



# Ottery St Mary Primary School



## EYFS Parent Handbook

2022-23



# Welcome

We would like to warmly welcome your child to our school community for what we hope will be a long and happy time for them over the coming years. This handbook will provide you with further information about the school and those day to day practicalities that will become familiar to you and your children once September arrives.

## **Website:**

Our school website contains a wealth of information about the school and has many useful links that you may wish to explore. The web address is:

[www.otteryprimary.co.uk](http://www.otteryprimary.co.uk)

There is a virtual video tour of the school on the homepage of the website.

## **School vision:**

The primary focus of our curriculum is to Explore, Challenge and Learn. We ensure our lessons are based around the children's questions and ideas by developing a dialogic curriculum, with pupil talk at its heart.

## **Respect, Care, Listen and Reflect**

Reflection is a key part of our curriculum, with opportunities for pupils to reflect on their learning regularly planned into all curriculum areas. Children are also encouraged to reflect on their behaviour, and use this as an opportunity to repair and restore when things go wrong. We value our pupil's emotional wellbeing, and ensure that 'Emotional Logic' is embedded in our curriculum and ethos. Our dialogic curriculum enables pupils to build the listening and talking skills which are the foundation for learning.

## **Explore, Challenge, Learn**

Teaching and learning at Ottery St Mary is based on the National Curriculum 2014 for Years 1 to 6 and the Statutory Framework for our Foundation Stage children. Our curriculum development is designed to ensure coverage of key knowledge and skills whilst seeking opportunities to build memorable experiences. We make the most of our outdoor areas, including forest school for pupils from foundation stage to year 6. Our topics are exciting, with engaging hooks at the start and opportunities for celebration of work at the end. Children are encouraged to be curious explorers, to challenge themselves and to make the most of every learning opportunity.

## **Support videos**

Please visit the EYFS section of the school website (under the curriculum tab) to watch videos on the follow areas: Maths, Reading, Writing and Physical development

# Meet the EYFS team

Our EYFS team is led by Sara Taylor who will teach Class 2 along with Lucy Brown. Class 1 is also taught by a job-share team, Becky Knapman and Lisa Gallagher.

## Classteachers



Sara Taylor



Lucy Brown



Becky Knapman



Lisa Gallagher



Cathy Slade- PPA Cover

## Some of our Teaching Assistants in School



Sue Brown



Hannah Maslen



Emily Pearman



Louise IIsley

# The school day

Our school day runs from 9.00am until 3.30pm. The school gate is open from 8.50 and children may arrive anytime between 8.50 and 9.00am when the gate shuts.

When the children arrive, a member of the EYFS team will be available at the gate to their classrooms to welcome them into the class. This can be a tricky time for the children at first and they can appear daunted at having to leave their parents to go into school. The school staff are very experienced in helping the children through this time and getting them settled in class. It is really important that parents leave their children at the gate and do not try to bring them in to settle them as the classrooms quickly become crowded and busy which can make it harder for the children to settle.

## Drinks and snacks

We participate in the School Fruit and Vegetable Scheme and all children in the scheme aged 4 to 6 will be provided with a free portion of fresh fruit or vegetables each day. Your child is welcome to bring in an additional snack - we ask that this is fruit/vegetables or savoury, in a named contained, thank you.

We encourage water to be drunk in school and all children have access to fresh water throughout the day. Please do not send in sugary drinks with the children as these can impede concentration levels. Water should be sent to school in a named water bottle.

You can register your child for free or subsidised milk via the Cool Milk programme. Under this programme, children under five are entitled to free milk every day and children aged five or over are entitled to milk at a subsidised cost. For further details and to register, please see the leaflet in your welcome pack or visit the Cool Milk website at: [www.coolmilk.com](http://www.coolmilk.com)

## Lunches

Our school meals are provided by Dolce and children in the EYFS, Year 1 and Year 2 are entitled to free school meals. Ordering school meals can be done using the online 'School Grid' website and details of how to register along with a registration link will be sent to you before you start at school using the email address provided on your child's admission form.

Ordering is a flexible process and you are free to order lunches up to a term in advance or on a daily basis if you prefer. We suggest ordering the evening before you require the lunch at the latest. The system allows you to choose meals along with your child. It is possible to highlight any allergies your child has within the system and the kitchen team will also be happy to discuss any issues or concerns you may have in this area.

All of our meals are freshly prepared on site in our purpose built kitchen by the Dolce team. If you would prefer to send your child in with a packed lunch we encourage healthy options in school as these give children the sustained energy to get through the day. Packed lunches that are dominated by sugary foods do not sustain the children throughout the afternoon. Some ideas for healthy packed lunches can be found on the nhs website at: <https://www.nhs.uk/change4life/recipes/healthier-lunchboxes>

A sample menu based on a three weekly rotation is provided below and further information can be found on the Dolce website which can be found at: <https://www.dolce.co.uk/parents/>

**Please note that a number of our children in school have severe nut allergies so please avoid nut based snacks and sandwich fillings.**

# Free School Meals

## Infant Free School Meals in England

Your child will be able to get free school meals if they're in a government-funded school and in:

1. Reception class
2. Year 1
3. Year 2

## Pupil Premium Funding

In addition, if you are eligible for any of the benefits listed below, and register for free school meals, this entitlement will follow your children **throughout their time in school** unless your situation or eligibility changes. If you are eligible and register, you will also secure additional funding for the school which can be used to support the children. Currently each eligible child attracts £1300 worth of additional funding per year. Please do register if you are eligible. It is a quick and easy process and can be completed online.

## Criteria for Free School Meals

Your child may be able to get free school meals if you get any of the following:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on – paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit – if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)
- Children who get paid these benefits directly, instead of through a parent or guardian, can also get free school meals.

Your child may also get free school meals if you get any of these benefits and your child is both:

- younger than the compulsory age for starting school
- in full-time education

If your child is eligible for free school meals, they'll remain eligible until they finish the phase of schooling (primary or secondary) they're in on 31 March 2023.

## How to Apply for Free School Meals

Further information can be found on the Devon County Council website

<https://www.devon.gov.uk/educationandfamilies/school-information/school-meals>.

# What the children will need to bring

Details of our school uniform can be found on the school website and are also provided below. Children are free to wear unbranded polo shirts, jumpers and cardigans which are available in many supermarkets and clothes shops as long as they are in the school colours.

**It is really important that all items of clothing sent in are clearly labelled with the child's full name so that we can return any lost items to them quickly and easily.** At the end of every term we are having to dispose of large quantities of unnamed and unclaimed clothing including coats and this can easily be avoided by naming everything.

All children are provided with a free book bag when they join the school and we encourage all children to have a water bottle to keep with them during the day. School water bottles are available for purchase from the school office. If you wish to provide your own water bottle for the children please ensure that it is clear and be aware that it should only be filled with water. All water bottles need to be clearly named.

Children can bring in snacks for breaktime but please ensure they are healthy snacks and follow our nut free policy. Please put snacks in a **sealed and named** container so that we limit the chances of snacks getting muddled up.

In the Foundation Stage your child will not require a PE kit but outdoor clothes including a waterproof coat should be brought to school daily. Wellies and waterproof trousers will also be required when it is our turn to visit our Forest School. Details of which days are affected will be passed on to you by your child's class teacher.

 <p><b>Polo Shirt</b>  <b>Sizes Available (age):</b>  1-2 3-4 5-6 7-8  9-10 11-12</p>	 <p><b>Sweatshirt</b>  <b>Sizes Available (age):</b>  1-2 3-4 5-6 7-8  9-10 11-12</p>	 <p><b>Cardigan</b>  <b>Sizes Available (age):</b>  3-4 5-6 7-8  9-10 11-12</p>	 <p><b>Waterproof Jacket</b>  <b>Sizes Available (age):</b>  3-4 5-6 7-8  9-10 11-12</p>
 <p><b>Fleece</b>  <b>Sizes Available (age):</b>  3-4 5-6 7-8  9-10 11-12</p>	 <p>Scan the QR code with your phone or tablet to visit our website for more school uniform sizes and availability</p> <p><a href="http://www.a1printandstitch.co.uk">www.a1printandstitch.co.uk</a></p> <p>Orders can be placed online and delivered to the school (on a weekly basis) or collected from A1 Print &amp; Stitch in Honiton at no extra cost.</p> <p>Alternatively orders can be delivered to your home, but there will be a delivery charge for this service</p>	 <p><b>PE Kit</b>  <b>Sizes Available (age):</b>  *3-4 5-6 7-8  9-10 11-13</p>	
 <p><b>Fashion Backpack</b>  ONE SIZE</p>		 <p><b>Book Bag</b>  ONE SIZE</p>	
 <p><b>Student Backpack</b>  ONE SIZE</p>		 <p><b>Water Bottle</b>  ONE SIZE</p>	 <p><b>Legionnaire Cap</b>  ONE SIZE</p>

# The Fundamentals of EYFS

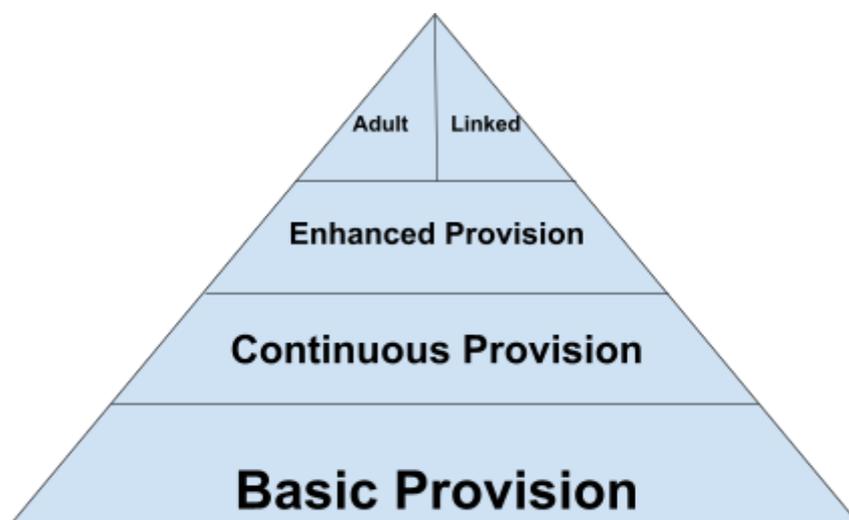
*“When we are drawn into play by children and are able to skillfully move learning forward...we become co-adventurers, equally as curious and wondrous”*

Greg Bottrill ‘School and the Magic of Children’

## Ofsted definition of teaching in EYFS:

“Teaching should not be taken to imply a ‘top down’ or formal way of working. It is a broad term which covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment they provide and the attention to the physical environment as well as the structure and routines of the day that establish expectations.

Integral to teaching is how practitioners assess what children know, understand and can do as well as take account of their interests and dispositions to learning (characteristics of effective learning), and use this information to plan children’s next steps in learning and monitor their progress.”



## The provision pyramid

“Judging if, when and how you intervene in children’s play is not an exact science and no one gets it right all of the time. But, when you do it well, it allows you to observe, challenge, support and extend children’s learning all based on the high-level engagement that you will get because they are at play”

Alistair Bryce Clegg ‘Best Practice in the Early Years’

# The Curriculum

All schools and Ofsted-registered early years providers must follow the **EYFS Framework**, including childminders, preschools, nurseries and school reception classes.

The **EYFS framework** supports an integrated approach to early learning and care. It gives all professionals a set of common principles and commitments to deliver quality early education and childcare experiences to all children.

Changes to the **EYFS framework** have been implemented from September 2021.

4 guiding principles should shape practice in every early years setting. These are:

- 1) **Every child is a unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- 2) Children learn to be strong and independent through **positive relationships**
- 3) 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.
- 4) **Children develop and learn at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

**Early Learning Goals** (ELGs). Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). This is the **EYFS Profile**. In the final term of the year in which the child reaches age five, the **EYFS Profile** must be completed for each child. The Profile provides parents and carers, practitioners and teachers with a picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1.

**'Development Matters'** is a non-statutory document produced to support settings in implementing the framework. It sets out the pathways of children's development in broad ages and stages.

Further information about our curriculum intent and implementation can be found in the EYFS section of the school website (under the curriculum tab).

# Characteristics of Effective Learning

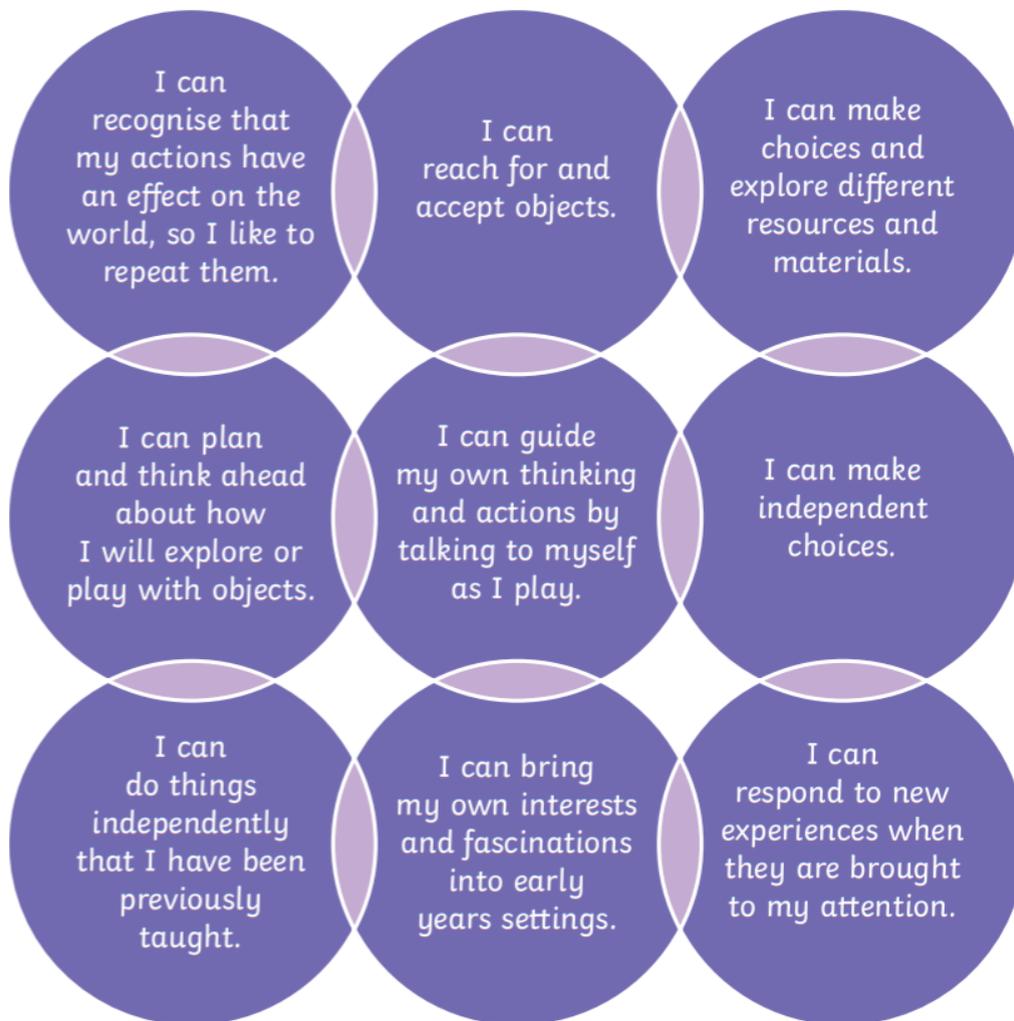
Playing and Exploring	
Children will be learning to:	Examples of how to support this:
<ul style="list-style-type: none"> <li>Realise that their actions have an effect on the world, so they want to keep repeating them.</li> </ul>	<p>Encourage babies' exploration of the world around them. Suggestions: investigating the feel of their key person's hair or reaching for a blanket in their cot.</p> <p>Play games like 'Peepo'. As they get more familiar, the baby or toddler will increasingly lead the play and want the adult to respond.</p>
<ul style="list-style-type: none"> <li>Reach for and accept objects. Make choices and explore different resources and materials.</li> </ul>	<p>Show and give babies interesting things, such as a rattle or a soft toy. Arrange for babies to take part in Treasure Basket play. Offer open-ended resources for babies and toddlers to play freely with, outdoors and inside.</p>
<ul style="list-style-type: none"> <li>Plan and think ahead about how they will explore or play with objects.</li> </ul>	<p>Provide different pebbles, shells and other natural materials for children to explore and arrange freely.</p>
<ul style="list-style-type: none"> <li>Guide their own thinking and actions by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? - I need to find the big horse next."</li> </ul>	<p>Help children to develop more control over their actions by giving them many opportunities to play freely and find their own ways of solving problems.</p> <p>When appropriate, sensitively provide a helpful commentary. You might suggest: "Why don't you look for the biggest pieces first?"</p> <p>That will help a child who is trying to solve a jigsaw. Children may copy your commentary by talking out loud to themselves first. In time, this will develop into their 'inner voice'.</p>
<ul style="list-style-type: none"> <li>Make independent choices.</li> <li>Do things independently that they have been previously taught.</li> </ul>	<p>Provide a well-organised environment so that children know where materials and tools are and can access them easily.</p> <p>Provide enough materials and arrange spaces so that children can collaborate and learn alongside peers.</p> <p>Once children know how to use scissors, they can use this skill to achieve what they want to do. For example, they may want to make a mask or cut out material for a collage.</p>
<ul style="list-style-type: none"> <li>Bring their own interests and fascinations into early years settings. This helps them to develop their learning.</li> </ul>	<p>Extend children's interests by providing stimulating resources for them to play with, on their own and with peers, in response to their fascinations.</p> <p>Join in with children's play and investigations, without taking over. Talk with them about what they are doing and what they are noticing.</p> <p>Provide appropriate non-fiction books and links to information online to help them follow their interests.</p>
<ul style="list-style-type: none"> <li>Respond to new experiences that you bring to their attention.</li> </ul>	<p>Regularly provide new materials and interesting things for children to explore and investigate.</p> <p>Introduce children to different styles of music and art. Give them the opportunity to observe changes in living things in the setting, and around the local environment. Take children to new places, like a local theatre or museum.</p>

Active Learning	
Children will be learning to:	Examples of how to support this:
<ul style="list-style-type: none"> <li>Participate in routines, such as going to their cot or mat when they want to sleep.</li> <li>Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens.</li> </ul>	<p>Help babies, toddlers and young children feel safe, secure and treasured as individuals.</p> <p>The key person approach gives children a secure base of care and affection, together with supportive routines. That can help them to explore and play confidently.</p>
<ul style="list-style-type: none"> <li>Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.</li> </ul>	<p>Provide furniture and boxes at the right height to encourage babies to pull themselves up and reach for objects.</p> <p>Opportunities to play and explore freely, indoors and outside, are fun. They also help babies, toddlers and young children to develop their self-regulation as they enjoy hands-on learning and sometimes talk about what they are doing.</p>
<ul style="list-style-type: none"> <li>Use a range of strategies to reach a goal they have set themselves.</li> </ul>	<p>Provide plenty of high-quality, open-ended resources for children to play with freely, inside and outdoors. Suggestion: children can use wooden blocks to make lots of different structures.</p>
<ul style="list-style-type: none"> <li>Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.</li> </ul>	<p>Help young children to develop by accepting the pace of their learning. Give them plenty of time to make connections and repeat activities.</p>
<ul style="list-style-type: none"> <li>Keep on trying when things are difficult.</li> </ul>	<p>Help children to think about what will support them most, taking care not to offer help too soon. Some children learn by repeating something hard on their own. They learn through trial and error. Others learn by asking a friend or an adult for help. Others learn by modelling. They watch what you do or what other children do.</p>

Creating and Thinking Critically	
Children will be learning to:	Examples of how to support this:
<ul style="list-style-type: none"> <li>Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup.</li> <li>Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets.</li> </ul>	<p>Help babies, toddlers and young children to find their own ideas by providing open-ended resources that can be used in many different ways.</p> <p>Encourage and enjoy children's creative thinking as they find new ways to do things.</p> <p>Children need consistent routines and plenty of time so that play is not constantly interrupted. It is important to be reflective and flexible.</p>
<ul style="list-style-type: none"> <li>Review their progress as they try to achieve a goal. Check how well they are doing.</li> <li>Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries.</li> </ul>	<p>Help children to reflect on and talk about their learning through using photographs and learning journeys. Share in children's pride about their achievements and their enjoyment of special memories.</p> <p>Suggestion: you could prompt a conversation with questions like: "Do you remember when...?", "How would you would do that now?" or "I wonder what you were thinking then?"</p>
<ul style="list-style-type: none"> <li>Use pretend play to think beyond the 'here and now' and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce."</li> </ul>	<p>Help children to extend their ideas through sustained discussion that goes beyond what they, and you, have noticed. Consider 'how' and 'why' things happen.</p>
<ul style="list-style-type: none"> <li>Know more, so feel confident about coming up with their own ideas.</li> <li>Make more links between those ideas.</li> </ul>	<p>Help children to look come up with their own ideas and explanations.</p> <p>Suggestion: you could look together at woodlice outdoors with the magnifying app on a tablet. You could ask: "What's similar about woodlice and other insects?" You could use and explain terms like 'antennae' and 'thorax'.</p>
<ul style="list-style-type: none"> <li>Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.</li> </ul>	<p>Offer children many different experiences and opportunities to play freely and to explore and investigate. Make time and space for children to become deeply involved in imaginative play, indoors and outside.</p>

# Playing and Exploring

Children investigate and experience things and 'have a go'.



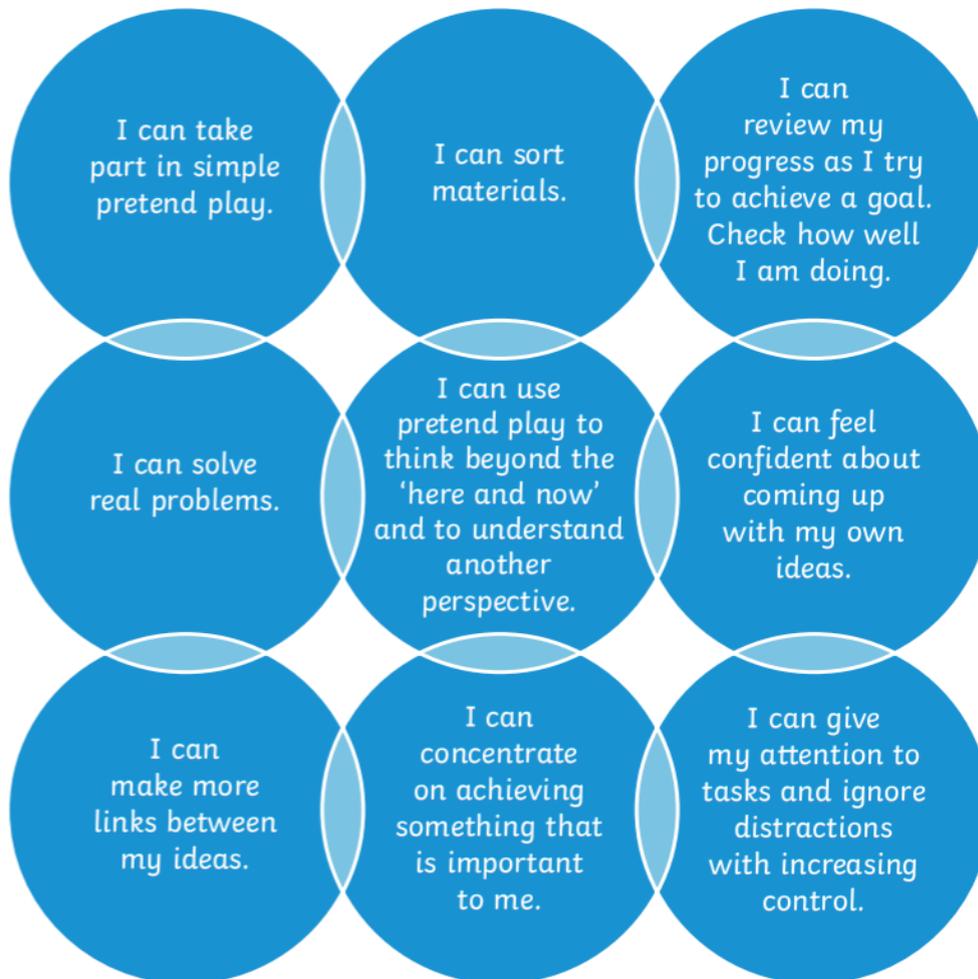
# Active Learning

Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.



# Creating and Thinking Critically

Children have and develop their own ideas, make links between ideas and develop strategies for doing things.



# Early Learning Goals

## Early Learning Goals

<p><b>Communication and Language</b></p> <p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	<p><b>Personal, Social and Emotional Development</b></p> <p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>	<p><b>Physical Development</b></p> <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>
<p><b>Understanding the World</b></p> <p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p><b>Expressive Arts and Design</b></p> <p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	<p><b>Literacy</b></p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>
<p><b>Mathematics</b></p> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<p><b>Mathematics</b></p> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<p><b>Literacy</b></p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>

## EYFS Development Matters 2020 Statements Children in Reception - Prime Areas

Communication and Language
<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> </ul>
<ul style="list-style-type: none"> <li>Learn new vocabulary.</li> </ul>
<ul style="list-style-type: none"> <li>Use new vocabulary through the day.</li> </ul>
<ul style="list-style-type: none"> <li>Ask questions to find out more and to check they understand what has been said to them.</li> </ul>
<ul style="list-style-type: none"> <li>Articulate their ideas and thoughts in well-formed sentences.</li> </ul>
<ul style="list-style-type: none"> <li>Connect one idea or action to another using a range of connectives.</li> </ul>
<ul style="list-style-type: none"> <li>Describe events in some detail.</li> </ul>
<ul style="list-style-type: none"> <li>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> </ul>
<ul style="list-style-type: none"> <li>Develop social phrases.</li> </ul>
<ul style="list-style-type: none"> <li>Engage in story times.</li> </ul>
<ul style="list-style-type: none"> <li>Listen to and talk about stories to build familiarity and understanding.</li> </ul>
<ul style="list-style-type: none"> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> </ul>
<ul style="list-style-type: none"> <li>Use new vocabulary in different contexts.</li> </ul>
<ul style="list-style-type: none"> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> </ul>
<ul style="list-style-type: none"> <li>Learn rhymes, poems and songs.</li> </ul>
<ul style="list-style-type: none"> <li>Engage in non-fiction books.</li> </ul>
<ul style="list-style-type: none"> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>

Personal, Social and Emotional Development
<ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> </ul>
<ul style="list-style-type: none"> <li>Build constructive and respectful relationships.</li> </ul>
<ul style="list-style-type: none"> <li>Express their feelings and consider the feelings of others.</li> </ul>
<ul style="list-style-type: none"> <li>Show resilience and perseverance in the face of challenge.</li> </ul>
<ul style="list-style-type: none"> <li>Identify and moderate their own feelings socially and emotionally.</li> </ul>
<ul style="list-style-type: none"> <li>Think about the perspectives of others.</li> </ul>
<ul style="list-style-type: none"> <li>Manage their own needs.</li> </ul>

Physical Development
<ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired:                             <ul style="list-style-type: none"> <li>-rolling</li> <li>-crawling</li> <li>-walking</li> <li>-jumping</li> <li>-running</li> <li>-hopping</li> <li>-skipping</li> <li>-climbing</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> </ul>
<ul style="list-style-type: none"> <li>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> </ul>
<ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> </ul>
<ul style="list-style-type: none"> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> </ul>
<ul style="list-style-type: none"> <li>Combine different movements with ease and fluency.</li> </ul>
<ul style="list-style-type: none"> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul>
<ul style="list-style-type: none"> <li>Develop overall body-strength, balance, co-ordination and agility.</li> </ul>
<ul style="list-style-type: none"> <li>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> </ul>
<ul style="list-style-type: none"> <li>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul>
<ul style="list-style-type: none"> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>
<ul style="list-style-type: none"> <li>Know and talk about the different factors that support their overall health and wellbeing:                             <ul style="list-style-type: none"> <li>-regular physical activity</li> <li>-healthy eating</li> <li>-toothbrushing</li> <li>-sensible amounts of 'screen time'</li> <li>-having a good sleep routine</li> <li>-being a safe pedestrian</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Further develop the skills they need to manage the school day successfully:                             <ul style="list-style-type: none"> <li>-lining up and queuing</li> <li>-mealtimes</li> <li>-personal hygiene</li> </ul> </li> </ul>

# EYFS Development Matters 2020 Statements Children in Reception - Specific Areas

Literacy
<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> </ul>
<ul style="list-style-type: none"> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> </ul>
<ul style="list-style-type: none"> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> </ul>
<ul style="list-style-type: none"> <li>• Read a few common exception words matched to the school's phonic programme.</li> </ul>
<ul style="list-style-type: none"> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> </ul>
<ul style="list-style-type: none"> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>
<ul style="list-style-type: none"> <li>• Form lower-case and capital letters correctly.</li> </ul>
<ul style="list-style-type: none"> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul>
<ul style="list-style-type: none"> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> </ul>
<ul style="list-style-type: none"> <li>• Re-read what they have written to check that it makes sense.</li> </ul>

Mathematics
<ul style="list-style-type: none"> <li>• Count objects, actions and sounds.</li> </ul>
<ul style="list-style-type: none"> <li>• Subitise.</li> </ul>
<ul style="list-style-type: none"> <li>• Link the number symbol (numeral) with its cardinal number value.</li> </ul>
<ul style="list-style-type: none"> <li>• Count beyond ten.</li> </ul>
<ul style="list-style-type: none"> <li>• Compare numbers.</li> </ul>
<ul style="list-style-type: none"> <li>• Understand the 'one more than/one less than' relationship between consecutive numbers.</li> </ul>
<ul style="list-style-type: none"> <li>• Explore the composition of numbers to 10.</li> </ul>
<ul style="list-style-type: none"> <li>• Automatically recall number bonds for numbers 0–10.</li> </ul>
<ul style="list-style-type: none"> <li>• Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> </ul>
<ul style="list-style-type: none"> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> </ul>
<ul style="list-style-type: none"> <li>• Continue, copy and create repeating patterns.</li> </ul>
<ul style="list-style-type: none"> <li>• Compare length, weight and capacity.</li> </ul>

Understanding the World
<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> </ul>
<ul style="list-style-type: none"> <li>• Name and describe people who are familiar to them.</li> </ul>
<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> </ul>
<ul style="list-style-type: none"> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>
<ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> </ul>
<ul style="list-style-type: none"> <li>• Understand that some places are special to members of their community.</li> </ul>
<ul style="list-style-type: none"> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>
<ul style="list-style-type: none"> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> </ul>
<ul style="list-style-type: none"> <li>• Explore the natural world around them.</li> </ul>
<ul style="list-style-type: none"> <li>• Describe what they see, hear and feel whilst outside.</li> </ul>
<ul style="list-style-type: none"> <li>• Recognise some environments that are different to the one in which they live.</li> </ul>
<ul style="list-style-type: none"> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul>

Expressive Arts and Design
<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>
<ul style="list-style-type: none"> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> </ul>
<ul style="list-style-type: none"> <li>• Create collaboratively sharing ideas, resources and skills.</li> </ul>
<ul style="list-style-type: none"> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> </ul>
<ul style="list-style-type: none"> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> </ul>
<ul style="list-style-type: none"> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul>
<ul style="list-style-type: none"> <li>• Develop storylines in their pretend play.</li> </ul>
<ul style="list-style-type: none"> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>

# EYFS Development Matters 2020 Statements Three and Four-Year-Olds - Prime Areas

Communication and Language	Personal, Social and Emotional Development	Physical Development
<ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Can find it difficult to pay attention to more than one thing at a time.</li> <li>• Use a wider range of vocabulary.</li> <li>• Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</li> <li>• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>• Sing a large repertoire of songs.</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>• Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li> <li>• May have problems saying:               <ul style="list-style-type: none"> <li>- some sounds: r, j, th, ch, and sh</li> <li>- multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</li> </ul> </li> <li>• Use longer sentences of four to six words.</li> <li>• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>• Can start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Use talk to organise themselves and their play: "Let's go on a bus.... you sit there... I'll be the driver."</li> </ul>	<ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Do not always need an adult to remind them of a rule.</li> <li>• Develop appropriate ways of being assertive.</li> <li>• Talk with others to solve conflicts.</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• Begin to understand how others might be feeling.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Start to eat independently and learning how to use a knife and fork.</li> <li>• Show a preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Make healthy choices about food, drink, activity and toothbrushing.</li> </ul>

# EYFS Development Matters 2020 Statements Three and Four-Year-Olds - Specific Areas

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> <li>Understand the five key concepts about print:               <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- the names of the different parts of a book</li> <li>- print can have different purposes</li> <li>- page sequencing</li> <li>- we read English text from left to right and from top to bottom</li> </ul> </li> <li>Develop their phonological awareness, so that they can:               <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother</li> </ul> </li> <li>Engage in extended conversations about stories; learning new vocabulary.</li> <li>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</li> <li>Write some or all of their name.</li> <li>Write some letters accurately.</li> </ul>	<ul style="list-style-type: none"> <li>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Recite numbers past 5.</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>Show 'finger numbers' up to 5.</li> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Solve real world mathematical problems with numbers up to 5.</li> <li>Compare quantities using language: 'more than', 'fewer than'.</li> <li>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.</li> <li>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>Describe a familiar route.</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>Make comparisons between objects relating to size, length, weight and capacity.</li> <li>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>Combine shapes to make new ones – an arch, a bigger triangle etc.</li> <li>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</li> <li>Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>Notice and correct an error in a repeating pattern.</li> <li>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>	<ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Explore collections of materials with similar and/or different properties.</li> <li>Talk about what they see, using a wide vocabulary.</li> <li>Begin to make sense of their own life-story and family's history.</li> <li>Show interest in different occupations.</li> <li>Explore how things work.</li> <li>Plant seeds and care for growing plants.</li> <li>Understand the key features of the life cycle of a plant and an animal.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Explore and talk about different forces they can feel.</li> <li>Talk about the differences between materials and changes they notice.</li> <li>Continue to develop positive attitudes about the differences between people.</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>	<ul style="list-style-type: none"> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Join different materials and explore different textures.</li> <li>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Use drawing to represent ideas like movement or loud noises.</li> <li>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> <li>Explore colour and colour-mixing.</li> <li>Listen with increased attention to sounds.</li> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person ('pitch match').</li> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>Create their own songs, or improvise a song around one they know.</li> <li>Play instruments with increasing control to express their feelings and ideas.</li> </ul>

# EYFS Development Matters 2020 Statements Birth to Three - Prime Areas

Communication and Language
<ul style="list-style-type: none"> <li>• Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent.</li> <li>• Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.</li> <li>• Watch someone's face as they talk.</li> <li>• Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.</li> <li>• Enjoy singing, music and toys that make sounds.</li> <li>• Recognise and are calmed by a familiar and friendly voice.</li> <li>• Listen and respond to a simple instruction.</li> <li>• Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).</li> <li>• Babble, using sounds like 'ba-ba', 'mamama'.</li> <li>• Use gestures like waving and pointing to communicate.</li> <li>• Reach or point to something they want while making sounds.</li> <li>• Copy your gestures and words.</li> <li>• Constantly babble and use single words during play.</li> <li>• Use intonation, pitch and changing volume when 'talking'.</li> <li>• Reach or point to something they want while making sounds.</li> <li>• Copy your gestures and words.</li> <li>• Constantly babble and use single words during play.</li> <li>• Use intonation, pitch and changing volume when 'talking'.</li> <li>• Understand single words in context – 'cup', 'milk', 'daddy'.</li> <li>• Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.</li> <li>• Understand simple instructions like "give to mummy" or "stop".</li> <li>• Recognise and point to objects if asked about them.</li> <li>• Generally focus on an activity of their own choice and find it difficult to be directed by an adult.</li> <li>• Listen to other people's talk with interest, but can easily be distracted by other things.</li> <li>• Can become frustrated when they can't make themselves understood.</li> <li>• Start to say how they are feeling, using words as well as actions.</li> <li>• Start to develop conversation, often jumping from topic to topic.</li> <li>• Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.</li> <li>• Use the speech sounds p, b, m, w.</li> <li>• Are usually still learning to pronounce: <ul style="list-style-type: none"> <li>-l/r/w/y</li> <li>-s/sh/ch/dz/j</li> <li>-f/th</li> </ul>                     multi-syllabic words such as 'banana' and 'computer'                 </li> </ul>

Communication and Language
<ul style="list-style-type: none"> <li>• Listen to simple stories and understand what is happening, with the help of the pictures.</li> <li>• Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'.</li> <li>• Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</li> <li>• Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</li> </ul>
Personal, Social and Emotional Development
<ul style="list-style-type: none"> <li>• Find ways to calm themselves, through being calmed and comforted by their key person.</li> <li>• Establish their sense of self.</li> <li>• Express preferences and decisions. They also try new things and start establishing their autonomy.</li> <li>• Engage with others through gestures, gaze and talk.</li> <li>• Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.</li> <li>• Find ways of managing transitions, for example from their parent to their key person.</li> <li>• Thrive as they develop self-assurance.</li> <li>• Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.</li> <li>• Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</li> <li>• Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</li> <li>• Feel strong enough to express a range of emotions.</li> <li>• Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</li> <li>• Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</li> <li>• Be increasingly able to talk about and manage their emotions.</li> <li>• Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</li> <li>• Develop friendships with other children.</li> <li>• Safely explore emotions beyond their normal range through play and stories.</li> <li>• Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when..."</li> </ul>

Physical Development
<ul style="list-style-type: none"> <li>• Lift their head while lying on their front.</li> <li>• Push their chest up with straight arms.</li> <li>• Roll over: from front to back, then back to front.</li> <li>• Enjoy moving when outdoors and inside.</li> <li>• Sit without support.</li> <li>• Begin to crawl in different ways and directions.</li> <li>• Pull themselves upright and bouncing in preparation for walking.</li> <li>• Reach out for objects as co-ordination develops.</li> <li>• Eat finger food and develop likes and dislikes.</li> <li>• Try a wider range of foods with different tastes and textures.</li> <li>• Lift objects up to suck them.</li> <li>• Pass things from one hand to the other. Let go of things and hands them to another person, or drops them.</li> <li>• Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</li> <li>• Clap and stamp to music.</li> <li>• Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</li> <li>• Enjoy starting to kick, throw and catch balls.</li> <li>• Build independently with a range of appropriate resources.</li> <li>• Begin to walk independently – choosing appropriate props to support at first.</li> <li>• Walk, run, jump and climb – and start to use the stairs independently.</li> <li>• Spin, roll and independently use ropes and swings (for example, tyre swings).</li> <li>• Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</li> <li>• Develop manipulation and control.</li> <li>• Explore different materials and tools.</li> <li>• Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</li> <li>• Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</li> <li>• Learn to use the toilet with help, and then independently.</li> </ul>

# EYFS Development Matters 2020 Statements Birth to Three - Specific Areas

Literacy
<ul style="list-style-type: none"> <li>• Enjoy songs and rhymes, tuning in and paying attention.</li> <li>• Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</li> <li>• Say some of the words in songs and rhymes.</li> <li>• Copy finger movements and other gestures.</li> <li>• Sing songs and say rhymes independently, for example, singing whilst playing.</li> <li>• Enjoy sharing books with an adult.</li> <li>• Pay attention and responds to the pictures or the words.</li> <li>• Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</li> <li>• Repeat words and phrases from familiar stories.</li> <li>• Ask questions about the book. Makes comments and shares their own ideas.</li> <li>• Develop play around favourite stories using props.</li> <li>• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</li> <li>• Enjoy drawing freely.</li> <li>• Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</li> <li>• Make marks on their picture to stand for their name.</li> </ul>

Mathematics
<ul style="list-style-type: none"> <li>• Combine objects like stacking blocks and cups. Put objects inside others and take them out again.</li> <li>• Take part in finger rhymes with numbers.</li> <li>• React to changes of amount in a group of up to three items.</li> <li>• Compare amounts, saying 'lots', 'more' or 'same'.</li> <li>• Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</li> <li>• Count in everyday contexts, sometimes skipping numbers - '1-2-3-5'.</li> <li>• Climb and squeezing selves into different types of spaces.</li> <li>• Build with a range of resources.</li> <li>• Complete inset puzzles.</li> <li>• Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</li> <li>• Notice patterns and arrange things in patterns.</li> </ul>

Understanding the World
<ul style="list-style-type: none"> <li>• Repeat actions that have an effect.</li> <li>• Explore materials with different properties.</li> <li>• Explore natural materials, indoors and outside.</li> <li>• Explore and respond to different natural phenomena in their setting and on trips.</li> <li>• Make connections between the features of their family and other families.</li> <li>• Notice differences between people.</li> </ul>

Expressive Arts and Design
<ul style="list-style-type: none"> <li>• Show attention to sounds and music.</li> <li>• Respond emotionally and physically to music when it changes.</li> <li>• Move and dance to music.</li> <li>• Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</li> <li>• Explore their voices and enjoy making sounds.</li> <li>• Join in with songs and rhymes, making some sounds.</li> <li>• Make rhythmical and repetitive sounds.</li> <li>• Explore a range of sound-makers and instruments and play them in different ways.</li> <li>• Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</li> <li>• Start to make marks intentionally.</li> <li>• Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li> <li>• Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> <li>• Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</li> <li>• Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</li> <li>• Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</li> <li>• Use their imagination as they consider what they can do with different materials.</li> <li>• Make simple models which express their ideas.</li> </ul>

# Supporting 1:1 reading

*"If you are going to get anywhere in life, you have to read a lot of books"*

Roald Dahl

When reading with children in school we:

- **Identity in advance** tricky words and new vocabulary.
- Let the child look briefly at the book and **predict** what it might be about or relate it to their life / experiences.
- Let them hold the book and turn the pages, pointing to the words when ready.
- **Talk about the pictures.**
- Encourage children to **sound out the words**, one at a time. After sounding out each word make sure they blend it together and say the whole word. If a word contains a **digraph encourage them to spot this first.**
- Chunk longer words.
- Remove 's' from a CVC word, blend the CVC word then add the 's' back on at the end.
- **Reread sentences again after blending**, ideally until fluent.
- Do not feel you have to read the whole book in one go. 2-3 pages is ideal.
- Ask them to **predict** what might happen next.

## Tricky Words:

Phase 2	Phase 3	Phase 4
is	was	said
I	you	so
the	they	have
put	my	like
pull	by	some
full	all	come
as	are	love
and	sure	do
has	pure	were
his		here
her		little
go		says
no		there
to		when
into		what
she		one
push		out
he		today
of		
we		
me		
be		

# Phase 1 phonics

The emphasis during Phase 1 of phonics is to get children attuned to the sounds around them and ready to begin developing oral **blending and segmenting skills**. Your child should already be familiar with Phase 1 Phonics as this should be covered at preschool. You may like to work on some of the areas below before starting school. Your child needs to be confident at Phase 1 if they are going to be successful readers and writers.

The activities introduced in Phase 1 are intended to continue throughout the following phases, as lots of practice is needed before children will become confident in their phonic knowledge and skills. Phase 1 is divided into seven aspects:

## **Aspect 1 – General sound discrimination – environmental**

The aim of this aspect is to raise children’s awareness of the sounds around them and to develop their listening skills. Activities suggested may include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.

## **Aspect 2 – General sound discrimination – instrumental sounds**

This aspect aims to develop children’s awareness of sounds made by various instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.

## **Aspect 3 – General sound discrimination – body percussion**

The aim of this aspect is to develop children’s awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.

## **Aspect 4 – Rhythm and rhyme**

This aspect aims to develop children’s appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.

## **Aspect 5 – Alliteration**

The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.

## **Aspect 6 – Voice sounds**

The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities may include Metal Mike, where children feed pictures of objects into a toy robot’s mouth and the teacher sounds out the name of the object in a robot voice – /c/-/u/-/p/ cup, with the children joining in.

## **Aspect 7 – Oral blending and segmenting**

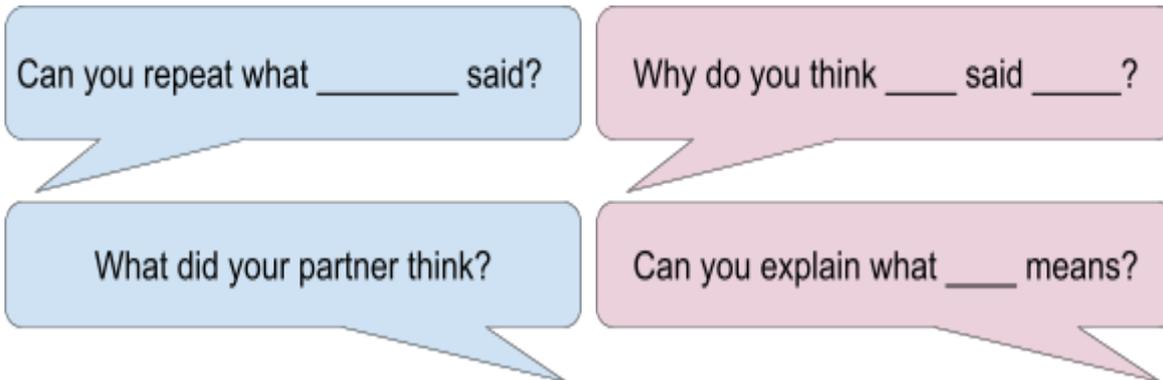
In this aspect, the main aim is to develop oral blending and segmenting skills. To practise oral blending, the teacher could say some sounds, such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects. For segmenting practise, the teacher could hold up an object such as a sock and ask the children which sounds they can hear in the word sock.

# Children's talk

*"The principal means by which pupils actively engage and teachers constructively intervene is through talk"*

Robin Alexander 'Learning to Talk, Talking to Learn'

At Ottery St Mary Primary, facilitating high quality pupil talk is a key focus across the school. We make use of dialogic sentence prompts to help us frame our questions when talking to children. Some examples in use in EYFS include:



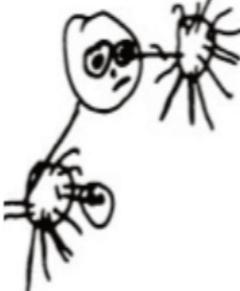
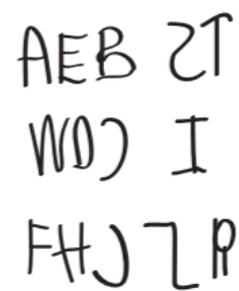
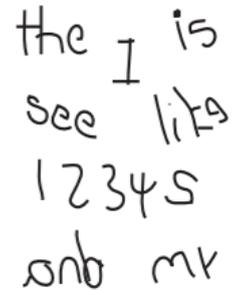
Alistair Bryce Clegg emphasises the importance of facilitating talk in 'Best Practice in the Early Years'. He describes some of the talk skills in use in role play and small-world play:

Role Play Talk Skills: Talk for....	Small-world Play Talk Skills: Talk for...
<ul style="list-style-type: none"> <li>● social interaction</li> <li>● making choices / being curious</li> <li>● developing language</li> <li>● developing negotiation / communication</li> <li>● expressing emotions</li> <li>● recalling own experiences</li> <li>● developing mathematical concepts</li> <li>● describing day-day activities</li> <li>● communicating ideas</li> <li>● projecting themselves into feelings / actions of others</li> <li>● taking on a role - real or fantasy</li> <li>● conflict resolution - real or imaginary</li> <li>● problem solving</li> </ul>	<ul style="list-style-type: none"> <li>● size comparison</li> <li>● cooperation / collaboration</li> <li>● sharing and turn taking</li> <li>● exploration of role play with small world characters</li> <li>● naming of familiar objects</li> <li>● developing descriptive language</li> <li>● positional language</li> <li>● naming attributes of common objects / animals</li> <li>● developing awareness of different environments</li> <li>● communicating emotions</li> <li>● discussing previous experiences</li> <li>● awareness of danger</li> <li>● recognition of 'same' and 'different'</li> <li>● organising ideas and experiences</li> <li>● expressing feelings</li> </ul>

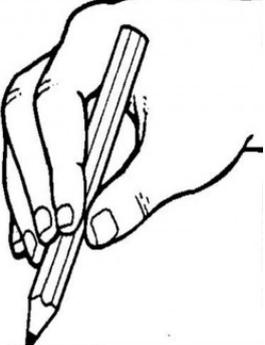
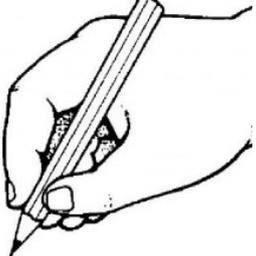
# Writing in EYFS

Please visit the school

Heidi Song's Chart of the Developmental Progression of a Child's Writing:

 <p>1. Pictures</p>	 <p>2. Random Scribbling</p>	 <p>3. Scribble Writing (Written in linear fashion to mimic real writing.)</p>	 <p>4. Symbols That Represent Letters</p>
 <p>5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)</p>	 <p>6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)</p>	 <p>7. Letter Groups (The groups have spaces in between to resemble words.)</p>	 <p>8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)</p>
<p>Theh canr (The horse can run.)</p> <p>9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)</p>	<p>We wn to the s (We went to the store.)</p> <p>10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p>	<p>To daye i wot to play withf the white board and the shapes and I won to play with My fen (Today I want to play with the white board and the shapes, and I want to play with my friend.)</p> <p>11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</p>	<p>One day I saw my Frid it was Israel and Antonio and They got lost I fad Thim. The end (One day, I saw my friends. It was Israel and Anthony and they got lost. I found them. The end.)</p> <p>12. Transitional Writing (Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)</p>

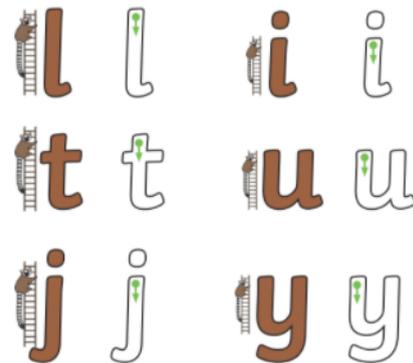
### Typical Pencil Grasp Development

			
Palmer grip	Digital pronate grasp	Static tripod grip	Triangulation grip

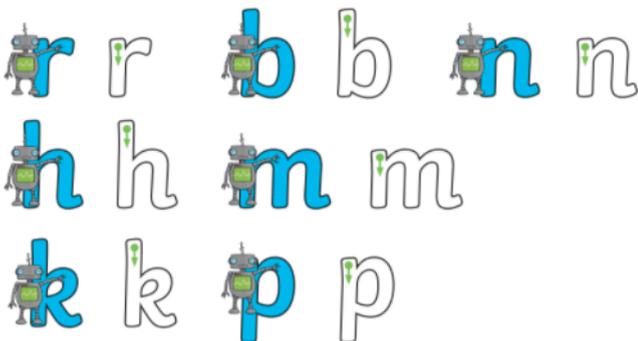
#### Curly Caterpillar Letters



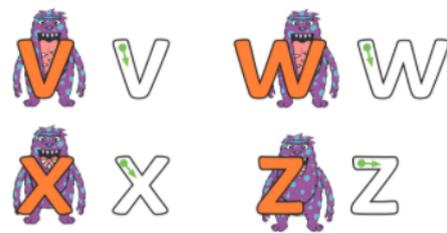
#### Ladder Letters



#### One Armed Robot Letters



#### Zigzag Monster Letters



Letter formation is taught within our Little Wandle Phonics sessions as well as discrete handwriting lessons later in the year. Each letter has a mantra to help the children form it correctly. We will send out information about these as we cover them in class.

# Story scribing

*“Wait for the moment when a child is interested in writing and then pounce!”*

Anna Ephgrave “Planning in the Moment - An Enabling Environment”

By offering to scribe a story inspired by a child’s work - be that a picture, sculpture or toy they have been interacting with - we are showing a child that their spoken words can be transferred onto paper. They also see how writing is formed at what it looks like. The **exact** words that a child says are written down (even if this is grammatically incorrect). We take the following approach, informed by the work of Anna Ephgrave:

- Sit **beside** the child when you write (eg if you are right handed, put the child on your left)
- Make sure the child watches you while you write (put the paper in front of the child)
- Write **exactly** what the child says
- Use your knowledge of each child to decide what teaching may be appropriate
- Say the words as you write them
- Stop and read what you have written and then let the child carry on
- Sound out some words as you write them
- Point out spaces, capital letters and full stops
- Exaggerate some letter formation
- Ask the child to write a few letters - or words- as appropriate
- Use terms such as ‘character’ or ‘author’
- The story is the important part - keep the momentum.
- Don’t forget to act out the story!

# Maths in EYFS

## The Principles of Counting

When a young child begins counting, they count by rote, meaning they will be able to say the number names in order simply because they have remembered the words and the order they go in. From this starting point, children then need to begin to master five counting principles.

Principle	Skills needed	Possible activities
<b>Perceptual Subitising</b> <i>"I can recognise small quantities without counting."</i>	Notice groups of one, two and three objects without counting them, moving onto noticing groups of four and five objects.	Noticing things is key. Get children to notice everything around them. Don't ask 'how many' rather 'what can you see?' Encourage 'I can see a 3' etc.
<b>Conceptual Subitising</b> <i>"I can recognise amounts by noticing small quantities within a whole."</i>	Children notice, for example, a group of two and a group of three within a set of objects. They know this is five without having to count. This is the basis for calculating and a crucial skill.	Ask children 'what can you see and how can you see it?'. For example, in a box of eggs they might say 'I can see a two and a two and a two so it is six'.
<b>One-One</b> <i>"I can count each object only once and say one number name for each object."</i>	Recite number names in order. Coordinate both counting and motor movements, touching objects as they count. Keep track of objects that have been counted and those that are yet to be.	Counting toys / objects. Counting children in rows / when lining up.
<b>Stable order</b> <i>"When I count, I say the numbers in order. This order always stays the same."</i>	Know the names of numbers in order. Understand that these numbers are always said in the same order.	Counting the number of bricks used in a tower. Read number stories and sing number songs and rhymes. Count around a circle. Count along a number line.
<b>Cardinal</b> <i>"When I count the objects in a group, the last number I say tells me the total for the group."</i>	Have a good understanding of the first two principles. Be able to recall the final number that they counted. Understand that this final number tells us 'how many	Ask ' <b>how many?</b> '. Count in full sentences eg " <b>one, two three, four - there are four cars</b> "

<p><b>Abstraction</b>  <i>"I can count anything. Even things that cannot be touched or seen"</i></p>	<p>Have a good understanding of the first 3 principles.  Able to keep track of their counting without being able to see or touch each item being counted.  Understands that objects in a set can be different sizes, colours and shapes.</p>	<p>Roll a ball to each other and count each time the ball is rolled.  Drop coins into a jar and count each sound as they are dropped.  Count objects that cannot be touched, such as pictures on the wall.</p>
<p><b>Order irrelevance</b>  <i>"It doesn't matter which order I count a group of objects in, the total will be the same."</i></p>	<p>Have a good understanding of the first 4 principles.  Understand the number they previously assigned each object is temporary - a different number can be assigned the next time the group is counted</p>	<p>Encourage counting objects in different ways, left to right, right to left and from other starting points.  Count a group of objects and then move the objects and count again.</p>

# The Adult Role in EYFS - Anna Ephgrave, 'Planning in the Moment'

*"Once a child is "settled", feels secure and trusts the adults then his/her innate desire to learn can emerge"*

Children have a natural desire to explore, communicate, create and learn. Our job is to establish an environment (meaning the provision, the people and the atmosphere) where this is possible. One vital part of this is to ensure that each child feels safe, valued and important within the setting. Firm boundaries and expectations with regard to behaviour and relationships are established and enforced from the beginning. When an environment is established, the next job is to **observe support and extend the children in their pursuits.**

Children excel if they are in a stimulating environment that is carefully organised. They learn and develop when they are **closely observed and the observations are used to support their next steps.** They take risks and surpass expectations when they have clear routines and boundaries, combined with the support of staff in an enabling environment. They see learning as an integral part of their lives when information and links are made between School and Home.

Children's interests are in the moment and need to be **responded to immediately** to gain the full value of the child's curiosity and engagement at that time.

## Wait / Watch / Wonder

Julie Fisher 'Interacting or Interfering?'

Child-led learning is often spontaneous and frequently unpredictable. Julie Fisher recommends practitioners follow the phrase 'Wait, Watch, Wonder' to support their approach.

<b>Adult-led learning</b>	Practitioners <b>focus</b> children's thinking
<b>Adult initiated learning</b>	Practitioners <b>fathom</b> children's thinking
<b>Child-led learning</b>	Practitioners <b>follow</b> children's thinking

**Wait** - reminds practitioners to start by doing nothing. Be respectful of the activity and learning already taking place. By waiting, the child has an opportunity to invite an adult into their play. By waiting, a conversation is more likely to be initiated by the child, giving the adult a genuine opportunity to respond to the child's thinking.

**Watch** - including 'active listening' reminds the adult to respond to what the child is 'doing' not necessarily what they are 'thinking about'. Watch might include considering the interplay between different children, who is leading, who is following. Watch also means considering the level of involvement or purpose of an activity, helping the adult to decide whether it is the right time to intervene.

**Wonder** - the adult asks themselves 'I wonder why...?' or 'I wonder what ...?' about the child's play, prompting them to consider the purpose and direction of the activity. It also suggests that an adult will think carefully about when or if it is right to intervene.

## Maintaining the Learning Momentum

Once a conversation has begun, be it child or adult led, the following strategies can support in keeping the interaction moving forward.

Strategy	Approach	This might sound like:
<b>Commenting</b>	<i>Words, grammar and figures of speech are modelled by the practitioner to enhance the understanding of speech and language for the child.</i>	<b>'My hands are getting colder in the water'</b> <b>'The train is going through the tunnel - has it come out yet?'</b>
<b>Pondering</b>	<i>An unthreatening way of posing a question, prompting <b>joint</b> exploration. Planting an idea rather than requiring an answer.</i>	<b>'I wonder if....?'</b> <b>'I wonder why...?'</b>
<b>Connecting</b>	<i>Making connections to previous learning, 'bringing to mind' things they have done in the past to shed light on the new learning.</i>	<b>'Do you remember when we ....?'</b> <b>'This reminds me of when ...'</b>
<b>Thinking aloud</b>	<i>Modelling your thinking around situations shows children how they can frame their own responses, also helping a child to understand 'being a learner'.</i>	<b>'I think I'll try ....'</b> <b>'I did something like .... before'</b>
<b>Talking about feelings</b>	<i>Talking about and naming emotions gives children the permission to express them and the validation that their feelings are OK.</i>	<b>'I think .... might be feeling upset in this story'</b> <b>'I can see .... is feeling excited today because ....'</b>
<b>Reflecting back</b>	<i>Showing children you have listened to their thinking by reflecting back their words, sometimes repeating or maybe rephrasing and clarifying what they have said.</i>	<b>'I like your idea to leave the snail leaves on a trail for him to follow, this might also help...'</b> <b>'I think you've chosen the best bricks to make this bridge strong'</b>
<b>Supporting the child to make choices / decisions</b>	<i>Limited choices are essential because they are manageable, but choice is important so that children feel they have control over their lives.</i>	<b>'Would you like the ___ or the ___ one?'</b> <b>'Do you think baby bear would rather ___ or ___ next?'</b>
<b>Explaining / informing</b>	<i>Describing, giving reasons and explaining outcomes. It can be cause and effect or problems and solutions.</i>	<b>'If you do ___ then ___ will happen'</b> <b>'You have to wear a coat because it is cold outside'</b>
<b>Posing problems</b>	<i>Challenge the child's thinking by posing problems which they can solve in their own way and within their own capacities.</i>	<b>'Maybe there's a way of stopping the ball from escaping?'</b> <b>'There must be a way to make sure we each get a turn?'</b>
<b>Staying quiet</b>	<i>By being attentive rather than intrusive - see 'wait / watch / wonder' approach.</i>	....

## The Leuven Scales for Wellbeing and Involvement

This tool was developed at Leuven University under the direction of Dr Ferre Laevers and focuses on two central measures of a child's experience of early years provision - wellbeing and involvement.

### Levels of Wellbeing

#### Level

1

The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/herself or others.

Extremely Low

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2

The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.

Low

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3

The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.

Moderate

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4

The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.

High

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5

The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He /she is open and accessible to the environment. The child expresses self-confidence and self-assurance.

Extremely High

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### Levels of Involvement

#### Level

1

Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.

Extremely Low

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2

Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around.

Low

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3

Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted.

Moderate

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4

Continuous activity with intense moments. The child's activity has intense moments and at all times they seem involved. They are not easily distracted.

High

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5

The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period.

Extremely High

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# Tapestry

## Recording observations

Observations about a pupil's learning journey are recorded through statements and pictures on tapestry - an online forum which can be accessed by parents and carers. These are 'wow' moments only, freeing up adults to be with the children.

Observations are flagged against the areas of the EYFS and are annotated or commented upon by the adults who have made the observation. The observations are then shared in the pupil's online journal.

The Tapestry platform works seamlessly to enable these memories to be kept as a permanent record of each child's unique journey. All information held in the platform is stored securely, and can be downloaded and shared as required. Parents are able to view online their child's progress and how much fun they're having, whilst also uploading their own comments and media.

The communication between staff and parents that Tapestry enables, helps build a shared understanding of how every child can reach their full potential, from birth to the end of primary school. The Tapestry online learning journal is also available as an easy-to-use, secure app, meaning capturing key learning moments, and videoing milestones are even easier.

When your child joins school you will be provided with login details for the system. You can then access it through the Tapestry website:

<https://tapestryjournal.com/>

## Parent communication

Clear communication between home and school is essential to support the learning and wellbeing of all of our children.

We share formal discussions with parents and carers about their child's progress at regular intervals during the school year. They have an opportunity to meet their teachers at the start of the academic year and there are a further 3 parent's evenings during the year where they will be updated.

Parent's are actively encouraged to post on Tapestry. This may be in the form of comments on observations from school, photographs of things they have been up to at home, new learning at home or evidence of homework or reading.

School messages are communicated to parents via email (or text if more urgent) via Scopay, which all pupils are registered to once they start with us. Newsletters are sent out weekly on a Friday via Scopay, and are also available via the school website [www.otteryprimary.co.uk](http://www.otteryprimary.co.uk), so please get in the habit of looking out for information via these channels.

## Focus Children

Each week 2 children from each class are selected as focus children. School staff will not follow these children all day for the whole week, however they will observe them carefully and look for opportunities to discuss, extend or elaborate their activity. All adults that work with the child add to their learning journey sheet and so it becomes a record of the week.

## SEN

***“Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.”***

Ottery St Mary SEND Policy

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for them, namely provision which is additional to or different from that normally available in a differentiated curriculum.

Ottery St Mary Primary School regards pupils as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
- b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

High quality teaching is that which is differentiated to meet the needs of the majority of pupils. Some pupils will need something additional to and different from what is provided for the majority of pupils; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority, school, parents/carers, pupils, children’s services and all other agencies.

At Ottery St Mary Primary School, our SENCo is **Pam Roberts**.

Observations, meetings, Behaviour Care Plans, School Based Plans and additional agency reports are all recorded on **ProvisionMap.co.uk**.

### Key SEN Policy Documents:

#### SEND Policy

<https://www.otteryprimary.co.uk/wp-content/uploads/2020/01/OSM-SEND-Policy-2019-20.docx.pdf>

#### Intimate Care Policy

<https://www.otteryprimary.co.uk/wp-content/uploads/2017/01/Intimate-Care-Policy.pdf>

#### Supporting Children with Medical Conditions

<https://www.otteryprimary.co.uk/wp-content/uploads/2020/03/OSM-Supporting-Pupils-with-Medical-Conditions-Policy-2019-1.pdf>

# Safeguarding

*“Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.”*

Article 29 - Summary of the UNCRC

## Safeguarding Policy

[https://www.otteryprimary.co.uk/wp-content/uploads/2020/10/OSM\\_Primary\\_School\\_CP\\_and\\_Safeguarding\\_Policy\\_Sept\\_2020.pdf](https://www.otteryprimary.co.uk/wp-content/uploads/2020/10/OSM_Primary_School_CP_and_Safeguarding_Policy_Sept_2020.pdf)

All school procedures and policies for safeguarding children apply to children in EYFS. To report a safeguarding concern, either from a disclosure made online, over the telephone or in person in school, staff members must :

- Log these concerns on CPOMS as soon as they arise and send alerts to the DSLs.
- Speak to a DSL either in person in school, or via telephone to make your concern known.
- If you need to complete a body map, this can be found on CPOMS or in the safeguarding information folder in the staffroom.

**If you cannot find a DSL and you are concerned about the safety of a child, contact MASH directly.**

**If you feel it is an emergency, call 999.**

### Allegations against staff:

DO NOT INVESTIGATE.

Make a clear record and pass it onto the headteacher immediately.

If the allegation is against the headteacher, report it to the chair of governors (details on the school website).

**If you do not feel your concerns have been taken seriously, contact the Local Area Designated Safeguarding**



**Officer (LADO) directly on (01392) 384964**

email [mashsecure@devon.gov.uk](mailto:mashsecure@devon.gov.uk)

TEL: 0345 155 1071.

For more information on safeguarding children visit [www.devon.gov.uk/childprotection](http://www.devon.gov.uk/childprotection)

Out of hours: Emergency Duty Service 0845 6000 388

**Alternatively contact the police on 101 or 999 in an emergency.**

# Useful links and further reading

## Statutory and non statutory guidance:

**EYFS Framework:** <https://www.gov.uk/government/publications/early-adopter-schools-eyfs-framework>

### Development Matters:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/971620/Development\\_Matters.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/971620/Development_Matters.pdf)

### Keeping Children Safe in Education:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/954314/Keeping\\_children\\_safe\\_in\\_education\\_2020\\_-\\_Update\\_-\\_January\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/954314/Keeping_children_safe_in_education_2020_-_Update_-_January_2021.pdf)

### SEN Code of Practice:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

## Thinking mathematically:

[https://www.foundationyears.org.uk/wp-content/uploads/national\\_strategies\\_resources/childrenthinkingmathematically\\_psrn.pdf](https://www.foundationyears.org.uk/wp-content/uploads/national_strategies_resources/childrenthinkingmathematically_psrn.pdf)

[https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/early\\_math\\_pg\\_111313.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/early_math_pg_111313.pdf)

We highly recommend Karen Wilding's YouTube Channel. There are lots of videos that are incredibly helpful: <https://www.youtube.com/channel/UCF7b31eemNHalOm6UIG6eiQ?app=desktop>

## Phonics skills:

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/> - Phonics sounds pronunciation guide

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/> - The second two videos explain how we tricky words and blending

## Additional resources:

<https://abcdoes.com/> - Alastair Bryce Clegg's website

[https://www.youtube.com/channel/UCjo66ov\\_lElINEnT2XSU5VA](https://www.youtube.com/channel/UCjo66ov_lElINEnT2XSU5VA) - Greg Bottril Youtube

## Further reading:

'Planning In The Moment with Young Children' - Anna Ephgrave

'Interacting or Interfering?' - Julie Fisher

'Best Practice in the Early Years' and 'Continuous Provision The Skills' - Alistair Bryce Clegg

# New Child Booklet

You will have received a New Child Booklet which gives you a chance to share information about your child ahead of September. Please pass this information on to your child's teacher as soon as you can.

Parent information sharing	Not yet	Just beginning	Fairly well	Very well
Can use pencils and crayons with control				
Can write their name				
Knows some of the sounds of the alphabet				
Knows some of the letters (names) of the alphabet				
Enjoys looking at books				
Enjoys listening to stories				
Says rhymes and sings songs				
Enjoys puzzles				
Recognises quantities of 1-5 objects without counting them (subitising)				
Can count to 10				
Recognises numbers to 10				
Enjoys fitting things together				
Builds with blocks				
Can use scissors				
Enjoys making things out of dough etc.				
Can jumps getting 2 feet off the ground				
Can skip				
Can hop on one foot				
Can catch a large ball				
Can get dressed by themselves				
Can put on their coat independently				
Can do up their coat independently				
Can go to the toilet by themselves				
Can use a knife and fork properly				

# Parental communication guidelines

Primarily, parents are asked to communicate with school via email: **admin@ottery-primary.devon.sch.uk** or phone: **01404 812977**. If your child is absent for any reason, please ensure you ring our dedicated absence line **01404 815780** or email **absence@ottery-primary.devon.sch.uk**.

**We ask parents that any messages for class teachers in the morning are communicated by telephone or email, as teachers will be unable to hold informal parent conversations at 'drop off'.**

Some information may need to be shared with parents collecting at the end of the day if appropriate, but must follow social distancing guidelines.

Please be aware that if calling parents from a home phone or personal mobile, staff will call from an 'unknown number'.

Parents are encouraged not to come to school unless essential. **Unless by prior arrangement or in an emergency, parents will not be allowed to drop off or collect their child outside of the designated times.**