

Teaching and Learning in Early Years Foundation stage

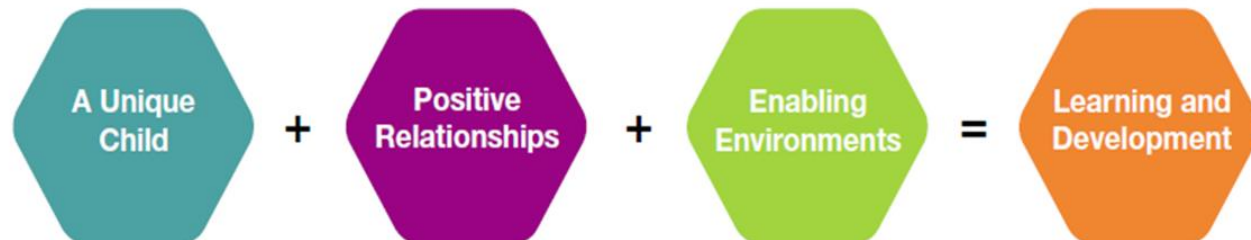
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Noctua
Teaching School Alliance

Early Years Foundation Stage Principle

Every child is a
competent learner
from birth who can
be resilient, capable,
confident and self-
assured.





Noctua Teaching and Learning in EYFS

Teaching School Alliance

The Early Years Foundation Stage

Principles into Practice

The four Themes of the EYFS are:

The Early Years
Foundation Stage

Every Child Matters
Change for Children

A Unique Child

These four Themes express important Principles underpinning effective practice in the care, development and learning of young children.



Positive Relationships

Each Principle is supported by four Commitments which describe how the Principle can be put into practice.



Enabling Environments



Learning and Development



The four Principles of the EYFS are:

Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

The environment plays a key role in supporting and extending children's development and learning.

Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

Principles into practice

To best support children and their families, childcare providers (nurseries, childminders, schools) need to communicate well, listen carefully to all concerned and to put the child's needs first.

Early years principles into practice.



...principles into practice

When children know that their feelings are accepted they learn to express them, confident that adults will help them with how they feel.

Early years principles into practice.



The power of play!

- 1. It changes brain structure in important ways. strengthening the connections of the neurons (nerve cells) in the prefrontal cortex, the area of the brain considered to be the executive control center responsible for solving problems, making plans and regulating emotions. Because unstructured play involves trying out different strategies without particular goals or serious consequences, children and other animals get to practice different activities during play and see what happens.**
- 2. Play activates the entire neocortex. Activating the outer part of the brains known as the neocortex, this the area of the brain used in higher functions such as thinking, language and spatial reasoning.**
- 3. It teaches children to have positive interaction with others and helps children to rehearse the decision making processes required for a pro-social brain.**
- 4. Unstructured play gets children moving.**



Characteristics of effective learning

Characteristics of Effective Learning	Area of Learning and Development	Aspect
Playing and exploring – engagement Finding out and exploring Playing with what they know Being willing to ‘have a go’	Prime Areas	
	Personal, Social and Emotional Development	Making relationships
		Self-confidence and self-awareness
		Managing feelings and behaviour
	Physical Development	Moving and handling
		Health and self-care
Active learning – motivation Being involved and concentrating Keeping trying Enjoying achieving what they set out to do	Communication and Language	Listening and attention
		Understanding
		Speaking
Creating and thinking critically – thinking Having their own ideas Making links Choosing ways to do things	Specific areas	
	Literacy	Reading
		Writing
	Mathematics	Numbers
		Shape, space and measure
	Understanding the World	People and communities
		The world
		Technology
	Expressive Arts and Design	Exploring and using media and materials
		Being imaginative



Prime Areas of Learning

- **Personal, social and emotional development** – making relationships, self-confidence and self awareness, managing feelings and behaviour
- **Physical development** – moving and handling, health and self-care.
- **Communication and language** – listening and attention, understanding, speaking.



What is physical development?

Physical development is the process that starts in infancy and continues into late adolescent concentrating on gross and fine motor skills as well as puberty.

Physical development involves developing control over the body, particularly muscles and physical coordination.

Prime Areas of Learning

Physical Development supports:

Personal, Social and Emotional Development:
Increasing physical control supports the development of self-awareness, confidence and awareness of control.

Communication and Language:

A child who can use large movements, gestures and fine movements (non-verbal communication) can communicate with others.

A sequence for teaching children new vocabulary and language structures

- Model it in context.
- Use it in questions.
- Prompt for it and elicit it.
- Repeat it.
- Draw attention to it and use it in other contexts.
- Display it.
- Provide opportunities for children to practise it.
- Give specific positive feedback about its use.
- Encourage children to reflect on the way they use it.



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Teaching and Learning in EYFS

Speech and Language Development



Looking &
listening

Clear Speech

Clear
speech

Talking

Talking (Expression)

Understanding
Language

sc/mr

Understanding Language (comprehension)

Social Communication / making relationships

Looking and listening

**The five finger rule –
sustained, shared, thinking.**

**Make four comments, then ask a
question.**



**Over-questioning will not help a child to
develop their language if they do not have
the language to respond.**



Specific Areas of Learning

- **Literacy** – reading and writing.
- **Maths** – number and shape, space and measures.
- **Understanding the world** – People and communities, the world, technology.
- **Expressive arts and design** – using media and materials, being imaginative.

**Early Reading - Phonics in nursery
(children aged 3 and 4 years)**

Sound discrimination:

Environmental sounds;

Instrumental sounds;

Body percussion;

Rhythm and Rhyme;

Alliteration;

Voice Sounds;

Oral segmenting and blending



Early Reading - Phonics for 4 and 5 year olds

- Synthetic phonics involves the teaching of letter/s-sound correspondences rapidly and systematically.
- Models how the alphabetic code works by:
- Sounding out and blending all-through-the-word for reading.
- Segmenting the individual sounds all-through-the-word for spelling.
- Sounds and letters are taught in all positions of the words, but the emphasis is on all-through-the-word blending and segmenting from week one.

Understanding stories – linking learning across the curriculum to stories.

- **Role play – dressing up, becoming characters and making up stories.**
- **Understanding pictures.**
- **Understanding simple sentences.**
- **Remembering events in stories.**
- **Recalling events in stories in the correct order.**

Stages of Writing Development: *Mark-making Matters*

P4 Mark Making Matters,
DCSF, 2008

Random Scribbling:
2 and 3 year-olds

Controlled Scribbling
3 year-olds

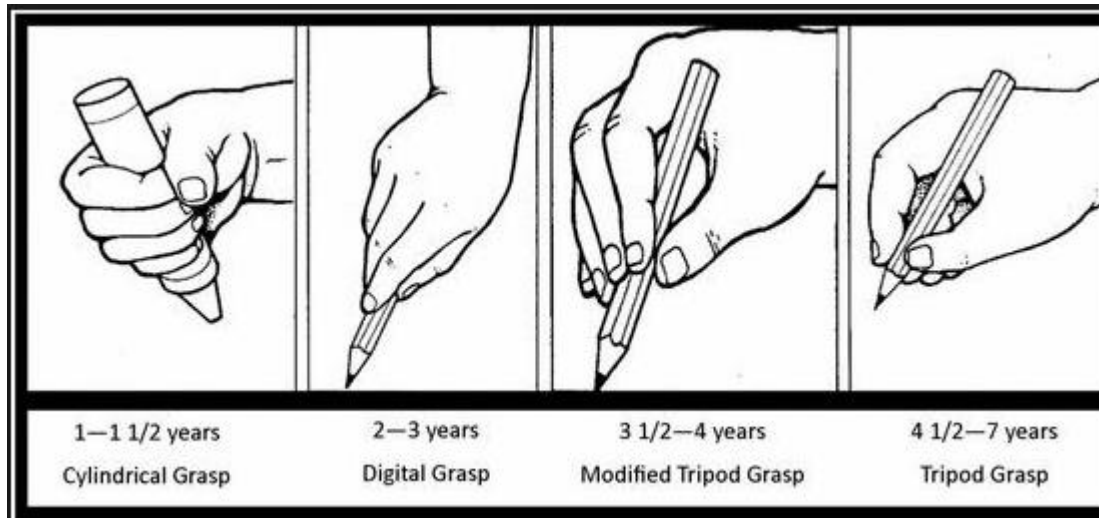
Letter-Like Forms
3 and 4 year-olds

**Letter and Symbol
Relationship**
4-year-olds

‘Through their marks, children are communicating their ideas, expressing their feelings, developing their imagination and creativity, and testing their hypotheses about the world. These opportunities for making ‘thinking visible’ are fundamental to children’s learning and development and should be the entitlement of every child.’



Fine Motor Control



No pressure!

Fisted grasp or palmer grip;
Digital pronate grasp;
Four finger grasp;
Static tripod grasp;
Dynamic tripod grasp

Nip, flip, grip



How can early writing skills be encouraged?

- Resource rich environment inside and outdoors;
- Multisensory approach to physical development and writing experiences;
- Engaging all groups of pupils: boys; girls; the youngest...
- Responding to the individual needs of pupils;
- Ensuring high quality teaching supports effective progress – supporting next step areas of need.
- **Relevant, inspiring and real purposes.**



Progression of skills in writing – how, when, where? What do we expect?

Giving meaning to marks

When children have developed confidence with making marks in a variety of different ways (radials, lines, zig zags etc) and in various ways (with tools such as crayons and in sensory materials and with paint etc), it is an important step that they begin to give meaning to their marks.

Once they have begun to do this, we would look for them giving consistent meaning to marks ie saying they have drawn a dinosaur immediately after drawing and then still saying it is a dinosaur if they are asked again later.

At this stage they may be beginning to give meaning to the marks they see in the environment too, for example recognising letters from their name on signs and in books.

Alice saw an A chalked on the floor. “That’s my name.” she said.

What do we need to teach?

- **We can make marks.**
- **Marks have meaning.**
- **Use marks/writing to capture something and communicate with others.**
- **Handwriting -fine motor skills, pencil grip, pencil control and dexterity, letter formation.**
- **Spelling.**
- **Sentence construction - grammar and punctuation.**
- **Composition and effect – what we say, how we say it.**

The Role of the Adult

- Encouraging purposeful play, exploration and investigations.
- Challenge children to use their knowledge and skills.
- Recognise what individual children need next to support their learning;
- Be a scribe – write their ideas down for them if they cannot, modelling, encouraging them to have a go.
- Provide meaningful experiences for learning;
- Working with parents to share learning expectations, next step targets and encourage learning at home.



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Providing Real Experiences



Working with parents – school support, local and national.

- **Talking Point:** advice and tips for parents and professionals and further information.
www.talkingpoint.org.uk
- **Talk to your baby:** information for parents and professionals
www.literacytrust.org.uk/talktoyourbaby and
www.wordsforlife.org.uk
- **Early Support Programme:** advice and support booklets available in England but web access UK-wide www.ncb.org.uk/early-support
- **I CAN Enquiry Line** for parents and professionals who have concerns about children tel: 020 7843 2544 or 0845 225 4071
- **Foundation Years Website**
www.foundationyears.org.uk