



Llywodraeth Cymru  
Welsh Government

[www.cymru.gov.uk](http://www.cymru.gov.uk)

# How is my child doing in the Foundation Phase?

  
chwarea • dysgu • tyfu  
play • learn • grow  
cyfnod sylfaen 3–7 foundation phase

A guide for  
parents and carers

mae addysg  
yn dechrau  
**yn y cartref**  
education  
begins  
**at home**

## Contents

<b>What is the Foundation Phase?</b> .....	3
When will my child benefit from the Foundation Phase? .....	4
How can I find a Foundation Phase place for my child? .....	4
What is my child learning? .....	5
Will my child learn to read and write? .....	5
How will my child learn and what type of activities will they be taking part in? .....	6
<b>What is the National Literacy and Numeracy Framework (LNF)?</b> .....	14
How can I support and help my child's learning in the Foundation Phase? ..	15
Literacy and numeracy tips.....	16
Education begins at home.....	17
Pori Drwy Stori.....	17
Do children with special educational needs (SEN) follow the Foundation Phase? ..	18
Can I withdraw my child from the Foundation Phase? .....	19
<b>How is my child being assessed?</b> .....	19
How will I know how my child is getting on? .....	20
Who is entitled to receive reports and other information from the school? ..	21
What opportunities do I have to discuss my child's report with the school? ..	21
Where can I find out about school results?.....	22
A seamless transition to Key Stage 2 .....	22
<b>Where can I find further information about the Foundation Phase?</b> ..	23
More information for parents/carers.....	23
Where can I find copies of other school documents and Foundation Phase materials? .....	23
Is my child entitled to a free school meal? .....	24
Primary school grading.....	24
<b>Useful contacts</b> .....	25

ISBN: 978 1 4734 2446 3

WG23593

© Crown copyright October 2014



## What is the Foundation Phase?

The Foundation Phase is a developmental curriculum for three to seven year olds in Wales. It encourages children to be creative, imaginative and to have fun while making learning more effective.

Your child will be given opportunities to explore the world around them and understand how things work by taking part in practical activities relevant to their developmental stage. They will be challenged through practical activities and develop their thinking with open-ended questions. Your child will be encouraged to explore concepts and share ideas for solving problems.



## When will my child benefit from the Foundation Phase?

Your child will be offered a free, part-time, good quality Foundation Phase place in a school, nursery, funded playgroup or with a registered childminder in the term following their third birthday.



## How can I find a Foundation Phase place for my child?

You can contact your local Family Information Service (FIS) who can give you information, advice, guidance and support on all services, ranging from childcare to a list of settings in your area which are registered to provide a free, part-time place in the Foundation Phase.

There is a Family Information Service in every local authority.

## What is my child learning?

The Foundation Phase has seven Areas of Learning which are delivered through stimulating structured practical activities and active learning experiences both indoors and outdoors. The Areas of Learning are:

- Personal and Social Development, Well-being and Cultural Diversity
- Language, Literacy and Communication Skills (this will be in English or Welsh depending on the language policy of the setting/school)
- Mathematical Development
- Welsh Language Development (this is not a requirement in Welsh-medium settings/schools)
- Knowledge and Understanding of the World
- Physical Development
- Creative Development.

## Will my child learn to read and write?

The Foundation Phase emphasises the importance of good reading and writing skills. However, it is important that children are not pushed into reading and writing too early. Very young children will be encouraged to develop pre-reading and pre-writing skills through language development and activities that help them understand sounds through games, making patterns, singing and stories. Pre-writing skills will be developed through mark making, drawing, painting, threading and other activities that develop their muscle control.

Once your child is developmentally ready, they will move on to linking sounds and letters for reading and spelling through phonics, recognising and building words through playful activities, and understanding books and stories, first with picture books then moving onto those that are appropriate for their reading level. The National Literacy and Numeracy Framework (LNF) will support the development of these skills across all the Areas of Learning.

## How will my child learn and what type of activities will they be taking part in?

Your child will be given opportunities to learn and understand through first-hand experiences and by helping to plan and take part in practical activities relevant to their developmental stage. Being outdoors is an important part of the Foundation Phase, offering your child the chance to learn and discover through planned and spontaneous activities.

It is worth mentioning that your child will have fun learning through activities that can be messy and may not always come home as clean as you may expect. But there are many benefits of learning through multi-sensory, creative activities. For example, your child may be encouraged to develop their letter-forming skills by using runny mud-paint outdoors, which may splash on their clothing. While staff at the setting/school will provide protective clothing for messier activities and will encourage your child to stay clean and wash themselves, there are bound to be splashes and smudges.



## Personal and Social Development, Well-being and Cultural Diversity

Learning about themselves and forming relationships with other children and adults are important parts of the Foundation Phase. Your child will be encouraged to develop their self-esteem and personal moral values as well as develop their understanding of the Welsh culture and the wider world.



### Example learning activity – The forest school

An area of trees and shrubs within the school has been set up as a ‘forest school’ with tents and a campfire where the children have picnics, role play and have music sessions. They are taught by a specially trained practitioner.

The children heat everyday objects, and learn what effect heat and fire have on different materials. They make necklaces from natural materials such as wood, berries and leaves. They cook curries in pots over an open fire, roast marshmallows and toast bread on sticks.

There is an important personal and social development aspect to this way of learning. Not only are the children learning and playing together but they are also taught to recognise danger, respect the fire and treat it carefully, and learn how to handle sharp tools safely.

## Language, Literacy and Communication Skills

Your child will be immersed in language experiences and activities. Their skills will develop through talking, signing/communicating and listening.

They will be able to choose and use a range of reading materials to develop their enjoyment and understanding and will be supported as they develop their skills for writing.

They will also be encouraged to communicate their needs, feelings and thoughts, and talk about experiences.

### Example learning activity – teddy bear’s picnic

A child brought in their new teddy bear to show the class. The children discussed teddy bears’ picnics and decided to hold their own and used research to support their plans and ideas.

They listened to the ‘Teddy Bears’ Picnic’ song and decided to hold their picnic in the woods ‘like the bears in the song’. Over the next week the children wrote invitations to their bears and shopping lists for a healthy picnic. They looked online at weather forecasts for the day of the picnic, finding their village on the map and visited the local shops to buy the items on their list. The children learnt ‘Teddy Bears’ Picnic’ song and added music with instruments.

On the day of the picnic, the children brought their bears to school, prepared the food following simple recipes, packed their bags and walked their bears to the woods for their picnic. The children photographed the picnic using an iPad to make their own digital book version of the ‘Teddy Bears’ Picnic’ song.





## Mathematical Development

Your child will develop their skills, knowledge and understanding of mathematics through practical experiences. By playing with numbers in their daily activities they will develop different ways of solving problems in a variety of situations.

They will also investigate the properties of shapes and will sort, match, sequence and compare objects, and create simple patterns and relationships. Your child will also develop their understanding of time and money in ways that are meaningful to them.

### Example learning activity – dinosaurs

The children were interested in learning about dinosaurs after one child brought in a rubber toy from home. The practitioner shared a selection of dinosaurs with the children and asked them to measure each one to see which was the longest and the shortest. They also read a book about dinosaurs and discovered that the biggest real dinosaur was 27 metres long. This meant nothing to the children so the practitioner took them outside and they measured out 27 metres to help them understand just how big the dinosaurs were.

There was a lot of role play too. The children acted like dinosaurs and created a 'dinosaur stomp' using percussion instruments to sound like dinosaurs walking through the jungle.



## Welsh Language Development

Children in English-medium settings/schools will have the opportunity to learn to use and to communicate in Welsh to the best of their ability. Your child will develop these skills by taking part in a variety of enjoyable, practical activities, using a range of resources that build on and increase previous knowledge and experiences. Their oral experiences will be used to help them develop their reading and writing skills.

Throughout the Foundation Phase all English-medium settings/schools will give children opportunities to learn and enjoy using the Welsh language through daily access to appropriate Welsh-medium play-based activities.

### Example learning activity – greengrocers

Wanting to develop the children's use of questions in Welsh in a meaningful way, the practitioner set up a role-play greengrocer's shop. The practitioner led the activity using appropriate Welsh words to not only ask and answer questions but to use 'os gwelwch yn dda' (please) as well. The greengrocer's shop was left for the children to play with on their own and practise their new vocabulary.

The children were also encouraged to use their new language skills in the classroom, e.g. when asking for fruit at snack time or for a particular item they needed.



## Knowledge and Understanding of the World

Your child will be given experiences that increase their curiosity about the world around them to help them understand more about past events, people and places, living things and the work people do.

They learn to demonstrate care, responsibility, concern and respect for all living things and the environment.

They will develop their own ideas, and learn how to express their opinions and feelings with imagination, creativity and sensitivity.

### Example learning activity – penguins

After a week of snow, the children began talking about cold places and wondered how penguins could live in such weather. First, the children explored the penguins' habitat through picture books and compared the climate to the one in Wales. Then they considered other animals living in harsh conditions. They talked about camels in deserts and tigers in jungles. The children filled balloons and rubber gloves with water and put them in the freezer and were amazed at the results. They asked and answered many questions, which developed their vocabulary. They played letter recognition games, hiding the letter 'p' for 'penguin' around the room.

The practitioners then helped the children make penguin puppets and snowy scenes from things like empty plastic bottles and cardboard rolls, which became a backdrop for role playing and stories about 'penguins'.



## Physical Development

Your child will be encouraged to enjoy physical activity, and a developing sense of identity will be linked closely to their own self-image, self-esteem and confidence.

They will develop their views on health, hygiene, safety and the importance of diet, rest, sleep and exercise.



### Example learning activity – the climbing wall

The new climbing wall proved to be a big hit with the children. However, the practitioners noticed that the same children were always climbing the wall while some children were left out of the game. They decided to focus the activity on how the children could help each other over the wall. The children partnered up and helped each other climb the wall.

By supporting and encouraging each other through the difficult bits, they improved their personal, social and communication skills, as well as improving their co-ordination and gross motor skills. By the end of the session the children were talking about how they could all use the climbing wall from now on and help each other over or around the wall.

## Creative Development

Taking part in creative, imaginative and expressive activities in art, craft, design, music, dance and movement will help support your child's creative development. They will explore a wide range of resources, develop their ability to communicate and express their creative ideas and reflect on their work.



### Example learning activity – Stick Man

A group of children were reading *Stick Man* by Julia Donaldson in the class Story World. The children were intrigued by the characters and extremely worried about the Stick Man's safety. Following a discussion with the practitioner, they decided to create a spider web planning chart for ideas and exciting follow-up activities that could be used to help plan activities across all Areas of Learning, indoors and outdoors.

Their ideas included:

- creating a friend for Stick Man
- designing and making clothes for a stick family
- creating puppets and writing scripts
- making a large stick family in the woodland area
- creating a stick village
- sorting and measuring sticks
- writing a diary and information leaflets
- creating a stick family dance to celebrate Stick Man's return
- discussing good and bad characters in the story
- writing Stick Man problems as well as their own and placing them in a 'problem sack' to initiate discussion.

The class worked on and developed the Stick Man theme over a six-week period, learning, developing and practising new skills across all Areas of Learning and the LNF. The children then created a digital book, explaining and evaluating their activities that was then shared on the school website.

## What is the National Literacy and Numeracy Framework (LNF)?

A new National Literacy and Numeracy Framework (LNF) was introduced in September 2013 to support children aged 5 to 14 to develop their literacy and numeracy skills across the curriculum.

Settings/schools will use the LNF to make sure that the learning and teaching of literacy and numeracy skills are taught across all Areas of Learning, in both the indoor and outdoor learning environments.

Pre-school children will develop their early literacy and numeracy skills, concentrating on speaking and listening, developing their vocabulary and their understanding of why we use numbers, read and write.

### Literacy and numeracy

All children will be supported to develop sound literacy and numeracy skills. These skills are not just about learning English, Welsh and mathematics, they are about being able to use skills in different situations and across a wide range of activities.

Literacy describes a set of skills, including speaking and listening (oracy), reading and writing, which allow us to make sense of the world around us.

Numeracy describes the use of number, measuring and data skills, and the ability to identify and use these skills to solve everyday problems.



## How can I support and help my child's learning in the Foundation Phase?

You can have a positive effect on your child's development by getting actively involved in their learning, not just at home, but in the garden, in the park and at the shops.

It is about capturing your child's imagination and interests and making it enjoyable. The more your child is stimulated, encouraged and involved, the more they will learn.

We have put together some learning ideas for you and your child to enjoy, but these suggestions are just the tip of the iceberg.

So whatever you do together and wherever you go, make it fun and inspiring for your child by turning it into a learning game.



## Literacy and numeracy tips

Words and numbers can be seen everywhere. Show your child how important number and word skills are and boost their confidence by helping them to develop these essential skills.

### Fun ways to help your child with literacy

- Don't just read books; give them comics, magazines, pages from the internet, cookery books, games . . . the list goes on. . . let them choose.
- Play word games indoors or outdoors. This will help your child to recognise words and sounds and match them to the object.
- While in the car or on the bus, point out different road signs and ask them to explain what they think they mean.
- When you go out for a meal, read the menu together and ask them to help you choose.
- Sing nursery rhymes together if your child is young or for the older ones, sing along to music on the radio.
- Join your local library for free. You'll be amazed what's on offer – story-telling, fun events and children's books are free to borrow.
- Reading with your child for as little as 10 minutes a day can make a huge difference and make them a better reader.



## Fun ways to help your child with numeracy

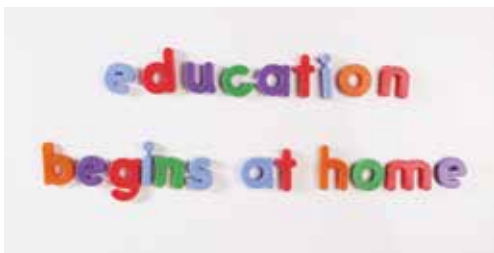
- When you go shopping, ask your child to count the number of pieces of fruit you want, e.g. ask for 3 oranges, 5 apples and 3 bananas.
- Play games that include spotting numbers on clocks, coins, supermarket rails, buses and packages.
- When you're cooking, ask your child to help weigh out the ingredients.
- Involve your child as you pay for the shopping bill, showing them different ways you can pay for things using bank cards and money.
- If your child has birthday money, help them to plan how they are going to spend it, this will help them develop skills in managing money.
- Count how many sleeps it is by using a calendar until a birthday or important event.

For more hints and tips on using numbers, go to [en-gb.facebook.com/whatyousaycounts](https://www.facebook.com/whatyousaycounts)

## Education begins at home

To help you help your child further, we've launched a new campaign 'Education begins at home' with tips and activities you can do at home to make sure your child gets on. Have a look at our Facebook page to see how you can get involved.

[www.facebook.com/beginsathome](https://www.facebook.com/beginsathome)



## Pori Drwy Stori

Pori Drwy Stori is an exciting bilingual programme aimed at supporting children's literacy as they start reception class in all maintained schools in Wales. The programme provides resources to use in the classroom and to support parents/carers at home in their vital role as partners in their children's learning. For more information visit

[poridrwystori.booktrust.org.uk](https://poridrwystori.booktrust.org.uk)



## Do children with special educational needs (SEN) follow the Foundation Phase?

All learners, including those with SEN, will be able to follow the Foundation Phase curriculum. However, very occasionally, a child with SEN may need to be disapplied for all or part of the Foundation Phase curriculum on a temporary basis. In exceptional cases some learners, such as those with statements of special educational needs issued by the local authority, may be disapplied permanently.

If your child has special educational needs and you need advice and information about matters relating to those needs, contact your local authority who will be able to direct you to their Parent Partnership Service.

You can also find more information in the Welsh Government's booklet *Information for Parents and Carers of Children and Young People who may have Special Educational Needs* (2010).

Please visit <http://bit.ly/1iAMpWQ> or call **029 2082 6044**.

## Can I withdraw my child from the Foundation Phase?

Your child does not have to start compulsory education until they are five years old. However, there are benefits in your child starting education early. Your child can mix and socialise with other children and it will make starting primary school a lot easier. They will be immersed in practical, hands-on learning experiences which will improve their development and encourage them to expand their skills as they start on their education journey.

If your child has reached compulsory school age and is going to a maintained school, there is no parental right to withdraw them from the Foundation Phase Areas of Learning or from the associated assessment arrangements. However, as a parent/carer, you do have the right to withdraw your child from religious education and any sex education which may be provided.

## How is my child being assessed?

Children will be formally assessed at the end of the Foundation Phase in three Areas of Learning:

- Personal and Social Development, Well-being and Cultural Diversity
- Language, Literacy and Communication Skills (English or Welsh)
- Mathematical Development.

They will also sit the National Reading and Numeracy Tests. These tests are sat in the classroom over the period of a week and last for between 30 minutes and one hour. Children do not have to sit them in one go and are given rest breaks during each of the tests.

## How will I know how my child is getting on?

When your child goes to school you will receive a written report about their progress at least once a year and you will also have the opportunity to meet your child's teacher.

### **Reports for all children will include:**

- brief details of your child's progress, including strengths and areas for development and next steps in all relevant Areas of Learning
- activities followed as part of the Foundation Phase curriculum, LNF and religious education
- attendance
- the arrangements to discuss the report.

This will give you a 'snapshot' view of your child's progress and levels of achievement against national standards and information from the end of phase assessments will also form part of your child's report at the end of Year 2.

### **Reports for children at the end of the Foundation Phase will also include:**

- the teacher assessment of end of phase outcomes for Personal and Social Development, Well-being and Cultural Diversity; Language, Literacy and Communication Skills (English or Welsh); and Mathematical Development
- results based on the National Reading and Numeracy tests as well as information on how your child is doing in terms of literacy and numeracy across the curriculum
- the overall results of children of the same age within the school (except in very small schools where five or fewer were assessed)
- the most recent School Comparative Report provided by the Welsh Government. This report compares the school's performance with that of others within the local authority and across Wales.



## Who is entitled to receive reports and other information from the school?

You are entitled to receive a copy of your child's report from the school. You are also entitled to receive a copy of the Governors' Annual Report.

Divorced or separated parents, and others who may have parental responsibility for a child, are equally entitled to this information unless there is a court order which would prevent this.

## What opportunities do I have to discuss my child's report with the school?

Your child's report will also include details of how it may be discussed with practitioners at the school. Most schools hold parents'/carers' evenings when practitioners will be pleased to discuss your child's progress with you.

The school's governing body will hold a meeting each year for you to discuss the Governors' Annual Report and to share views on how the school is developing. You are entitled to go to this meeting and are encouraged to do so.

## Where can I find out about school results?

The school's results will be in your child's report. They are also published every year in the School Prospectus as well as the Governors' Annual Report.



## A seamless transition to Key Stage 2

Once the Foundation Phase has been completed, your child will move seamlessly into the learning stage known as 'Key Stage 2'.

If you would like more information on Key Stage 2, there is a parents'/carers' information guide called *How was school today - Parents' and carers' guide to primary school: Ages 7–11?*. Ask your teacher for a copy or visit <http://bit.ly/1qkmaeU>

## Where can I find further information about the Foundation Phase?



### More information for parents/carers

We want you to be totally reassured that your child is receiving the best possible start in life. So we are determined to give you all the information you need about the Foundation Phase and how your child's learning will develop.

Your child's practitioner/teacher is always there to provide help and advice about your child's development, or to provide any more information you need about the Foundation Phase.

### Where can I find copies of other school documents and Foundation Phase materials?

You can ask to see copies of the Foundation Phase documents, the LNF and the religious education syllabus held at the school.

Copies of the Foundation Phase documents should be available in public libraries or you can visit <http://bit.ly/1nfBHry>

## Is my child entitled to a free school meal?

If you receive certain benefits, your child may be eligible for free school meals as long as you meet certain eligibility conditions. If you feel you meet these conditions, you can collect a form from your child's school or apply to your local authority.

To find out if you are eligible, go to <http://bit.ly/1lyAFbK>

Children in primary schools can have a free healthy breakfast at school before the start of the school day. Where schools don't run the free breakfast scheme and there is demand for free breakfasts, the school governing body should write to the local authority to ask for free breakfasts to be provided at the school.



## Primary school grading

Primary school grading is in the process of being developed and will be introduced by autumn 2014.





## Useful contacts

This list of useful contacts will help you as a parent/carer to gain more information to help you support the children in your lives.

### **Bitesize\***

The BBC's free online resource to help children in the UK with their school work.

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

### **Lovereading4kids\***

Will help you to explore books that will excite children and help them to fall in love with reading.

[www.lovreading4kids.co.uk](http://www.lovreading4kids.co.uk)

### **Sumdog\***

A site that offers games to make mathematics fun. They are all free to play, with the option to subscribe for extra features.

[www.sumdog.com](http://www.sumdog.com)

### **Change4life**

Gives you ideas and recipes to help you and your family be healthier and happier.

[www.change4lifewales.org.uk](http://www.change4lifewales.org.uk)

### **How is your child's school doing?**

A website that provides information on schools' performance across Wales.

<http://mylocalschool.wales.gov.uk>

\* Please note these websites are only available in English.

### **BBC advice for parents\***

From information on homework help to special educational needs, find out how to help your child at school.

**[www.bbc.co.uk/schools/parents](http://www.bbc.co.uk/schools/parents)**

### **Meic**

The confidential helpline service for children and young people in Wales. From finding out what's going on in your local area to helping deal with bullying.

**[www.meiccymru.org](http://www.meiccymru.org)**

### **Hwb**

The National Digital Content Repository providing access to thousands of high quality digital classroom resources.

**[hwb.wales.gov.uk/Home/Pages/Home.aspx?lang=en](http://hwb.wales.gov.uk/Home/Pages/Home.aspx?lang=en)**

### **Hwb+**

The individual school learning platform where learners, parents/carers and teachers can access a wide range of online tools and services that can facilitate digital learning. Hwb+ offers the following functionality for each school: e-mail for all provisioned users; virtual classroom tools; announcements and events; and access to online Microsoft Office applications including Word, Excel and PowerPoint.

**[www.hwb.wales.gov.uk/Home/Pages/Home.aspx?lang=en](http://www.hwb.wales.gov.uk/Home/Pages/Home.aspx?lang=en)**

### **Cyw**

A series of Welsh-language television programmes from S4C (Channel 4 Wales), mainly aimed at children aged three to six, which operates from Monday to Friday 7am to 1pm, and includes programmes which have been previously broadcast by S4C in the Planed Plant Bach (Little Children's Planet).

**[cyw.s4c.co.uk/en](http://cyw.s4c.co.uk/en)**

### **Estyn**

Find out more about how your child's school is performing.

**[www.estyn.gov.uk](http://www.estyn.gov.uk)**

\* Please note these websites are only available in English.

## Notes

A series of horizontal dotted lines for writing notes.

