Reception/EYFS
Parents' Information Evening

Wednesday 30th September 2026

6:00pm

PLEASE ENSURE YOU ARE ON MUTE – THANK YOU!

EARLY YEARS FOUNDATION STAGE INFORMATION EVENING

Wednesday 30th September 2026

Who is supporting your child?

Mr Beales

Mrs Cassidy

Mrs Shepheard

Mrs Harnett

Mrs Ammineni

Mr Smith

Mrs Bland

Mrs Shacklady

Mrs Rangaraj

Mrs Fairweather

Mrs Chillakuru

Ms McGovern

Settling into School Life

- Finding their way around the school
- Making new friends
- Learning our school expectations
- Attendance

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How do the children learn?

- Excellent attendance
- Learning through imaginative play and carefully planned adult led activities
- Inside and outside of the classroom

- **Please provide your child with a pair of named wellies (to be kept in school) and a coat with a hood.**

Assessment in EYFS

- Evidence will be collected throughout the year in a variety of ways.
- You can help too - share what your child can do.
- We build up a picture of what your child can do, what they are interested in and what they do independently.
- **Early Years Foundation Stage Profile**

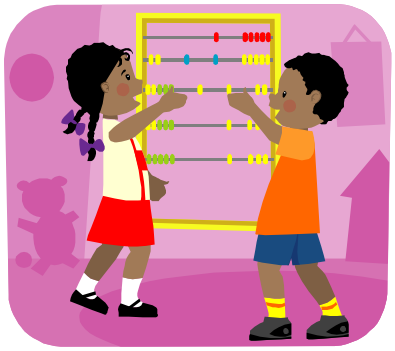
- **WOW slips – 2nd Oct**

Seven Areas of Learning within EYFS

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Prime Area:
Personal, Social and Emotional Development

- Managing Self
- Building Relationships
- Self-Regulation



Prime Area:
Communication and Language

- Listening, Attention and understanding
- Speaking

Prime Area:
Physical Development

- Gross motor skills
- Fine motor skills

Specific Area:
Literacy

- Word reading
- Comprehension
- Writing

Specific Area:
Literacy

Walking St Thomas' Reading Brick Road

Name: _____

Class: _____

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	X
Y	Z		

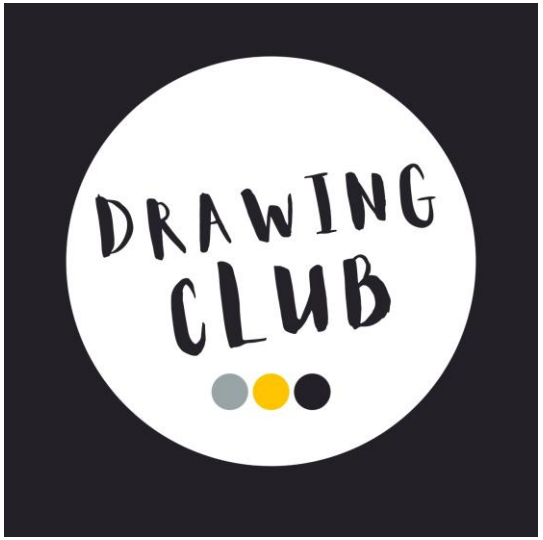
Bronze Scarecrow Award – Read/share 5 books with 5 different letter authors.
Silver Tinman Award – Read/share 10 books with 10 different letter authors.
Gold Lion Award – Read/share 15 books with 15 different letter authors.
Ruby Slippers Award – Read/share 20 books with 18 different letter authors.
Emerald St Thomas' City Award – Read/share 30 books with 25 different letter authors.

Specific Area:
Literacy

- Phonics – Essential Letters and Sounds (ELS)
- Daily writing opportunities

Specific Area:
Literacy

- Drawing Club
- Fun and engaging
- Creates amazing conversation
- Imagination



Handwriting

Printed Plus lower case letters

a b c d e

f g h i j k

l m n o p

q r s t u

v w x y z

A B C D E

F G H I J K

L M N O P

Q R S T U

V W X Y Z

Specific Area:
Maths

- Numbers
- Numerical patterns

Specific Area:
Understanding the World

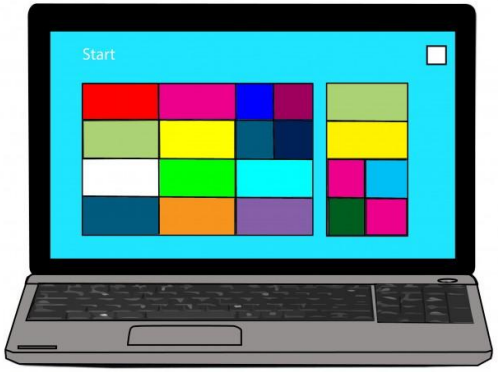
- Past and present
- People, cultures and communities
- The natural world

Specific Area:
Expressive Arts and Design

- Creating with materials
- Being imaginative and expressive

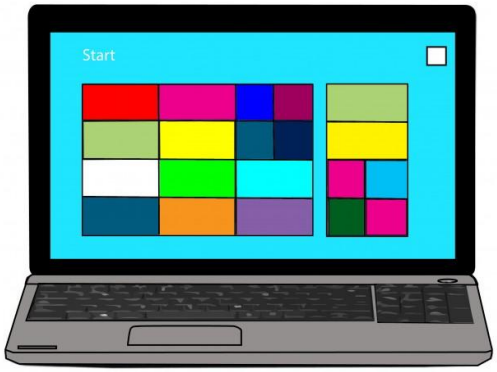
E-Safety in the Curriculum

- The school has a framework for teaching internet skills in Computing lessons
- The school provides opportunities within a range of curriculum areas to teach about E-Safety
- Educating children about the online risks that they may encounter outside school is done informally when opportunities arise and as part of the E-Safety curriculum



Managing Internet Use

- Supervised internet access (we meet the DfE Monitoring & Filtering Standards)
- Staff preview any recommended sites, software and apps
- Searching for images through open search engines is blocked
- Senso keystroke analysis
- Real people are better than devices at such a young age!



Parental Involvement and E-Safety

- Parents to read through and sign Acceptable Use Agreements on behalf of their child.
- Home School agreement – supporting the schools approach to on-line safety by not deliberately uploading or adding text, image, sound or videos that could upset or offend any member of the school community

Seesaw

Students will edit this template

MN Mrs. Newman

Assign

Student Instructions

Tuesday - Creative recycling!

Have a rummage through your recycling bits and see how you could reuse or repurpose them before they are recycled.

Could you make a bird feeder using an old plastic bottle?

Could you turn some of your old cardboard boxes into a toy or a game?

Have you got any big boxes that you could decorate and cut to make a castle, a fort, a house or a tunnel?

Could you make an instrument using old containers?

Make sure you have an adult with you before you start rummaging, and check that your recycling objects are clean and don't have any sharp edges.

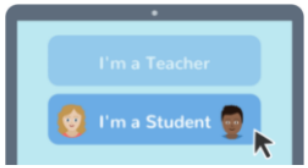
We would love to see your creations, don't forget to send a photo or video of what you have made!

Compatible with: Chromebooks, computers, iPads, iPhones, Android tablets, Android phones, Kindle Fire

Get Students Signed In

In the classroom? Follow the sign up instructions below:

1. Open the Seesaw Class app on iOS or Android. Or go to app.seesaw.me on any computer in Chrome or Firefox browser.



2. Choose I'm a Student.

3. Scan this code using Seesaw's QR code reader or type in the text code.

For security, there is a new text code every hour.
QR codes do not expire. Never share codes on social media.

NHHPSZ Copy

Expires 59:44

Coming together as a school for Collective Worship

A Day in the Life of your child at school…

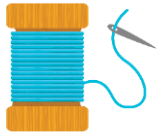
- Each day is different and each class is different!
- Daily timetable is shared with the children
- A balance between Free Play and Structured/Directed activities
- Use of the indoor and outdoor environment

How can you help?

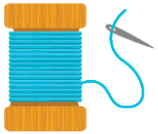
- Support learning at home
- Seesaw for continuing their weekly learning at home and observations
- Getting dressed - Please ensure everything is labelled including coats!
- Reading/sharing their phonics book 3 times a week
- Reading their library book weekly

What is phonics?

English is one of the most complex languages to learn and phonics is a method of teaching beginners to read and pronounce words by learning to associate letters or letter groups with the sounds they represent.



There are 44 main sounds in the English Language. Each sound is represented by a grapheme (the written representation of a sound).



What is ELS?

Essential Letters and Sounds (ELS) is our chosen phonics programme

We use the ELS scheme to teach children to decode words – by identifying each of the written sounds within the word before blending them together to read the word.

Children will experience the joy of books and language whilst rapidly acquiring the skills they need to become fluent independent readers and writers.

Vocabulary we use with the children:

Phoneme: the smallest single identifiable sound in a word. For example, in the word 'cat' there are three phonemes c/a/t.

Grapheme: the written representation of a sound.

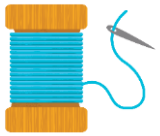
Digraph: two letters making one sound. For example, /sh/ in the word '**sh**op'.

Trigraph: three letters making one sound. For example, /igh/ in the word 'n**igh**t'.

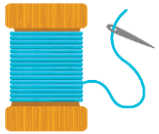
Split digraph: two vowel letters split but are split by one or more consonants. For example, /a-e/ in the word 'c**a**k**e**'.

How do we teach phonics?

- We use a simple, consistent approach to teaching phonics. This lesson routine helps the children to avoid cognitive overload and to focus on the new sounds and words being taught.
- We have mnemonics and rhymes to support learning and recall
  - For example: a mnemonic for ‘ay’ is: ‘play all day’
- We teach phonics every single day from the first days of Reception



This systematic synthetic phonics programme breaks this down into tiny steps for children to piece together which allows them to decode to read and then spell using the sound to spelling correspondences they have learnt.



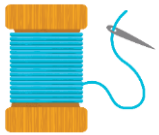
How do we teach phonics?

- Phonics throughout the day to review new sounds and graphemes taught
- Lots of opportunities for oral blending: /c/ /oa/ /t/
- We teach the 'code' for reading, alongside teaching vocabulary.

There are constant opportunities in a child's day to reinforce their phonics knowledge. In school, teachers take every opportunity to orally blend new vocabulary and use the 'spelling sequence' to help the children write new words.

ELS Progression

Phase 1*	Phase 2	Phase 3**
Nursery/Pre-School Seven aspects: • Environmental sounds • Instrumental sounds • Body percussion • Rhythm and rhyme • Alliteration • Voice sounds • Oral blending	*Reception Autumn 1* • Oral blending • Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs) • 12 new harder to read and spell (HRS) words	*Reception Autumn 2, Spring 1 and Spring 2* • Oral blending • Sounding out and blending with 29 new GPCs • 32 new HRS words • Revision of Phase 2



In Reception your children will learn all the single letter sounds and begin to learn diagraphs and trigraphs.

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ELS Essential Letters and Sounds

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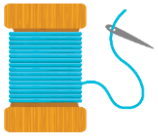
ELS Progression

In Year 1 the children continue this learning and they will become more confident with graphemes that have the same sounds but different letter combinations – we call these alternatives.

Phase 4**	Phase 5 including alternatives and lesser-known GPCs	Beyond Phase 5
Reception Summer 1 • Oral blending • No new GPCs • No new HRS words • Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc • Suffixes • Revision of Phase 2 and Phase 3	*Reception Summer 2* • Introduction to Phase 5 for reading • 20 new GPCs • 16 new HRS words *Year 1 Autumn 1 and 2* • Revision of previously taught Phase 5 GPCs • 2 new GPCs • 9 new HRS words *Year 1 Spring 1 and 2* • Alternative spellings for previously taught sounds • 49 new GPCs • 4 new HRS words • Oral blending • Revision of Phase 2, Phase 3 and Phase 4	*Year 1 Summer, Year 2 and Key Stage 2* • With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling • Revision of all previously taught GPCs for reading and spelling • Wider reading, spelling and writing curriculum

For example:

'a' for acorn
'ai' for rain
'ae' for great
'ay' for play
'a_e' for name
'ey' for they
'eigh' for eight
'aigh' for straight



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Supporting your child with reading at home

- Only 1 in 3 children are read a bedtime story night
- Reading a bedtime story every night to your child improves their outcomes
  - Reading with your child until they are 3 improves outcomes in Reception, reading until they are 5 improves outcomes in Y6 and reading until they are 8 improves outcomes up to aged 16!
- If your child views themselves as a 'good reader' when they leave Primary School they are more likely to earn a higher salary in their 40s.
- Children who achieved the Early Learning Goals for literacy are 11 times more likely to achieve the expected outcomes in Maths at the end of KS2.

<u>Reading underpins everything!</u>

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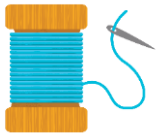
Supporting your child with reading at home

- Children are only reading from books that are entirely decodable
- Your child should be able to read their book confidently by the end of the week
- We only use pure sounds when decoding words (no 'uh' after the sound)
- We want them to practise reading their book four times across the week working on these skills:

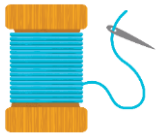


-decoding – segmenting a word into graphemes to identify the sounds

-fluency – having a natural flow to their delivery

-expression – adding intonation to their voice to demonstrate sentence structure, character and intention.

- Use homework catch up sheets to help fill missing gaps – these will be sent home each half term.



Pronouncing pure sounds

We must use pure sounds when we are pronouncing the sounds and supporting children in reading words.

c a t **not** **cuh a tuh**

If we mispronounce these sounds, we will make reading harder for our children.

There is a link to the ELS videos for this on our school website, in EYFS or KS1, where you can hear the correct pronunciation of the sounds.

https://stthomaspri.org/early-years-information-page.html

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ELS Essential Letters and Sounds

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Come and see us in action and get Top Tips to keep phonics FUN!

Sign Up to a session 3:00pm on:

Thursday 8th October

OR

Friday 9th October

Useful Websites

- https://stthomaspri.org/early-years-information-page.html
- www.ictgames.com
- www.phonicsplay.co.uk
- http://www.bbc.co.uk/schools/websites/eyfs
- https://app.seesaw.me/#/login
- https://www.phonicsbloom.com/
- https://www.topmarks.co.uk/

Helpful Reminders

- Please bring in a named pair of wellington boots (to be kept at school) for your child to use in outdoor activities.
- Please check all of your children's uniform is clearly labelled including their P.E kits.
- Reading books and library books are changed once a week but please keep their reading books and Home School Diaries in their bag so that we can read with them in school too.
- Library books are changed on a Friday

If you have any questions related to any aspect of the presentation please feel free to:

- Put a note to your child's classteacher in their Home School Diary
- Telephone the School Office

(01277 223651)

- Email (admin@stthomaspri.essex.sch.uk)