

Early Years at CWR

Phonics

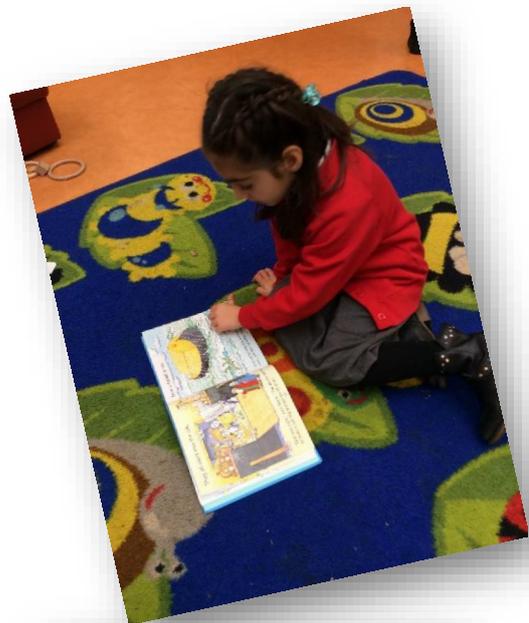
Phonics is an important building block in learning to read and write. We teach the children how to blend sounds for reading and how to segment sounds for spelling. We teach Synthetic Phonics in a systematic way using kinaesthetic learning where possible. This means that we teach each of the sounds individually and teach children how to manipulate the sounds. We teach Phonics daily using a repetitive format based on and incorporating Bug Club so that the children are familiar with the routines and can concentrate on the new sound or concept. We believe that children learn best when it is multisensory, so we use Jolly Phonics songs and actions as well as robot arms for blending and Phoneme Fingers for segmenting.

Reading

Reading involves two main elements: word reading and language comprehension. In FS we teach language comprehension through story times, snack times, quality adult-child interactions and direct group teaching such as in Topic sessions.

We teach word reading through Phonics with common exception words being taught by sight. The children are taught to orally blend and are taught the letters and sounds in Phonics they need to read. When ready the children take part in guided reading (group reading) twice a week to an adult. This is linked to their daily Phonics teaching.

Children take home reading books and have a log-in for Bug Club which has reading books they can access at home. Children also have a Home Reading Record which we ask parents to fill in once they have listened to their child read. We ask that this is done at least



three times a week to ensure that children have the practise they need to develop their skills.

Writing

Like Reading, the foundations of writing as based in spoken language and Phonics. They also require development of fine motor skills. Language and motor skills are developed in many different ways in Foundation Stage including story times, lunch times, PE and in the areas of provision inside and out. Phonics is taught daily. In Phonics the children learn the letters and sounds needed for spelling words, they learn to segment words in order to spell them and they learn to spell the common exception words that do not follow a phonetic pattern. The children practise handwriting the letters and words they have learnt daily. They write captions using the Phonics they have learnt so far in their daily Phonics sessions. Topics, which are often based on books, are used to encourage writing, as are the areas of provision and children are encourage to write for 'real' purposes as much as possible. This could be writing a list of what they need to make something, writing their name and label for their model or writing a thank you letter. The Topics in Foundations Stage follow the whole school topics, are based on fiction and non-fiction texts and take into account the children's interests. Once the children are starting to write they are encouraged to practise writing every day. With every practise they can move themselves down the Writing Rainbow.



Maths

In Foundation Stage Maths is split into two strands: Number and Shape, space and measure. The children have whole class teaching in Maths. We use the Number Blocks scheme which focusses on a number a week and we teach shape, space and measure alongside this. Maths teaching is also taught in small guided groups and supported in Areas of Provisions. The children are encouraged to use equipment for adding, subtracting and solving problems and are also shown how to draw pictures to represent these in pictorial form. Maths areas in the unit have continuous provision for the children to practise and apply their maths skills and maths is encouraged outside and in other areas when appropriate.



Areas of Provision

Areas of Provision are set up, inside and outside, for the children to learn through play. The resources and activities in these areas are planned to support the development in our 17 areas of learning.



Some of the areas change with the changing topics or interests of the children but many areas have continuous provision with enhancements as the topics of needs of the children change.

Continuous provision helps the children to be independent learners. It gives them the opportunity to demonstrate the characteristics of effective learning: Playing and exploring, active learning and creating and thinking critically. They know the provision that is available for them to use which helps them to plan their activities and extend their learning in the areas from day to day and week to week. Adults in the areas are there to assess and extend their learning in the areas and to decide which enhancements can be added to the areas to enable greater learning.

Outdoor Learning



In Foundation Stage the children learn inside and outside in lots of different contexts. During free flow times the children can free flow outside to access the provision outside. The provision outside includes the 'Playground' area, the Scrap Shed, water play, sand, construction, the mud kitchen and the bikes. The outdoor area is usually open but

different aspects of the area are available to use at different times. The outdoor provision is designed to support the 17 areas of development and the characteristics of effective learning.



The children also have a weekly visit to our Forest School area which is at the end of the field and is a specially



designed area which includes a pond, bird hides, trees to climb and a 'fire pit'. The children put on their Forest School kits and Wellingtons for this and they observe the world around them, plants, insects and seasonal changes.

