



# Curriculum Intent document

Head teacher- David McCallin

## What makes Windsor Nursery school Unique?

(Completed alongside staff and parents Autumn 2023)

Partnerships and relationships	Equalities and diversity	Communication and Language	Outdoor learning	Cultural capital	Inclusion
<p>Strong respectful relationships with a number of professionals who we can learn from and seek support to ensure the best outcomes for families and children.</p> <p>Trusting relationships with parents and recognition of them as their child's first teacher. Also, a strong understanding of families needs to provide non-judgemental support.</p> <p>Strong key worker relationships with children which ensures that we know them well and provide bespoke support.</p> <p>Links with other nurseries, local schools and the local authority which allows for moderation, smooth transitions and support between schools.</p>	<p>Our nursery is in an SOA with extremely high levels of deprivation.</p> <p>A high number of our children are eligible for pupil premium</p> <p>We have a high number of children with additional needs, rights and entitlements (SEND) and a dedicated Inclusive provision (IP).</p> <p>Our families come from all over the world and we value the experiences and cultures of all families.</p> <p>We recognise our global responsibility and have a commitment to appreciating the "lived experience" of our families.</p>	<p>We recognise that a language rich environment helps children to succeed in whatever they choose to do.</p> <p>We have at least 15 languages at any given time within the setting.</p> <p>Staff are experienced in non verbal communication strategies and supporting children to develop verbal and non verbal communication.</p> <p>Daily interaction with all families allows for a constant sharing of information with parents and carers as partners in their children's learning and development.</p>	<p>We have an expansive outdoor space with a variety of gross motor challenges and undulating ground to develop balance and coordination.</p> <p>We encourage children to explore their physicality and encourage risk taking.</p> <p>Many of our children have little outdoor space or access to safe outdoor spaces.</p> <p>We believe that there is no such thing as bad weather-just bad clothing. Daily access to outdoors and school provides waterproof clothing.</p> <p>On site forest school area for group sessions.</p>	<p>We actively embrace every opportunity to enrich children's opportunities for learning We recognise that cultural capital presents in many different ways; our children are multi linguistic, belong to faith based communities and travel widely to visit family members. Our celebration of faiths and our richly diverse culture, enhances cultural capital , provoking many opportunities for children and staff to learn with and from one another. Every half term we invite our families into nursery to enable us to celebrate and learn together.</p>	<p>Staff are highly experienced in supporting a range of needs.</p> <p>Long standing relationships with professionals who provide advice and support for children and families.</p> <p>Bespoke learning for children's individual needs.</p> <p>Sensory spaces and break out rooms enable children to regulate their senses.</p> <p>Flexible approaches to support the needs of all children.</p>

**At a recent Staff Development Day, our team of Educators reflected on our vision/intention. We considered our whole school community. (Autumn 2023 )**

### **Our Ambitions for all children:**

**We want our children to be: courageous, creative, expressive, independent, motivated, playful, respectful and valued.**

These attributes drive the content of curriculum and the delivery of our curriculum.

We value courage: To be brave, take risks and persevere. To withstand difficulty.

We value creativity: To use imagination. To generate ideas and possibilities.

We value expression: To express thoughts or feelings through words, emotions, face and body expressions or the creative arts.

We value independence: To have the belief that they are competent and capable. To act for oneself.

We value motivation: To have the desire, want or drive to do something.

We value play and playfulness: To be light-hearted. To be fond of playing, games and amusement.

We value respect: To be regarded for own feelings, wishes and rights. To be admired for own abilities, qualities or achievements.

We see huge value in children feeling important, and to be and feel cherished (valued).

Our provision is non-discriminatory, accessible and sensitive to race, gender, religion, culture, language, disability, sexuality and differing patterns of family life.

**We want our staff to be:** Listened to, supported, valued, respected, have access to training opportunities, to continue to develop knowledge and expertise, appreciated, praised, to work as a team, to communicate with one another, to support one another's emotional wellbeing, to develop positive relationships, to be happy.

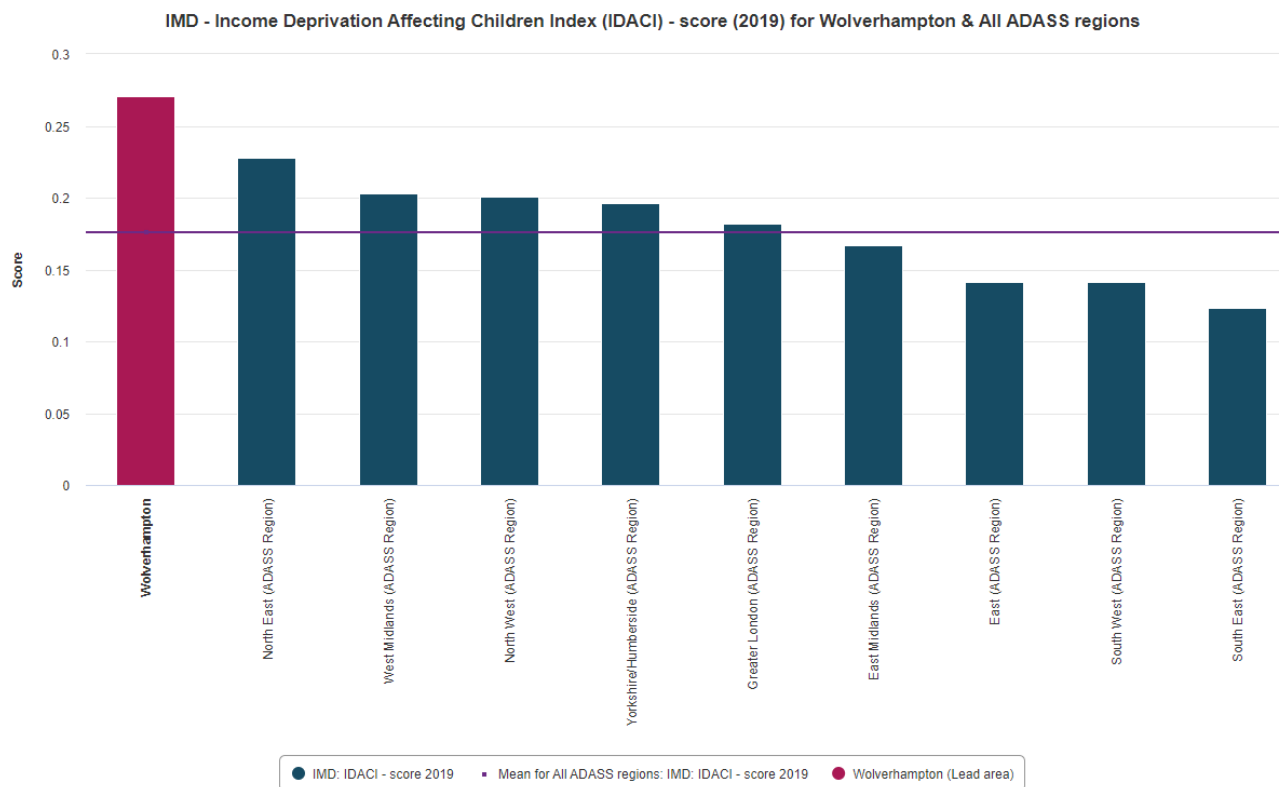
**We want our families to be:** Included, to be welcomed, listened to, involved, to know their children are safe and happy, to feel like we are a safety net, to be informed on all aspects of their child's learning, respected, feel confident to approach and ask questions, to be offered support (ESOL/Family Support) to support us by respecting timekeeping etc., to be our partners.

### **Rationale for our curriculum design/ Context of the school.**

Our children come into nursery with a strong sense of family and attachment to home. On entry to nursery, the majority of our children have achieved developmental milestones in the three prime areas of learning lower than that expected for their chronological age. On average, year on year, 29.9% of our children at Windsor Nursery School are at a very early stage of acquiring English, and English is not the primary language of the home. For many children coming to nursery, Windsor is their first experience outside the home and family. Our children are living in the Ettingshall District in inner-city Wolverhampton. It is in the top 10% of most deprived wards nationally. (Health inequalities - Public Health 2019, IMD 2015 (Most deprived 10%). It has an extremely high population density (3<sup>rd</sup> most densely populated local authority) and has limited opportunities to

access safe green spaces. Nationally, children in the most deprived areas are more than twice as likely to be living with obesity compared to those living in the least deprived (for reception this was 13.6% compared to 6.2% respectively. This is true in Wolverhampton as 27.6% of the Reception aged children are living with obesity (National Child Measurement Programme Data 2021). Some of our children have needs due to COVID 19 isolation, resulting in limited early experiences and lack of early identification of emerging gaps in development before Nursery. We have seen an increase in the number and complexity of children with SEND, (Census Jan 2023, 22% SEND). Our primary area of need is Communication & interaction. As a school we have noticed a rise in parental and child anxiety and an increase in Early Help needs. In the academic year 2022-23 16% of our cohort had an active CIN/CP plan and a further 10% had previously been known to support services. Our inclusive and ambitious curriculum is for all children and especially the most disadvantaged children in our community. All children have the right to a broad, balanced and carefully sequenced curriculum that builds on the unique needs, interests and strengths of each child. Our curriculum sees language development at the heart of it.

The school is one of four Nurseries in the city with an integral resource base for children with identified additional needs. Children are placed in this provision by the local authority and we currently have 20 part time places with a team of four highly skilled and trained staff and well established links with a range of professionals from support agencies such as Special Needs in the Early Years, Sensory Needs services, Educational psychologists, Speech and Language therapy, Occupational therapy and physiotherapy. Children receive a highly personalised curriculum based on their identified needs, staff and parent knowledge of children’s emerging skills and interests and targets from their EHCP and from professional’s interventions. Children share outdoor spaces and where appropriate children spend some of their time within the mainstream nursery to develop skill and broaden their experiences alongside their peers. Termly Team around the child (TAC) meetings, involving parents and all professionals, take place to review progress, set new targets and identify potential new schools for the end of their time at Windsor.



## **Intent**

### **Key principles-**

#### **Overarching principles of the EYFS**

There are four guiding principles that shape our practice in early years.

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers
- Importance of learning and development. Children develop and learn at different rates EYFS Framework (2021)

#### **Our key principles**

At Windsor Nursery School, the curriculum is designed to recognise children's prior learning and to provide first hand learning experiences. Stated within the EYFS framework (2021), *'Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.'* Children learning through play is the key pedagogical thread throughout our curriculum. Our play-based curriculum encourages:

- Practicing and building up ideas, concepts and skills through tangible opportunities
- Positive physical and mental health
- Hands-on exploration both indoors and outdoors to help children make sense of the world around them
- Understanding of the need for rules and what that looks like in our Nursery
- Socialisation and communication through sharing experiences, working together, making friends and learning about the wider world
- Resilience through resolving conflict, overcoming frustration, dealing with uncertainty
- Development of cognitive skills, concentration and long-term memory through problem solving, investigation, flexible thinking, and revisiting skills and ideas
- Verbal and non-verbal communication through sharing experiences, sharing own ideas, storying and role play
- Risk taking, understanding of 'safe risks' and making mistakes
- Creativity through self-expression and imaginative play, making connection between what is remembered and new abstract ideas
- Using the whole body to move in different ways and strengthen core muscles, developing fine and gross motor skills.

## **Our curriculum.**

Our EYFS curriculum will provide opportunities for learning at every moment of the school day. Our curriculum aims to lay a secure foundation for future learning. We engage children in learning from the very start and are confident our children leave us with the fundamental skills and knowledge to help them on to the next phase of their educational journey. All staff work hard as a team to create a positive, caring and welcoming atmosphere where the children feel secure, yet are challenged to achieve their best. We are fully inclusive, and all children are expected to think about the needs of others. We foster an environment that is accepting of individual uniqueness and strive to teach children about a wide range of families, cultures and disabilities. We respect and value all parents/carers as their children's 'first teachers' and aim to build strong parent/school partnerships and opportunities for parents to be involved in their children's learning both at school and at home. We provide for and support every child. At Windsor we know that children do their best when all their physical and emotional needs are being met. We embrace each child as an individual and all staff understand that each child is unique, as are their learning requirements. Our curriculum and provision demonstrate the understanding that all children develop at their own pace. Our methods to develop a child's skills and knowledge are through the implementation of a wide range of experience, all set within a stimulating, thought provoking and challenging environment. These experiences are led and guided by our qualified teacher and skilled practitioners. We will provide opportunities and learning experiences across a wealth of subjects, ensuring British fundamental values and cultural capital is at the heart of our learning. Our youngest children will firstly develop a strong foundation in the prime areas of learning. Once this solid foundation has been constructed, the children are then able to develop and extend their existing knowledge, learning new and more complex skills and knowledge within the specific areas of learning. Prime Areas Communication and Language (CL) Physical Development (PD) Personal, Social and Emotional Development (PSED) Specific Areas Literacy (L) Mathematics (M) Understanding the World (UtW) Expressive Arts and Design (EAD) Our nurturing of children promotes a high level of wellbeing. This in turn leads to positive physical and mental health and the ability to create and think critically. We aim to provide our children with knowledge, skills and experiences in a hands on, holistic way so that all learning is embedded in a meaningful context. We do this through a personalised, flexible curriculum that engages and motivates our children. We use the Birth to 5 non statutory guidance to support our curriculum design alongside key workers deep knowledge of children's individual learning and areas of need.

## **Reading, writing and maths In Early Years**

Children enter at many different stages of development in early reading, writing and mathematical skills and no two children have the same needs. To produce a conventional medium-term plan for reading, writing and mathematics would not meet the needs of every child at the appropriate times. Therefore, the list of skills below, though not exhaustive, gives practitioners a guide as to where each child is at in their stage of development and where they need to go next. The most crucial part of learning to read and write is that children must develop a passion for reading and writing. They must foster a love of books, stories, rhymes and language, and develop an understanding of the reasons we need to read and write. We want children to find pleasure in reading and develop a deep love of stories. We want children to develop a love of writing which is built on exploration of marks through a wide range of activities and experiences. We want children to develop self efficacy skills and persevere to overcome challenging tasks. We do this through ensuring high quality resources coupled with rich experiences enable children to freely explore and develop their writing skills and knowledge. Children need lots of experience of mark making. They require plenty of opportunity to develop muscles in their hands to develop strength and dexterity before effectively writing with a pencil using a pincer grip.

We teach phonics using Phase One of Letters and Sounds. Phase One activities focus on developing children's speaking and listening skills, phonological awareness and oral blending and segmenting. The activities are used as part of a rich language curriculum that has speaking and listening at its centre; a curriculum rich in books and reading opportunities; and an environment rich in print.

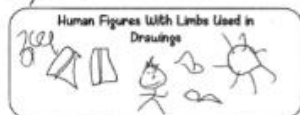
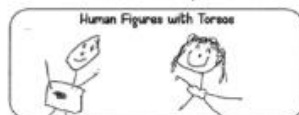
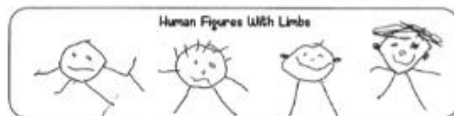
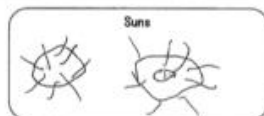
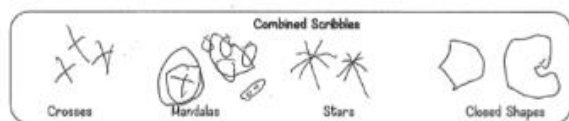
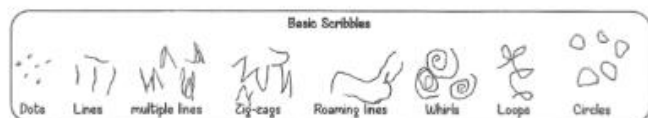
We screen all children using WellComm, in addition within our literacy group focus sessions we implemented some of the core learning and misconceptions from this scheme to support all children's language development.

Teaching mathematical skills and concepts in Early Years should be through practical, hands on activities. There should be little or no written maths produced by the children in adult led sessions, however independent mathematical mark making should always be encouraged. Children should apply maths skills to solve real life/practical problems and be able to apply these skills in different contexts. We intend for children to develop a deep understanding and skill base around mathematical concepts and number in order to foster a love of maths and confidence in maths in the next stage of their education. Maths mastery is taught by ensuring children do more and remember more; by ensuring learning is recalled regularly and used in different contexts; and by ensuring 'sticky learning' of mathematical concepts through high quality retrieval, opportunities, questioning, identifying misconceptions and developing children's reasoning skills.

## Children's early writing

### Stages of Drawing Development

Name: \_\_\_\_\_ Date: \_\_\_\_\_



### Developmental Stages of Writing

Pre-Literate	
<b>Stage Description</b>	<b>Sample</b>
<b>Scribble Stage</b> - starting point any place on page, resembles drawing large circular strokes and random marks that do not resemble print or communicate a message	
<b>Symbolic Stage</b> - starting point any place on page, pictures or random strokes/marks with an intended message	
<b>Directional Scribble</b> - scribble left to right direction, linear, intended as writing that communicates a meaningful message/idea	
<b>Symbolic/Mock Letters</b> - letter-like formations, may resemble letters but it isn't intentional, interspersed w/ numbers, spacing rarely present	
Emergent	
<b>Strings of Letters</b> - long strings of various letters in random order, may go left to right, uses letter sequence perhaps from name, usually uses capital letters, may write same letters in many ways,	
<b>Groups of letters</b> -groupings of letters with spaces in between to resemble words	
<b>Labeling pictures</b> - matching beginning sounds with the letter to label a picture	
<b>Environmental Print</b> - copies letters/words from environmental/classroom print, reversals common, uses a variety of resources to facilitate writing	
Transitional	
<b>Letter/Word Representation</b> -uses first letter sound of word to represent entire word, uses letter sound relationship,	
<b>First/Last Letter Representation</b> - word represented by first and last letter sound	
<b>Medial Letter Sounds</b> - words spelled phonetically using SME sounds, attempts medial vowels, uses some known words, more conventionally spelled words, one letter may represent one syllable, attempts to use word spacing, writing is readable	
Fluent	
<b>Beginning Phrase Writing</b> - using all of the above skills to construct phrases that convey a message connected to their illustration	
<b>Sentence Writing</b> - Construction of words into sentence formation, maybe multiple sentences, writing is readable, may use punctuation, known words spelled correctly, topic focused, SME with detail,	
<b>Six Traits of Writing</b> - Students use Six Traits of Writing (Conventions, Organization, Voice, Ideas, Word Choice, Sentence Fluency)	

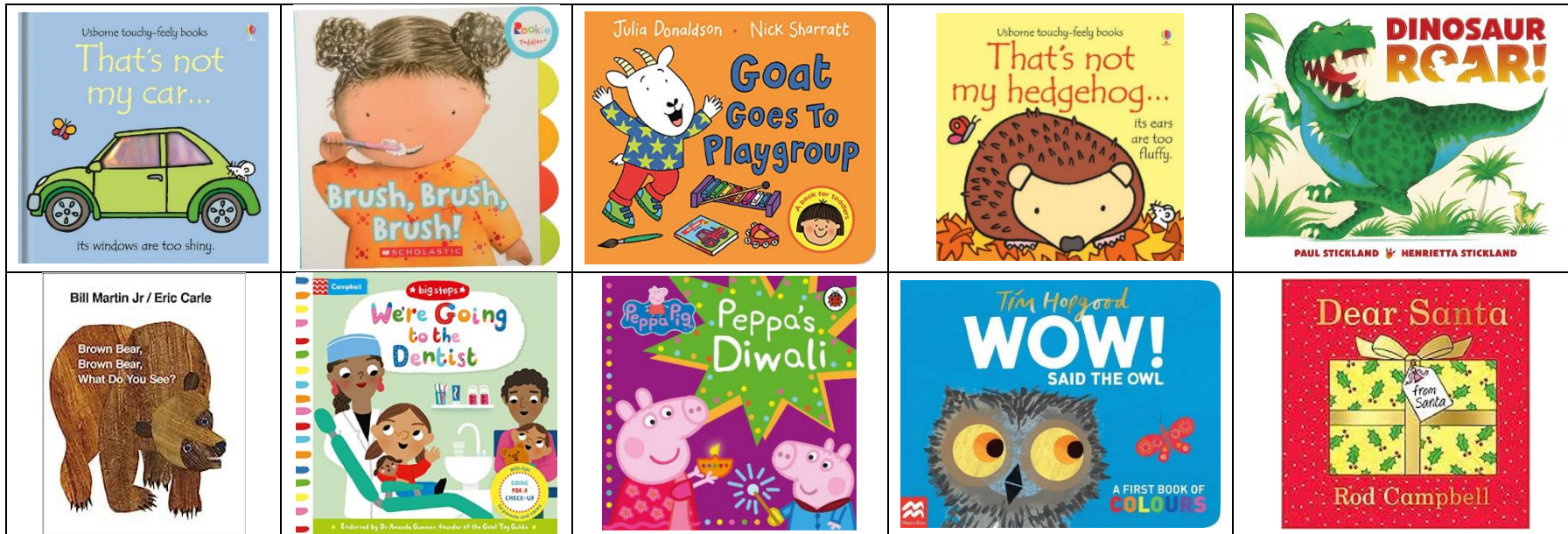


## Reading spine

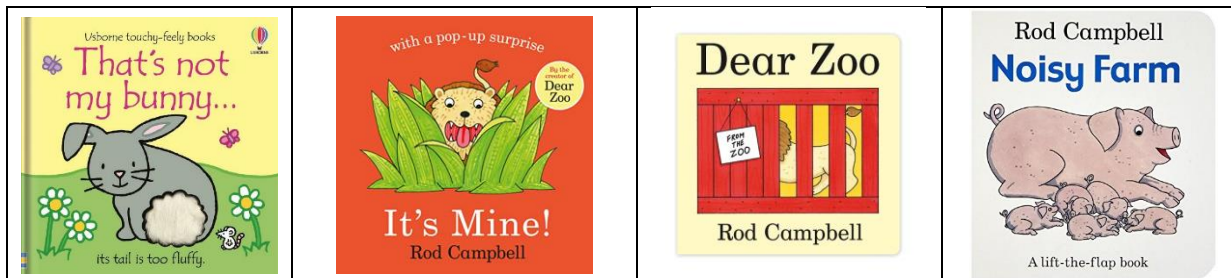
Our curriculum is underpinned by a reading spine. These books have been carefully selected to develop children's culture capital, vocabulary and knowledge of book structure, characters and plot. They are also conducive to letters and sounds and support the delivery of this. Acorn room deliver books under a 2 weekly cycle, Oak room explore a book per week.

## Acorn

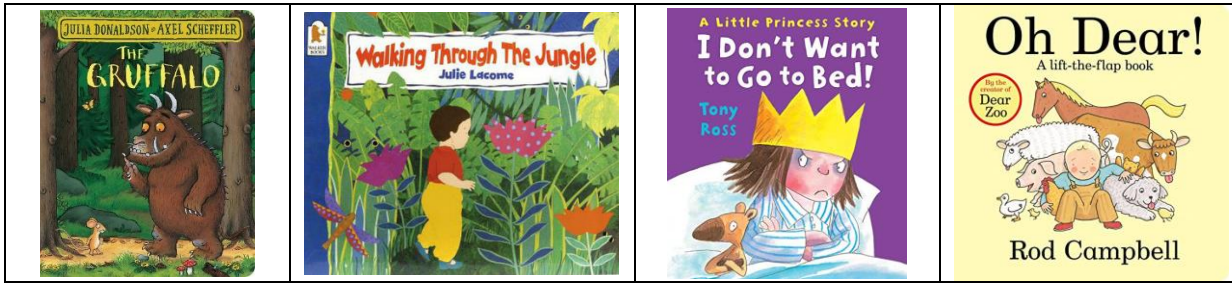
### Autumn Term



### Spring Term







Summer Term



# Oak

## Autumn 1

<p>This book highlights the importance of being an individual as well as using simple language to allow children to engage in short group stories.</p>	<p>This book allows children to explore comparison, introducing language such as 'same' and 'different'.</p>	<p>This book allows children to explore the importance of hygiene, including washing their hands.</p>	<p>This book allows children to express their individual choices and opinions.</p>	<p>This book allows children to discuss different types of fruit, express which they enjoy and open conversations about healthy eating.</p>	<p>This book allows children to explore a traditional tale and talk about different types of homes.</p>	<p>This book allows children to explore the celebration of Halloween, how to work with the emotion of fear as well as introduce what a pumpkin is.</p>

## Autumn 2

<p>This book allows children to think about how to meet the social expectations of the classroom.</p>	<p>This book allows children to explore shape and their individual features</p>	<p>This book allows children to explore road safety and what they should do when crossing the street.</p>	<p>. This book introduces signs of autumn and evokes conversational around seasonal change.</p>	<p>This book allows children to explore a traditional tale including how different families may look.</p>	<p>This book allows children to begin to talk about different occupations and the equipment they use.</p>	<p>This book introduces children to the celebration of Christmas and its traditions.</p>



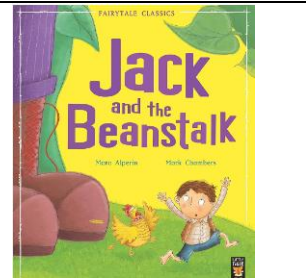
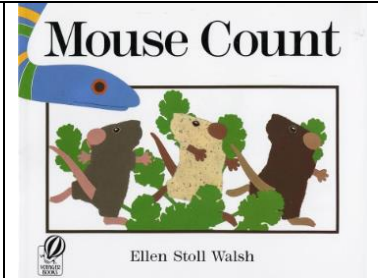
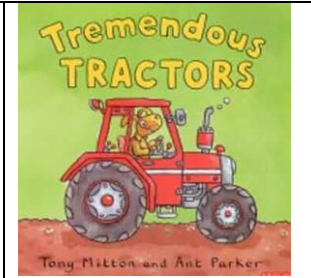

Spring 1

<p>This book discusses different emotions and allows for conversations on how best to express them and as well as seek support.</p>	<p>This book explores number and allows children to spot amounts with opportunities for subitising.</p>	<p>This book allows children to understand the importance of expressing themselves as individuals.</p>	<p>This book allows children to explore the celebration of Luna New Year and the traditions around it.</p>	<p>This book allows children to discuss Winter and the seasonal changes that happen.</p>	<p>This book allows children to explore rhyming words and patterns.</p>

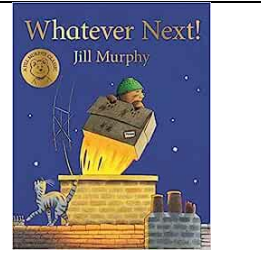


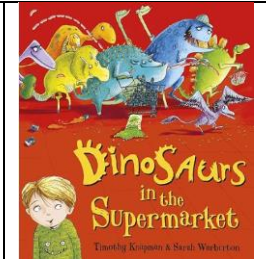
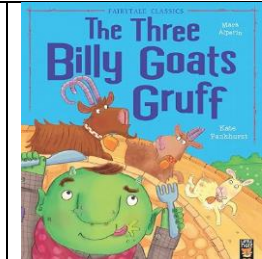
Spring 2

<p>This book will explore how to recycle and the importance this has for our planet and how the world needs to work together to look after our planet.</p>	<p>This book gives lots of examples of pattern encouraging children to explore patterns around them.</p>	<p>This book gives lovely examples of alliteration as well as exploring different animals.</p>	<p>This book explores the life cycle of a frog and allows children to understand how animals grow and change in different ways.</p>	<p>This book explores the life cycle of a sunflower allowing children to explore what plants need to grow and how they can help them.</p>	<p>This book explores springtime celebrations as well as forest animals.</p>	<p>This book explores the traditions around Easter as well as animals and signs of spring.</p>

## Summer 1

			
<p>This book explores a traditional tale of how beanstalks grow allowing the children to being their exploration of growing their own.</p>	<p>This book explores composition of numbers looking at the total number of mice as well as how many of each colour there are.</p>	<p>This book and the others in the series allows children to explore how different machines work.</p>	<p>This book allows children to explore signs of spring time and what is happening in the world around them .</p>

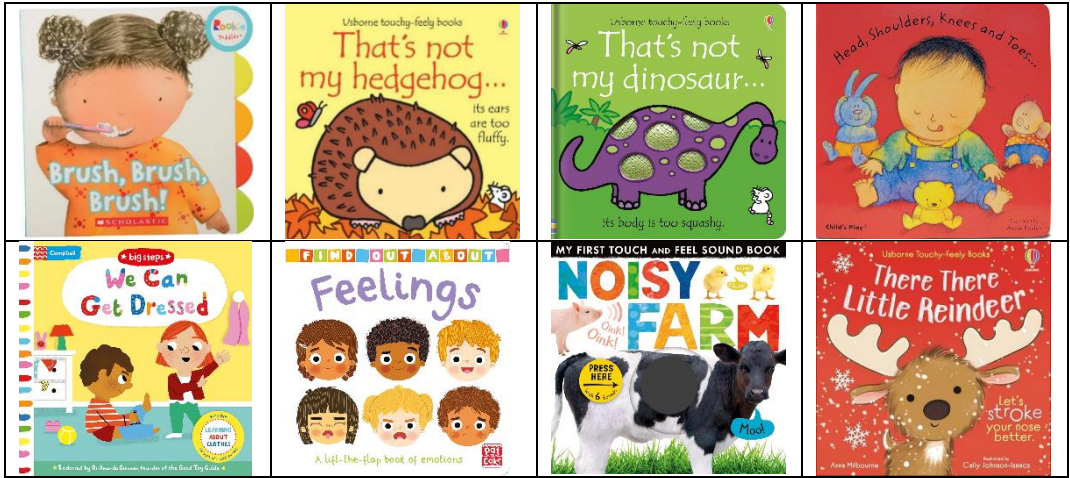
## Summer 2

						
<p>This book explores what space is and what it would be like to be on the moon.</p>	<p>This book looks at measure and how we can compare taller and shorter.</p>	<p>This book explores time and change. How a little acorn can grow into a huge tree.</p>	<p>This book introduces dinosaurs and their features as well as conversations about when in time dinosaurs existed.</p>	<p>This book explores the season of summer and signs of it in the world around us.</p>	<p>This book allows children to explore nighttime and nocturnal animals.</p>	<p>This book allows children to explore size through a traditional tale.</p>



IP.

Autumn Term



Spring Term



## Summer Term



## Our Themes and Celebrations

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	ME- Who am I?	ME- How I organise myself and play with others	Me and Others- How I express myself	Me and others- How I share the planet	Me and the world- How the world works	Me and the world- Where I am in place and time
Parental Support documents	Settling in check point	Parent consultation. E-Safety awareness		Parent Consultation		Parent Consultations E-Safety awareness
Celebrations	Black history month	Diwali Fireworks Night Christmas Eid	Pancake day Chinese New Year NSPCC Pants World Children's Day	World Book day Mothers day Easter Celebrations	Eid Fathers Day	Transition
Curriculum Enrichment activities	Black History month- Guest speaker?  Bespoke settling in sessions	Inspire workshop- Reading at home and access to Nursery Library.  Oral Health focus  Healthy eating	Visit to the library  World Book Day  Pre writing workshop	Guide dog visit.  Chicks  Road safety  Inspire workshop- Phonological development	Butterflies  Maths workshop	Transition-Meet new teachers  Summer trip



Our long term planning provides a scaffold for our provision. It is an evolving document used by teachers and practitioners to consider next stages of learning and highlight any emerging gaps within individual children’s development. The long term plan is used to produce the weekly plans for each provision.

## Long term curriculum plans

### Acorn (2-3 Years)

PRIME AREAS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Communication and Language</p> <p><b>2yr Progress Check as part of base line assessments.</b></p> <p>Observation Check points</p> <p>By around 2 years old, is the child showing an interest in what other children are playing and sometimes joins in?</p> <p>Around the age of 2, can the child understand many more words than they can say – between 200–500 words?</p> <p>Around the age of 2, can the child understand simple questions and instructions like: “Where’s your hat?” or “What’s the boy in the picture doing?”</p> <p>•Understand single words in context – ‘cup’, ‘milk’, ‘daddy’.</p>	<p><b>Assess Speech and Language</b></p> <ul style="list-style-type: none"> <li>• Listen to other people’s talk with interest, but can easily be distracted by other things.</li> <li>• Make themselves understood, and can become frustrated when they cannot.</li> <li>• Start to say how they are feeling, using words as well as actions.</li> </ul>	<p><b>Bedtime Book reading challenge. (10 weeks, 10 books)</b></p> <ul style="list-style-type: none"> <li>• Start to develop conversation, often jumping from topic to topic.</li> <li>• Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’.</li> </ul>	<p><b>Re-assess Speech and Language</b></p> <p>Start of the Rhyme time challenge</p> <ul style="list-style-type: none"> <li>• Use the speech sounds p, b, m, w.</li> <li>• Pronounce: <ul style="list-style-type: none"> <li>- l/r/w/y</li> <li>- s/sh/ch/dz/j</li> <li>- f/th - multi-syllabic words such as ‘banana’ and ‘computer’</li> </ul> </li> </ul>	<p><b>Paddington Bear goes home</b></p> <ul style="list-style-type: none"> <li>• Listen to simple stories and understand what is happening, with the help of the pictures.</li> </ul>	<p><b>Re-assess Speech and Language</b></p> <p>Bedtime Book reading challenge 2 (10 weeks, 10 books)</p> <ul style="list-style-type: none"> <li>• Listen to simple stories and understand what is happening, with the help of the pictures.</li> <li>• Identify familiar objects and properties for practitioners when they are described. For example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’.</li> <li>• Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’.</li> <li>• Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’).</li> </ul>	<p>Observation Check Point</p> <p><b>Preparing children for the next phase I learning this term is consolidating and ensuring that children have key skills.</b></p> <p>Observation Check Point</p> <p>By around 3 years old, child can shift from one task to another if you get their attention. Using the child’s name can help: “Sabah”, please can you stop now? We’re tidying up.”</p>

<ul style="list-style-type: none"> <li>•Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’.</li> <li>•Understand simple instructions like “give to nanny” or “stop”.</li> <li>•Recognise and point to objects if asked about them.</li> <li>•Generally focus on an activity of their own choice and find it difficult to be directed by an adult.</li> </ul> <p>Look out for children whose speech is not easily understood by unfamiliar adults. Monitor their progress and consider whether a hearing test might be needed.</p>						
<p>Physical Development</p> <p>Observation Check Point</p> <p>Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Clap and stamp to music. Around their second birthday, can kick a ball, and jump with both feet off the ground at the same time?</p> <p>Look out for children who find it difficult to sit comfortably on chairs.</p>	<ul style="list-style-type: none"> <li>• Gradually gain control of their whole body through</li> <li>• continual practice of large movements, such as</li> <li>• waving, kicking, rolling, crawling and walking.</li> <li>• Clap and stamp to music.</li> <li>• Fit themselves into spaces, like tunnels, dens</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy starting to kick, throw and catch balls.</li> <li>• Build independently with a range of appropriate resources.</li> <li>• Walk, run, jump and climb – and start to use the stairs independently.</li> <li>• Start eating independently and learning how to use a knife and fork.</li> </ul>	<ul style="list-style-type: none"> <li>• Spin, roll and independently use ropes and swings</li> <li>• (for example, tyre swings).</li> <li>• Sit on a push-along wheeled toy, use a scooter</li> <li>• or ride a tricycle.</li> <li>• Use large and small motor skills to do things</li> <li>• independently, for example manage buttons</li> </ul>	<ul style="list-style-type: none"> <li>• Use large and small motor skills to do things</li> <li>• independently, for example manage buttons and zips, and pour drinks.</li> </ul>	<p>Develop manipulation and control.</p> <ul style="list-style-type: none"> <li>• Explore different materials and tools.</li> </ul>	<p>Observation Check Point</p> <p>Around their third birthday, can the child climb confidently, catch a large ball and pedal a tricycle?</p>

<p>They may need help to develop their core muscles. You can help them by encouraging them to scoot on sit-down trikes without pedals and jump on soft-play equipment.</p>	<ul style="list-style-type: none"> <li>and large boxes, and move around in them.</li> </ul>		<ul style="list-style-type: none"> <li>and zips, and pour drinks.</li> </ul>			
<p>Personal, Social and Emotional</p> <p>Complete All About Me with parents/carers</p> <p>Are Children Registered with a Dentist?</p> <p>Observation check point</p> <p>Separate from carer with the support of key person approach.</p> <p>Around the age of 2, does the child start to see themselves as a separate person? For example, do they decide what to play with, what to eat, what to wear?</p> <ul style="list-style-type: none"> <li>Find ways to calm themselves, through being calmed and comforted by their key person.</li> <li>Establish their sense of self.</li> </ul>	<ul style="list-style-type: none"> <li>Separating from care giver with more confidence</li> <li>Explore the environment more independently.</li> <li>Express preferences and decisions. Children also try new things and start establishing their autonomy.</li> <li>Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal.</li> <li>For example, gesture towards their cup to say they want a drink.</li> </ul>	<ul style="list-style-type: none"> <li>child start to enjoy the company of other children and want to play with them?</li> <li>Build relationships with peers and adults in the environment</li> <li>Thrive as they develop self-assurance.</li> <li>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</li> <li>Enjoy exploring new places with their key person.</li> </ul>	<ul style="list-style-type: none"> <li>Feel strong enough to express a range of emotions.</li> <li>Grow in independence, rejecting help (“me do it”).</li> <li>Sometimes this leads to feelings of frustration and tantrums.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</li> <li>Be increasingly able to talk about and manage their emotions.</li> </ul>	<ul style="list-style-type: none"> <li>Between the ages of 2 and 3 children will want other children to play with them?</li> <li>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.</li> <li>Develop friendships with other children.</li> <li>Safely explore emotions beyond their normal range through play and stories.</li> <li>Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.</li> </ul>	<p>Observation Check Point</p> <p>Around the age of 3 Can the child sometimes manage to share or take turns with others, with adult guidance and understanding ‘yours’ and ‘mine’? Can the child settle to some activities for a while?</p>

<p>Look out for children who get extremely upset by certain sounds, smells or tastes, and cannot be calmed. Or children who seem worried, sad or angry for much of the time. You will need to work closely with parents and other agencies to find out more about these developmental difficulties</p>					<ul style="list-style-type: none"> <li>• Learn to use the toilet with help, and then</li> <li>• independently</li> </ul>	
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### **Oak (3-4 Years)**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Communication and Language</p> <p>Key skills children will acquire in this half term:</p>	<p>Speech and Language assessment- WELLCOMM</p> <p>Focusing attention – still listen or do, but can shift own attention.</p> <p>Is able to follow directions (if not intently focused on own choice of activity).</p> <p>Engage in small groups and story time.</p>	<p>Bookstart books go home.</p> <p>Listen to and talk about stories to build familiarity and understanding, eg naming characters, repeating key refrains, recalling key events.</p> <p>Learn new vocabulary</p> <p>Develop social phrases (please can I...)</p> <p>Learn rhymes, poems and songs and have some favourite ones.</p> <p>Begin to use connectors in sentences ‘and’, ‘Because’</p> <p>Understand and respond to simple questions- who, what, where.</p>	<p>Re-assess Speech and Language</p> <p>Describe and recall events</p> <p>Retell the story once they have developed a deep familiarity with the text</p> <p>Follow a more complex instruction ( in two parts)</p> <p>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p> <p>Learn rhymes, poems and songs and be able to sing some familiar ones</p>	<p>Use new vocabulary through the day</p> <p>Ask questions to find out more and to check they understand</p> <p>Sing a large repertoire of songs</p>	<p>Re-assess Speech and Language</p> <p>Articulate thoughts and ideas in well-formed longer sentences.</p> <p>Connect one idea or action to another using a range of connectives</p> <p>Use new vocabulary in different contexts</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p>	<p>Preparing children for the next phase I learning this term is consolidating and ensuring that children have key skills.</p> <p>End of year check points:</p> <p>Around the age of 4, is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?”</p> <p>Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’? Foreexample: “I like ice cream because it makes my tongue shiver.”</p> <p>Is the child using the future and past tense: “I am going to the park” and “I went to</p>

	<p>Listen carefully to rhymes and songs and join in.</p> <p>Use simple sentences to share wants/ needs.</p>					<p>the shop”?</p> <p>Can the child answer simple ‘why’ questions?</p>
<p>Physical Development</p>	<p>Develop their gross motor skills- Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet</p> <p>Manage in school for a successful day/session: -Mealtimes or snack times - support with personal hygiene Support with getting dressed. Sitting in group times (core balance skills)</p>	<p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Develop their fine motor skills e.g pencils, scissors, paintbrush, knives, forks and spoons</p> <p>Confidently and safely use a range of large and small apparatus inside/outside</p> <p>Oral health- Develop an understanding of keeping themselves healthy.</p>	<p>Revise and refine the fundamental skills of rolling, crawling, walking, jumping, running, hopping, skipping and climbing</p> <p>Use one handed tools and equipment with skill</p> <p>Negotiate space when running and playing chasing games.</p> <p>Increasing independence with getting dressed/ undressed.</p> <p>Increasing understanding of healthy practices- Healthy foods.</p>	<p>Revise and refine fine and gross motor skills.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p>Progress towards a more fluent style of moving with control and grace</p> <p>Combine different movements with ease and fluency</p> <p>Further develop and refine a range of ball skills- throwing, catching, passing, aiming and kicking</p> <p>Know and talk about the different factors that support overall health -healthy eating -tooth brushing -good sleep</p>	<ul style="list-style-type: none"> <li>Revise and refine fundamental skills in movement.</li> </ul> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p>
<p>Personal, Social and Emotional</p> <p>PSED- children will learn about their rights and the rights of all children</p>	<p>Separating from care giver</p> <p>Building attachment to key person</p> <p>Understanding simple School Rules</p> <p>Manage their own needs</p> <p>Explore the whole environment</p>	<p>Build relationships with peers and adults in the environment</p> <p>Express their feelings</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their</p>	<p>Identify and moderate their own feelings socially and emotionally</p> <p>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p> <p>Increasingly follow rules, understanding why they are important.</p>	<p>Think about the feelings of others</p> <p>Play with one or more other children, extending and elaborating play ideas.</p>	<p>Show resilience and perseverance in the face of challenge</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Remember rules without needing an adult to remind them.</p>	<p>Show resilience and perseverance in the face of challenge</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Be increasingly</p>

		setting.	Show more confidence in new social situations.		Talk with others to solve conflicts.	independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.  Make healthy choices about food, drink, activity and tooth brushing.
Literacy ( Early Reading and writing)	knows how books work, handles them carefully  listen and join in with stories and poems in small groups with increased attention and recall.	Can recognise own name ( with photo)  begin to gain an idea about how stories are structured with characters, settings and events.  Learn new vocabulary  Develop social phrases  Learn rhymes, poems and songs	<ul style="list-style-type: none"> <li>Develop their phonological awareness, so that they can: spot and suggest rhymes count or clap syllables in a word</li> </ul> <p>recognise words with the same initialsound, such as money and mother</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>show interest in illustrations and print in books and the environment</p> <p>Child takes active part in rhyming, music and singing activities showing awareness of rhyme and alliteration</p>	Can recognise name without photo  Knows identifies the initial sounds of the name and some of their friends  recognising familiar words and signs  Sometimes gives meaning to marks as they draw and paint and gives meaning to marks that they see in different places	anticipate key events or suggest how a story might end  Child distinguishes between drawing and writing.  Increasing control using one handed tools and equipment( developing pincer grip) .	Mark make and write for a variety of purposes- eg lists, recipes, letters, notes.  Begin to use indefinable letters  They know that information can be given in form of print and that it is read l-r and top to bottom  Writing has some letter like formation
Mathematics	Can say some counting words in sequence to 5.	Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with	Know that the last number reached when counting a small set of objects tells you how many	Understand position through words alone – for example, “The bag is under the table,” – with no pointing.	Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’.	Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use



	<p>Count objects 1-5.</p> <p>Show 'finger numbers' up to 5.</p> <p>Use some mathematical language related to weight and size- Eg big and small.</p>	<p>numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p>	<p>there are in total ('cardinal principle').</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p>	<p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p>	<p>Combine shapes to make new ones – an arch, a bigger triangle etc.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p>	<p>informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...</p>
<p>Understanding the World</p> <p>Rights respecting is threaded throughout the year. Children will learn about other countries and experiences of children in the wider communities</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore how things work.</p> <p>Explore the whole nursery environment with interest</p>	<p>Explore collections of materials with similar and/or different properties.</p> <p>Express interests and engage with activities throughout the nursery environment</p> <p>Explore role play- Small world, first hand, prop, transformation.</p>	<p>Show interest in different occupations.</p> <p>Use non fiction texts to research and find out about occupations</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Research and be interested in the world around them.</p>	<p>Begin to make sense of their own life-story and family's history.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Continue developing positive attitudes about the differences between people.</p> <p>Learn about similarities and differences</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p>
<p>Expressive Arts and Design</p>	<p>Take part in simple pretend play, using an object to represent something else even</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Create closed shapes with</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p>	<p>Use drawing to represent ideas like movement or loud noises.</p> <p>Remember and sing</p>	<p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a</p>	<p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as</p>

<p>though they are not similar.</p> <p>Listen with increased attention to sounds.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>	<p>continuous lines, and begin to use these shapes to represent objects.</p> <p>Explore colour and colour-mixing.</p>	<p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>entire songs.</p>	<p>city with different buildings and a park.</p>	<p>up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>
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*(IP Children follow a highly individualised curriculum based on children’s identified needs but follow the key themes from the nursery curriculum)*

### Safeguarding within the curriculum

#### Safeguarding through the curriculum.

**Policies and procedures** – policies and procedures are reviewed annually/biannually and staff sign to say they follow and understand

**DSLs** – pictures and names in reception, on the safeguarding board and parents informed on induction Minimum fortnightly welfare meetings – all concerns discussed and followed up by DSL. All Health and safety, medical needs and accidents discussed, reviewed and monitored

**Staff training:** A rolling cycle of development so all staff are up to date with relevant safeguarding training

**Inductions:** Personal care plans signed by parents, child protection statement signed by parents, Early Help screen

**Contextual safeguarding:** DSLs review concerns regularly and share contextual safeguarding concerns with staff to be aware of and highlight where needed – e.g. mental health, domestic abuse, safe sleeping, home safety, frozen water safety, food poverty

**Role of the key person:** Every child is assigned a key person, someone who supports attachments and builds positive relationships with parents and family to support each child to feel safe and secure

Focus areas

Focus teaching

Learning the concept of safety

**Feeling safe and being safe** – discussions with children about what safety means.

**Feeling safe** – emotional literacy, key person, Attachments, friendships, to have a sense of belonging (key group, coat pegs)

**Being safe** – ensuring children are physically safe in the environment and are encouraged to recognise risks

Keeping safe	Children learning about different seasons and weathers. Ensuring they are dressed appropriately and have what they need to stay safe in the weather – e.g. group time discussions on keeping safe in the sun, staff role modelling sun safety activities. All children to have access to hats and sun cream. Ensuring children are hydrated and have regular access to water or a warm / cool space (weather dependent).
Being safe online	Group time discussions with children to highlight how to stay safe online. Safe use of ICT resources. Staff to know what sites are being accessed online. Inform parents around online safety. Internet filtering and monitoring.
Healthy Relationships and consent	Discussions with children around consent, practitioner's role model through puppet play and stories. Children have a right to say no and be safe. Teach children about healthy relationships / friendships, how to practice being kind to others, taking turns and feeling safe in their relationships at nursery and at home. Staff to talk to children about how to get help to support their relationships if they feel sad, scared or unsafe.
Conflict resolution	Supported through role play, puppet play and turn taking activities. Staff to model my turn, your turn and talk to children about how to ask for help when needed. Children are supported to make choices, given a voice and given safe spaces to reflect and retreat to when needed
Mental health	Supported through group times. Discussions with the children about mental health and mindfulness. Feelings and discussion about feelings is threaded through the curriculum.
Risk taking and managing risks	Children are encourage to take risks and they have access to risk taking in the daily activities. Adults teach children how to access their environment and resources safely and with support where needed. Children are taught how to use and handle resources in a safe way and how to identify risks.
EYFS statutory requirements. Safeguarding and welfare requirements.	
2 year progress checks Key Person for all children Access to healthy snack and Lunch - All children encouraged to access a healthy snack. With access to water during the day. Self-care – supporting children to become independent in their self-care for example toilet training. Oral Health – Children to learn about oral health and the importance of keeping our teeth healthy. Risk assessments – Staff complete daily risk assessments and support children involved in identifying risks in their environment. Staff to complete daily in/out risk assessments Handwashing – Children supported to and encouraged to wash hands throughout the day Medicines-Procedures in place for administering medicines. Staff trained to administer anaphylaxis and asthma devices Safe sleep and rest –Procedures in place to acknowledge and undertake safe practices.	

## **Children with special educational needs**

### **Within Mainstream Nursery**

The implementation of the curriculum is adapted to suit the needs of all children. Planned activities aim to foster good social relationships, promote equal opportunities and support special educational needs and disabilities. Positive relationships and good communication play a vital part when planning for individual needs. We are committed to ensuring ALL children have access to high quality teaching. Children with special educational needs receive some or all of the following to support their access to the curriculum:

- access to sensory experiences and sensory spaces within the environment
- access to low arousal spaces
- differentiated learning environment activities within the main Nursery environment
- significant opportunities for parent partnerships, ensuring parents and carers input to decisions around targets and support
- Individualised plans, including targets -Individual WellComm targets threaded through planning
- Individualised baskets containing resources that support children's interest
- Small group intervention and targeted 1:1 intervention
- Access to an environment with rich early language opportunities
- Signs and objects of reference used alongside communication
- Specialist resources, including those recommended for specific children by external agencies

We work with a range of external professionals to ensure individualised plans are meeting the needs of our children with special educational needs.

### **Inclusive Provision**

The school runs an inclusive provision for children with EHCP's who are placed by the local authority. The school has 20 part time places available and accepts children between 3-6 years of age with a range of special educational needs. Our primary area of need is communication and interaction and staff in this room are experienced and highly trained in appropriate strategies to support the development of all children in this group. We have well established links with a range of professionals who support the ongoing monitoring and planning for these children. Termly Team Around the Child (TAC) meetings take place to ensure that all professionals can input to ongoing plans and develop interventions to support further development and transition to appropriate schools. Where appropriate children within IP access time within the mainstream nursery to develop social skills and experience other curriculum areas alongside their peers. This is closely monitored and developed in collaboration between staff to ensure consistency of practice and expectations. Bespoke strategies are developed for individual children based on the needs identified within their EHCP's and evolving staff and parent knowledge of children's skills and abilities.

We use 'Picture News' in Nursery as a stimulus for speaking and listening weekly. The weekly news is shared with children, with a focus on what is happening, where it is happening (in the country or the world) and how we feel about it. The news always links with British Values and often the protected characteristics. Children make sense of the world around them, broaden their knowledge and understanding on current events in the world and make connections to what they already know. Children learn new vocabulary linked to the event/news and often ask questions to find out more. Children have a voice and listen to and respect others' voices. Example session:

## Phonic development

### Planning foundations for phonics (Repeat, Develop and extend)

Our approach to the phonics component of early reading is teaching Phase 1 phonics through: focused teaching, enhanced/continuous provision and stories, rhyme and songs; all supported through a language rich environment.

This foundation of phonics prepares children for transition to Reception, encouraging 'Reception readiness' with regards to beginning their statutory phonics programme journey.

We use Letters and Sounds as a guide to our phonics approach. Our full phonics document provides further details and is used by staff. Children are WellComm Screened termly.

#### RELEVANT TERMINOLOGY

<p><b>Phoneme</b> The <i>smallest</i> unit of speech-sounds which make up a word. There are 44 phonemes (sounds) in English.</p> <p><b>Grapheme</b> The written representation of phonemes (sounds). May be 1 letter (e.g. 'f'), 2 letters (e.g. 'ir'), three letters (e.g. 'igh') or four letters in length (e.g. 'ough')</p> <p><b>Grapheme-phoneme correspondence</b> Being able to hear a phoneme and know the grapheme that represents it. (for SPELLING) Being able to see a grapheme and know the phoneme that relates to it (for READING)</p>	<p><b>Syllable</b> A unit of spoken language that usually has one vowel sound (including y), with or without surrounding consonant. dog (1 syllable in dog)                      di-ry (2 syllables in diary) a-pul (2 syllables in apple)                war-ter (2 syllables in water) ba-na-na (3 syllables in banana) xy-lo-phone (3 syllables in xylophone – exception as 4 vowel sounds but 3 syllables) When teaching syllables, we use the word 'beat' or 'beats' in the word.</p> <p><b>Alliteration</b> – the occurrence of the same sound at the start of words said together – <i>(Practitioner language to use when teaching location of sounds in words: first sound – middle sound – last sound)</i></p> <p><b>Onset rhyme level</b> – first sound in the word is different, the rest of the word rhymes/sounds the same</p>	<p><b>Blending</b> Involves merging the sounds in a word together in order to say it. This is important for READING because later on, if children know the sounds related to the graphemes in a word, they will be able to say it. (decodable words) The sounds j-a-m can be blended to say the word 'jam' to read it.</p> <p><b>Segmenting</b> Involves breaking up a word that you HEAR into its phonemes. This is important for SPELLING/WRITING. The word 'jam' can be segmented into the sounds j-a-m to write it.</p> <p><b>Auditory</b> – relating to hearing <b>Auditory discrimination</b> - tuning into sounds, hearing sounds, identifying sounds <i>*Required later to hear the units of sounds in words for writing</i></p> <p><b>Auditory memory</b> – remembering sounds <b>Sequential auditory memory</b> – remembering sequences of sounds/remembering sounds in order <i>*Required later to remember sounds in sequence for writing words, and remember words in sequence for writing sentences</i></p>
<p><b>PHASE 1</b> Early phonics skills: intended to develop children's <b>listening</b>, vocabulary and speaking skills, to prepare them for reading and writing in the next phase. Children develop an <b>awareness of sound</b>, develop <b>phonological awareness</b> (speech sounds of language) and develop <b>oral blending and segmenting</b> skills. Phase 1 skills underpin phase 2+ and are the foundational skills of learning to read and write.</p>		

**PROGRESSION OVER TIME: It is expected that staff will seize opportunities and observe and respond to children's interests and curiosities linked to phonics. In addition to this, we will have a focus on the relevant skills along the below progression model**

#### LITTLE NURSERY

REGULAR AND ONGOING: Instrumental sound exploration and discrimination (aspect 2) rhymes and songs (aspect 1-4), stories with sounds (aspects 1-4), talk about sounds we can hear, exposure to clapping beats in words (aspect 4)

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Sound discrimination - Environmental sounds (aspect 1)	Sound discrimination - Body percussion (aspect 3)	Rhythm and steady beats (aspect 4)	Enhanced exposure to rhyme (aspect 4)	Voice sounds (aspect 6)

#### BIG NURSERY

REGULAR AND ONGOING: Instrumental sound exploration and discrimination (aspect 2), rhymes and songs (aspects 1-4), stories with sounds (aspects 1-4), talk about sounds we can hear, clapping beats in words

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Sound discrimination - Environmental sounds and body percussion (aspects 1 and 3)	Rhythm and steady beats (aspect 4) Voice sounds (aspect 6)	Rhyme & rhyming words (aspect 4) Alliteration exposure (aspect 5)	Initial sounds & alliteration (aspect 5) Blending (aspect 7)	Blending and segmenting (aspect 7)



LETTERS AND SOUNDS ASPECT AND SKILL PROGRESSION	ACTIVITIES (TUNING INTO SOUNDS, LISTENING TO AND REMEMBERING SOUNDS, TALKING ABOUT SOUNDS)	GUIDANCE
<p><b>Aspect 1</b>  <b>General sound discrimination – environmental sounds</b>  Aim: Raise children’s awareness of the sounds around them and the associated vocabulary  Develop children’s listening skills.</p> <p><b>Aspect 2</b>  <b>General sound discrimination – instrumental sounds</b>  Aim: Develop children’s awareness of sounds made by various instruments and noise makers</p> <p><b>Aspect 3</b>  <b>General sound discrimination – body percussion</b>  Aim: Develop awareness and explore sounds that can be made with our bodies  Develop children’s ability to remember patterns of sounds</p> <p>-To listen attentively  -To show understanding of concept vocabulary  -To use vocabulary related to sounds they hear  -Enjoys rhythmic and musical activity</p> <p><b>AUDITORY DISCRIMINATION</b>  -To identify a specific sound  -To distinguish between sounds  -To identify sounds that are the same  -To identify sounds that are different  -To identify sounds that are nearly the same</p> <p><b>AUDITORY MEMORY</b>  -To remember 2-6 different sounds</p> <p><b>SEQUENTIAL AUDITORY MEMORY</b>  -To remember sounds in order (number per year of age)</p>	<p><u>Listening walk indoors or outdoors</u>  Use a sand timer. Remind the qualities of good listening. Use ‘cupped’ hands as a symbol for listening focus. Capture sounds heard. Make a list using words or pictures. Talk about what can be heard. Revisit list by trying to imitate the sounds heard.</p> <p><u>Drumming</u>  Explore how different sounds can be made using sticks by tapping and stroking items such as a wire fence, a wooden fence, a brick wall, a plant pot, gravel floor etc. Can others copy the sound? Could sounds be combined to create music?</p> <p><u>Hot or cold</u>  An item is hidden somewhere inside or outside. The item hider then sings ‘Can you find it, can you find it...’ either increasing/decreasing in speed, volume or pitch depending on how far or close (hot or cold) the ‘seekers’ are from the item</p> <p><u>Sound lotto</u>  Images of sounds x4 on a grid. Sounds are made in the moment (inc. visual) or recorded sounds/audio clips (no visual)  Such as: sneeze, cough, laugh, fingernails clanging, clicking, clapping, stamping feet, brrrrr (‘I’m cold’ noise), crying, toilet flushing, door closing...  Mrs/Miss/Mr X has a box (Old McDonald tune)  Select 5 items that make a particular sound and place in a box with a lid. E.g. shells, keys, blocks, squeaky toy, crisp packet. Show the children the items going in and name them. Sing ‘Mrs/Miss/Mr ____ has a box, E-I-E-I-O. And in that box, he/she has a...’ Can the children name the item? Can they imitate the sound with their voice too?</p> <p><u>Animal farm</u>  Model farmyard with model farm animals. Describe one animal using vocabulary (number of legs, colour, horns, tail etc.) Can children name the animal? Can they make the sound it makes?</p> <p><u>Shakers</u>  Make sound shakers (e.g. rice, lentils, pasta, shells, marbles...) Explore the sound each child’s shaker makes and discuss how they sound and whether they sound the same, different or nearly the same.  Use shakers to sing familiar songs or rhymes and shake along to the steady beat.</p> <p><u>Which instrument?</u>  2 identical sets of instruments, 1 set hidden – progress to just naming the instrument</p> <p><u>Instrument movement race</u>  Mr Wolf has 2/3/4 instruments. Each instrument makes a different sound and has a different movement. E.g. shaker is walk on tiptoes, drum is march, bells is hop. Hide the 3 instruments behind a screen/under a blanket. The children move towards the instrument player in the right movement to match the sound while the instrument is being played. The movement must stop when the instrument stops.</p> <p><u>Instrument exploration</u>  Explore instrument sounds, playing with different volumes (loud and quiet) and playing at different paces (fast and slow)</p> <p><u>Instrument sound patterns</u>  An instrument is used to make a pattern of sound. The instrument is passed round the circle and each child copies the pattern using the instrument. Change instruments. E.g. ●●●--● OR ●--●--●●● OR ●●●●●</p> <p><u>Body sound patterns</u>  Make sounds using body e.g. clap, tap knees, tap finger in palm. Copy a pattern of sounds.</p> <p><u>Pass the sound pattern</u>  Adult makes a pattern of sounds using body percussion and passes it round the circle. Did the pattern stay the same and the same speed all the way?</p> <p><u>Action songs</u>  Such as ‘Heads, shoulders, knees and toes’, ‘If You’re Happy and You Know it’, ‘Wind the Bobbin Up’, ‘Roly poly, ever so slowly’</p> <p><b>STORY OPPORTUNITIES</b>  Add sounds to stories for sound effects  Use instruments alongside some stories for sound effects  Use different voices for characters (can the children guess the character at the end – adult says ‘Who am I?’ in the voice of the different characters)</p> <p><u>TALK ABOUT SOUNDS</u></p>	<p><b>PROGRESSION OF MULTI-SENSORY (visual and auditory) TO AUDITORY ONLY</b>  Begin with multi-sensory listening (can hear AND see/visual AND auditory stimuli)  e.g. can see the branches moving and can hear the sound it makes  ↓  THEN move onto creating a visual barrier  e.g. guarantee we are only working on auditory skills  Able to make decisions about individual children’s auditory discrimination skills, ensuring children aren’t reliant on the visual cues  There is a risk of moving on too quickly if we don’t remove the visual/gesture clues</p> <p><b>PROGRESSION OF SOUND DISCRIMINATION</b>  Things that sound the same  ↓  Things that sound different  ↓  Things that sound <b>nearly the same</b>  Detect the odd one out among 3 sounds [early work and foundational skills towards when children get to ‘t’ and ‘d’ sounding nearly the same later on]</p> <p><b>PROGRESSION OF SOUND CONTRAST/SOUND DIFFICULTY</b>  Start with easy sounds with a big sound contrast  ↓  Move to harder sounds with smaller contrasts</p> <p>*Build vocabulary around listening  *Build concept of the verb to ‘listen’ (We listen to things around us, not just people)  *Build upon vocabulary and conceptual understanding</p>



<p>-To follow and repeat patterns of sound</p> <p><u>Vocabulary and concepts</u> Listen, hear, sound, loud, quiet, fast, quiet, same, different, nearly the same</p>	<p>Seize opportunities to talk to children about sounds they hear. Listen to what children have to say about sounds and build on their vocabulary. Introduce vocabulary that helps describe sounds, discriminate sounds, and compare sounds. E.g. slow - fast, quiet – loud, long – short</p> <p><u>VISUAL MEMORY</u> Which object is missing? Which child is hidden?</p>	<p>*Seize opportunities in free flow to <b>discover</b> sounds we can hear or make AND <b>talk</b> about sounds we can hear or make.</p>
<p><b>Aspect 4</b> <b>Rhythm and rhyme</b> Aim: Develop children's awareness and experiences of rhythm Develop children's awareness and experiences of rhyme in speech. (Onset rhyme level - first sound) <b>RHYTHM</b> -To listen attentively -To show understanding of concept vocabulary -Enjoys rhythmic and musical activity -To clap, tap or move to a steady beat of familiar songs or rhymes -To join in with familiar rhymes and songs -To sing familiar rhymes and songs from memory <b>RHYME</b> -To hear when words sound the same (onset rhyme level) -To talk about words that rhyme -To identify rhyming word pairs -To continue a rhyming string <b>BEATS (SYLLABLES)</b> -To clap or tap out syllables in familiar words -To clap or tap out syllables in their name -To identify a word from the syllables said -To orally say a word in syllables (2/3 syllables)  <u>Vocabulary and concepts</u> Rhythm, rhyme, same, different, nearly the same, sound, beats, beat, steady beat</p>	<p><u>RHYTHM</u> <u>Playing to the beat</u> <i>Rhythm in songs or rhymes – play an instrument along to a steady beat. Hear the steady beat. Sing the same song with a faster/slower beat.</i> <u>Moving to the beat</u> <i>Move or make body sounds along to the beat in rhymes or songs</i> <u>Rhyming books</u> <i>Regular reading of rhyming books. Pull out and comment on words that rhyme.</i> <u>Learning and singing songs and rhymes</u> <i>Singing and rhyming activities are part of the daily routine in small-group time. Songs and rhymes sung to children as they play where possible.</i> <u>Rhyming songs</u> <i>Hickory, dickory, dock      Baa, baa, black sheep      Humpty Dumpty      Tiny Tim (the turtle)</i> <b>RHYME</b> <u>Finish the sentence</u> <i>Using made up rhymes, see if children can finish the sentence.</i> <i>E.g. Riscit, tiscit, chocolate _____ Discs, whisks, a packet of _____ Bamwich, camwich, cheese _____ Stairs, bears, apples and _____ Lake, brake, chocolate _____ Bruce, fruce, orange _____</i> <u>Finish the sentence (familiar books)</u> <i>Using familiar books, read the sentence leaving a pause for children to complete the sentence with the rhyming word</i> <u>I know a word</u> <i>Any time of the day, encourage playing around with rhyming words by playing 'I know a word'.</i> <i>I know a word that rhymes with cat. You need one on your head, the word is _____' I know a word that rhymes with bands, you need to wash them, the word is _____' I know a word that rhymes with bunch. I'm getting hungry, the word is _____.' I know a word that sounds like phone. It's 3 o'clock so it's time to go _____.'</i> <u>Rhyming soup</u> <i>Gather a selection of rhyming objects (e.g. cat, hat, rat). Pop Goes the Weasel tune: 'We're making lots of silly soup, we're making soup that's silly. We're going to put it in the fridge, to make it nice and chilly.' In goes... a fox, a box, some socks... (one round at a time)</i> <u>Which word rhymes? / rhyming pairs</u> <i>Identify rhyming pairs by having 1 starting object and then 2 other objects – 1 of which rhymes with the starting object?</i> <i>E.g. MOUSE: Which one rhymes with MOUSE? Is it 'house' or 'elephant' (ensure children know the names of the objects)?</i> <u>Odd one out</u> <i>Similar to rhyming pairs but offer all 3 and see if children can identify the odd one out.</i> <b>SYLLABLES/BEATS</b> <u>Clapping out beats in words (syllables) - objects</u> <i>E.g. 2) Pencil, camera, paintbrush, baby      3) Umbrella, xylophone, telephone, dinosaur, elephant</i> <i>4) Binoculars, helicopter, gingerbread-man, caterpillar</i> <u>Clapping out beats (syllables) in names</u> - <i>Clap out the beats in children's names. Can they clap their own name? Can they identify whose name you could be clapping without saying it?</i> <u>Name game song (see image)</u></p>	<p><b>RHYMING WORDS PROGRESSION</b> Start with multi-syllable words, 1 syllable words are harder to hear <i>Jelly, welly, telly, smelly</i> <i>Carrot, parrot</i> ↓ THEN 1 syllable but with long vowel sounds. These are easier to hear as can be exaggerated if needed. *It does not matter if the rhyme sound is spelt differently/with a different digraph - auditory only <i>Mouse, house, louse</i> <i>Boat, coat, goat</i> ↓ THEN short, sharp vowel sounds <i>Log, dog, fog</i>  <i>Silly soup example:</i> Start with significantly contrasting words and move towards less contrasting words to increase difficulty.  Rhyming pairs/odd one out examples of rhyming pairs: <i>Jelly-welly, parrot-carrot (multi-syllable)</i> <i>mouse-house, boat-coat, chair-bear, phone-bone, cage-stage (long vowel sounds)</i> <i>glove-dove, flask-mask, sad-dad, hop-stop, bag-flag, log-dog, box-socks, bug-hug, cat-mat (short vowel sounds)</i></p> <div style="background-color: black; color: white; padding: 10px; text-align: center;"> <p>Let's play a game Tell me your name You say it first then I will too.</p> <p><small>Child says name and adult helps them clap the beats out and count how many.</small></p> <p>Your name is Jess-i-ca, Jess-i-ca, Jess-i-ca, Your name is Jess-i-ca, That's your name.</p> </div>

<p><b>Aspect 5</b> <b>Alliteration</b> Aim: Explore how sounds are articulated. Listen to sounds at the beginning of words and hear the differences between them. Develop understanding of alliteration</p> <p>-To show awareness of alliteration -To recognise when words have the same initial sound -To recognise the initial sound of their name and some of their peers' names -To hear and say the initial sound in some words</p> <p><u>Vocabulary and concepts</u> Sound, same, different, nearly the same, alliteration, first, middle, last Use 'first' – 'middle' – 'last' when referring to the position of sounds in words</p>	<p><u>I Spy</u> <u>Tongue twisters and name play</u> Make up tongue twisters by using children's names, or objects that are of particular personal interest to them. E.g. 'David's dangerous dinosaur', 'Maheen's marvellous, magic mittens', 'Boinging, bouncing bunny' 'Ben has a big, bouncy ball', 'Tanveer has ten, tickly toes.'</p> <p><u>Musical corners</u> 1 chair in each corner or room, carpet area or outdoors. Gather objects with 4 different initial sounds... e.g. ball, bat, block – fish, farmer, frog – mouse, mat, monkey – rat, rolling pin, rubber (consider initial sound progression) Put an objects for each initial sound on each of the chairs so there is a different sound for each corner. Play music, when the music stops, hold up one of the remaining objects and children move to the corner where that object belongs.</p> <p><u>Sound bag</u> Gather a selection of objects (or pictures) with names beginning with the same sound. (focusing on only 1 initial sound) Sing an introductory song/rhyme. Take one object (or picture) out at a time and name it, emphasising the initial sound.</p> <p><u>Object sorting</u> Gather 2 hoops and place one object beginning with one sound in one hoop and one object with a different sound in the other hoop. Sort the remaining objects or pictures (that all begin with one of those 2 sounds) into the 2 hoops. Grapheme representation not required – all through listening to the initial sound and deciding if it sounds the same as the item in each hoop or not.</p> <p>*Take care to whisper when modelling quiet sounds. Do not add an 'uh' to the end of sounds 'ssssss' not 'suh'      'mmmm' not 'muh'      'lllll' not 'luh'      't' not 'tuh'      'shhh' not 'shuh'</p>	<p><b>INITIAL SOUNDS PROGRESSION</b> Start with easier sounds: -Lip sounds (can be detected visually by the movement/position of the lips, like 'p', 'b', 'w', 'f', 'm', 'r', 'l') -long sounds (can be exaggerated, like 'l', 'x', 'm', 'n', 'r', 's') ↓ Move to harder sounds (short, sharp sounds, like 'a', 'c', 't') <b>SOUND TO OBJECT MATCHING – PROGRESSION OF CONCRETE TO ABSTRACT</b> Concrete objects ↓ Photographs of real objects ↓ Picture of image symbolising the object (e.g. clupart) Important to progress to more abstract representations in readiness for when children are required to work with abstract graphemes and corresponding phonemes later on.</p>
<p><b>Aspect 6</b> <b>Voice sounds</b> Aim: Distinguish between different vocal sounds Explore different speech sounds</p> <p>-To distinguish between vocal sounds -To show awareness of vocal sounds that sound the same, different and nearly the same -To explore own speech sounds that can be made -To talk about different sounds we can make with our voices, using vocabulary such as low, high, long, loud, quiet</p> <p><u>Vocabulary and concepts</u> Low, high, pitch, long, short, loud, quiet, listen, sound, voice</p>	<p><u>Voice sounds and mirrors</u> Show children how they can make sounds with their voices. Explore together. e.g. down a slide – wheeeee, bounce like a ball – boing boing, hiss like a snake – ssssss, keep everyone quiet – shhhhh, buzz like a bee – zzzzzz</p> <p><u>Chain game</u> Make a long sound with your voice, varying the pitch. In the circle, 'pass' the sound to the next person and that child joins in with the sound. Talk about the type of sound made, low, high, long, vibration etc.</p> <p><u>Whose voice?</u> Audio record some children (and various familiar adults within the setting) talking or saying a phrase such as 'Who do you think I am?'. Children identify whose voice it is.</p> <p><u>Sounds in stories</u> E.g. We're Going on a Bear Hunt, The Three Billy Goats Gruff. Explore plenty of stories with opportunities to experiment with voice sounds, action sounds, character voice sounds and discuss how they sound different.</p> <p><u>Animal sounds</u> Represent each animal object or picture by the sound it makes. Avoid using conventional sounds for animals. E.g. dogs don't really go 'woof' – big dogs may go 'WUW WUW' with a low, growly sound, little dogs may go 'yap' in a higher pitch tone, ducks make more of a 'waaaak' sound rather than the traditional 'quack, quack'. Think about the real sounds made. Talk about the sounds, how they are different or how they are nearly the same.</p>	<p>Changes in voice and facial expression are important when storytelling to support listening and engagement. Exaggerate the mouth movement made when experimenting with voice sounds. Use mirrors to see how the mouth moves where appropriate.</p>
<p><b>Aspect 7</b> <b>Oral blending and segmenting</b> Aim: Develop oral blending and segmenting skills</p>	<p><u>Metal Mike</u> Use a toy robot and a bag of pictures of objects (1 SYLLABLE WORDS, e.g. cup, sock, cat, dog, mug) Metal Mike is a computer and he talks with a robot voice. Someone takes a picture out of the bag. Model sounding out the phonemes and immediately blend the word. C-a-t... cat. <u>Oral blending for instructions, questions and regular routine *</u></p>	<p><b>GESTURE REPRESENTATION OF PHONEMES</b> When sounding out phonemes in words, use thumb, then forefinger, then</p>



<p>-To discriminate phonemes -To hear and say the final sound in words -To say the phonemes I hear in order -To blend CVC words and recognise the whole word -To blend CVCC/CCVC words with image prompt -To identify a word from the sounds being sounded out -Begin to use sound-talk to segment words into phonemes -To segment CVC words into phonemes</p> <p><u>Vocabulary and concepts</u> Blend, segment, together, words, sound, first, middle, last, phoneme/s</p>	<p><i>Plenty of adult modelling – The adult segments the last word of the sentence into separate phonemes and then immediately blends the sounds together to say the word. The purpose hear is exposure. Children will gradually be able to blend the word for themselves/join in with saying the word with repeated instructions such as ‘Please get your c-oo-t’ and ‘It’s time to go h-oo-m (home).’ (always only one word in sentence, usually last word)</i></p> <p><u>Oral blending action games and what sound? game</u> See next page <u>Toy talk</u> <i>Introduce a soft toy that can only speak in ‘sound talk’. His name might be ‘T-i-m, Tim’ or ‘J-o-n, Jon’ for example. The toy only talks in your ear, repeat what he has said, work out what his sound talk represents in words. Provoke conversation with questions for the toy. E.g. What is your favourite food? (ch-ee-se, p-ears, c-ay-k (cake), p-eas, c-or-n, f-i-sh, p-ie, s-ou-p)</i> <i>What are your favourite colours? (r-e-d, -b-l-ue, wh-iy-t (white), g-r-ey)</i> <i>What do you like to do outside? (h-o-p, r-u-n, w-or-k (walk))</i> <i>Try sabotage sometimes to see if children can identify your mistakes and hear that you have blended incorrectly. Remember to stick to 1 syllable words</i></p> <p><u>Blend from the box - Which object?</u> <i>Gather a selection of objects with 1 syllable. E.g. l-ea-f, sh-ee-p, s-ao-p, f-i-sh, s-o-ck, b-u-s</i> <i>Sound out the phonemes of 1 of the object names and see if the children can identify the object without you blending.</i> <u>l spy</u> <i>I spy with my little eye, a z-i-p. Invite children to say the word. Repeat the phonemes. After the word has been guessed correctly, or the adult has modelled, encourage the children to repeat the phonemes twice over and experience blending the word together immediately after.</i> <i>Also examples: c-u-p, b-ow-l, b-oy, ph-ow-n (phone), ch-a-r, g-ir-l, d-or (door), b-oo-k, p-e-n, g-l-ue</i></p> <p>When the children are used to hearing you (and the toy) say words in sound talk, you may be able to see if children can speak in ‘sound-talk’... <u>Segment from the box - guess the object (sound talk)</u> <i>Use similar objects (1 syllable, 3 phoneme objects) and hide them in a box or bag. Show all the children the objects first and check children know their names. Allow only 1 child to peek at one object and see if they can say the name in sound-talk for their friends to guess the object. Child reveal the object to show if correct or not.</i></p>	<p>middle finger etc. to represent the 3 sounds Use only single syllable words when blending and segmenting Avoid using words with adjacent consonants (e.g. ‘sp’ as in ‘spoon’) Children need to hear the sounds in the word spoken in sound-talk immediately followed by the whole word. Avoid talking in between such as ‘I wonder what that word can be?’ Pre-skills that underpin blending: listening to sounds, remembering sounds in the right order, listening to words, remembering words in the right order (repeated refrains, story lines, word patterns)</p>
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SOUND PROGRESSION (LISTENING ONLY)					
	S a t p i n	M d g o c k e	U r h b f l j	V w y z q u c h	C k x s h t h n g n k
Suggested words for ‘blend from the box’ game and ‘segment from the box’ game	<b>S:</b> s-o-ck, s-u-n, s-oa-p, s-a-ck <b>A:</b> a-n-t <b>T:</b> t-ee-th, t-i-n, t-a-p, t-o-p <b>P:</b> p-e-n, p-e-g, p-i-n, p-a-n <b>N:</b> n-e-t, n-oa-z (nose), n-e-ck, n-u-t	<b>M:</b> m-oo-n, m-ou-se, m-a-p, m-a-n <b>D:</b> d-o-g, d-u-ck, d-o-ll, d-e-n <b>G:</b> g-oat, g-ai-t (gate), g-oo-se, g-ir-l <b>c/k:</b> c-a-t, c-u-p, c-a-p, c-oi-n, k-igh-t (kite), k-i-d <b>e:</b> e-gg	<b>R:</b> r-a-t, r-e-d, r-oa-d, r-i-ng, <b>H:</b> h-a-t, h-ou-se, h-or-se, h-ea-d <b>B:</b> b-oo-k, b-u-s, b-ir-d, b-a-g <b>F:</b> f-i-sh, f-a-n, f-oo-t, f-ar-m <b>L:</b> l-ea-f, l-i-d, l-o-ck, l-o-g <b>J:</b> j-a-m, j-u-g, j-ee-p	<b>V:</b> v-a-n, v-e-t <b>W:</b> w-i-g, w-e-b, w-ai-v (wave) <b>Y:</b> y-a-p (dog) <b>Z:</b> z-i-p, z-oo <b>Qu:</b> qu-ee-n, qu-a-ck, qu-i-ck <b>Ch:</b> ch-i-p, ch-i-ck, ch-i-n, ch-o-p (action)	<b>Ck:</b> s-o-ck, d-u-ck, n-e-ck, r-o-ck <b>X:</b> f-o-x, b-o-x, s-i-x <b>Sh:</b> sh-e-ll, sh-ir-t, sh-e-d <b>Th:</b> th-u-mb, t-ee-th, m-o-th, th-i-gh <b>Ng:</b> r-i-ng, w-i-ng, k-i-ng <b>Nk:</b> p-i-nk, t-a-nk, w-i-nk, s-i-nk

- During Phase One, we don’t introduce children to letters (graphemes). Some children may bring knowledge of letters from home, and be interested in letters they see around them on signs, displays and in books. Practitioners and teachers respond to children’s comments and queries about letters and words in print.
- If children are confident in phase 1 and are showing interest in the correspondence between graphemes and phonemes, some phoneme grapheme correspondence may be taught.
- Some children may be aware of the letter shapes that represent some sounds. While grapheme-phoneme correspondences are not introduced until phase 2, practitioners are observant of those children who can identify letter shapes and sounds and encourage their curiosity and interest.

Oral blending games			
Can you touch your...?	Can you do the action?	What sound?	
<u>CVC</u> h-ea-d n-oa-z (nose) ch-i-n m-ou-th h-air ch-ee-k l-e-g f-oo-t sh-i-n b-a-ck n-ai-l <u>VC/CV</u> Ar-m t-oe <u>kn ee</u>	<u>CVC</u> n-o-d your head t-a-p your foot r-u-b your tummy p-a-t your arm m-ar-ch on the spot h-o-p on one leg r-o-ll your arms p-a-t your shoulders r-eg-ch up high <u>CCVC</u> , <u>CCV</u> c-l-a-p your hands s-t-ir the pot f-l-a-p your arms (like a penguin)	<b>Animals</b> What sound does a/an: <u>CVC</u> d-u-ck make? d-o-g make? c-a-t make? h-e-n make? Sh-ee-p make? m-ou-se make? <u>VC/CV</u> Ow-l make? c-ow make? b-ear make? b-ee make? <u>CCVC</u> s-n-ai-k make? (snake) f-r-o-g make?	<b>Vehicles</b> What sound does a/an: <u>CVC</u> What sound does a: b-u-s make? <u>VC/CV</u> c-ar make? <u>CCVC</u> t-r-ai-n make? p-l-ai-n make? (plane)

## **Curriculum impact:**

### **Assessment**

Children's progress is monitored closely from the moment they start, and their journey is tracked throughout the year allowing appropriate support and challenge to be in place. Our assessments are integral to effective learning and teaching. The results of this are that our children and families have a sense of belonging and a positive disposition to learning. They transition into primary and special schools with confidence and with the strong character needed to meet the challenges of an ever-changing world. We have strong links with our main feeder schools and a strong emphasis is placed on transition and sharing the successes of the children. Plans are developing within local area groups of schools to meet frequently to carry out moderation and track children's progress across the entirety of the EYFS stage.

### **Formative assessment**

We assess children through daily observation and by knowing each child well, knowing what they can do, what they know, what they can remember and what they need next. We use this informal assessment to plan for what comes next and how that can be best achieved. This may be appropriate for the next day's learning, the next week's learning or the very next interaction or moment. We use the long term progression as a guide, and the knowledge of the children to complement that. Staff spend more time with children, engaged in their learning and less time documenting paperwork and evidencing observations. Our staff are expert practitioners with a wealth of knowledge, experience and training. All staff are confident to assess and scaffold children's learning within the environment. All staff know children exceptionally well and have a clear understanding of what each individual child needs to do next to develop their knowledge schema, skills or confidence within the areas of the EYFS.

### **Summative assessment**

Each child has a summative baseline assessment (within 4 weeks of joining), and again each term (maximum of 4 times annually). The purpose of the assessments is to identify children who are not of track to their age related expectation, what they require and how best to achieve that. We carefully analyse patterns in areas of learning and across various pupil groups. This helps us to identify whether any of our intended curriculum has not been learnt, both at an individual level and at a cohort level. We use this information to identify any emerging gaps for individual children and groups within the cohort. We then plan interventions to support this. We follow Birth to 5 as a supportive tool for assessment. We identify whether children are 'on track' or 'not on track' to meet their age related expectation at the end of the Nursery year, judging as met or not met at the end of that period. We use assessment information, both summative and formative, to measure the impact of our curriculum over time. Assessment information is shared with governors.

### **WellComm assessments**

We use this programme and assessment tools to provide necessary support to children who are identified as needing additional intervention in speech, language, communication, social interaction.

### **Moderation**

We moderate summative assessments within school and across schools. We moderate judgements made by digging deeper into individual children, identifying what they practitioner knows about them and how they know that, as well as moderating cohort patterns within school and across Federation schools. The process is led by senior leaders and is a supportive tool to ensure assessment data is accurate and consistent. Moderation often results in sharing of good practice as well as identifying solutions to barriers.

## **Gathering feedback**

Throughout the year, we gather feedback from both parents and staff on two occasions. Feedback gathered from staff helps us to measure the impact of leadership as well as the staff moral and well-being. It enables us to analyse staff knowledge and confidence in certain areas, staff views about the support they receive and their view on the effectiveness of the school. Data from staff questionnaires is used to plan next steps for CPD. Feedback from parents helps us to measure the impact of the overall curriculum and the service that our families receive. Analysis of the data helps us to identify areas we can improve on. What parents see as the strengths of the school helps us to recognise what is having positive impact and how we can build on that.

## **Governance**

The role of our governors is to support and challenge our thinking and practice to ensure the children at Windsor get the best possible education. Our link governors for safeguarding, curriculum and SEND at Windsor visit twice per year. During the visit, a meeting is held with senior leaders, practice is observed and current challenges are discussed. A report is written, detailing the discussions had, strengths of current practice and areas to consider/questions raised. The visits ensure that the intended curriculum is effectively delivered, and children have learnt what we intended for them to learn. Such visits and reports are shared within Local Committee (LC) meetings within the cluster governance as well as at Full Governing Body (FGB) meetings. Governors ask probing questions, raise issues and queries, and hold leaders to account. The impact of our curriculum at Windsor Nursery School is that our children receive the early foundations and building blocks for each area of learning and our children are well prepared for the next phase of their education.