Everything EYFS and Phonics Riverside Primary School 2026

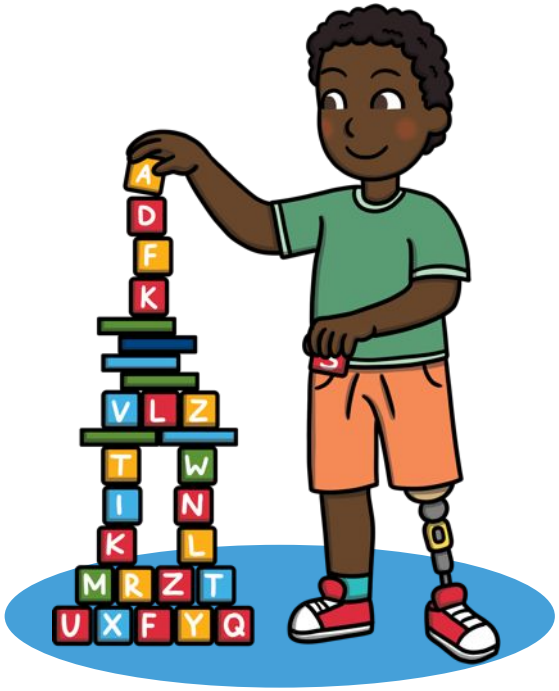


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Welcome

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

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



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Meet the Team

Leopard Class

Teacher: Mrs Falvey

LSA: Mrs Harris

Additional support: Miss Potter



Phase Leader
Mrs Pallett

Zebra Class

Teacher: Miss Jackson/ Mrs Pallett

LSA: Miss Creasey

Additional support: Mrs Follon, Miss Norton



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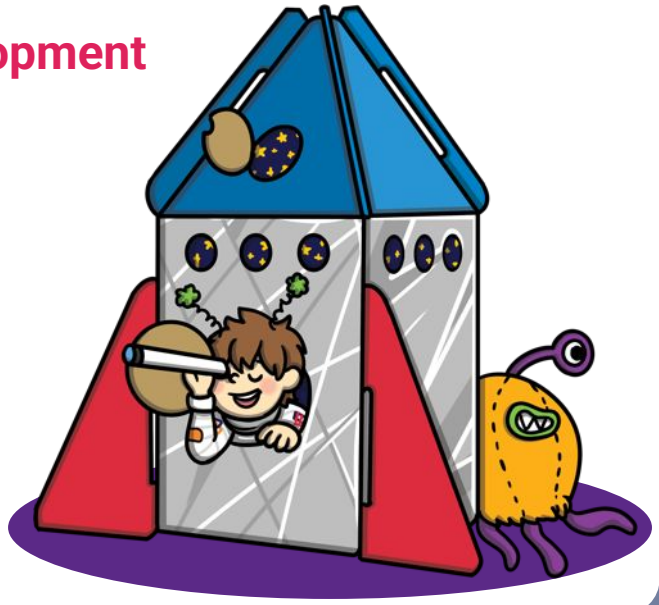
What Is the EYFS?

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.

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Guiding Principles of EYFS

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers
- Children develop and learn at different rates

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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.

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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.

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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 :)

Seesaw

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WOW moments

We would like to share the wow moments from home at school. 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!



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Team Points



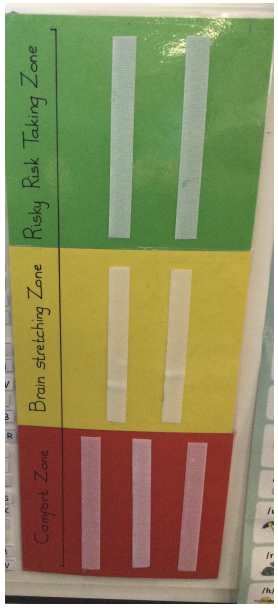
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Rewards and challenges

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.



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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's Phonics



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Floppy Levels

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

Level 1+



Level 2



Level 3



Level 4



Level 5



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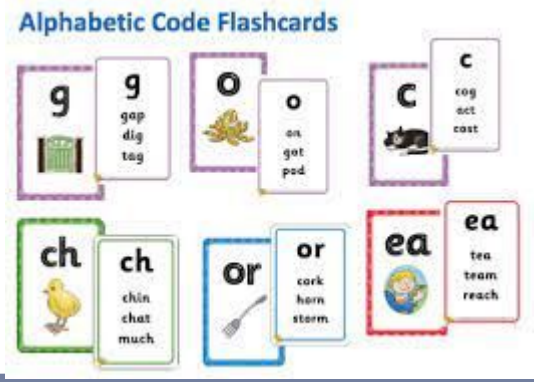
Sound mats

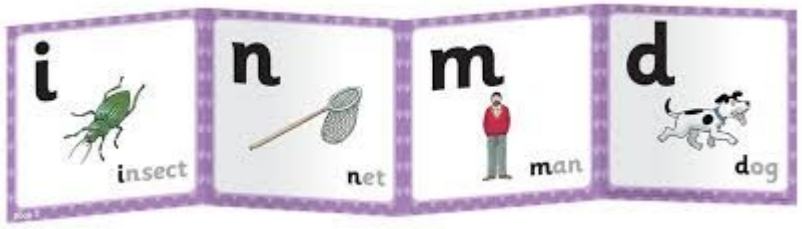
As we introduce the sounds, children will be provided with their own sound mat which matches the flashcards and frieze used within school.

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.

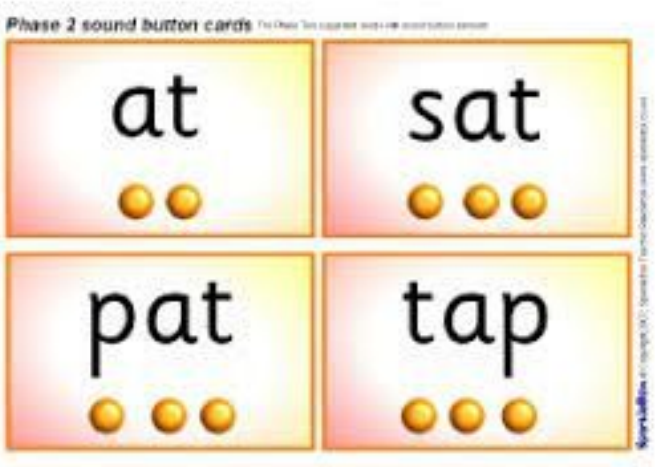




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Segmenting and Blending

Examples of segmenting and blending



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 :)

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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 diagraph 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

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Reading at home

Please read 5 times a week at home - your child will receive 2 team points and a star sticker on the reading chart. (We only count reading of school books)

At the moment reading one page a day is enough. Asking your child to describe what they see, what they think is happening, why certain characters might be doing things. As your child is beginning to learn sounds you can ask them what sound different objects on the pages start with.

After we have taught enough sounds your child will be assessed. If they know their sounds and are beginning to blend they will be sent home with a book containing words. 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.

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Reading at home

It is Floppy Phonics Policy that you do not put children on different stage books before the sounds have been correctly taught at school. This is so all children complete each stage of the Floppy Phonics sounds. Rushing children through the reading stages on creates gap in their sound knowledge. We only change books once a week, repetition is really important.

If your child already knows their sounds and is blending we really encourage you using the local library to read other books alongside their school reading book.

We are constantly assessing the children and will move them on when they are ready. Children should only be taking home books they can read well. They should be applying the phonics learnt at school to read nearly fluently with you at home. We are here to teach them reading. At parents evening you will find out how your child is progressing in phonics.

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How to help at home

- Talk to your child about their school day.
- Independence - especially coats!! Please encourage your child to put on their coat on their own, zip it up, take it off and practice pulling the arms through afterwards.
- 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.

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Thank you so much for taking the time to attend today.
Any questions please do not hesitate to ask.
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