



## The Early Years Foundation Stage ( E.Y.F.S) is ...

- The stage of education for children from birth to the end of the Reception year.

# What is the Early Years Framework all about?

- 2008 - The Early Years Foundation Stage (EYFS) Framework was introduced. This sets standards for the learning, development and care of children from **birth to 5 years old (the end of Reception)**. All schools and Ofsted-registered early years providers must follow the EYFS, including childminders, preschools, nurseries and school reception classes.
- 2011 – The Tickell Review (Dame Clare Tickell) led to restructuring of the EYFS Framework to include the 7 areas of learning.
- 2014 – the framework was updated.
- April 2017 – the framework was updated again.
- September 2021 the new EYFS reforms came into effect with a new 2021 Framework and this was updated again with effect from September 2023.

## The Early Years Foundation Stage Framework:

- sets the standards that all early years providers must meet to ensure that children learn and develop well
- is based on the recognition that children learn best through play and active learning
- ensures children are kept healthy and safe
- ensures that children have the knowledge and skills they need to start school
- is based on 7 areas of learning

# Areas of learning...



**3 PRIME AREAS** - These are seen as the most important areas. These are considered the main skills that should be developed first.

1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development

# SPECIFIC AREAS

Following these prime areas are the **4 SPECIFIC AREAS**  
(which compliment and support the Prime Areas).

4. Literacy
5. Mathematics
6. Understanding the world
7. Expressive arts and design

# Preschool EYFS Framework

## Literacy

- Print has meaning and can be used for different purposes
- In English, we read from left to right, top to bottom
- Name different parts of book
- Engage in conversations about stories and learning new vocabulary
- Develop phonological awareness
- Write some or all of their name

## Communication and Language

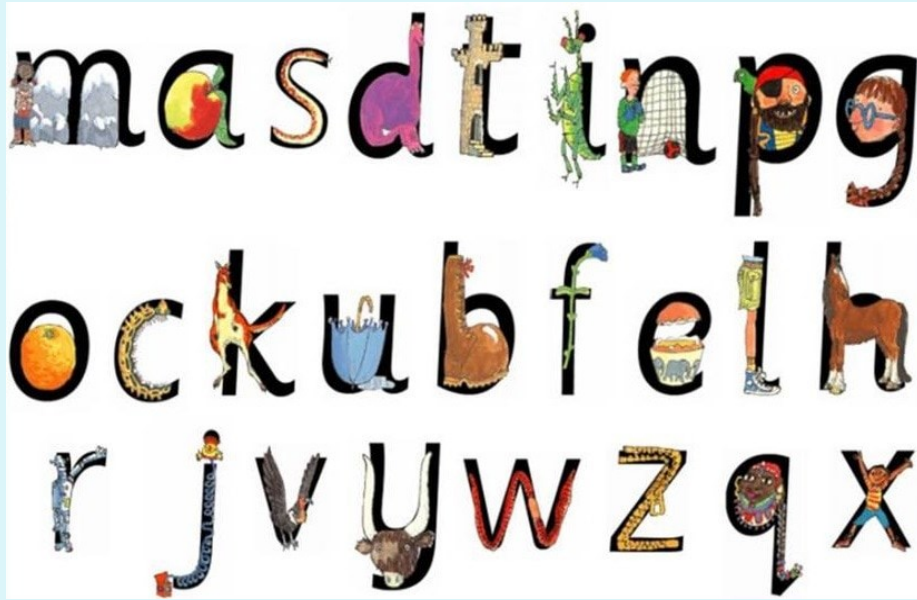
- Enjoys listening to longer stories and can remember what happens, as well as talking about their favourite stories
- Use a wide range of vocabulary
- Recognise rhymes
- Use sentences longer than 6 words
- Pronunciation

# What is Phonics?

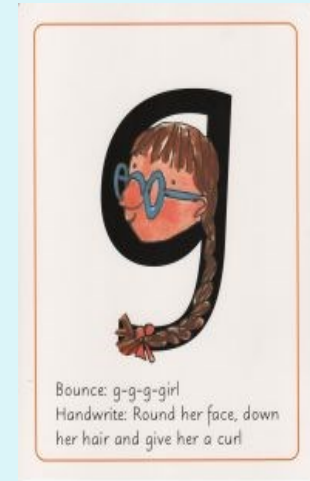
- ❖ Phonics - the sounds that our alphabet represent.
- ❖ We have 26 letters, 44 sounds and 150+ ways of writing those sounds!!
- ❖ It is the most difficult language to crack!
- ❖ We need to make sure our children learn these sounds quickly and that they are embedded. The best way to do that is have fun learning, but also repeat, practise and repeat again and again and again!



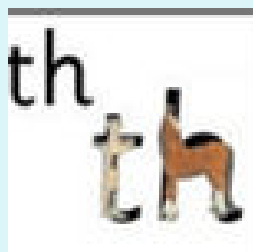
# Single sounds



Example of stretchy and bouncy



# Consonant digraphs



- It is vital that we teach our children to pronounce the sounds correctly.
- We call these Pure Sounds.
- Remember no 'fuh' and 'luh'!



Diagrams,  
trigraphs and  
split digraphs

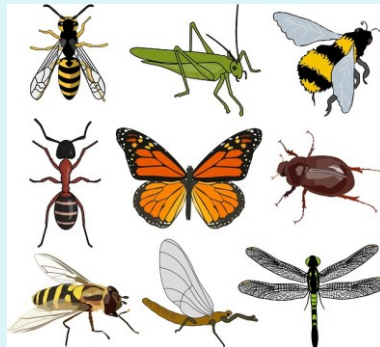
# Preschool – Phonics

- Distinguishing sounds
- Recognising sounds – initial and end sounds (rhyme)
- Recognising syllables
- Matching sounds to the letters

## ● Distinguishing sounds (initial, end and rhyme)

Playing Eye Spy is a great way to start:

“I spy with my little eye something starting with the **sound /i/**”



● Distinguishing sounds (initial, end and rhyme)

Playing Eye Spy is a great way to start:

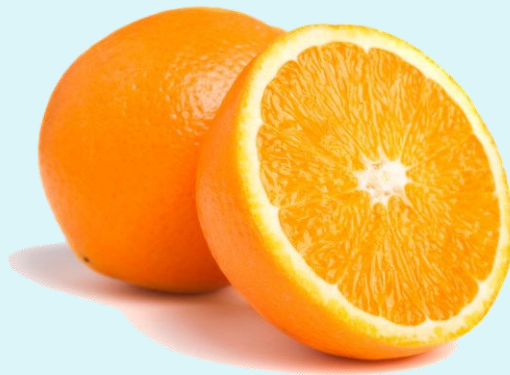
“I spy with my little eye something starting with the  
**sound /g/**”



## ● Distinguishing sounds (initial, end and rhyme)

Playing Eye Spy is a great way to start:

“I spy with my little eye something starting with the sound /o/”



## ● Start matching sounds to letters

Use lowercase letters for sounds. Ensure you distinguish between the **letter name** and the **sound** it makes.

In names, letters do not always make the right sound.

In names, you capitalise the first letter as it's an important word.



### ➤ Early Writing

Starts with mark making, developing gross and fine motor skills, this then moves on to letter formation and pencil grip.



- Reading

As the children grow in confidence with recognising and using sounds orally, aurally and visually, they may start to be able to blend and segment words. This supports their reading and writing.



# Useful websites

- Mr Thorne does phonics
- <https://www.youtube.com/watch?v=H6fxDt4nV64>
- Geraldine Giraffe
- <https://www.youtube.com/watch?v=KtNWFUVgaRk>
- Alphablocks on cbeebies
- <https://www.bbc.co.uk/cbeebies/shows/alphablocks>

# Characteristics of Effective Learning

## Playing and Exploring



Finding out and exploring.  
Playing with what they know.  
Being willing to have a go.

## Active Learning



Being involved and concentration.  
Keeping trying.  
Enjoying achievements.

## Creating and thinking Critically



Having their own ideas.  
Making links.  
Choosing ways to do things.

# Checking progress:

- Assessment
- Observations
- Photos
- Checks against age-related expectations – Development Matters – Non-statutory curriculum guidance for the early years foundation stage.
- Early Learning Journeys
- End of Year reports
- End of Reception – formal assessment of Early Learning Goals.

# Things to do at home.

Sing and tell nursery rhymes

Talk about the numbers, colours, words and letters you see when you are out and about

Allow your child to cut out and stick pictures from magazines

Cook / bake together

On a trip to the supermarket, talk about all the different packaging shapes

Plant seeds or bulbs in a pot or garden patch



Talk to your child at every opportunity – e.g. what you are doing that day

Share a book

Explore the park at a different time of the year – go off the beaten track

Use the weather – shadows, rain puddles, snow, wind, mist and sun – to extend your child's vocabulary