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# Foundation Stage Reception And Year 1 Phonics Guidance

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The Multiple Identities of the Reception Teacher  
Child Centred Planning in the Early Years Foundation Stage  
The Early Years Foundation Stage  
Moving On To Key Stage 1  
The Thinking Child  
Let Me Be Five  
Maths Activity Book  
The Early Years Foundation Stage (EYFS) 2021  
Learning Through Talk in the Early Years  
Getting it Right for Boys  
What Does It Mean to Be Five?  
Effective Practice In The Eyfs: An Essential Guide  
Child Centred Planning in the Early Years Foundation Stage  
Getting it Right in Reception  
Effective Transition Into Year One

The Reception Year in Action, revised and updated edition  
Years 1 and 2, and Reception  
Early Years Foundation Stage Profile  
The Outdoor Classroom Ages 3-7  
An Investigation Into Differences in the Interpretation of the Foundation Stage in  
Nursery Schools and Reception Classes and the Resulting Impact on Children's  
Experiences of the Early Years Curriculum  
The Nursery Year in Action  
The Plesiosaur's Neck  
Outdoor Play  
Planning in the Moment with Young Children  
Evaluating Early Years Practice in Your School  
Developing The Foundation Stage  
The Reception Year in Action  
The Foundation Stage Teacher in Action  
Effective Assessment in the Early Years Foundation Stage  
Teaching and Learning Communication, Language and Literacy  
The Foundation Stage Teacher in Action  
Early Years Play and Learning  
What Does it Mean to be Four?

Learning and Playing Outdoors  
Years 1 and 2 and Reception  
The Doorbell Rang  
A Study of the Transition from the Foundation Stage to Key Stage 1  
The Early Years Foundation Stage (EYFS) 2021  
Read Write Inc.: Phonics Handbook

*Foundation Stage  
Reception And Year 1  
Phonics Guidance*

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## **ANNA SARIAH**

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The Multiple Identities of the Reception Teacher Bloomsbury Publishing  
Ma has made a dozen delicious cookies. It should be plenty for her two children. But then the doorbell rings -- and rings and rings. Each ring of the doorbell brings more friends to share the delicious cookies Ma has made. "Refreshing, enjoyable and unpredictable." -- School

Library Journal. Also available in a Spanish-language edition, Llamam a la puerta.

Child Centred Planning in the Early Years Foundation Stage A&C Black

This is a follow up to 'Learning and Playing Indoors' and provides useful and detailed advice on setting up, developing and maintaining outdoor environments for babies, toddlers and pre-school children in day nurseries and children's centres but also in nursery, reception and year 1 classes. It features guidance

on which spaces to develop and what to include in these spaces. It is fully in line with the requirements of the revised EYFS framework and helps to ensure improved outcomes for children in both the prime and specific areas of learning and development. Packed full of full colour photographs it will provide both down to earth advice and inspiration.

### **The Early Years Foundation Stage**

Learning Matters

This is the teacher's handbook introducing Read Write Inc. Phonics - a synthetic phonics reading scheme. It contains step-by-step guidance on implementing the programme, including teaching notes for lessons, assessment, timetables, matching charts and advice on classroom management and developing language comprehension

through talk.

### **Moving On To Key Stage 1** Harper Collins

Children learn best when they follow their own interests. They have a natural desire to explore, communicate, create and learn. Anna Ephgrave has developed her practice to ensure this is possible. Children thrive when a setting is organised and managed by the adults, but led by the children. They learn and develop if they are in a stimulating environment which is carefully organised and when observations are used to support their "next steps". They take risks and surpass expectations when they have clear routines and boundaries, combined with a supportive staff and an enabling environment. The Reception Year in Action offers a unique insight into

the workings of a highly successful reception class as it progresses through a complete academic year. Covering all aspects of working with young children, the book clearly explains how the classroom and garden are organised and the boundaries that are in place to keep children safe, happy and free to explore and learn. It then sets out the examples of learning and development that occurred during each month, as well as any surprises, activities and examples of "next steps" that came about as a result of events. At each stage Anna Ephgrave gives the reason behind the decisions and shows what the outcomes have been for the children. Key features include: explanation of a system of spontaneous planning detailed advice on how to use different environments to

support play and learning guidance on the role of the adult and working with parents ways to support children's individual interests, circumstances and talents including those with special needs and English as an additional language photocopiable pages of planning sheets, record keeping sheets, sample letters to parents and role play resources over 150 full-colour photographs to illustrate practice list of resources and materials examples of recorded observations and planning for next steps foreword by Helen Bilton. This book aims to inspire teachers by giving them the practical ideas, and evidence of success, to work in a way that is rewarding, manageable and, above all, best for the children in their care.  
The Thinking Child SAGE

Teaching and Learning Communication, Language and Literacy is a comprehensive guide to the teaching and learning of communication, language and literacy in the foundation stage (3-5 years). It draws on research findings and good practice to provide practical guidance about working with young children in nursery and reception classes. The book examines how young children develop as learners and users of language and literacy and the contribution that home and school make to their learning. It locates learning in a play based curriculum and provides a rationale for making play both a context and a resource for learning. It also takes account of recent policy initiatives such as the Curriculum Guidance for the Foundation Stage, the organization for

literacy in reception classes and the foundation stage assessment profile. Throughout the book a distinction is made between the organization and activities that are appropriate to nursery and reception children. The book contains practical suggestions about activities and resources including ways of working with environmental print and found texts, ICT, TV and video as well as books. The role of adults in supporting and extending learning is considered in detail.

**Let Me Be Five** A&C Black

Ideal reference book of activities for anyone wanting to develop children's learning outdoors. "Play underpins all development and learning in young children" Practice Guidance for the Early Years Foundation Stage (2008, page 7).

Learning through play is at the heart of the EYFS, and this series aims to give the practitioner as many play ideas as possible to support children's learning. Maths Activity Book Andrews UK Limited

Child-led learning in the early years allows children to thrive while making accelerated progress. Young children learn and develop best when they are in a stimulating environment which is carefully organised and equipped to meet their needs, interests and stages of development, and where each child's progress is carefully observed, managed and enhanced by adults who engage and interact with them to support them in making outstanding progress.

Demonstrating how a child-led approach supports the development of purposeful, calm, confident and independent

children, *The Nursery Year in Action* offers a unique month-by-month overview of the workings of an outstanding Nursery setting. The book covers all aspects of practice from the organisation of the classroom and garden and the rationale behind this to the routines and boundaries that ensure children are safe, happy and therefore able to explore and learn. It tracks the events of each month in the year paying particular attention to the environment, the role of the adult, links with parents, children's individual needs and the key areas of learning and development.

Throughout the book Anna Ephgrave gives the reason behind each decision and shows what the outcomes have been for the children, emphasising that a child-led approach, with planning in the

moment can meet the requirements of the revised Early Years Foundation Stage and the individual needs of the children. Key features include: Over 150 full colour photographs to illustrate practice Photocopiable pages of planning sheets, record keeping sheets, sample letters to parents and play resources also available for download List of resources and materials Examples of individual learning journeys and planning in the moment for groups Guidance on what to look for when assessing children's progress Advice on risk/benefit assessments Suggestions for managing transitions and minimising stress Written by a leading consultant teacher whose Early Years' department has achieved "Outstanding" at four consecutive Ofsted inspections, this book provides

practitioners with the practical ideas to work with confidence in a way that is rewarding, manageable and, above all, creates a happy, relaxed learning environment for children.

[The Early Years Foundation Stage \(EYFS\) 2021](#) [The Early Years Foundation Stage \(EYFS\) 2021](#)

Evaluating Early Years Practice in Your School focuses on raising Early Years practitioners' confidence so that they worry less and achieve more. Linked to the teaching standards and the Ofsted framework, this invaluable guide looks at ways that teachers can evaluate their own EYFS practice to reduce unnecessary workload and allow for more 'hands-on' teaching and learning. Should children in Reception classes attend school assemblies? Should young

children be taught to write in nursery? Should practitioners' plans be based on young children's specific interests or should they look to meet the needs of individuals entering Early Years settings with speech and language delay or autism? Early Years specialist Ann Langston considers all of these questions and more to present simple solutions for teachers and leaders on what to plan, what assessments are needed and how to approach teaching and learning. With chapters on observation and assessment, continuous provision, outdoor learning, transition, and internal and external evaluation, this book is ideal for all Early Years practitioners and leaders looking at ways to reflect on their approach to teaching and feel confident about their own judgements

and the effectiveness of their practice.

### **Learning Through Talk in the Early Years** Routledge

'The Reception Year in Action will take the understanding of outdoor play, teaching and learning to a new level. Everyone who is involved with early years education and care should read this book!' Helen Bilton, University of Reading, UK 'This is a fantastic book... it shows exactly how an excellent reception class is organised and run. There is a clear theoretical underpinning to the practice described and the photos really bring the text alive.' Margaret Edgington, independent early years consultant and trainer Children thrive when a reception class is organised and managed by the adults, but led by the children. They learn and develop if they

are in a stimulating environment which is carefully organised and when observations are used to support their 'next steps'. They take risks and surpass expectations when they have clear routines and boundaries, combined with a supportive staff and an enabling environment. The Reception Year in Action offers a unique insight into the workings of a highly successful Reception class as it progresses through a complete academic year. The book covers all aspects of practice from the organisation of the classroom and garden and the rationale behind this to the routines and boundaries that ensure children are safe, happy and therefore able to explore and learn. It tracks the events of each month in the year, paying particular attention to the environment,

the role of the adult, links with parents, children's individual needs and the key areas of learning and development. At each stage Anna Ephgrave gives the reason behind each decision and shows what the outcomes have been for the children. This revised edition has been updated to show how the methods described complement the revised Early Years Foundation Stage Framework and how the planning system has been received under the new Ofsted framework. Key Features include: photocopiable pages of planning sheets, record keeping sheets, sample letters to parents and role play resources also available for download; over 150 full-colour photographs to illustrate practice; lists of resources and materials; examples of recorded observations and

planning for next steps; guidance on what to look for when assessing children's progress. Written by an advanced skills teacher who is gaining national recognition for her practice, this book provides teachers with the practical ideas and evidence of success to work with confidence in a way that is rewarding, manageable and, above all, best for the children.

*Getting it Right for Boys* CHYPS, Learning Matters  
This handbook presents the Early Years Foundation Stage (updated in 2020) as a handy reference copy for early years practitioners whether in training or in practice.

*What Does It Mean to Be Five?* Learning Matters  
This practical text supports early years students and practitioners to build

confidence in planning for learning across all stages of the EYFS and in the many different contexts in which it is delivered.

**Effective Practice In The Eyfs: An Essential Guide** Learning Matters

This book is aimed at class teachers of Reception to Year 3 seeking ideas to develop their pupils' speaking and listening skills. The author describes each activity in an easy-to-follow format with links to the relevant curriculum targets. The most valuable part of the book is the commentary from the author's own teaching experience. This provides some useful insights, such as the fact that the flow of children's ideas was improved while they had a discussion while engaged in drawing. The book is easy to read. It... provide[s]

a practical guide to some tried and tested speaking and listening activities which may be useful for the beginning Foundation or Key Stage 1 teacher - Special! Do the children in your class need help with language and listening skills? Lots of ideas and suggestions for activities using and encouraging talk in the classroom make this book a lively, practical guide to encouraging young children to develop their verbal reasoning skills and to communicate more effectively. There is advice on how to tie in these activities with the various curriculum subjects and the following are covered: - setting up a talk corner - using story bags and story boxes - using Circle Time and playing games to encourage talk In each activity there are directions for helping children with

Special Educational Needs, working with Teaching Assistants (TAs) and other adults in the classroom, planning and assessing work and finding suitable resources. A selection of photocopiable material is included and all the suggestions and ideas in the book have been tried and tested by the author in her own classroom. The focus of this book is on young children aged 5 to 8, but the activities can be adapted to suit those younger or older.

Child Centred Planning in the Early Years Foundation Stage McGraw-Hill Education (UK)

Young children live in the here and now. If adults are to make a real difference to their learning they need to seize the moments when children first show curiosity, and support their next steps

immediately. This book embraces the concept of planning "in the moment" and emphasises the critical role of the adult in promoting child-led learning, giving early years practitioners the confidence and insight to work and plan in the moment, and enabling the children in their care to live, learn, play and develop in the here and now. Planning in the Moment with Young Children maintains a strong link to practice, providing numerous examples of how practitioners can integrate spontaneous planning and rich adult-child interactions into their everyday practice and early years curricula. From timetabling to setting clear rules, creating enabling environments, keeping records and making use of a variety of materials, the book demonstrates the multitude of

ways in which practitioners can encourage child autonomy and respond to the unique needs of each child. Examples from practice are rooted in theory, fully contextualised, and exemplified by original documentation sourced from the author's own experiences and from a wide variety of settings. Key features include: over 180 full colour photographs to illustrate practice; photocopiable pages including planning sheets, documentation and activity sheets; advice on working with parents, individual children and groups; tailored guidance on working with children at different stages of development from birth to age 6 years; relevance to a range of settings, including childminders, pre-schools, nurseries and schools. When children are

allowed to select where, with what, and how to play, they are truly invested in their play, they become deeply involved and make dramatic progress. This book is an outstanding testament to a responsive and child-led way of working in early years environments.

Practitioners will be guided, inspired and supported to work spontaneously and reactively – planning as they go and celebrating the results!

**Getting it Right in Reception** SAGE

‘The book takes a deeper insight into the role of the practitioner and provides invaluable information’ – Nursery Education  
 ‘I think the book would be good value for money for anyone working within a foundation stage team’  
 - Foundation Stage File  
 ‘The Foundation Stage Teacher in Action is one of the

definitive texts on the foundation stage, in which Margaret Edgington deals with the realities of practice based on theory and early years principles. It is immensely practical and easy to read, and while it deserves to be read from cover to cover, this New Edition is particularly accessible for those who want to dip in or who need to refer to a specific chapter’ - Early Education  
 ‘If you are new to the Foundation Stage, have been working in the Early Years for a few years, or for longer than you care to remember, if you have responsibility for employing staff for the Foundation Stage within your setting or if you work in a different key stage but have co-ordinator responsibility for the Foundation Stage, you should buy this book!’ - National Campaign for Nursery Education

Newsletter 'This is classic in the world of nursery education and this Third Edition, with its new title reflecting the changes in that world, is as exciting and challenging as earlier versions. Margaret Edgington's campaigning zeal is undiminished as she asserts the prime need for specialist teachers to work with young children in the Foundation Stage and backs this claim with authoritative research references. This is a strong, passionate authoritative text and I shall keep it close to hand for my own work' - Marian Whitehead, Nursery World `This is the third generation of books dealing with the pedagogy of the early years from Margaret Edgington, the first two being her editions of The Nursery Teacher in Action, originally published under the name Margaret Lally. The

changes that have come about in early years education - notably the introduction of the Foundation Stage with its accompanying curriculum guidance and assessment requirements - meant that many early years books have needed updating. This Third Edition is more than an update; it represents some very hard thinking about what practitioners now need to know to be effective, and presents this by revisiting the original book's themes' - Escalate `Paul Chapman Publishing and Margaret Edgington have pulled off a real gem of a book, with updated sections (thank you for the Forest school stuff, for example!) and fresh insights. The hard work has really paid off - thanks so much' - Nick Swarbrick, Oxford Brookes University `This Third Edition brings a broader

perspective to the early years world. Margaret's years of experience as a practitioner and consultant in the field are evident and she manages to blend good practice, policy and theoretical aspects, bringing an astute yet sensitive approach to the early years practitioners' varied experiences and qualifications. The book reaches not only those who are starting on their careers as early years practitioners, but also those who have been there a long time and witnessed many, often bewildering changes, where their beliefs and practice have been challenged. The new edition should be essential reading not only for those working in the field, whatever stage in their careers, but also for anyone who seeks to understand small children and support them in the best

way possible' - Angela D Nurse, Head of Department of Childhood Studies, Canterbury Christ Church University This is a fully revised and updated edition of the author's best selling book *The Nursery Teacher in Action*, Second Edition. This book now includes an extended section on leadership, on managing the foundation stage and involving the team in monitoring and evaluating foundation stage practice. Curriculum, planning and assessment now reflect the new statutory guidance on the Foundation Stage Curriculum and Profile. The author reviews the implementation of the Foundation Stage and the Profile - positive developments and areas which are still proving challenging. New material is included on the broadening role of the foundation

stage teacher in integrated, multi-disciplinary services and providing support in other settings. The book has been updated to include recent findings from Effective Pedagogy projects and other research on learning styles. The Foundation Stage Teacher is essential reading for all early years students and practitioners; early years course tutors, and teachers new to working with 3-5 year olds and also primary headteachers.

*Effective Transition Into Year One*

Independently Published

Helping children make the transition between Reception and Year One is a challenge. When done well it can have a significant impact on children's emotional and academic development, but when done badly it can set some

children's development back by up to a year. Alistair Bryce-Clegg is determined to help practitioners conquer this challenge. Having been involved in a number of transition projects that specifically focus on children's emotional, social and academic development throughout this period, Alistair's draws upon his experience in this new book. Packed full of practical ideas to help practitioners to plan for and create an effective learning environment that promotes high levels of attainment in Year One based on the effective principles of EYFS practice, this book should be an essential in any Reception and Year One teacher's library.

Andrews UK Limited

Reception, it's a funny old term, rather

like a waiting room, a foyer, or a gathering place before the main event. The main event here being the start of Key Stage One and school life. Reception has in many ways been seen as a 'holding pen', a preparation for 'school readiness' rather than a stage and age in its own right. Neil Farmer draws upon his experience of working with and supporting schools and leaders up and down the country and abroad – in many instances going right back to the basics – and putting forward suggestions and strategies that will assist teachers in gaining an ownership of their classroom and a true understanding of their vital role as a facilitator, mediator and coach. It is not a 'one cap fits all solution', but rather some practical tips that Reception teachers may decide to employ, alter

and make their own.

**The Reception Year in Action,  
revised and updated edition**

Routledge

Moving On to Key Stage 1 offers a series of practical strategies for promoting learning that meets the needs of 5, 6 and 7 year old learners. It challenges some current practices in the the English primary curriculum and asks whether offering more opportunities for play and child-initiated learning alongside teacher-directed activity could offer children of this age a more appropriate balance of learning experiences.

Years 1 and 2, and Reception Routledge

What Does It Mean To Be Five, from child psychologist Jennie Lindon, will give you the tools you need to ensure that your work with children, whether in a school,

nursery or home setting, is relevant to their individual stages of development. This book looks at the six areas of learning in the EYFS and focusses on what each area means for five-year olds. Each area of development is backed up with examples of how real children learn, what good practice looks like and working in partnership with parents. A must-have for anyone working with five-year olds.

*Early Years Foundation Stage Profile*  
SAGE

Palaiologou has chosen essays for this collection which will stimulate critical awareness and discussion of the early years foundation stage. She provides an interesting background to the politics, policy and legislation which underpin

and inform the EYFS. This book covers policy and pedagogy, assessment, communication and more.

The Outdoor Classroom Ages 3-7 SAGE  
The early years foundation stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old. All schools and Ofsted-registered early years providers must follow the EYFS, including childminders, preschools, nurseries and school reception classes. This handbook presents the Early Years Foundation Stage (updated in 2021) as a handy reference copy for early years practitioners whether in training or in practice. A must have resource for early years staff and trainees.

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