

Helping your child to succeed in the Early Years Foundation Stage



Characteristics of Effective Learning

Playing and exploring –engagement

- Finding out and exploring
- Playing with what they know
- Being willing to ‘have a go’



Active learning – motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and thinking critically – thinking

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



Expected Levels of Development

All of the adults are involved in assessing the children throughout the year.

- Assessment is informal and often involves the teacher or Learning Support Assistant.
- The child is usually not aware they are being assessed.
- Towards the end of the year, the teacher uses these informal assessments to reach a judgment for the **17 Early Learning Goals (ELGs)** in the EYFS Profile. They assess whether each child has achieved the ELG; this is expressed as attaining: “expected” (reaching the level of development expected for the end of Reception), “exceeding” (attaining beyond the ELG), or “emerging” (not yet attained the ELG).

In order for children to be “Year 1 ready” they need to reach the **expected** level of development.

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 an understanding when talking with others about what they have read.

Exemplification material for ELG Reading

Tom began by carefully selecting a book that we had read, telling me, "This is the one from last week isn't it!" He talked to himself as he carefully turned each page, sounding out phonically regular words on the first two pages - bus, pig, up and but, and locating tricky words - 'the' and 'said'. He continued to tell the story in his own words. He used many of the repeat phrases, "But *please* don't chat to the bus driver...." "I won't." said the (correct animal) And he *did!*" He stressed the words and showed an awareness of audience. He talked through each page using picture clues and his previous knowledge about story pattern to support. Although I was there, he seemed for the most part to be reading the story to himself except at the end when he explained to me, "It's a funny book 'cos they did it when they said they wouldn't!"

Supporting reading at home

- Encourage your child to practise reading as often as possible.
- Play games as well as reading books – I Spy, bingo with key words, search for key words in books (Word Detectives),
- Talk about the story – make predictions before reading and discuss what happened afterwards. Can your child retell the story in their own words? Can they remember information from a non-fiction book?
- Ask questions. E.g. What might happen next? How do you think she is feeling? Why do you think he did that? Which way would you go? Which character would you like to be? Encourage your child to answer in full sentences.

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 that can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Exemplification material for ELG Writing

I went to
Landa I son dinosga
bons I went to
the maysel ese
m

Supporting writing at home

- The basis of good writing is good talk. When you visit places encourage your child to talk about what has been seen, heard, smelt, tasted and touched. Encourage children to share their experiences in as much detail as possible.
- Let children see you being a model writer! Let them see you writing notes, cards or letters to friends or relatives, a shopping list, an article for a magazine or maybe a story or poem for them to enjoy. Let your children see that you are not perfect! Making changes and editing what you write is a natural part of writing.
- Different types and colours of paper, a variety of 'special' pens and pencils, envelopes, stampers and various other stationary items can all help to motivate your child to write.

Supporting writing at home

- Cut out words from a newspaper or magazine. Can they use the words to write a sentence?
- Encourage your child to rehearse their sentence out loud before they write it down.
- Always encourage children to punctuate their sentences with a full-stop and capital letter.
- Let children write a small part of your shopping list. Let them be responsible for carrying their list and finding those items when you go to the supermarket.
- Use magnetic letters on the fridge to spell out a message. Encourage your child to write their name, spell words and organise the letters into alphabetical order.

Numbers

Children count reliably with numbers from 1 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.



Exemplification material for ELG Numbers

Hatty and Emily preparing a teddy bears picnic in the outdoor area. They agreed that they would ask the other children if they would like to come to their picnic. They counted 5 seats and Emily said that they had room for 3 more people.

Observation: When playing in the shop Christopher was able to use his shopping list to add 2 amounts. He said "the beans are 5 pence and the bananas are 3 pence, altogether that is 8 pence."

Mia shared 10 frogs equally between 2 lily pads.
"half of 10 is 5,
5 on that pad
and 5 on this
one, that's fair."

Supporting maths at home

In the street

Recognising bus numbers

Number plate hunt. Who can find a 7? Add the numbers up.

Comparing door numbers

Counting – how many lampposts on the way to school?

Doing the washing

Counting in 2s – matching shoes

Sorting by colour and size.

Matching/pairing up socks.

Find four shoes that are different sizes. Can you put them in order?

Supporting maths at home

Time

What day is it? yesterday, today, tomorrow?

Use timers, phones and clocks to measure short periods of time.

Count down 10/ 20 seconds to get to the table/ into bed etc.

Recognising numbers on the clock. If you cover a number, what number was missing?

Food!

Can you cut your toast into 4 pieces? Can you cut it into triangles?

Setting the table. Counting the right number of plates etc. How many more do we need?

Can you make shapes/ patterns out of the knives and forks. Can you put them in the right place in the drawers?

Supporting maths at home

Going shopping

Reading price tags

Counting items into the basket

Finding and counting coins

Comparing weights – which is heavier?

Measuring

Are you taller than a ...?

Marking height on the wall.

Cut hand shapes out of paper. How many hands long is the couch? How long is the table? Which is longer?

Who has the biggest hands in our family?

How many steps from the gate to the front door?

Supporting maths at home

Games

Putting cards into piles

Jigsaws (you can make your own by cutting up a magazine picture)

Snap (matching pairs) or Happy Families (collect 4 of a kind)

Snakes and ladders or other simple dice games.

Adding numbers on two dice.

Bingo, with numbers or shapes

Hopscotch