



Foundation Phase pedagogy

Children should be given opportunities to develop their skills, knowledge and understanding through:

- a developmentally appropriate curriculum where the seven (six in Welsh-medium settings/schools) 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
- tasks and challenges that encourage problem solving and discussion.

Range of experiences

Children should be given opportunities to:

- experience a language-rich environment that immerses them in the spoken and written word
- practise, develop and refine their skills within all aspects of provision, including continuous provision, and through all Areas of Learning
- express themselves creatively and imaginatively
- experience and use a range of media and stimuli including emerging technologies
- access and share a variety of non-fiction texts, stories and traditional tales from Wales and around the world including those written by significant authors
- mark make or write in a range of genres
- communicate in a range of contexts for a variety of purposes and audiences.

The Language, Literacy and Communication Skills Area of Learning in English and Welsh have been developed side by side. Children can use translingual and dual literacy skills to develop both languages so that a strength in one language reinforces the other.

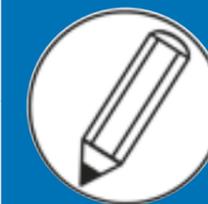
Key

Within the table, text taken from the LNF will appear as normal text. Text that has been extended from the LNF or that is a specific Language, Literacy and Communication Skills Area of Learning skill will appear as bold. These skills are further identified by the following icons.

Extended skill ▲ **Area of Learning skill** ❖ When combined with the LNF statements, these skills form the Foundation Phase Language, Literacy and Communication Skills Area of Learning.

N.B.

In order to comply with accessibility and legibility, these tables have been designed to be printed at their optimum size of A3.



Strand: Writing

Elements	Aspects	Nursery	Reception	Year 1	Year 2
		Children are able to:	Children are able to:	Children are able to:	Children are able to:
Organising ideas and information	Meaning, purposes, readers	experiment with a range of mark-making instruments and materials across a range of contexts	mark make or write in response to a variety of stimuli on subjects that are of interest or importance to them including stories and personal experiences ❖	write in response to a variety of stimuli on subjects that are of interest or importance to them, including stories, poems, class activities and personal experiences ❖	extend their response to a variety of stimuli on subjects that are of interest or importance to them, including stories, poems, class activities and personal experiences ❖
		attribute meaning to marks, drawings and art work, <i>e.g. adult annotation</i>	produce pieces of emergent writing ❖	communicate purposefully in writing, <i>e.g. may be supported by a drawing</i>	write for different purposes
		communicate by using symbols and pictures	convey meaning through pictures and mark making	use pictures, symbols, letters in sequence and familiar words to communicate meaning	write text which makes sense to another reader, which may include details and pictures
		realise that the spoken word can be written down ❖	orally compose and dictate a sentence describing events, experiences and pictures to communicate meaning ▲	talk about what they are going to write	use talk to plan writing
		begin to recognise the alphabetic nature of writing and understand that written symbols have meaning ❖	recognise the alphabetic nature of writing and understand that written symbols have meaning		
		write letters, numbers and/or symbols randomly	copy and write letters, words and phrases, <i>e.g. from the environment or those modelled by the practitioner</i> ▲	write words, phrases and simple sentences and read back own attempts	re-read and improve their writing to ensure that it makes sense
		use pictures to convey meaning on-screen	use pictures and symbols to compose writing on-screen	select letters, words and pictures to compose writing on-screen	experiment with different formats and layouts on-screen, using the facility to move text and pictures around easily
		imitate act of writing within role-play activities ❖	use written language within role play and active learning ❖	use written language for different purposes or functions within play and active learning ❖	use written language for different purposes, audiences or functions within play and structured activities ❖



Strand: Writing

Elements	Aspects	Nursery	Reception	Year 1	Year 2
		Children are able to:	Children are able to:	Children are able to:	Children are able to:
Organising ideas and information	Structure and organisation		begin to sequence words, signs or symbols appropriately	sequence content correctly, e.g. <i>instructions, recipes</i>	follow a structure in their writing with support, e.g. <i>reports, lists</i>
		orally contribute to a form modelled by the adult	contribute to a form modelled by the teacher, e.g. <i>through shared writing</i>	follow a form modelled by the teacher	follow and build upon a form modelled by the teacher
				develop the use of a storyline within imaginative writing ❖	refine the use of a storyline within imaginative writing ❖
				use a simple plan to support and organise writing, e.g. <i>story boards, thinking maps</i> ❖	organise writing with a beginning, middle and end
		show an understanding, in simple terms, of different purposes and function of written language, e.g. <i>in role play</i> ❖	show understanding of different formats, e.g. <i>cards, lists, invitations</i>	understand different types of writing, e.g. <i>records of events, descriptions, narrative</i>	use different types of writing appropriate to purpose and reader
Writing accurately	Language		use language associated with writing, e.g. <i>letter, word, sentence</i> ❖	use language associated with writing, e.g. <i>question mark, capital letter, exclamation mark</i> ❖	understand and use language appropriate to writing, e.g. <i>noun, verb, adjective</i> ▲
				use specific words which relate to the topic of their writing	use simple subject-related words appropriately
	Handwriting Grammar Punctuation Spelling	pick up small objects with finger and thumb and start to hold writing implements appropriately, using pincer grip	hold writing instruments appropriately	form upper- and lower-case letters that are usually clearly shaped and correctly orientated	form upper- and lower-case letters accurately and with consistent size
		demonstrate an understanding of the directionality of written print	write from left to right		
		identify letter sounds through exploration of their shape using tactile letter forms and multi-sensory play activities.	discriminate between letters		



Strand: Writing

Elements	Aspects	Nursery	Reception	Year 1	Year 2
		Children are able to:	Children are able to:	Children are able to:	Children are able to:
Writing accurately	Handwriting Grammar Punctuation Spelling		distinguish between upper- and lower-case letters and show an awareness of full stops ▲	use capital letters and full stops with some degree of consistency	use capital letters, full stops and question marks accurately, and sometimes use exclamation marks
				begin to use connectives to expand a point	use connectives to write compound sentences
				use some ordering words, e.g. first, then ❖	use ordering words, e.g. first, next, then, lastly
					use standard forms of verbs, e.g. see/saw, go/went, and subject-verb agreement, e.g. I was/we were
			use correct initial consonant by beginning to apply phonic knowledge	spell some words conventionally, including consonant vowel-consonant and common digraphs, e.g. th, ck	use spelling strategies such as segmenting, simple roots and suffixes, e.g. ing, ed
			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 ❖	use spelling strategies such as sound-symbol correspondence and segmenting	use knowledge of syllables to spell polysyllabic words ❖
			use spelling support such as phonic mats, flashcards and other resources ❖	use spelling support such as picture dictionaries, spelling mats and other resources ❖	use a dictionary ❖
			use familiar and high-frequency words in writing	spell high-frequency words correctly	spell high-frequency words correctly
			Welsh-medium statement: show awareness that some sounds change at the beginning of words, e.g. dau gi, y gath.	Welsh-medium statement: show awareness that some sounds change at the beginning of words, e.g. y ferch.	Welsh-medium statement: use some mutations, that have been practised orally, e.g. y bêl, fy mag, i dref
					Welsh-medium statement: spell some words that use y/u/i, e.g. tŷ, llun, and diphthongs, e.g. coed.