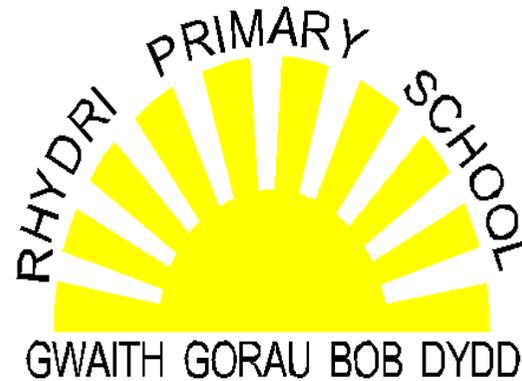


# RHYDRI PRIMARY SCHOOL



*'A SMALL SCHOOL WITH A BIG HEART'*

INFORMATION FOR RECEPTION 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:

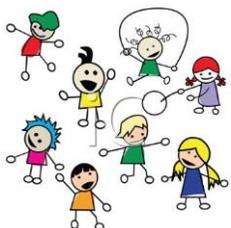
- A developmentally appropriate curriculum where the six Areas of Learning complement each other and work together;
- Continuous and enhanced provision and focused activities in the indoor and outdoor learning environments;

- 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 Reception pupils are as follows:

Developing and presenting information and ideas	Speaking	<ul style="list-style-type: none"> <li>-express what they like and don't like</li> <li>-talk about things they have made or done, adding some description</li> <li>-talk about things from their experience and share information</li> <li>-use words, phrases and simple sentences</li> <li>-use appropriate, increasing vocabulary in and through play activities</li> <li>-speak audibly</li> <li>-contribute to role play activities using relevant language</li> <li>-respond with some detail to drama they have watched and other creative stimuli</li> </ul>
---	----------	--

		<ul style="list-style-type: none"> <li>-use a variety of questions, e.g. Who? What? Why? When? and How? to establish why things happen and to clarify understanding</li> <li>-show an awareness of alliteration and rhyme</li> <li>-recognise rhythm in spoken words and continue a rhyming string</li> <li>-use talk to create storyline in symbolic / imaginative play</li> </ul>
	Listening	<ul style="list-style-type: none"> <li>-show they have listened to others, e.g. by drawing a picture</li> <li>-listen to and carry out a three-step instruction</li> <li>-isolate and identify initial sounds in spoken word</li> <li>-follow action words / commands</li> <li>-join in, repeat or memorise rhymes, songs and stories with some support</li> <li>-in simple terms, retell narratives or information that they have heard</li> <li>-show understanding of basic concepts to include over, under, behind</li> <li>-answer Who? What? and Where? and open ended questions relating to own experiences, stories or events</li> <li>-ask questions about something that has been said</li> </ul>
	Collaboration and Discussion	<ul style="list-style-type: none"> <li>-exchange ideas in one-to-one and small group discussions, e.g. with friends</li> <li>-take part in activities alongside others, with some interaction</li> </ul>

A child is expected to be at **@ Outcome 4c** when they have completed their Reception class year. The following statements detail expectations at 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 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 Reception pupils are as follows:

Locating, selecting and using information	Reading Strategies	-choose reading materials including books -understand that print carries meaning and is read left to right, top to bottom -discriminate between letters in a range of contexts -link and identify a growing number of spoken sounds to letters
---	--------------------	---

		<ul style="list-style-type: none"> <li>-recognise that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters):</li> <li>orally blend combinations of known letters</li> <li>orally segment combinations of known letters</li> <li>-apply the following reading strategies with support:</li> <li>phonic strategies to decode simple words</li> <li>recognition of High Frequency words</li> <li>context cues, e.g. pictures, initial sound</li> <li>repetition in text</li> <li>-use one-to-one correspondence between written and spoken word</li> <li>-read simple words such as consonant-vowel-consonant words</li> <li>-read simple captions and texts recognising High Frequency words</li> <li>-show an awareness of full stops when reading</li> <li>-show an awareness of the difference between stories and information texts</li> <li>-use pictures to aid understanding of text</li> <li>-make meaning from visual features of the text, e.g. illustrations, photographs, diagrams and charts</li> <li>-recognise and make meaning from words and pictures on-screen</li> </ul>
Responding to what has been read	Comprehension	<ul style="list-style-type: none"> <li>-retell familiar stories in a simple way, using pictures to support</li> <li>-identify information from a text using visual features and words</li> <li>-relate information and ideas from a text to personal experience</li> <li>-predict endings to stories</li> </ul>
	Response and analysis	<ul style="list-style-type: none"> <li>-show an interest in books and other reading materials and respond to their content</li> <li>-follow texts read to them and respond appropriately</li> </ul>

### 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 Reception pupils are as follows:

Organising ideas and information	Meaning, purposes, readers	<ul style="list-style-type: none"> <li>-mark make/write in response to a variety of stimuli on subjects that are of interest or importance to them including stories and personal experiences</li> <li>-produce pieces of emergent writing</li> <li>- orally compose and dictate a sentence describing</li> </ul>
----------------------------------	----------------------------	---

		<p>events, experiences and pictures to communicate meaning</p> <ul style="list-style-type: none"> <li>-convey meaning through pictures and mark making</li> <li>-recognise the alphabetic nature of writing and understand that written symbols have meaning</li> <li>-copy and write letters, words and phrases, e.g. from the environment or those modelled by the practitioner</li> <li>-use pictures and symbols to compose writing on-screen</li> <li>-use written language within role play and active learning</li> </ul>
	Structure and organisation	<ul style="list-style-type: none"> <li>-begin to sequence words, signs or symbols appropriately</li> <li>-contribute to a form modelled by the teacher, e.g. through shared writing</li> <li>-show understanding of different formats, e.g. cards, lists, invitations</li> </ul>
Writing accurately	Language	<ul style="list-style-type: none"> <li>-use language associated with writing, e.g. letter, word and sentence</li> </ul>
	Handwriting, Grammar, Punctuation Spelling	<ul style="list-style-type: none"> <li>-hold writing instruments appropriately</li> <li>-write from left to right</li> <li>-discriminate between letters</li> <li>-distinguish between upper and lower-case letters and show an awareness of full stops</li> <li>-use correct initial consonant by beginning to apply phonic knowledge</li> <li>-begin to use spelling strategies such as sound-symbol correspondence and oral segmentation with support such as clapping sounds in vowel-consonant and consonant-vowel-consonant words</li> <li>-use spelling support such as phonic mats, flashcard and other resources</li> <li>-use familiar and high-frequency words in writing</li> </ul>

### 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	-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	-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	-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 Reception pupils are as follows:

Using number skills	Use number facts and relationships	-recite a range of number rhymes and songs -count reliably up to 10 objects -recite numbers up to 20, forwards and backwards, and from different starting points -read and write numbers to at least 10 -compare and order numbers to at least 10 -understand that zero means 'none' -use number facts up to 5 -count in 2s to 10 and in 10s to 100 -use ordinal numbers to 10 in daily activities and play -begin to read number words
Using number skills	Calculate using mental and written methods	-mentally recall 'one more' of a number within 10 -mentally recall 'one less' of a number within 10 -combine two groups of objects to find 'how many altogether?' -take away objects to find 'how many are left?' -solve simple problems in a practical situation that involve simple addition and subtraction up to 5 -talk about addition and subtraction instruction in play activities
Using number skills	Estimate and check	-make a sensible estimate of up to 10 objects that can be checked by counting
Using number skills	Manage money	-use 1p, 2p, 5p and 10p coins to pay for items
Using measuring skills	Length, weight/mass, capacity	-use direct comparisons with: <ul style="list-style-type: none"> <li>▪ length, height and distance, e.g. longer / shorter than</li> <li>▪ weight / mass, e.g. heavier / lighter than</li> <li>▪ capacity, e.g. holds more . less than</li> </ul>

Using measuring skills	Time	-use the concept of time in terms of their daily activities -sing / chant days of the week, months of the year in meaningful contexts, e.g. when changing the class calendar -demonstrate a developing sense of how long tasks and everyday events take
Using measuring skills	Temperature	-use direct comparisons when describing temperature, e.g. hot / cold
Using measuring skills	Area and volume Angle and position	-move in given directions -use prepositions to describe position
Using geometry skills	Shape	-recognise and name common 2D shapes (circle, square, triangle and rectangle) and some 3D shapes (cube, cuboid and sphere) within play activities and the environment -use 2D and 3D shapes to make models and pictures
Using geometry skills	Movement	-complete a simple symmetrical picture through a variety of media
Using data skills	Collect and record data Present and analyse data Interpret results	-sort and classify objects using one criterion -record collections using marks, numbers or pictures
Using data skills	Pattern	-recognise and repeat three object / colour/clapped patterns and sequences

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

### **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. They can sort or match more than one criterion. They collect information by voting or sorting and represent the total in pictures,

objects or lists and tables. They make whole and half turns.



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 3

Pupils often play co-operatively with other children - *negotiating, turn taking and sharing during familiar structured activities sometimes with adult support, e.g. reminding them to take turns.* 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 - *following classroom rules, e.g. walking rather than running inside or using a quiet voice when appropriate.* They will usually respond to rules or requests if the reasons are explained. They respond to others with increasing

sensitivity to their needs - *showing care, respect and concern for other people, animals and plants with increasing sensitivity.* Their responses will show awareness that other people have different emotional responses to the same things. They perform most personal care routines independently and understand significant hazards- *performing most personal care needs within their physical ability (toileting, eating, simple dressing, etc.), though there may be occasional requests for help, e.g. with zips or fastenings.* Children understand significant hazards of different environments, *e.g. slippery grass, using tools carefully or taking care on playground equipment such as climbing frames.*

### Personal and Social Development, Wellbeing and Cultural Diversity Outcome 4

Pupils play independently and cooperatively with other children- *negotiating play roles to keep play going, taking turns and ending play.* They show increasing self-control for different situations and can wait for their needs to be met - *showing appropriate self-control and behaviour for a range of situations.* They will usually accept a request to wait for their needs to be met, *e.g. when wanting to talk to*

*an adult about a situation will not interrupt. 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 - responding appropriately with increasing awareness of cultural differences and diversity. They will notice support, comfort and help other children when they are sad and upset and enjoy caring for the environment. They perform most personal care routines independently and show some awareness of healthy eating - performing personal care needs within their physical ability (toileting, eating, dressing, etc.), though there may be occasional requests for help. Children will begin to be aware of longer term personal care concepts such as healthy eating, being aware of foods that are healthy and those that are not.*

