rich in print where children can learn about words, e.g. using names, signs, posters. When children can see the text, e.g. using big books, model the language of print, such as letter, word, page, beginning, end, first, last, middle. Introduce children to books and other materials that provide information or instructions. Carry out activities using instructions, such as reading a recipe to make a cake. Ensure access to stories for all children by using a range of visual cues and story props.
 40-50+ months	<ul style="list-style-type: none"> Continues a rhyming string. Hears and sees the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experience of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. <p>Early Learning Goal Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<ul style="list-style-type: none"> Discuss and model ways of finding out information from non-fiction texts. Provide story sacks and boxes and make them with the children for use in the setting and at home. Encourage children to recall words they see frequently, such as their own and friends' names. Model oral blending of sounds to make words in everyday contexts, e.g. 'Can you get your h-a-t hat?' Play games like word letter bingo to develop children's phoneme-grapheme correspondence. Model to children how simple words can be segmented into sounds and blended together to make words. Support and scaffold individual children's reading as opportunities arise. 	<ul style="list-style-type: none"> Encourage children to add to their first-hand experience of the world through the use of books, other texts and information, and information and communication technology (ICT). Help children to identify the main events in a story and to retell stories, as the basis for further imaginative play. Provide story boards and props which support children to talk about a story's characters and sequence of events. When children are ready, usually, but not always, by the age of five provide regular systematic synthetic phonics sessions. These should be supplementary in order to capture their interests, sustain motivation and reinforce learning. Demonstrate using phonics as the prime approach to decode words while children can see the text, e.g. using big books. Provide varied texts and encourage children to use all their skills including their phonic knowledge to decode words. Provide some simple texts which children can decode to give them confidence and to practice their developing skills.

Children develop at their own rate, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development.

7 areas of development...

Characteristics of Effective Learning
<p>Playing and exploring – engagement</p> <p>Finding out and exploring Playing with what they know Being willing to 'have a go'</p>
<p>Active learning – motivation</p> <p>Being involved and concentrating Keeping trying Enjoying achieving what they set out to do</p>
<p>Creating and thinking critically – thinking</p> <p>Having their own ideas Making links Choosing ways to do things</p>

Area of Learning and Development	Aspect
Prime Areas	
Personal, Social and Emotional Development	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Physical Development	Moving and handling
	Health and self-care
Communication and Language	Listening and attention
	Understanding
	Speaking
Specific areas	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, space and measure
Understanding the World	People and communities
	The world
	Technology
Expressive Arts and Design	Exploring and using media and materials
	Being imaginative

Early Excellence Baseline Assessment

- ▶ Carried out within first six weeks at school
- ▶ Assesses child's well-being and involvement
- ▶ Observation based
- ▶ 3 characteristics of effective learning
 - ▶ Social and Emotional Development
 - ▶ Communication and Language
 - ▶ Physical Development
 - ▶ Literacy
 - ▶ Mathematics



What if we are unsure?

We ask them!



What Does the Foundation Stage Profile Look Like?

- ▶ 17 Early Learning Goals assessed against the following criteria.

Expected: Describes a child who has reached the ELGs. This is where most children are expected to be at the end of Reception. An able child will have ELGs in the three prime areas as well as literacy and mathematics.

Emerging: Describes a child who has not reached the ELG and is working on the ‘Development Matters’ statements.

Exceeding: Describes a child who is working beyond the ELG.

How do we assess?

Observations:

- ▶ Focused
- ▶ Snapshot
- ▶ Time sample etc.
- ▶ Photos
- ▶ Evidence from home
- ▶ Verbal accounts from all people in contact with the child



What happens to the assessments?

Assessments are used to:

- ▶ To plan for your child's 'Next Steps'.
- ▶ Inform the Year 1 teacher of your child's next steps.
- ▶ Share information with you about your child's progress in the end of year report.
- ▶ Used for moderation purposes.



Development in Writing

Writing

The baseline assessment criteria for writing:

1. Representing initial sounds when writing
2. Ascribes meaning to the marks they make

ELG 10 Writing:

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.



Matty sample 1

Detail

Male: Matty
Year group: Reception Year
Age: 4 years 8 months
Term: autumn 1
Evidence of Phase Two application

Purpose

Matty recounts his favourite animal from a story called 'The Farm Concert'.

Child's voice

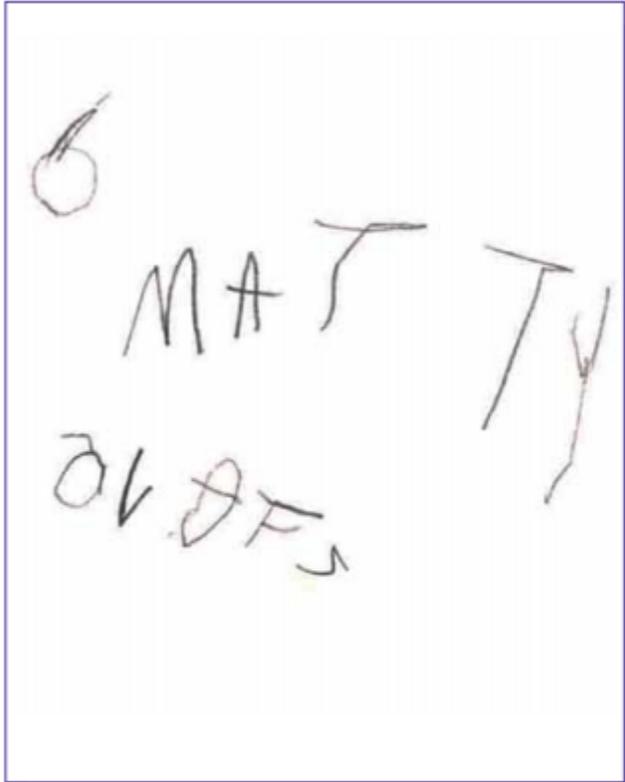
'The frog went quiet.'

Interpretation

Writing requires mediation to be understood

Application of synthetic phonic knowledge and skills

Matty has used the tricky word 'the' in his writing. He is also aware of some Phase Two phonemes, for example the word 'farmer' is represented as 'fmre'.



Matty sample 2

Detail

Male: Matty
Year group: Reception Year
Age: 4 years 10 months
Term: spring 1
Evidence of Phase Two application

Purpose

Matty estimated the number of elephants in a jar in the challenge area.

Child's voice

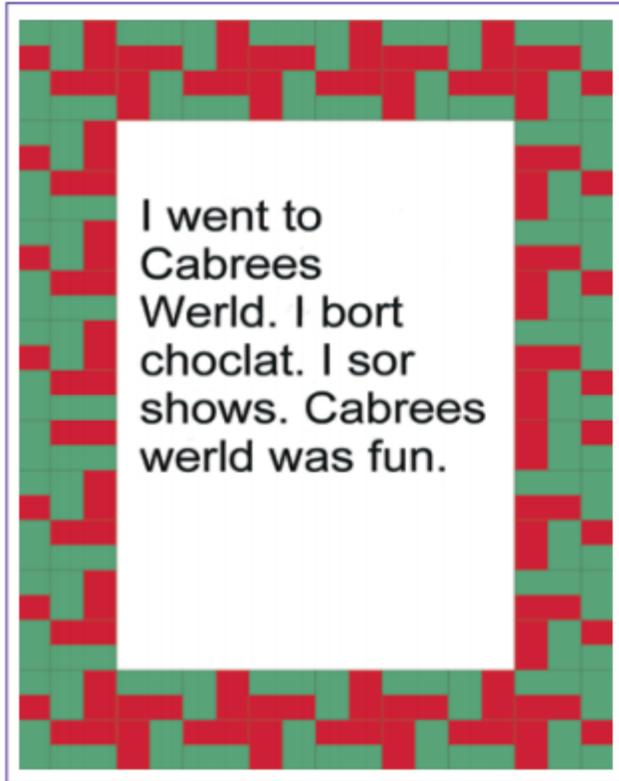
'I thought there were seven but then I thought there were six.'

Interpretation

Matty 6 elephants.

Application of synthetic phonic knowledge and skills

Matty shows in his independent writing that he has applied his knowledge of sounds in words into another area of learning. Matty has represented some of the sounds he can hear in the word 'elephants', which is shown as 'elafs'.



Matty sample 5

Detail

Male: Matty

Year group: Reception Year

Age: 5 years 4 months

Term: summer 2

Evidence of Phase Three application

Purpose

Matty chose to write on the computer about a day out with his family.

Child's voice

'There was like a little jungle at Cadbury's World and it turned into being a pirate ship. There was a really big shop in it with lots of sweets and chocolate. I like writing on the computer because you can print it out...this button is the space bar...it's a really long bar.'

Interpretation

I went to Cadbury's World. I bought chocolate. I saw shows. Cadbury's World was fun.

Application of synthetic phonic knowledge and skills

Matty's writing contains the correct spelling of the following high-frequency words: 'I', 'to' and 'was'. The CVC word 'fun' and the CVCC word 'went' are also represented correctly. In his writing Matty makes phonemically plausible attempts at some more complex words: 'Cadbury's' shown as 'Cabrees', 'World' as 'Werld', 'bought' as 'bort' and 'chocolate' as 'choclat'. He has also spelt the word 'saw' as 'sor'.

The Bigger Picture

- ▶ The Early learning goals are complex and interdependent.
- ▶ There is an emphasis on the ‘Characteristics of an Effective Learner’ and the ‘Prime Areas of Learning’.
- ▶ Children are all very different and mature at different rates.
- ▶ Any Early Learning Goals they do not achieve in Reception will be completed in Year 1.
- ▶ If you are concerned about your child’s development then please come in and speak to me about it.

