

EYFS Meet the Teacher Evening
Wednesday 10th September 2025



EYFS Classes

Apple Class	Cherry Class
Miss Pritchard	Miss De Rosa (Monday, Tuesday)
Mrs Govender (Friday afternoon)	Miss Lancaster (Wednesday, Thursday and Friday)
Miss Clarke	Mrs Varo-Clement Mrs Groszewski Miss Cowperthwaite
Miss Palmieri also teaches Computing for each class.	
Cherry (Monday mornings) Apple (Tuesday and Wednesday mornings)	

Door Duty

Mon - Mrs Varo Clement
Tue - Miss De Rosa
Wed - Mrs Groszewski
Thu - Miss Pritchard
Fri - Miss Lancaster



Clitheroe Pendle
Primary School

DSL

In school, we are fortunate to have 5
'Designated Safeguarding Leaders'

Mrs Nunns

Mrs Mercer

Mr Morris

Mrs Schofield

Miss Markham



Clitheroe Pendle
Primary School

Governors

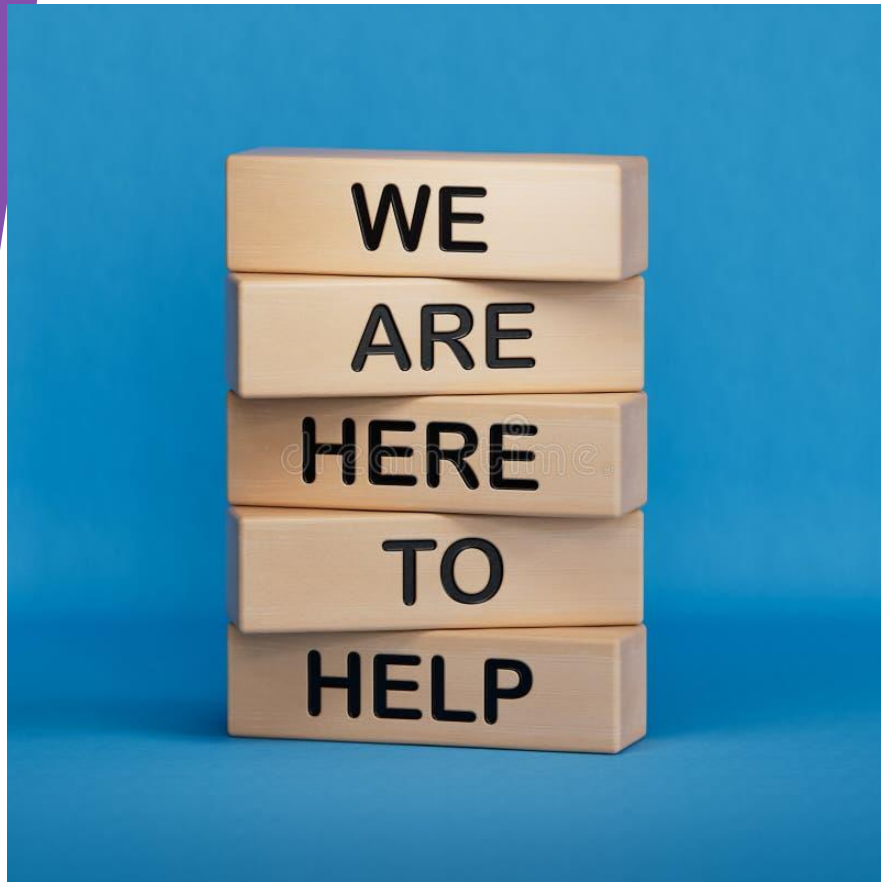
At Pendle, we are very privileged to have a very talented group of governors, with skills in many areas.

Mr David Walton is our Chair of Governors.



Clitheroe Pendle
Primary School

Communication



Autumn	Spring	Summer
Parents' Evening	Parents' Evening	Long Report
Short Report	Short Report	

Ongoing

Owl Board
Topic Newsletter
School Website
Parent Pay
Pick Up & Drop Off

CLASS EMAILS ARE TO BE USED FOR SHARING LEARNING. ANY URGENT MESSAGES SHOULD BE ADDRESSED VIA THE OFFICE OR ON DROP OFF / PICK UP. THEY ARE NOT ALWAYS SEEN ON THE SAME DAY.



Clitheroe Pendle
Primary School

New Website

Children -> Class Pages

Blog Style Updates



Week 2

We have loved exploring our classroom this week! We've shown fantastic patience and teamwork while taking turns using the Interactive Whiteboard—well done, everyone!



Online Safety

At Pendle, we take this area of the curriculum very seriously as we have a duty to teach our children to be safe users of technology and the internet. Our children are taught to stay safe online through their weekly Computing sessions and the PSHE curriculum.

Out of school there are a number of websites you, as parents and carers, can use for information and advice.

Please be aware the content on these sites is sensitive and adult led. Further information and other leaflets are available in school should you wish to know more.

Thank you
Mrs Schofield

<https://www.ceopeducation.co.uk/parents/>

https://www.nspcc.org.uk/keeping-children-safe/online-safety/?gclsrc=aw.ds&gad_source=1&gclid=EAIAIQobChMIjfzho5S0iAMVtZhQBh3KojbMEAAAYAyAAEgJcdPD_BwE&gclsrc=aw.ds

https://swgfl.org.uk/resources/online-safety-guidance-for-parents/?gad_source=1&gclid=EAIAIQobChMIjfzho5S0iAMVtZhQBh3KojbMEAMYAiAAEgKBjvD_BwE

<https://www.childnet.com/help-and-advice/parents-and-carers>

<https://saferinternet.org.uk/guide-and-resource/parents-and-carers>



Clitheroe Pendle
Primary School

Behaviour

We have high expectations for children's behaviour in class, around school and when taking part in visits.

Everybody at Pendle has a right:




- To be safe
- To fair treatment
- To be heard
- To be treated with respect
- To learn and teach without unnecessary interruption

Our door is always open should you have any behaviour concerns. Again, teamwork makes the dream work!



Clitheroe Pendle
Primary School

The Pendle Way

Our Rules	Our Routines	Consistent Adults
Ready 	Calm Corridors	Emotionally regulated
Respectful 	Proud Walking	Daily Meet and Greet
Safe 	Smart Lines	First attention to best conduct
	One Voice	Reprimand in Private
	Team Stop	Sincere recognition
	Calm Corridors	Praise in Public
	Proud Walking	Clear communication of expectation



CONSISTENT CONSEQUENCES

Stage of Behaviour	Description	Consequences
Unexpected	Calling/shouting out - out of seat - not following instructions - being unkind	Non-verbal or verbal signal – adult signals and talks about appropriate behaviour – child makes the changes – positive reinforcement – eg: smile or thumbs up
Persistent	Continued incidents of unexpected behaviour - rudeness, answering back – preventing others to learn/play - refusal to work	Move the child either in the classroom or playground to deescalate the situation – 5 minutes missed break or time out—restorative conversation needed – professional judgement on CPOMS recorded or not
Serious	Unsafe behaviour in or out of class - Hurting another child - aggressive behaviour - Inappropriate language - Lack of respect Behaviour - inappropriate language	Child sent to KS Leader – any missed learning to be caught up at lunch/break time – 10 minutes missed break or time out if on break— Restorative conversation needed – Parents informed by class teacher – Record on CPOMS
Very Serious	Swearing, fighting or hurting other children— Serious disruption in class -Reckless or dangerous play— stealing—racist or bullying	Conversation with Deputy or Assistant Head teacher – children to use the sensory room if needed – Loss of full break or lunch – parents to be informed by Deputy or Assistant Head teacher – Record on CPOMS – professional judgement on behaviour charts needed
Extremely Serious	Violence or abuse to staff—continued disruption in class or playground	Child to be sent directly to the Head or Deputy Head teacher – – Record on CPOMS – Invite Parents in for a discussion suspension or permanent exclusion if necessary



Rewards!

Praise	Raffle tickets	Certificates
Praise Postcards	Celebration Assemblies	Thank you Thursdays
Stickers and stamps	Team points	Class Bear

All classes have a class recognition board with identified behaviour targets that the whole class works towards. This encourages a team spirit and supporting each other to reach our behaviour goals.

Communication and Language

Listening, Attention and Understanding

- 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.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- 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.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.
- 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.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- 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.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- 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.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- 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.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

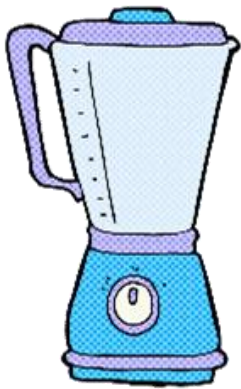
Assessment

Live Marking & Daily Observations	Assessment for Learning Sheet	Reports
EYFS ELG	Phonics Tracker WellComm	Maths assessments



Phonics (Word Reading ELG)

- Start phonic teaching in nursery (Phase 1) and progress through to Year Two (Phase 6) in primary school
- Develop speaking, listening, writing and reading skills
- Equip children with the phonic knowledge and skills they need to become fluent readers and confident writers by the age of seven
- Taught daily
- All children take a national phonic screening check at the end of Year 1



Blending

To draw individual sounds together to pronounce a word. Think of a blender - mixing ingredients to bring them together. When we blend, we can add sound buttons and press each as we read.

c a t

Glossary

(also on website)



Segmenting

To split up a word into its individual phonemes in order to spell it. Think of an orange, we break it up into pieces aka the sounds. When we segment, we divide the separate sounds into a phoneme frame to spell.

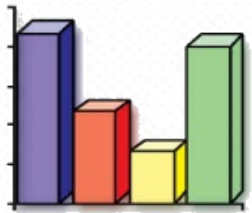
c	a	t
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Grapheme

The written representation of sounds. Think of a graph - this is how we see the letters.

abcdefghijklmnopqrstuvwxyz



Phoneme

The smallest single identifiable unit of sound, or what sound the graphemes make. Think of a phone - this is what we hear.

“sh” as in ship involves the graphemes s and h, but makes the phoneme “sh”



Enunciation

- Phonemes (sounds) should be articulated clearly and precisely
- No schwaring!

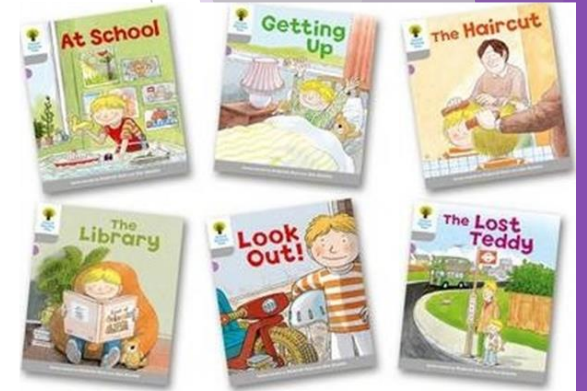


Phase 1

Phase 1 covers several 'aspects'
These are based around children starting to
"tune into sounds"

Through lots of speaking and listening activities
which will either be adult led activities or
within the environment the children will:

- "Tune into sounds"
- Improve their ability to distinguish between sounds
- Rhyming
- Oral Blending

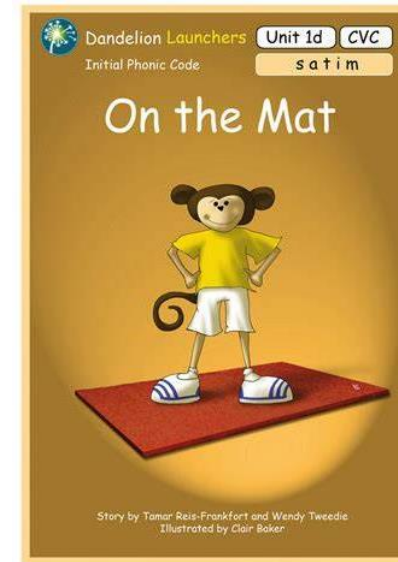


Phase 2

- Learning specific letters (graphemes) and sounds (phonemes)

s a t p i n m d g o c k c k e
u r h b f f l l l s s

- Blending and segmenting words and in captions and sentences
- Reading tricky words: I go no to the



Tam sat.

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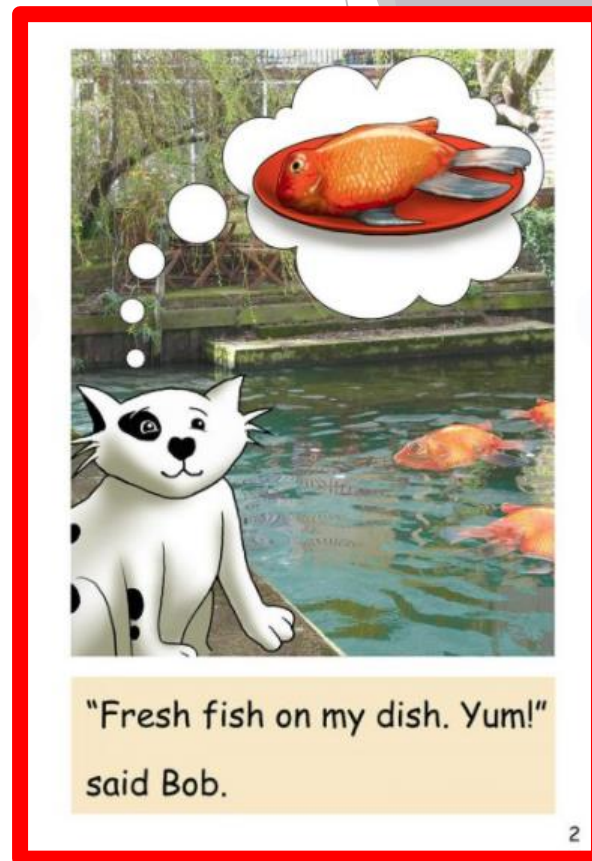
Tricky words - "they can't trick us!"

Phase 3

- All other sounds are taught, but only one representation e.g. igh in night

j v w x y z zz qu ch sh th ng ai
ee igh oa oo ar or ur ow oi ear air er

- More “tricky words” for reading
- Writing I go no to the
- Blending, segmenting, reading and writing words, captions and sentences that are phonetically plausible.



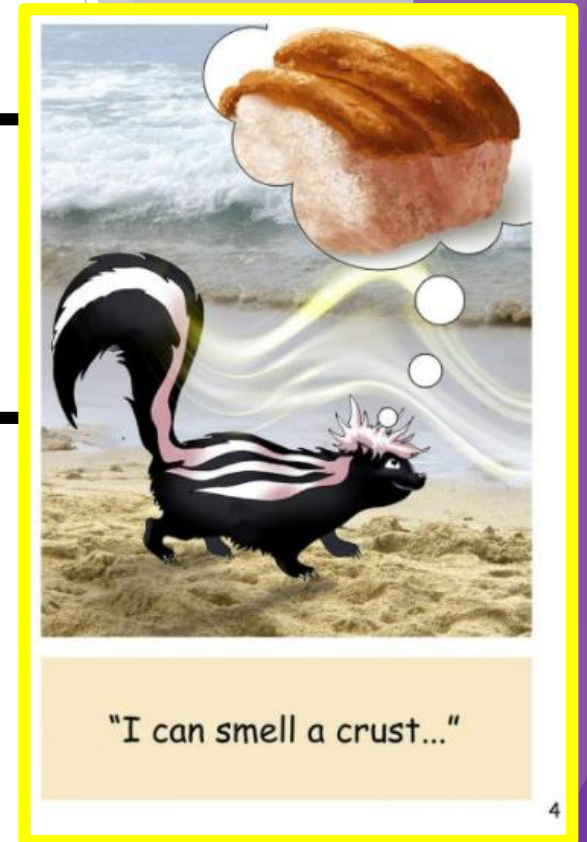
Phase 4

- Consolidation of previously learned sounds
- More tricky words
- CVCC words e.g. "plum" "short"
- Polysyllabic words

c	a	t
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sh	or	t
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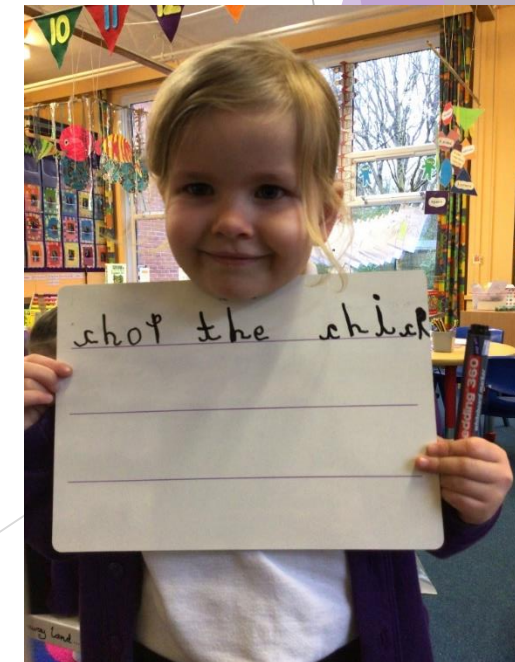
p	l	u	m
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How will we teach your child?



- Daily 25-minute sessions
- Fun and active sessions
- Mnemonics
- Fred Frog
- Sound buttons and phoneme frames
- Provision activities to reinforce Phonics sessions



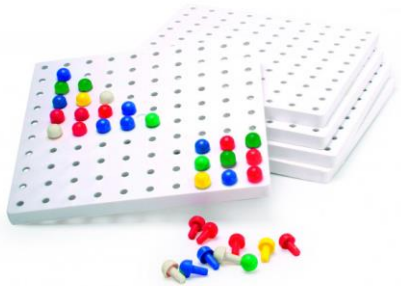
How can you support your child?

- Play games that encourage your child to listen to phonemes e.g. I spy a c-a-t.
- Fred talk - Please put on your c-oa-t.
- Look for graphemes in print in the environment.
- Look on the owl board to see our phonics focus each week.
- Talk to your child about their phonics homework.
- Encourage writing at home e.g. shopping list.



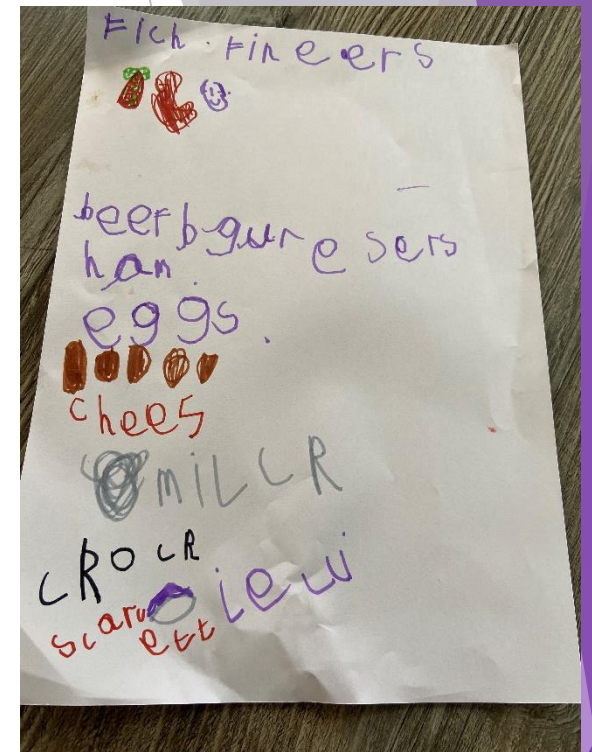
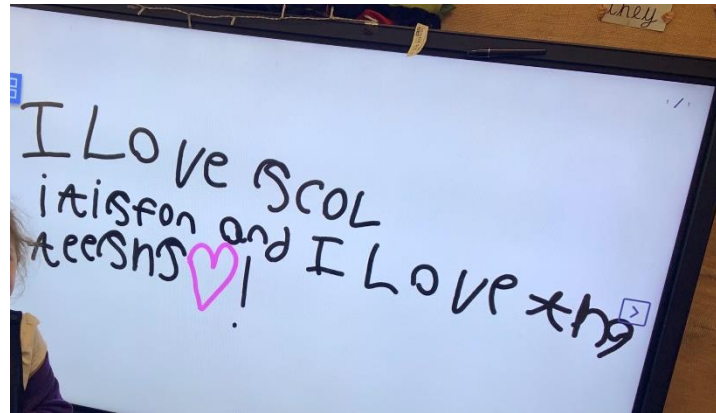
Writing

- Before children are ready to write with a pencil and form letters correctly, they need to develop their fine motor control.
- This includes 'Funky fingers' activities. These are designed to develop finger strength e.g. threading activities, using tweezers, turning nuts and bolts.
- Children are encouraged to write at school both within their play and in more formal writing activities.

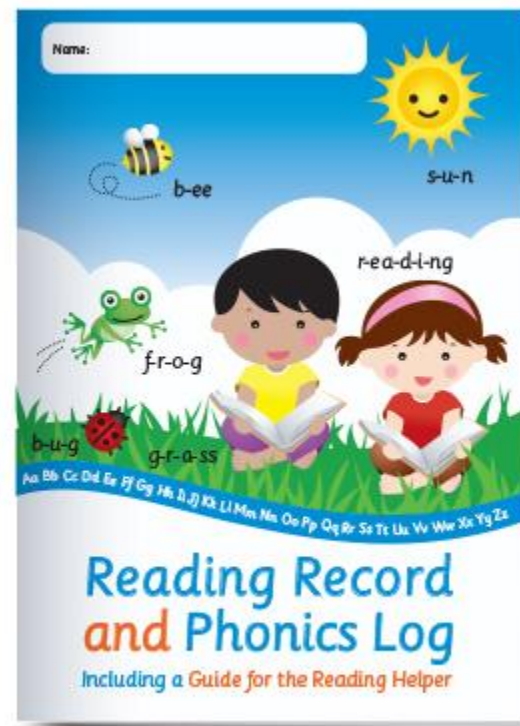


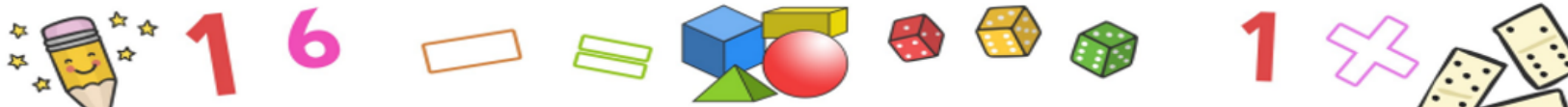
Writing

- Have pencils and paper, chalks, a whiteboard or clipboard available
- Make it fun- write in mud, shaving foam, water outside...
- Reinforce correct letter formation
- Encourage correct pencil grip
- Let them see you writing- get them to help writing notes, a shopping list...
- Do not spell everything out for them- encourage independence using their phonic knowledge- 'write the sound you can hear'.
- Praise their efforts don't correct their spellings at this stage



Reading, Reading, Reading!





Supporting your child in Maths

The Big Picture

Maths skills can be developed at home by involving them in everyday activities such as baking, looking at the best supermarket deals or sharing out sweets equally. This also develops their problem solving and reasoning skills!

Don't underestimate yourself, or the power you have as a parent getting involved in your child's learning



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twinkl www.twinkl.co.uk

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Useful Resources

Apps

- Teach your Monster to Read
- Hairy Letters
- ABC Pocket Phonics
- Letter Lillies
- YouTube e.g. Read Write Inc
Phoneme Pronunciation Guide

Websites

- www.phonicsplay.co.uk
- www.ICTgames.com
- www.bbc.co.uk - alphablocks /
kslbitesize
- www.topmarks.co.uk
- www.lettersandsounds.com

None of these are compulsory - they are just suggestions.

Uniform Reminders

Please make sure that ALL uniform is clearly named. (Please!)

No jewellery including earrings.

Hair tied up. (Simple headbands)

No nail varnish.



Clitheroe Pendle
Primary School

Organisation Reminders

Children need to bring water bottles to school each day as part of promoting a healthy and active lifestyle.

Your child will receive a piece of fruit each day so you do not need to provide your child with any.

Please do not allow your child to bring a toy to school as the children are provided with equipment and activities to occupy them at playtimes.

Please ensure that your child has a FULL, named PE kit in school for each half term. The outdoor PE kit is in addition not instead of the indoor PE kit.

Please ensure your child has a named pair of wellies in school.



Clitheroe Pendle
Primary School

Thank You for
your support!



Clitheroe Pendle
Primary School