

Supporting your child in the Foundation Stage

Early Years Foundation Stage (EYFS) - the curriculum which sets out the expectations for development from birth to 5 years - reviewed & updated for September 2012.

The Foundation Stage has 7 areas of learning:

Prime areas: PSED, PD, CL. Specific areas: L, M, UW, EAD.

1. Personal, Social and Emotional Development (PSED) - Making Relationships, Self Confidence & Self Awareness, Managing Feeling & Behaviour.
2. Physical development (PD) - Moving & Handling, Health & Self-care
3. Communication and Language (CL) - Listening & Attention, Understanding, Speaking
4. Literacy (L) - Reading, Writing
5. Mathematics (M) - Numbers, Shape Space & Measure
6. Understanding the World (UW) - People & Communities, The World, Technology
7. Expressive Arts & Design (EAD) - Exploring & Using Media & Materials, Being Imaginative

We will be making observations & assessments all the time in these 7 areas. Children develop at different rates in different areas - THAT'S NORMAL. We will particularly be looking at how your child uses and applies learnt skills through self-initiated activities (Little Explorer Time)

Characteristics of Learning

Playing & Exploring - engagement

Active Learning - motivation

Creating & Thinking Critically - thinking

My Learning Book - is a self-initiated of experiences, development and learning. It will have drawings, evidence of mark making, photographs and written comments of things seen and heard.

Your child will select things to go in the book and help stick it in.

Focussed Task Book - is a book that has adult led tasks. In this book you will see activities that the children have carried out that focus on a particular skill with an adult.

Foundation Stage Profile - an end of Key Stage Assessment in the 7 areas of learning.

In these 17 strands children will be judged as: expected, exceeding or emerging

There will be a written summary of how your child learns based on the Characteristics of Learning

Targets (areas for development) & Reviews.

Parents will be asked to discuss concerns, areas for development etc.

Targets will be set by the class teacher - generally 1 Literacy and 1 Numeracy (this takes place approximately around each $\frac{1}{2}$ term holiday)

Parent Observations

You can participate with gathering developmental evidence by recording things you see your child achieving at home - these maybe linked to child's targets. You can fill in an observation sticker or share photos & mark making.

NB: It's particularly recording those milestones your child can achieve on their own, the WOW moments, e.g. learning to do their coat up, recognising the numbers on the aisles in Tesco, writing a card for grandma's birthday, discussing why the satsuma went green & mouldy in the fruit bowl, talking about how they felt when the goldfish died.

Reading at Home

- Find a quiet time when not too tired
- Keep it short but not rushed
- Discuss the pictures, don't cover them up - what are they doing, what do you think happens next, how are they feeling, who's in the story
- Identify individual letters (initially from name) how many can you find
- Identify simple words - put them on post it notes and turn it into a game
- Read own books from home, comics, posters, labels (not always ORT)
- Once recognising some letters try words sound out
- Give difficult words

Letters and Sounds/Jolly Phonics

This is the phonics scheme we use.

Posters in each class will list the handwriting, letter sounds and high frequency words that will be focused on during that week.

Websites:

- <http://www.bishoptufnell-inf.w-sussex.sch.uk/>
- <http://www.foundationyears.org.uk/wpcontent/uploads/2012/03/Development-Matters-FINALPRINT-AMENDED.pdf>
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf
- www.busythings.co.uk
- www.cbeebies.co.uk