



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: Oracy

Elements	Aspects	Nursery	Reception	Year 1	Year 2
		Children are able to:	Children are able to:	Children are able to:	Children are able to:
Developing and presenting information and ideas	Speaking	express some enjoyment or interest	express what they like and dislike	express an opinion on familiar subjects	express opinions, giving reasons, and provide appropriate answers to questions
		talk about, in simple terms, drawings, models and actions	talk about things they have made or done, adding some description ❖	talk about things they have made or done, explaining the process	talk in detail about things they have made or done, explaining the process ❖
		retell, in simple terms, an event or experience	talk about things from their experience and share information	include some detail and some relevant vocabulary to extend their ideas or accounts	extend their ideas or accounts by sequencing what they say and including relevant details
		use sentences with five or more words with some grammatical immaturities, e.g. leaving out some link words ❖	use words, phrases and simple sentences	build on previous experience, making themselves clear by: – organising what they say – choosing words deliberately ❖	build on previous experience, speaking confidently and making themselves clear by: – organising what they say – choosing words deliberately – including relevant detail ❖
		use newly learned vocabulary in and through play activities ❖	use appropriate, increasing vocabulary in and through play activities ❖	use an increasing range of appropriate vocabulary in play and structured activities ❖	use a growing range of appropriate vocabulary in play and structured activities and formal situations, using variety in tone to add interest ❖
		speak clearly enough to be understood by adults and peers	speak audibly	speak audibly, conveying meaning to listeners beyond their friendship group	speak clearly to a range of audiences
		imitate real life and make believe experiences within role play	contribute to role-play activities using relevant language	adopt a role using appropriate language	adopt a specific role, using appropriate language in structured situations
		respond, in simple terms, to drama they have watched and other creative stimuli ❖	respond with some detail to drama they have watched and other creative stimuli ❖	respond with increasing detail to drama and other creative stimuli ❖	respond to and give opinion on drama as well as a wider range of stimuli ❖



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Elements	Aspects	Nursery	Reception	Year 1	Year 2
		Children are able to:	Children are able to:	Children are able to:	Children are able to:
Developing and presenting information and ideas	Speaking	understand and use simple questions, e.g. 'Why?', 'How?' and 'Can I?', to establish why things happen and to clarify understanding ❖	use a variety of questions, e.g. 'Who?', 'What?', 'Why?', 'When?' and 'How?', to establish why things happen and to clarify understanding ❖	use a variety of questions, e.g. 'Who?', 'What?', 'Why?', 'When?' and 'How?', for a variety of purposes and to clarify understanding ❖	prepare and ask a variety of questions, e.g. 'Who?', 'What?', 'Why?', 'When?' and 'How?', for a variety of purposes and to clarify understanding ❖
		engage in sound and word play ❖	show an awareness of alliteration and rhyme ❖	use alliteration and rhyme ❖	use alliteration and rhyme in a range of contexts ❖
		recognise rhythm and rhyme in spoken words and join in with rhythmic activities ❖	recognise rhythm in spoken words and continue a rhyming string	use rhythm and rhyme to create simple chants, rhymes and poems ❖	use rhythm and rhyme to create more detailed chants, rhymes and poems ❖
		use talk in symbolic play ❖	use talk to create a storyline in symbolic/imaginative play ❖		
		Welsh-medium statement: show awareness that some sounds change at the beginning of words through nursery rhymes and songs	Welsh-medium statement: show awareness that some sounds change at the beginning of words, e.g. <i>dau gi, y gath</i>	Welsh-medium statement: show awareness that some sounds change at the beginning of words, e.g. <i>y ferch</i>	Welsh-medium statement: use some mutations that have been practised orally, e.g. <i>y bêl, fy mag, i'r dref</i>
	Listening	listen and respond with growing attention and concentration	show that they have listened to others, e.g. <i>by drawing a picture</i>	listen to others, with growing attention, usually responding appropriately, e.g. <i>carrying out instructions</i>	listen to others with concentration, understanding the main points and asking for clarification if needed
		listen to and carry out a two step instruction ❖	listen to and carry out a three step instruction ❖	listen to and carry out increasingly complex instructions ❖	
		hear and discriminate general, environmental sounds and speech sounds ❖	isolate and identify initial sounds in spoken word ❖	isolate and identify medial vowels and final sounds in spoken words ❖	
				orally blend and segment words ❖	orally blend and segment polysyllabic words ❖



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		Children are able to:	Children are able to:	Children are able to:	Children are able to:
Developing and presenting information and ideas	Listening	follow simple action words, e.g. through games and songs ❖	follow action words/commands ❖	follow more complex action commands ❖	follow and create their own action commands ❖
		listen and join in with songs, rhymes and stories	join in, repeat or memorise rhymes, songs and stories with some support	join in, repeat or memorise rhymes, songs, poems and stories ▲	join in with, repeat or memorise a range of stimuli including rhymes, songs and poems, including nonsense verse ❖
		in simple terms, retell a story or information that they have heard	in simple terms, retell narratives or information that they have heard ❖	retell narratives or information that they have heard using simple connectives ▲	retell narratives or information that they have heard, sequencing events correctly
		show understanding of basic concepts such as in, on, big, little, wet, dry, hot and cold ❖	show understanding of basic concepts to include over, under, behind ❖	show understanding of basic concepts including through, over ❖	demonstrate an understanding of prepositions within their play and structured activities ❖
		answer simple 'Who?', 'What?' and open-ended questions relating to own experiences, stories or events ❖	answer 'Who?', 'What?', 'Where?' and open-ended questions relating to own experiences, stories or events ❖	answer 'Who?', 'What?', 'When?', 'Where?', 'How?' and open-ended questions relating to own experiences, stories or events ❖	answer more complex questions relating to own experiences, stories or events ❖
		ask an appropriate question about something that has been said	ask questions about something that has been said	show understanding of what they have heard by asking questions to find out more information	show understanding of what they have heard by asking relevant questions to find out specific information
		Welsh-medium statement: imitate and use answers to questions using the correct formats ❖	Welsh-medium statement: begin to answer questions by using the correct formats, e.g. Ydw? Ydy/Nac ydy ❖	Welsh-medium statement: answer questions usually using the correct formats, e.g. Oes? Oes/Nac oes	Welsh-medium statement: answer questions by using the correct formats, e.g. Ydy? Ydy/Nac ydy



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Elements	Aspects	Nursery	Reception	Year 1	Year 2
		Children are able to:	Children are able to:	Children are able to:	Children are able to:
Developing and presenting information and ideas	Collaboration and discussion	participate in discussions with other children and/or adults	exchange ideas in one-to-one and small group discussions, <i>e.g. with friends</i>	contribute to conversations and respond to others, taking turns when prompted	contribute to discussion, keeping a focus on the topic and taking turns to speak
		take part in activities alongside others.	take part in activities alongside others, with some interaction.	take part in activities with others and talk about what they are doing	share activities and information to complete a task
				intentionally use some non-verbal cues such as facial expressions and gestures. ❖	interpret, respond to and use non-verbal cues such as facial expressions and gestures. ❖