

# EYFS Curriculum Information

# Settling into school...

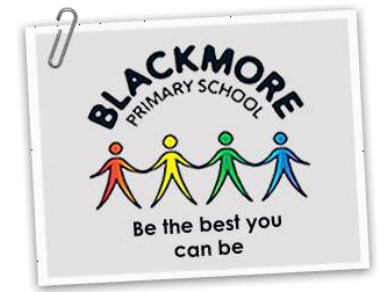
Becoming Independent...

Adjusting to the routines and rules of school...

Being a team worker...

Talking about our feelings...

Learning ..How to be a good listener?



## EYFS Curriculum Aims

- To gain a clearer understanding of the learning that takes place
  - \*Phonics
  - \*Reading
  - \*Writing
- To be able to support your child effectively at home
- To ask questions

# Phonics



To understand what role phonics has in school.

To become familiar with the terminology.

To understand how your child is taught to read and write

To feel secure in supporting your child at home.



# The Phonics Lesson


























- Everyday - Essential Letters and Sounds Scheme (ELS)
- Engage all learners and learning styles
- Practise the correct enunciation of sound
- Developing essential phonics skills - decoding, segmentation and blending
- Flexible to take account of all learning styles
- New tricky words are introduced
- Letter formation is rehearsed
- Short writing activity daily

## Phonics Teaching

The children will begin their phonics journey by learning these 23 phonemes first...

**ELS** Essential Letters and Sounds

PHASE 2

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

Their phonics learning will then become more advance as we learn digraphs and trigraphs.

The children will learn to join the letters in these phonemes together when writing.

**ELS** Essential Letters and Sounds

PHASE 3

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

**ELS** Essential Letters and Sounds

PHASE 5

ay ay	ou ou	ie ie	ea ea
oy oy	ir ir	ue ue	aw aw
wh wh	ph ph	ew ew	oe oe
au au	ey ey	a-e a-e	e-e e-e
i-e i-e	o-e o-e	u-e u-e	c c

## What role does phonics have in school?

- Teaching children reading a writing skills
- Decode, Blend, Segment
- Say the sounds & read the word



cat      dish

click



# Terminology



Phoneme: The smallest unit of a sound

pot top sit chip wish

Grapheme: The written form of a phoneme. This can be a single letter or several letters

b ck ch air igh

ai ay igh ie i\_e

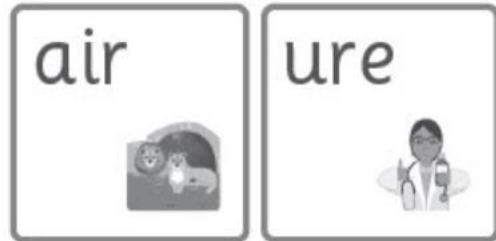


# Terminology

Diagraph: One sound, two letters



Trigraph: One sound, three letters



Split diagraph: A diagraph in which the two letters are not adjacent.

a\_e      cake

e\_e      eve

i\_e      kite

o\_e      mope

u\_e      cube

# Harder to Read and Spell (HRS) Words



Harder to Read and Spell words are words we can not sound out.

the me are go

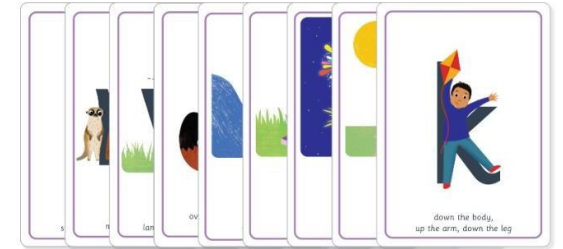
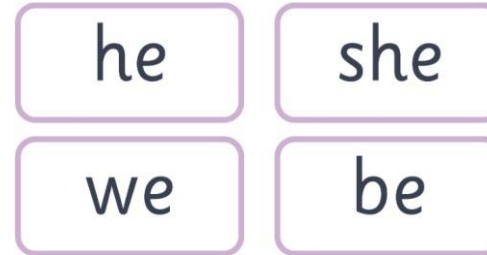
do he was you



# The Phonics Lesson

- Review

- What do we already know?



- Teach

- Learn 4 new phonemes a week and tricky words



- Practise

- Reading and writing

farm      star      market

- Apply

- Independent task



We went to the park  
and the farm.

# Tools to support children's writing

n



down the bird and over her nest

d



over his back and around the tail, up his neck and down to his feet

ay



play all day

oi



coin in the soil

# Mnemonics and Rhymes to Support ELS

## RECEPTION AUTUMN 1: PHASE 2

s – snake – **swerve around the snake**

a – ant – **around the head, down the body**

t – teacher – **down her body and cross her shoulders**

p – parrot – **down his body, around his face**

i – inventor – **down her body, spot her idea**

n – nest – **down the bird and over her nest**

m – meerkat – **meerkat, mound, mound**

d – duck – **over his back and around the tail, up his neck and down to his feet**

g – goat – **start at his ear, around the face and down the beard**

o – ostrich – **around the ostrich's body**

c – camel – **curl around the camel's back**

k – kid – **down the body, up the arm, down the leg**

ck – a camel and a kid – **the camel stood by the kid**

e – elephant – **around the head and down the trunk**

u – umbrella – **under the umbrella and down to the tip**

r – runner – **down her body, up over the arm**

ss – two snakes – **sunbathing snakes**

h – heron – **from his head to his feet, up and over his back**

b – bike – **down the person and around the wheel**

f – fox – **over the ear, down to the tail and across the jaw**

ff – two foxes – **two foxes facing forwards**

l – ladder – **down the long ladder**

ll – two ladders – **ladders in a line**

Plus: words with /s/ at the end (sits, fits, cats, bats)

## RECEPTION SUMMER 2: PHASE 5 INTRODUCTION

Alternative spellings:

<ay> /ai/	play all day
<ou> /ow/	a proud cloud
<ie> /igh/	pie on your tie
<ea> /ee/	each have a treat
<oy> /oi/	the boy cries 'ahoy!'
<ir> /ur/	a quirky shirt
<ue> /oo/	true, the sky's blue
<aw> /or/	fawn on the lawn
<wh> /w/	whip with a whisk
<ph> /f/	photo on a phone
<ew> /oo/	the crew flew
<oe> /oa/	tiptoe past the doe
<au> /or/	pause the launch
<ey> /ee/	use money to buy honey
<a-e> /ai/	cake by the lake
<e-e> /ee/	the athletes compete
<i-e> /igh/	time to shine
<o-e> /oa/	note in an envelope
<u-e> /i(y)oo/	tune on the flute
<c> /s/	cycle in the city

## Reading and Writing Goals

By the end of reception...

Children at the expected level of development for reading will:

Say a sound for each letter in the alphabet and at least 10 digraphs;

Read words consistent with their phonic knowledge by sound-blending

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

By the end of reception...

Children at the expected level of development for writing will:

Write recognisable letters, which are correctly formed

Spell words by identifying sounds in them and representing the sounds with a letter or letters

Write simple phrases and sentences that can be read by others.

# Reading and resources at home

- A Reading book (relevant to current Phonemes being taught)
- A library book
- Phonics Book & Word Book



and Sounds



ELS eBook Library

h	b	f	ff	Teacher assessment
Can you think of three colours that begin with b?	Can you think of a word that rhymes with hot?	Fun Fact: The ff phoneme is called a digraph because it has two letters making one sound.	Segment the sounds in the word...	
Can you read these words? Remember to sound out and blend carefully...				
hat	bed	bin	puff	huff

Set 5		
into	go	no
up	an	Teacher assessment

- Please keep your child's school books, reading record red phonics book & red word book in their bookbag everyday
- Record in your child's reading record
- Book will be changed on a Friday.

## Reading

When your child reads to you at home, help them by spotting tricky words and digraph sounds in the text.

Play a game with your child on each page – Can you spot the tricky word the?



Mack **was** not afraid. "Shush," **he**  
**said**. "Smasher will **hear you**."

"Smasher?" **said the** monster.  
**She** ran off and hid.

# Phonics Books

h	b	f	ff	Teacher assessment
---	---	---	----	--------------------

Can you think of three colours that begin with b?

Can you think of a word that rhymes with hot?

Fun Fact: The ff phoneme is called a digraph because it has two letters making one sound.

Segment the sounds in the word...

Can you read these words? Remember to sound out and blend carefully...

hat bed bin puff huff

Helping your child to practise using the knowledge they have been taught in school – helping them to use these skills fluidly - freeing up their capacity to learn new knowledge – helping your child to make progress!

ch	th	sh	ng	Teacher assessment: I am secure in recognising phonemes:
----	----	----	----	--

Can you think of a word that rhymes with ship?

Can you think of a word beginning with ch?

Can you read these words? Remember to sound out and blend carefully...

chip this shop fish ring

Teacher assessment: I am secure in blending the phonemes:

- Once your child is secure in recognising and blending phonemes they will receive the next set.
- We expect these skills to be practised a minimum of three times a week at home.

# Word Books

Set 3

was

you

she

on

they

Teacher assessment:

Set 5

into

go

no

up

an

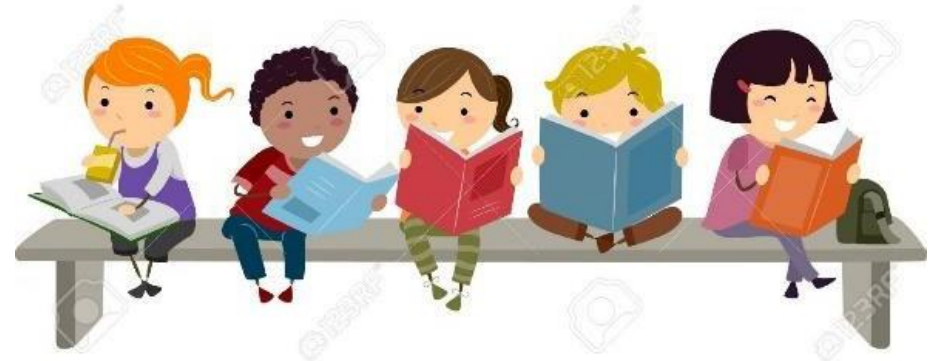
Teacher assessment:

## Supporting your child:

- Make it fun and interactive
- Matching pairs
- Word treasure hunt
- Post it notes
- Use them in context – put them into sentences and make reference to them in reading books
- Little and often – helping your child's working memory
- Routine – create good habits and expectations for your child so that it happens regularly!

## How to support your child at home when reading

- At this stage in their reading and phonics development, children should revisit and read everyday.
- Encourage your child to point to the words as they read them (magic finger)
- Encourage your child to sound out and blend sounds aloud or support them to do so
- Help your child to spot the tricky words in stories
- Help your child to spot the diagraph sounds in words
- Be an encouraging and supportive role model
- Have your school resources to hand so that children can use it for support with sounds if they need to
- Refer to the 'reading with your child guide'



## Supporting your child to learn tricky words:

- Make it fun and interactive
- Matching pairs
- Word treasure hunt
- Post it notes
- Use them in context – put them into sentences and make reference to them in reading books
- Little and often – helping your child's working memory
- Routine – create good habits and expectations for your child so that it happens regularly!



## Tapestry – Online Learning Journey

- Access your child's learning online, on a tablet or a smart phone

