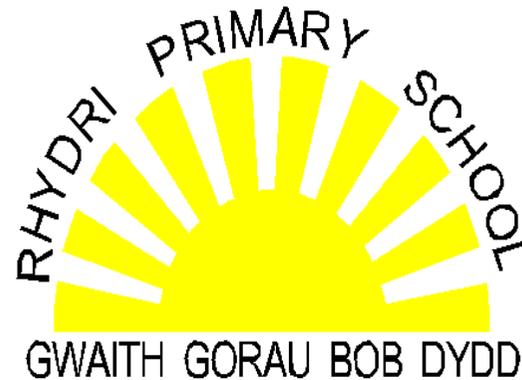


RHYDRI PRIMARY SCHOOL



'A SMALL SCHOOL WITH A BIG HEART'

INFORMATION FOR NURSERY PARENTS:

FOUNDATION PHASE

The Welsh Government has high expectations for all pupils, regardless of their age / stage of ability. The revised LNF (Literacy and Numeracy Framework) which applies to all pupils at Rhydri Primary School clearly identifies the skills in 'Areas of Learning'.

The LNF states expectations for children in accordance with their relevant 'age range', but recognises that schools' need to meet pupils individual needs. As such, each skill is set on a continuum that enables staff to address 'stage appropriate' skills for your child, so matching day-to-day expectations in line with their abilities.

At Rhydri Primary School and in accordance with Foundation Phase pedagogy, your child is given the opportunity to develop their skills, knowledge and understanding through:

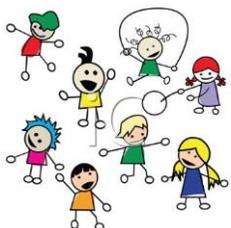
- A developmentally appropriate curriculum where the six Areas of Learning complement each other and work together;
- Continuous and enhanced provision and focused activities in the indoor and outdoor learning environments;

- different types of play and a range of planned activities, including those that are child-initiated;
- experiences that allow them to adopt a variety of roles, including leadership within a small group, paired learning or working within a team;
- different resources, including ICT;
- active learning opportunities that build on prior experiences and support them to become independent thinkers and learners;
- activities that allow them to use their senses, be creative and imaginative and
- tasks and challenges that encourage problem solving and discussion.

The LNF further states that children should be presented with opportunities to experience and achieve this through:

- experiencing a language rich environment that immerses them in the spoken and written word;
- practicing, developing and refining their skills within all aspects of provision, including continuous provision, and through all Areas of Learning;
- expressing themselves creatively and imaginatively;

- experiencing and using a range of media and stimuli, including emerging technologies;
- accessing and sharing a variety of non-fiction texts, stories and traditional tales from Wales and around the world including those written by significant authors;
- mark making or writing in a range of genres and
- communicating in a range of contexts for a variety of purposes and audiences.



In LLC (Language, Literacy and Communication), pupils are expected to develop skills in Oracy, Reading and Writing.

The skills in Oracy for Nursery pupils are as follows:

Developing and presenting information and ideas	Speaking	<ul style="list-style-type: none"> -express some enjoyment or interest -talk about, in simple terms, drawings, models and movements -retell, in simple terms, an event or experience -use sentences with five or more words with some grammatical immaturities -use newly learned vocabulary in and through play activities -speak clearly enough to be understood by adults and peers -imitate real life and make believe experiences within role play -respond in simple terms, to drama they have watched
---	----------	--

		and other creative stimuli -understand and use simple questions, e.g. Why? How? and Can I?, to establish why things happen and to clarify understanding -engage in sound and word play -recognise rhythm and rhyme in spoken words and join in with rhythmic activities -use talk in symbolic play
	Listening	-listen and respond with growing attention and concentration -listen to and carry out a two step instruction -hear and discriminate general, environmental sounds and speech sounds -follow simple action words, e.g. through games and songs -listen and join in with songs, rhymes and stories -in simple terms, retell a story or information that they have heard -show understanding of basic concepts such as in, on, big, little, wet, dry, hot and cold -answer Who? and What? Questions relating to own experiences, stories or events -ask an appropriate question about something that has been said
	Collaboration and Discussion	-participate in discussions with other children and / or adults -take part in activities alongside others

A child is expected to be at **@ Outcome 3b** when they have completed their Nursery class year. The following statements detail expectations at Outcome 2, Outcome 3 and Outcome 4 so enabling you as parents to support your child achieving the identified developmental milestones. It

is recognised that all children develop at different rates and as such will be at varying stages of skill Outcome.

Oracy Outcome 2

Children listen to and join in with songs and rhymes and engage in sound and word play. They listen with growing attention and concentration and show understanding of two-step instructions and basic concepts, and ask or answer simple questions. They use sentences of five or more words, speaking clearly with other children and familiar adults. They use newly learned words in their play and participate in discussions and activities alongside others. They respond to creative stimuli and in simple terms retell an event or experience and talk about things they have made or done. They imitate real-life and make-believe experiences within play and make-believe play and use talk within symbolic play. They take part in discussions and activities alongside adults or other children.

Oracy Outcome 3

Children, with support, memorise and perform songs and rhymes and show recognition of rhythm, alliteration and rhyme. They play with sounds in words including initial

sounds. They demonstrate they have listened to others and understand three-step instructions and basic concepts. They usually respond appropriately to others and stimuli and ask appropriate questions about something that has been said. They speak clearly and audibly with growing confidence and clarity with most sounds and words pronounced correctly. They use an appropriate and increasing range of vocabulary in complete sentences and exchange ideas and interact with others. They respond to creative stimuli, retell stories and share information and talk about things they have made or done, expressing likes and dislikes. They imitate real-life and imaginative experiences, using some relevant language and use talk to create storylines.

Oracy Outcome 4

Children join in, repeat or memorise rhymes, songs and poems, use alliteration and rhyme to create their own. They blend and segment sounds in words. They listen to other speakers or stimuli with growing attention, usually responding appropriately to complex information and instructions and ask detailed questions to clarify understanding. They speak clearly and audibly, conveying

meaning to a range of listeners. They use an increasing range of appropriate vocabulary in play or structured activities, making themselves clear by choosing words deliberately and organising what they say. They talk to and respond to others during shared activities and extend ideas or accounts on familiar topics by including some detail. They express opinions and explain processes, showing awareness of the needs of listeners. They act out real or make believe roles using appropriate language.

The skills in **Reading** for Nursery pupils are as follows:

Locating, selecting and using information	Reading Strategies	<ul style="list-style-type: none"> -choose different types of reading materials, including books -hold books the correct way up and turn pages -recognise differences and similarities in pictures, shapes, patterns and textures -recall and talk about visual images and objects -link picture cards or objects with spoken initial sounds -recognise and differentiate between print and pictures -recognise familiar words, e.g. own name, and print in the environment, e.g. logos -make meaning from pictures in books, adding detail to their explanations -recognise and make meaning from pictures on-screen
Responding to what has been read	Comprehension	<ul style="list-style-type: none"> -recall details of a story or text by answering open-ended questions or referring to picture prompts -begin to make links to own experiences when listening to or exploring books / texts -talk about 'what might happen next'
	Response and	-show an interest in books and enjoy their content

	analysis	-follow picture books and texts read to them and respond appropriately
--	----------	--

Reading Outcome 2

Children hold books the correct way up and turn pages, choose different kinds of simple reading materials and make meaning from pictures. They recall details from texts, begin to make simple links to their own experiences and respond appropriately. They recognise differences and similarities in objects and visual and tactile stimuli and link objects and images to spoken initial sounds.

Reading Outcome 3

Children choose reading materials including books, and understand print conventions and simple text features to identify stories and information texts. They retell familiar stories in a simple way and identify information from texts using words and visual features, making links to personal experiences. They recognise that words are constructed from phonemes and that these are represented by graphemes. They will read some familiar, simple words using strategies with support and show awareness of simple punctuation.

Reading Outcome 4

Children talk about simple text features and use them to identify content and link visual features to written text. They retell events from narratives in the right order. They recall information in texts, using personal experiences to support their understanding. They recognise familiar words and use strategies to decode others, tracking print with their eyes and read punctuation expressively.

The skills in Writing for Nursery pupils are as follows:

Organising ideas and information	Meaning, purposes, readers	-experiment with a range of mark-making materials across a range of contexts -attribute meaning to marks, drawings and art work, e.g. adult annotation -communicate by using symbols and pictures -realise that the spoken word can be written down -begin to recognise the alphabetic nature of writing and understand that written symbols have meaning -write letters, numbers and / or symbols randomly -use pictures to convey meaning on-screen -imitate act of writing within role play activities
	Structure and organisation	-orally contribute to a form modelled by the adult -show an understanding of different purposes and function of written language, e.g. in role-play
Writing accurately	Language	
	Handwriting, Grammar, Punctuation Spelling	-pick up small objects with finger and thumb and start to hold writing implements appropriately, using pincer grip -demonstrate an understanding of the directionality of

		written print -identify letter sounds through exploration of their shape using tactile letter forms and multi-sensory play activities
--	--	--

Writing Outcome 2

Children write letters or symbols randomly when experimenting with mark making, demonstrating an understanding of the directionality of written print, and they realise that their spoken word can be written down. They identify some letter sounds through exploration of their shape. With support, they orally compose a sentence to a form modelled by an adult.

Writing Outcome 3

Children recognise the alphabetic nature of writing and can form some letters and on occasion simple words and phrases, writing from left to right. They discriminate between letters, use correct initial consonants and begin to use spelling strategies to spell vowel-consonant, consonant-vowel-consonant and high frequency words. They distinguish between upper and lower case letters and show an awareness of full stops and spaces between words. They contribute to a form modelled by an adult,

showing developing understanding of different formats and conveying meaning by sequencing words, symbols and pictures. They orally compose and dictate a sentence, describing events, experiences and pictures to communicate meaning.

Writing Outcome 4

Children form upper and lower case letters which are usually clearly shaped and correctly orientated. They use spelling strategies to spell longer consonant-vowel-consonant and high-frequency words conventionally and are developing their phonemic awareness. They begin to use connectives and some ordering words when writing and use capital letters and full stops with some degree of consistency. They independently use written language for different purposes, following a form modelled by an adult, and can sequence content correctly. They talk about what they are going to write and use a simple plan to support and organise writing.



In the area of **MD (Mathematical Development)**, the LNF states that children should be given opportunities to:

- Experience a mathematically-rich environment that allows them to explore and develop mathematical concepts and language
- Develop practical mathematical skills in a range of contexts
- Communicate in a range of mathematical contexts for a variety of purposes and audiences
- Practise, develop and refine their mathematical skills within all aspects of provision, including continuous provision, and through all Areas of Learning
- Experience and use a range of media and stimuli including emerging technologies
- Understand and use a range of measures and recognise and use shapes within play and structured activities.

All children are expected to develop their skills in numerical reasoning, a 'strand' that is now being tested in year 2 - year 6 by the WG (Welsh Government). The skills in this 'strand' are common across the Foundation Phase, i.e. from Nursery to Year 2, but the level at which they are used and the knowledge children need to apply differs considerably.

Developing Numerical Reasoning	Identifying processes and connections	<ul style="list-style-type: none"> -transfer mathematical skills to play and classroom activities -identify steps to complete the tasks or reach a solution -select appropriate mathematics and techniques to use -select and use relevant number facts and mental strategies -select appropriate equipment and resources -use knowledge and practical experience to inform estimations
	Represent and communicate	<ul style="list-style-type: none"> -use everyday and mathematical language to talk about their own ideas and choices -present work orally, pictorially and in written form, and use a variety of ways to represent collected data -devise and refine informal, personal methods of recording, moving to using words and symbols in number sentences
	Review	<ul style="list-style-type: none"> -use checking strategies to decide if answers are reasonable -interpret answers within the context of the problem and consider whether answers are sensible -interpret information presented in charts and diagrams and draw appropriate conclusions

The skills in MD (Mathematical Development) for Nursery pupils are as follows:

Using number skills	Use number facts and relationships	<ul style="list-style-type: none"> -listen to and join in with rhymes, songs, stories and games that have a mathematical theme -realise that anything can be counted, not just objects, e.g. claps, steps -count reliably up to 5 objects -recite numbers from 0 to 10 forwards and backwards using songs and rhymes -recognise numbers 0 to 5 and relate a number 0 to 5 to its respective quantity -use mark making to represent numbers in play activities that can be interpreted and explained -compare and order numbers to at least 5 -demonstrate an understanding of one-to-one correspondence by matching pairs of objects or pictures -use the terms 'first', 'second', 'third', and 'last' in daily activities and play
Using number skills	Calculate using mental and written methods	<ul style="list-style-type: none"> -understand and use the concept of 'one more' in their play -understand and use the concept of 'one less' in their play -use counting to solve simple maths problems in everyday play situations
Using number skills	Manage money	-demonstrate an awareness of the purpose of money through role play
Using measuring skills	Length, weight/mass, capacity	Compare, sort and order two objects in terms of size, weight or capacity by direct observation
Using measuring skills	Time	<ul style="list-style-type: none"> -anticipate events related to elements of daily routines and use the terms 'before' and 'after' -sing / chant the days of the week
Using measuring skills	Temperature	-use words that describe temperature during everyday activities, e.g. hot / cold
Using measuring skills	Area and volume Angle and position	<ul style="list-style-type: none"> -follow two-step instructions for simple movements within games and play activities -demonstrate an awareness of position and movement during their own physical activities
Using geometry	Shape	-recognise and use the names for 2D shapes (circle, square and triangle) within play activities and the

skills		environment -use and build with 2D and 3D shapes within play-based activities
Using geometry skills	Movement	-use a variety of media to develop concept of symmetry
Using data skills	Collect and record data Present and analyse data Interpret results	-sort and match sets of objects by recognising similarities -use mark making to begin to record collections
Using data skills	Pattern	-copy a range of simple patterns and sequences visually and aurally, e.g. clapped patterns, threading activities

The following 'Outcomes' in MD (Mathematical Development), clearly identify the relevant success criteria:

Mathematical Development Outcome 2

Children recite up to 10 forwards and backwards using songs and rhymes and they recognise and compare and order numbers up to 5. They use one-to-one correspondence to count up to five objects and make marks to represent numbers in their play and to record collections. They can understand and use the concept of 'one more' and 'one less' in their play and are beginning to make a sensible estimate of up to 5 objects. They

compare, sort and order two objects by direct observation and use words that describe temperature during everyday activities. They anticipate events related to elements of the day and begin to use simple time-related words. They recognise and name simple 2D shapes, and use 2D and 3D shapes and show an awareness of money in their play. They copy a range of simple patterns visually and aurally and sort and match objects and pictures by recognising similarities. They follow two-step instructions for simple movements.

Mathematical Development Outcome 3

Children recite up to 20 and in simple sequences and count up to 10 objects reliably. They read, write and compare and order numbers to 10 and understand that zero means none. They understand very simple addition and subtraction and mentally recall 'one more' and 'one less' within 10. They use 1p, 2p, 5p and 10p coins to 'pay' for items. They make a sensible estimate up to 10 and understand that this can be checked by counting. They use direct comparisons and simple terminology in terms of measure and temperature and understand that measurements must start at the same point. They use the

concept of time in terms of daily events and demonstrate a sense of how long things take. They recognise simple 2D and 3D shapes, describe them in simple language and use them in their play. They recognise and repeat patterns of up to three visually and aurally. They sort and classify objects using one criterion and record collections using marks, numbers or picture. They move in given directions.

Mathematical Development Outcome 4

Children recite numbers in simple sequences to 100, including different starting points and compare and order numbers to 20. They count up to 20 objects, sometimes using small groups. They read and write numbers up to 20. They understand and describe how to partition numbers below 20 into tens and units. They recall halves and doubles up to 10 and recognise and understand odd and even numbers up to 20. They can perform simple addition and subtraction using their preferred strategy and mentally recall 'one more' and 'one less' of a number within 20. They make sensible estimates of larger groups of objects, and use estimation and checking with calculation and measurements. They 'pay' for items up to 20p and find totals and give change from 10p. They use non-standard

units when measuring and use descriptive words when describing temperature. They use the concept of time in daily and weekly activities and use standard units of time to read hours on a clock. They find halves in practical situations and recognise and name common regular 2D and 3D shapes and describe and experiment with how they fit together in their play. They copy, describe and extend patterns including shape and number.

Additionally, at the end of the Foundation Phase schools are also required to report on pupils PSDWCD (**Personal and Social Development, Wellbeing and Cultural Diversity**). They skills are again developed through activities across the six areas of learning.



Personal and Social Development, Wellbeing and Cultural Diversity Outcome 2

Children usually play with other children sometimes demonstrating affection for other children. Children are willing to share toys, will take turns and show an understanding of familiar behavioural expectations, e.g. helping to tidy up. They begin to identify with the emotions of others and may like to help adults and peers

but not when it conflicts with their own interests. They do not always judge feelings accurately. They start to perform care routines independently and show some awareness of hazards. They will respond to warnings about routine safety, e.g. they won't run with scissors.

Personal and Social Development, Wellbeing and Cultural Diversity Outcome 3

Children often play co-operatively with other children. They begin to recognise appropriate behaviour for different situations, often modelled on the standards of adults close to them, respond to reason and cope with change in routines. They respond to others with increasing sensitivity to their needs. They perform most personal care routines independently and understand significant hazards.

Personal and Social Development, Wellbeing and Cultural Diversity Outcome 4

Pupils play independently and cooperatively with other children. They show increasing self-control for different situations and can wait for their needs to be met. They respond to the emotions and needs of others, showing

support or comfort where appropriate; show awareness of similarities and differences between themselves and peers. They perform most personal care routines independently and show some awareness of healthy.