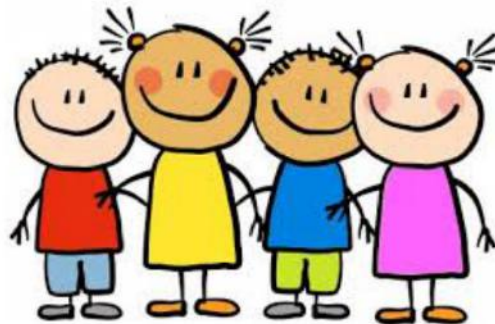
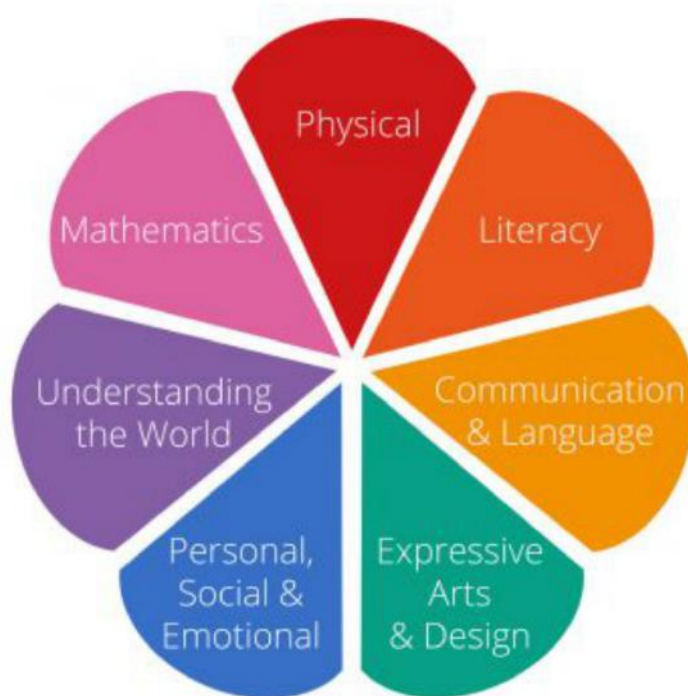


Early Years Foundation Stage

Reception



There are 7 areas in the Early Years Foundation Stage



Personal, Social and Emotional Development (PSED)	Making Relationships	Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
	Self-Confidence and Self-Awareness	Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
	Managing Feelings and Behaviour	Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
Communication and Language (C&L)	Listening and Attention	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
	Understanding	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
	Speaking	Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
Physical Development (PD)	Moving and Handling	Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
	Health and Self-Care	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
Literacy	Reading	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.
	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 simple sentences which can be read by themselves and others. Some words are spelled correctly and others are phonetically plausible.
Maths	Number	Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
	Shape, Space and Measure	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
Understanding the World	People & Communities	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
	The World	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
	Technology	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
Expressive Arts and Design	Exploring & Using Media & Materials	Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	Being Imaginative	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Communication and Language



Listening and Attention

Understanding

Speaking

Listening and Attention



Expectation at the end of Reception:

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding



Expectation at the end of Reception:

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking



Expectation at the end of Reception:

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Speaking is the key to all areas of learning in the Early Years

Research suggests that good communication, language and literacy at a young age have the highest correlation with outcomes at school.

Speech and language skills underpin many other areas of children's development by:

- providing a strong foundation for other areas of learning, such as reading and writing and enabling access to the whole curriculum
- supporting communication skills
- promoting social skills and forming friendships
- building confidence and self-esteem
- supporting emotional and behavioural development



How to support language development

Children often learn best by observing and copying adult behaviour so adults should model good speech and language skills whenever possible by:

- getting a child's attention and making eye contact (get down to the child's level if necessary)
- speaking clearly and calmly
- using age-appropriate, simple language
- repeating or modelling what the child has said
- repeating sentences back to children, extending what they have said
- describing and commenting on what is happening and what children are doing
- listening carefully when children are talking and being patient so they have plenty of time to respond and find their words
- using all the senses
- using gesture, tone of voice and facial expressions
- using effective questioning but being careful not to over question children or use closed questions.



Reading



Expectation at the end of Reception:

Children to **read and understand simple sentences**. They use phonic knowledge to decode regular words and read them aloud accurately. **They demonstrate understanding** when talking with others about what they have read.





























To learn the letter sounds.

Phase 2 Sounds




To learn the letter sounds.

Phase 3 Sounds

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

www.communication4all.co.uk



Segmenting:

Breaking down the word to hear each letter sound.

cat
● ● ●

van
● ● ●

hop
● ● ●

bus
● ● ●



Now it's your turn!

Can you say the word that we are segmenting?



Copyright © Life Over C's 2014



Blending:

To merge the letter sounds together in order to read a word.

cat

hop

van

bus

Now it's your turn!

pet

shop



dig

chin

mud

feet

Writing



Expectation at the end of Reception:

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

to

the

no

go

I

into

he

she

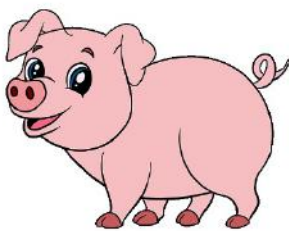
we

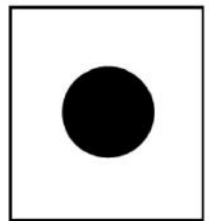
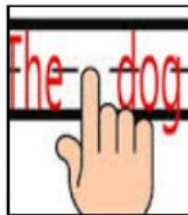
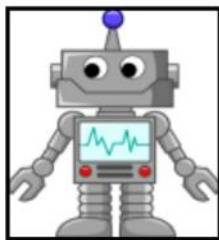
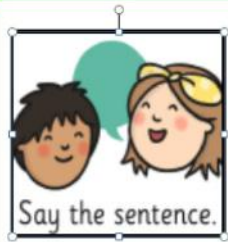
me

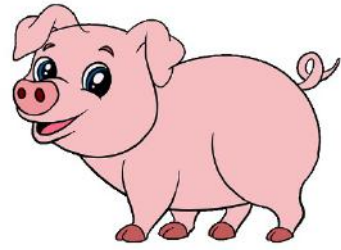
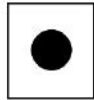
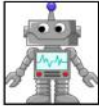
be

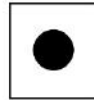
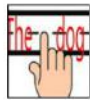
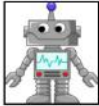
was

Using sounds to label pictures.

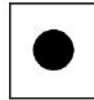
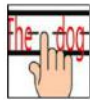
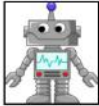




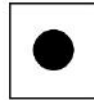
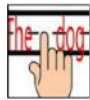
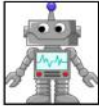




the cat is black.



the ct ha got a
log tal.



the cat is thin.
the cat is black.

[Show examples of work](#)

How you can support your child at home?



- Practise saying the letter sounds using the sound mat.
- Practise writing the letter sounds.
- Sing phonics songs.
- Play games to help your child hear the first sound in words. E.g. I spy...
- Play oral blending games.
- Read stories to your children and ask questions about the story.
- When your child is given a phonics reading book, listen to your child read everyday.

Writing

- Practise hearing the sounds in words.
- Practise writing the letter sounds.
- Sing phonics songs and write the letter sounds.
- Encourage children to use the sounds they know to label pictures.
- Encourage children to write for meaningful purposes e.g a message in a card, shopping list, a letter to a friend or family member.



Maths



Expectation at the end of Reception:

Numbers:

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.



Expectation at the end of Reception:

Shape and Space:

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.



How you can help your child at home:

- Play games
- Look at numbers in the environment.
- Count objects in the house.
- Physical activities to promote mathematical skills.
- Online games.
- Maths stories
- counting everyday forwards/backwards from any given number to 20.



Encourage children to become independent learners!



Personal, Social and Emotional Development (PSED)	and Self-Awareness	Children are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
	Managing Feelings and Behaviour	Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
Communication and Language (CSL)	Listening and Attention	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
	Understanding	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
	Speaking	Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
Physical Development (PD)	Moving and Handling	Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
	Health and Self-Care	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
Literacy	Reading	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.
	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 simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
Maths	Number	Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
	Shape, Space and Measure	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
Understanding the World	People & Communities	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
	The World	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
	Technology	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
Expressive Arts and Design	Exploring & Using Media & Materials	Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	Being Imaginative	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

