

Everything EYFS and Phonics Riverside Primary School 2025



Welcome

This presentation aims to give an introduction to the **Early Years Foundation Stage (EYFS)**.

At the heart of everything we do is your children. We want to create lifelong learners who love coming to school and thrive whilst they are here.



What Is the EYFS?

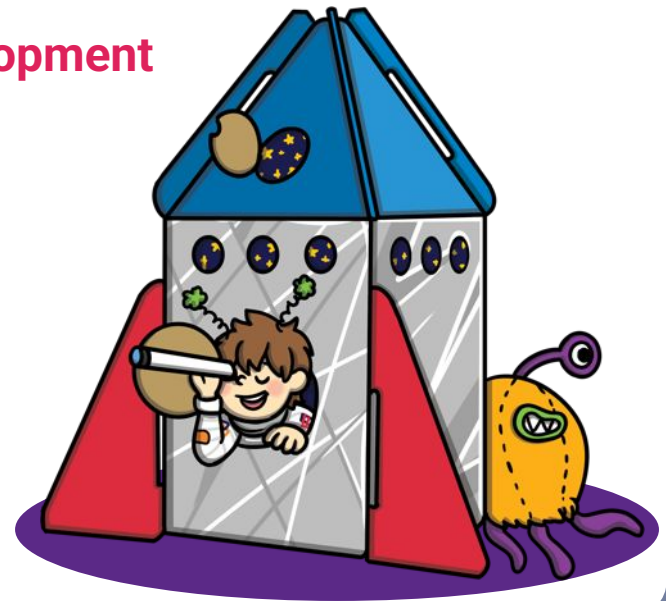
The Early Years Foundation Stage covers the first stage of a child's care from birth to five years old. It sets the standards to ensure that all children learn and develop, as well as keeping them healthy and safe.

All schools and Ofsted registered early years providers in England must follow the EYFS.

Also included in the EYFS are the **seven Areas of Learning**. They are:

- **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 **17 Early Learning Goals** that children are expected to achieve.



Prime areas of learning

Communication & language

Development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical development

Development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Personal, social & emotional development

Involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Specific areas of learning

Literacy development

Involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics

Involves providing 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

Involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive arts & design

Involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Seesaw - Online learning journal

In 2022 the government wanted to prioritise key interactions and modelling from staff in EYFS provision. Therefore it was decided there was no obligation for schools to keep a learning journal for each child. Some schools have chosen to keep paper copy of learning journal, some have gone over to floor books.

We use Seesaw online learning journal to record your child's wow moments and shared learning. There is no set number of observations that will be uploaded or shared.

In addition to observations we will share key messages, phonics videos and shared learning opportunities with you.

Look, like, comment :)



WOW moments

We would like to share the wow moments from home at school. Soon we will be sending home WOW slips for you to fill in. These will be shared with the whole class and then added to their WOW wall display.

WOW slips can be filled in by parents, grandparents, Aunts/Uncles or family friends, we just want to celebrate your children's achievements from outside of school.

At the end of year these WOWs will be made into a WOW booklet for your child to bring back home.

Look for those WOW moments, every child has them!



Team Points



Zones of Regulation

Zones of Regulation is an approach used to support children to further develop their social and emotional skills. Essentially, it helps pupils to better understand their feelings, as well as teaching strategies to aid them in regulating their emotions and behaviours.

Pupils are taught to associate their feelings (negative and positive) with a colour in the first instance and then use vocabulary to describe it e.g. 'I am feeling red' (for angry, mad, out of control) or 'I am feeling green' (for calm, ready to learn and happy). The children also then develop a 'toolkit' whereby they have a strategy to use for specific feelings e.g. 'I am feeling red/angry, so I will go to the calm zone and read a book'.

Every classroom is set up with a 'calming zone' where children can go to regulate their emotions and behaviours.

Rewards and challenges

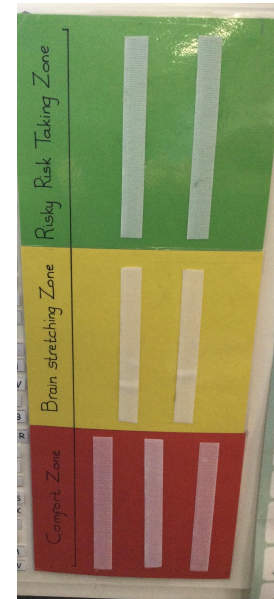
Shooting star

Each day children start on the sunshine. If a child stays on the sunshine then they have had a great day. If your child goes above and beyond they will be shooting stars! If your child comes out of school with a shooting star sticker please ask them what they did to become one.



Brain stretcher and Risky Risk takers!

Within the continuous provisions we have challenges for the children to complete independently. If a child chooses to complete challenges they become brain stretchers. If they continue to challenge themselves they will become a Risky Risk taker! Again you will know this by your child coming home with a sticker. This is a great opportunity for you to discuss what your child has done whilst at school.



Floppy Phonics

Learning to read is one of the most important skills that your child will develop over the next few years. The more support and encouragement that you can offer your child, the more likely it is that he or she will make good progress.

At school we are using the Floppy's Phonics teaching programme, which is a step-by-step phonics reading scheme. It introduces the children to the letters and sounds (the alphabetic code) that are at the foundation of all reading and writing.

We follow the scheme explicitly. Reading books are sent home in line with assessment and at the end of each phonics level. If you feel your child is reading above the level given, we encourage you to explore reading for pleasure through the use of your local library.



Floppy Levels

Stage 1 - No phonemes taught • environmental • rhythm, rhyme • singing, chanting • percussion • discussion!

Level 1+



Level 2



Level 3



Level 4



Level 5



Sound mats

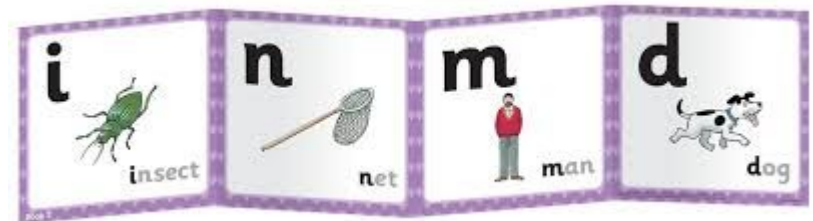
As we introduce the sounds, children will be provided with their own sound mat which matches the flashcards and frieze used within school.

We practise the rhyme for each phoneme e.g. s as in sun or d as in dog.

We then practise recognising the letter sound without the picture clues.

Please support your child by encouraging them to recall the rhymes and using them to support any reading.

Alphabetic Code Flashcards



Key Vocab

- Phoneme – this is a sound it can be represented by 1, 2, 3 or 4 letters
- Grapheme – is the letter or letters that represent a sound
- Digraph – 2 letter sounds can be a consonant digraph such as “sh” or a vowel digraph such as “ee”
- Trigraph – 3 letter sounds such as “igh”
- CVC – a word with a consonant, vowel, consonant
- Blending – the ability to listen to sounds spoken individually and be able to push them together to blend them and hear the word
- Segmenting – the opposite of blending, to be able to identify the individual sounds when the word is spoken
- Helpful words – these are words that your child will come across frequently in reading and writing that they may not be able to sound out, they just need to recognise them by sight
- Sound buttons – these are the marks we make when building or reading a word to identify the sounds in the word

Segmenting and Blending

Examples of segmenting and blending

Phase 2 sound button cards



Using phoneme frames – segmenting for spelling

1	2	3	4
sh	ee	p	
c	r	a	b
ea	t		

Blending will just suddenly click!!
Please try not to stress too much :)

Reading at home

Please read 5 times a week at home - your child will receive 2 team points and a sticker.

Reading includes you segmenting and your child blending and vice versa, you read a page they read a page and comprehension questions about the book.

5/10 minute sessions would be more than enough.

How to help at home

- Talk to your child about their school day.
- Independence - especially coats!!
- Resilience - something doesn't work out how do we respond
- Listen to your child read 5 times a week talking about what they are reading.
- Play games with your child – counting games, I Spy, board games.
- Talk to your child, ask them questions, encourage them to ask questions.

