



Where learning's an adventure

# Early Years Foundation Stage Specific Policies

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# Philosophy and Curriculum for Copenhagen EYFS

Children in our Nursery and Reception form our Foundation Stage.

## Aims:

These aims are intended for all children in the Foundation Stage. How they are implemented will be dependent upon the age and ability of the children.

- To ensure the best interests of the children are met by learning about and catering for individual needs
- To ensure the welfare, safety, security and happiness of all children in the Foundation Stage
- To encourage and promote positive relationships between the child and parents, carers, teachers and peers
- To enable children of all abilities and all cultural backgrounds to work together and feel equally valued
- To provide rich and varied contexts for learning, giving opportunities for all learning styles to be accessed, (visual, auditory and kinaesthetic), and building upon what children already know
- To develop a positive self-image, high self-esteem and social and emotional confidence for every child.
- Provide opportunities to stimulate interest and imagination
- Extend children's ability to communicate ideas and feelings in a variety of ways.

Learning focuses on the standards set in the Early Years Foundation Stage document, following the interests of children. Emphasis is placed on **learning through play** with a focus on speech and language through our ECAT programme, Read Write Inc phonics for Literacy, and problem-Solving for Mathematics. Children also begin to learn in themes associated with our International Primary Curriculum.

**The Early Years Foundation Stage curriculum is split into 7 areas of learning.**

Each area is of equal importance, and is taught through a wide range of activities. Our initial focus is to ensure children are secure in the Prime Areas of Learning, (**Personal, Social and Emotional Development, Physical Development and Communication and Language Development**).

### Prime Areas

#### **Personal, Social and Emotional Development**

- Making relationships
- Self-confidence and self-awareness

- Managing feelings and behaviour

### **Communication and Language**

- Listening and attention
- Understanding
- Speaking

### **Physical Development**

- Moving and handling
- Health and self-care

Once children become secure in age-related expectations for these areas of learning, we place a greater focus on **Literacy, Mathematics, Understanding the World** and **Expressive Arts and Design**.

#### Specific areas

##### **Literacy**

- Reading
- Writing

##### **Mathematics**

- Numbers
- Shape, space and measure

##### **Understanding the World**

- People and communities
- The world
- Technology

##### **Expressive arts and design**

- Media and materials
- Being imaginative

### **Curriculum Aims in the Early Years Foundation Stage**

- Develop enthusiasm for learning and confidence in their ability to be successful learners;
- Provide opportunities that enable them to learn how to co-operate and work harmoniously alongside and with each other and to listen to each other
- Helping the children to concentrate on their own play or on a group task;

- Provide opportunities for all children to talk and communicate in a widening range of situations, to respond to adults and each other, to practise and extend the range of vocabulary and communication skills they use and to listen carefully.
- Provide opportunities for all children to explore, enjoy, learn about and use words and text in a broad range of contexts and to experience a rich variety of books;
- Provide opportunities for all children to develop their understanding of number, measurements, pattern, shape and space by providing a broad range of contexts in which they can explore, enjoy, learn, practise and talk about them;
- Provide opportunities for all children to solve problems, make decisions, experiment, predict, plan and question in a variety of contexts, and to explore and find out about their environment and people and places that have significance in their lives;
- Provide opportunities for all children to develop and practise their fine and gross motor skills, and to increase their understanding of how their bodies work and what they need to do to be healthy and safe;
- Provide opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design and technology, music, movement, dance and imaginative and role play activities.

To be aware of the needs of young children through:

- Lots of support and encouragement.
- Ongoing praise and reassurance
- Opportunities to develop independence
- Familiar routines
- Time to engage in new experiences
- Small and secure spaces
- Time to be quiet and to rest

### **Planning for individual children's needs**

We provide a safe, caring and stimulating environment that meets the developmental needs of each child. When planning for learning experiences/ activities through play, we start with the child. We look at their strengths, needs, interests, background, previous experiences and stages of development.

Every week each adult in the class focusses on specific children. We make observations, take photographs, gather evidence and work alongside them to assess their individual interests and needs. This information is shared with parents and carers during a brief meeting where we compare observations and discuss next steps. Staff then plan personalised activities for the following week based on this shared information.

## **Characteristics of Effective Learning**

Children learn through playing and exploring, being active and creating and thinking critically.

### **Playing and exploring- engagement**

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

### **Active learning- motivation**

- Being involved and concentrating
- Keeping on trying
- Enjoying achieving what they set out to do

### **Creating and thinking critically**

- Having their own ideas
- Making links
- Choosing ways to do things

## **Partnership with parents/ carers**

At Copenhagen Primary School and Nursery we are committed to enhancing and enriching all children's early learning experiences. We work in close partnership with parents and promote this relationship through learning about, valuing and building upon learning experiences outside of our school setting. Together, we share information about children, set next steps, and provide support, ideas and guidance about how children's development can be supported at home. We welcome and respect the contributions of all special people in the children's lives.

# Settling-in Policy for the EYFS

## AIMS

- To support children and their parents/ carers in the move to their new environment
- To work closely and share information with parents/ carers
- To help children and parents/ carers form strong relationships with staff
- To help children feel secure and confident in the Early Years Foundation Stage
- To work with parents/ carers to help children with any difficulties that may arise

## KEY POINTS

- Staff and parents/carers should be aware that children settle into a new setting in lots of different ways and timescales.
- Staff should be sensitive how daunting a new environment, (which is busy), can be to a child; especially if the child is new to English.
- A key person is allocated to each child. These change every half term to allow all staff to get to know all children.
- Staff including the child's initial key person go to the home visits.

## KEY DATES

- Parents/carers are welcome to make a date for their child to **visit** during the end of the term before they start. If required, previous settings make arrangements to visit with their children.
- **New parents meetings**, (end of half term before they start), where children are welcome to visit.
- **Home visit**, (end of summer term/ week before starting in Autumn).
- **Tea party**, (end of summer term/ Friday before starting).
- **Start date**. Children start on different days throughout the first week. This is to give them more individual attention when they first arrive. Children do not start on a Friday in order to provide a bit of routine before the weekend break.
- Parents/carers will be invited to a settling-in progress report **meeting** after the first half term.

## WHAT HAPPENS DURING THE SETTLING-IN PERIOD

- During home visits we find out about children's interests so these can be available to them when they first arrive.
- Parents/carers are informed about their child's first day in the setting through a card containing photos and statements.
- Activities are specifically planned to support settling-in for the first half of term.
- Children are introduced to a class toy which they take turns to care for at home. This develops links between our setting and home, both for the child and staff.
- Parents/carers are asked to bring in samples of work or photos from home to go in their child's Profile Book.
- Staff spend time working closely with the children getting to know them.

## SETTLING-IN TIMESCALE

- During the first week parents/ carers are encouraged to help children choose and settle at an activity and welcomed to stay during the session.
- The second week parents/carers are encouraged to leave sooner and gradually reduce the time, so children should be able to say goodbye with ease by the end of the first half term.
- Once we notice children are nearly fully settled we ask parents/ carers to leave promptly. Anxious signs from parents may delay the child settling fully by un-settling them.
- We advise parents/carers to warn their children they will be leaving e.g. after 5 minutes or after they have read two books together, and stick to this.
- We would expect Reception children to settle quicker than Nursery children. After the first week, Reception parents/carers are asked not to hang up coats for children in order to encourage independence. Parents/carers are welcome to stay in class for the first week if their child is finding it difficult. This may need to be extended in individual cases.

## HOW PARENTS/CARERS CAN SUPPORT DISTRESSED CHILDREN

- If your child does not appear to be settling after a couple of weeks, we encourage you to try leaving them with a member of staff and leaving.
- Speak positively about school and the staff to help develop relationships and trust.
- Always say 'goodbye' to your child before you leave. Once you have left, do not return until home time. This helps the child learn the routine.
- Talk to your child about the school routine to familiarise them with it.
- Read the handout provided by the school for tips.
- We invite children to bring in a favourite toy or show us something such as a drawing during the first few weeks.

## HOW WE SUPPORT DISTRESSED CHILDREN

- Children often calm down once their parents/carers have left. We are happy to call parents/carers to let them know how their child is coping.
- If a child has a sibling at school we may try inviting them into class to help comfort the child.
- We guide them to an activity we know they favour.
- We distract them.
- If a child speaks a community language of another member of staff in school, we ask the member of staff to visit the class to help translate and expose the child to something familiar.
- We are available to talk at any stage of the process. There is time for brief informal talk at the beginning and end of each session and appointments for more in depth conversations can be made.

# Key Person System for the EYFS

## INTRODUCTION

Excerpts from EYFS document:

### Key person

The named member of staff assigned to an individual child to support their development and act as the key point of contact with that child's parents.

### Specific legal requirements

- Providers must have effective systems to ensure that the individual needs of all children are met.
- Each child must be assigned a key person.

### Statutory guidance to which providers must have regard

- The key person should help the child to become familiar with the provision and to feel confident and safe within it, developing a genuine bond with the child (and the child's parents) and offering a settled, close relationship.
- The key person should meet the needs of each child in their care and respond sensitively to their feelings, ideas and behaviour, talking to parents to make sure that the child is being cared for appropriately for each family.

### Effective practice

- Plan time for each key person to work with parents so that they really know and understand the children in their key group.

"For the key person approach to work really well, it is important that staff teams have time to talk together in the way described below.

'The key point is the need for regular "work discussion" groups where the only agenda is the opportunity for each worker in turn to discuss their work with children and their own feelings about the work. This is not "therapy", but a disciplined professional exercise. (Nursery) staff and childminders who have this opportunity are likely to relate better to the children, be less stressed, and have less time off for sickness'."

(Dilys Daws, Consultant Child Psychotherapist, Tavistock and Portman NHS Trust)

### Creating the framework for partnership working

1.16 Partnership working underpins successful delivery of the EYFS in a number of different ways. Where children receive education and care in more than one setting, practitioners must ensure:

■ continuity and coherence by sharing relevant information with each other and with parents. Patterns of attendance should be a key factor in practitioners' planning.

Close working between early years practitioners and parents is vital for the identification of children's learning needs and to ensure a quick response to any area of particular difficulty.

■ Parents and families are central to a child's well-being and practitioners should support this important relationship by sharing information and offering support for extending learning in the home.

■ Practitioners will frequently need to work with professionals from other agencies, such as local and community health services, or where children are looked after by the local authority, to identify and meet needs and use their knowledge and advice to provide children's social care with the best learning opportunities and environments for all children.

## **OUR KEY PERSON WILL:**

### **Develop relationships with their children**

- Be assigned a group of children for each half term
- Welcome and greet children
- Help the children become familiar with the provision
- Lead circle times with their group of children

### **Develop relationships with parents of their children**

- Welcome and greet parents
- Act as a point of contact with parents

“A key person talks to parents to make sure that the child is being cared for appropriately for each family.

Careful records of the child's development and progress are created and shared by parents, the child, the key person and other professionals as necessary.

...it is expected that all adults who interact with the child should contribute to the (assessment) process, and that account will be taken of information provided by parents. An essential feature of parental involvement is an ongoing dialogue, building on the partnership begun by any previous practitioner(s)”.

### **Contribute to assessment for their children**

- Be responsible for collecting at least one narrative observation on each child per half term
- Be responsible for collecting snap-shot observations in all areas of learning for a group of children each week
- Feed back assessment of their children to the teacher each week

“Assessments should be based on practitioners' observation of what children are doing in their day-to-day activities. As judgements are based on observational evidence gathered from a wide range of learning and teaching contexts, it is expected that all adults who interact with the child should contribute to the process”.

### **Contribute to planning for their children**

- Input into planning for their children each week

# Behaviour Policy for the EYFS

## Golden Rules

Our expectations of the children's behaviour are expressed in the 'Golden Rules which we follow:

- **We listen and follow instructions**

*We listen when other people speak  
We do what adults ask us to do*

- **We show respect to everyone**

*We use manners such as 'please', 'thank you', 'pardon me' and 'sorry'  
We look at someone when they speak (use this as and when is appropriate being culturally sensitive)*

- **We look after property**

*We help to tidy up  
We don't throw toys  
We take care of books; we don't leave them on the floor*

- **We keep hands and feet to ourselves**

*We don't hurt other people*

- **We share**

*We use the timers when we want a turn*

- **We do things safely**

*We walk; we don't run  
We keep things tidy; we don't leave things on the floor so people don't trip over them  
We keep the sand in the tray; we don't throw it  
We go down the slide and climb in safe places  
We use scissors carefully; we don't run with them  
We ask an adult if we can go somewhere; we don't go anywhere on our own*

These rules will be displayed in each classroom with corresponding pictures to help illustrate for children.

## Sharing

If a child wants something another child has, they can get the 5 minute sand-timer. They need to show this to the other child and say, "When this has finished it is my turn". Adults need to support this until children can use this method independently.

## Praise and rewards

At Copenhagen we believe that the key to promoting positive behaviour is through praise and rewards. Some of the ways we do this are:

- **Praise-** lots and lots! This is the first stage of reward. We try to 'catch' children behaving well and use praise in a 10:1 ratio.
- **Through language and gesture** e.g. thumbs up, "I like the way you are..." We describe the positive action explicitly e.g. "Well done, you can put your bag on your peg all by yourself".
- **Positive directions-** we phrase directions using positive wording, e.g. "Let me see you walk inside the classroom".
- **Dojo Points.** These are referred to at the home visits. Parents are encouraged to sign up to the e-mail account to refer to at home for consistency.

Clear expectations are set by all adults at the beginning of the school year. In addition, regular circle times, give classes opportunities to promote and reward positive behaviour. Before any involvement in the behaviour system, all children are fully aware of school expectations.

### **Dealing with negative behaviour**

We deal with negative behaviour in a staged approach.

#### **STEP 1:**

Any form of mild disruption/misbehaviour will result in adult looking at the child with a clearly unhappy expression and reminding them of the golden rule that they are breaking. As soon as an adult sees the child behaving appropriately after the event, they will provide them with specific praise.

#### **STEP 2:**

Failure to correct behaviour means that the child has ignored the 1st action taken. Bring the child to sit/stand near you to talk to them about why their behaviour is unacceptable. Remind them again of the golden rule they are breaking. Give them some 'thinking time' beside you. After an appropriate time, warn the child that if they continue the behaviour, they will sit out.

#### **STEP 3:**

If a child moves to step 3, it means they have ignored the 1st and 2nd warnings given by the adult. It also means that they have not responded to the positive conversation conducted by the adult which aimed at giving the child a chance to reflect and make better choices. At this stage, the child is fully aware of who their behaviour is affecting, but has failed to make better choices. A sanction of time out in class for reflection must now be applied.

#### **STEP 4:**

A serious incident can result in a child being moved directly to step 4 without prior warning. Examples of this would be if a child bites, is particularly violent, or behaves badly in a deliberate or pre-meditated way. Treat each incident with your own professional judgement and discuss with colleagues if you are unsure of the best course of action.

### **Time out**

1. The child will be told to sit on the 'Thinking Chair' with the sand-timer, (3mins for Nursery and 5mins for Reception), and think about what they have done.
2. When the timer has finished, they should bring it to the adult. Adult will check they have understood why they had to sit out.
3. Adult will ensure child apologises to the person they upset and restore anything affected by their behaviour such as picking up toys they have thrown.
4. As soon as an adult sees the child behaving appropriately after the event, they will provide them with specific praise.
5. A record of the incident will be written in Behaviour Watch and parents/carers will be notified at the end of the day.

### **When time out does not work**

1. The child is sent to have time out in a Y1 or Y2 class or with the Learning Mentor. Parents will be notified at the end of the day.
2. If this still has no effect, the child is sent to the Headteacher or the Deputy Headteacher and parents will be contacted for a meeting.
3. If this still has no effect or the behaviour regularly continues, an individual behaviour plan is created. Ensure this is communicated to parents/carers and shared amongst relevant staff.

# Contenance Policy for the EYFS

## INTRODUCTION

Children are usually ready to begin toilet-training at the age between two and two and a half. Children will therefore be expected to be toilet-trained before starting Nursery. Guidance leaflets will be distributed during the meeting for new parents and at home visits.

We do not exclude or treat any child less favourably if they are incontinent, and Copenhagen EYFS therefore makes reasonable adjustments to meet the needs of each child and their developmental stage. Staff will signpost parents/carers to toilet-training advice. We understand also that children may be fully toilet-trained at home but prone to accidents during settling-in to a new setting.

## SEN

Although being late coming out of nappies is by no means necessarily associated with Special Educational Needs or Disability (SEND), it is likely that children with developmental delay or SEND will be late in this respect and may require help with some or all aspects of toileting. If necessary, toileting procedures will be planned for as part of their care plan.

## ADMISSIONS ARRANGEMENTS

- Parents/carers will be advised to ensure their child is toilet-trained before beginning Nursery.
- Parents/carers will be involved with their child's intimate care arrangements on a regular basis; a clear account of the agreed arrangements will be recorded on any incontinent child's care plan. The needs and wishes of children and parents will be carefully considered alongside any possible constraints e.g. staffing and equal opportunities legislation.

## RESOURCES

- Toileting accidents can happen to all children at school and as such all parents/carers of EYFS children will be asked to provide spare clothing for their child that will be kept within easy access of the changing area.
- Parents/carers of children who are incontinent will be asked to provide any additional items relating to toileting such as wipes, nappies, nappy sacks, creams.

## TOILETING PROCEDURE

- As a basic principle, children will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each child to do as much for themselves as they can.
- Individual intimate care plans will be drawn up for particular children as appropriate to suit the circumstances of the child with reference to Appendix 2. These plans include a full risk assessment to address issues such as moving and handling, personal safety of the child and the carer, and health.
- Each child's right to privacy will be respected. Where possible one child will be cared for by one adult, unless there is a sound reason for having two adults present. If this is the case, the reasons should be clearly documented on the risk assessment.

- Children will be changed in the EYFS bathrooms. Staff will keep the process as private as possible from other children and may ask other children to wait before using the bathroom area in order to maintain dignity for the child.
- A record will be made each time a child has personal care intervention, (see Appendix 1).

### **STAFF MEMBERS RESPONSIBLE FOR TOILETING**

- It is not part of a teacher's professional duties to clean up children. Support staff are often better placed to undertake this role and EYFS support staff may have this written into their job description. However, teachers should be mindful of assisting where it would be more appropriate, as no child should be left in soiled clothing.
- Wherever possible the same child will not be cared for by the same adult on a regular basis, but always by a member of staff with whom the child is familiar. This will ensure, as far as possible, that over-familiar relationships are discouraged from developing, while at the same time guarding against the care being carried out by a succession of completely different staff members.

### **THE PROTECTION OF CHILDREN**

- Education Child Protection Procedures and InterAgency Child Protection procedures will be accessible to staff and adhered to.
- Where appropriate, all children will be taught personal safety skills carefully matched to their level of development and understanding.
- If a member of staff has any concerns about physical changes in a child's presentation, e.g. marks, bruises, soreness etc. s/he will immediately report concerns to the appropriate manager/ designated person for child protection. A clear record of the concern will be completed and referred to social services if necessary. Parents will be asked for their consent or informed that a referral is necessary prior to it being made unless doing so is likely to place the child at greater risk of harm. Further details are available in the school's Child Protection Policy.
- If a child becomes distressed or unhappy about being cared for by a particular member of staff, the matter will be looked into and outcomes recorded. Parents/carers will be contacted at the earliest opportunity as part of this process in order to reach a resolution. Staffing schedules will be altered until the issue(s) are resolved so that the child's needs remain paramount. Further advice will be taken from outside agencies if necessary.
- If a child makes an allegation against a member of staff, all necessary procedures will be followed.

## **DEALING WITH EXCRETIA**

- Bodily fluids must be cleaned up immediately.
- When dealing with bodily fluids, staff must wear protective clothing i.e. disposable gloves and apron and wash themselves thoroughly afterwards.
- Mops must never be used to clean body fluid spillages- use disposable paper towels and discard in clinical waste bags in a foot-operated bin.
- Faeces will be disposed of safely in clinical waste bags in a foot-operated bin.
- Surfaces must be cleaned safely using a product that combines both a detergent and a disinfectant and is effective against bacteria and viruses, as well as being suitable for use on the affected surface. It must be used as per manufacturer's instructions.
- Soiled clothing should be double-bagged to go home- staff must not rinse it.
- All staff must maintain high standards of personal hygiene and take steps to ensure the prevention of infection spreading.

## **CLEANLINESS OF TOILETS**

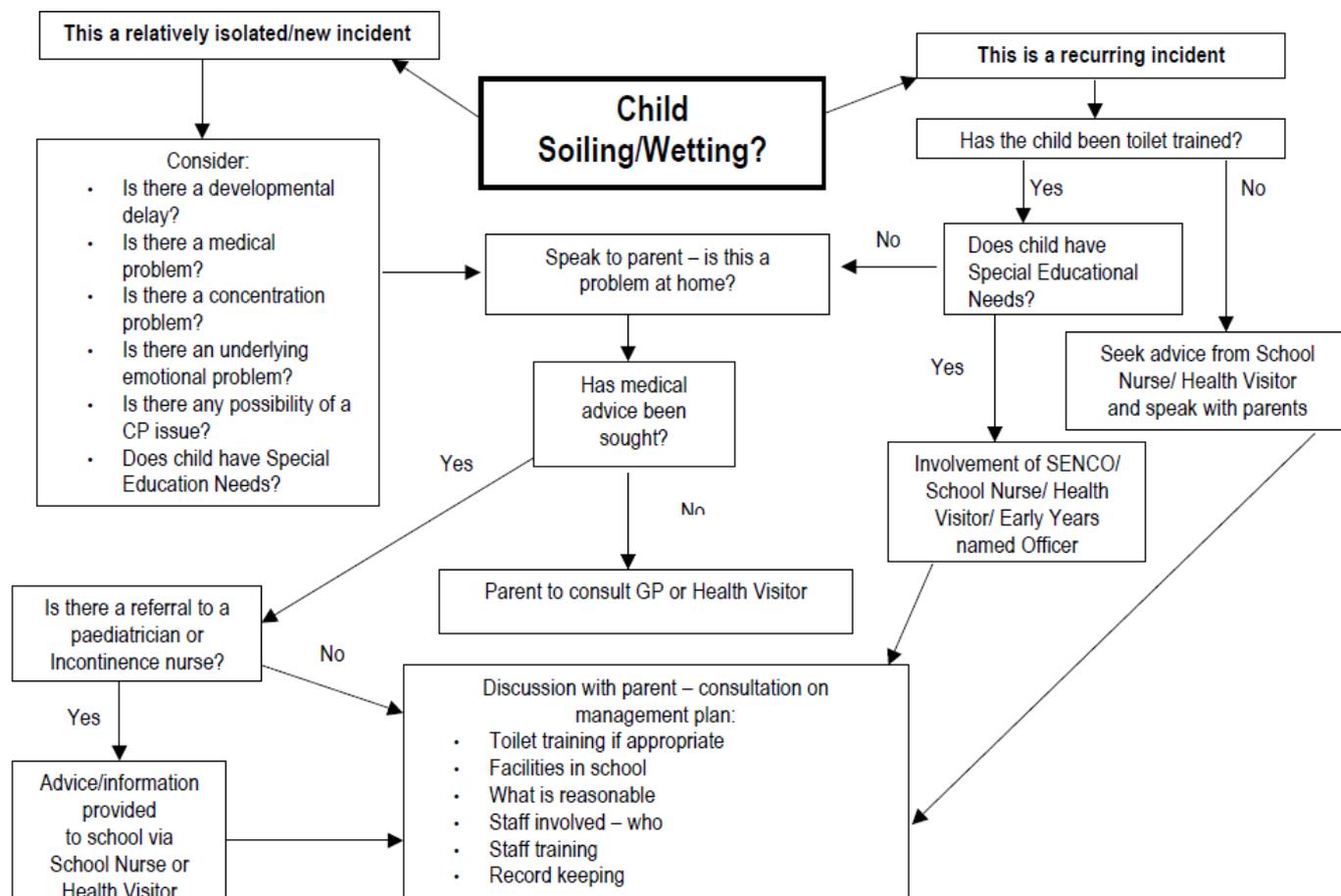
Dirty toilets can be a deterrent to children so staff will ensure that:

- EYFS toilets will be checked regularly through the day and especially after lunchtime
- Toilets have no spillages
- Toilets have a supply of toilet paper throughout the day
- Children are taught to use the toilets properly and practise good hygiene



## Appendix 2

### Assessing Toileting Support



NB: always be aware of the possibility of Child Protection issues (in which case follow Child Protection Procedures)

# Phonics Policy for the EYFS

## INTRODUCTION

At Copenhagen we follow the 'Read Write Inc.' phonics scheme.

Prior to this, we use the DfES Primary National Strategy document 'Letters and Sounds' for Phase 1 phonics.

In Reception, phonics is taught in place of whole class and adult-led group literacy lessons.

Literacy is taught in a cross-curricular manner.

This policy should be read in conjunction with the 'Read Write Inc' Handbook.

## ONE-TO-ONE TUTORING

"One-to-one tutoring catches children before they fall so all children learn to read the first time they are taught. It prevents the need for any later intervention.

One-to-one tutoring should be introduced as soon as a child cannot make good progress in the 'lowest' attaining group. Children making progress in this group may not need tutoring. Vulnerable children in Reception should receive tutoring as soon as they start the programme".

*Read Write Inc. Phonics Handbook*

*Please refer to the RWI Phonics Handbook on p.87 for further details about one-to-one tutoring.*

## HOME LINKS

### Nursery

- Nursery staff inform parents about what they are learning in phonics each week through a weekly letter.
- Once children start the RWi scheme, letter sound sheets are given to parents for them to practise the relevant letter at home.

### Reception

- Staff inform parents about what they are learning in phonics each week through a weekly letter.
- Photocopiable RWI speed sounds sheets are sent home as they learn new letters.
- Ditty sheets are sent home at the appropriate time.
- Other resources to support phonics are sent home by the class teacher as and when is appropriate.

## PARENT MEETING

- In the Autumn term each year, EYFS teachers hold a meeting for parents, which explains the phonics scheme to them and suggests how they can help at home. Teachers are available for questions and free resources are handed to parents to take home.

## TIMESCALE

Term	Scheme	Points to note
<b>NURSERY</b>		<ul style="list-style-type: none"> <li>Main focus throughout Nursery is language comprehension and acquisition.</li> <li>Model speaking in whole sentences.</li> <li>Use second tier vocabulary with children- 'talking throughout the day' and 'talking through play', ("This morning children, Sumia looks sad. In fact, she does not just look sad, she looks upset and tearful").</li> <li>Use oral 'build a sentence'.</li> <li>Set up 'perfect partners' to talk together on the carpet.</li> <li>Introduce the management signals: MTYT, teacher hand up to be quiet etc.</li> </ul>
<b>Autumn</b>	'Letters and Sounds'	
<b>Spring</b>	'Letters and Sounds' Lots and lots of oral 'Fred Talk'	<ul style="list-style-type: none"> <li>Could have a weekly list of words that are easy to Fred Talk in the Nursery context.</li> </ul>
<b>Summer</b>	Begin the 'RWI' scheme Leave the '2 letters one sound' sounds until last (sh, qu etc.)	<ul style="list-style-type: none"> <li>Have a copy of the frieze up and teach the names of the mnemonics (dinosaur, net, mountain etc.)</li> <li>10 mins is ample time</li> <li>Focus on teaching the hear it/say it ad read/it part of the lesson.</li> <li>Practise the letter formation in the air and write it in small groups in the afternoon (this will need to be adapted for a.m. children who will not be turning FT before Reception).</li> <li>Teach blending in small groups of 4 children if appropriate.</li> <li>Make sure it is pacy, passionate and fun.</li> <li>Praise them a lot and display their attempts at letter formation on low level display boards where children can stick up their own writing.</li> <li>Staff to wear phonics aprons throughout the day and make use of opportunities to show the flashcards.</li> </ul>

<b>RECEPTION</b>		<ul style="list-style-type: none"> <li>Children to have phonics books, (plain at the top and large spaced lines under).</li> <li>Staff to wear phonics aprons throughout the day and make use of opportunities to show the flashcards.</li> </ul>
<b>Autumn 1<sup>st</sup> half</b>		
<b>Week 1- staggered entry</b>	Recap 'Letters and Sounds' Phase 1	<ul style="list-style-type: none"> <li>Lots and lots of oral 'Fred Talk'!</li> </ul>
<b>Week 2</b>	Recap 'Letters and Sounds' Phase 1	<ul style="list-style-type: none"> <li>Lots and lots of oral 'Fred Talk'!</li> <li>Initial assessments for phonics</li> </ul>
<b>Week 3 until half term</b>	Begin the RWi scheme	<ul style="list-style-type: none"> <li>Continue 'Letters and Sounds' Phase 1 throughout the day and in independent activities.</li> <li>Children are taught as a whole class for the Set 1 sounds.</li> <li>Following the whole class session, an adult works with small 10 minute focus groups for Word Time. Children who cannot work in a group due to poor concentration will need to have 1:1 support for 5 mins</li> <li>Lots of writing is encouraged in the class and outdoor area throughout the day.</li> </ul>
<b>Autumn 2<sup>nd</sup> half</b>		<ul style="list-style-type: none"> <li>Children who are not remembering the letters should be immediately identified and given top up lessons little and often throughout the day. They need to keep up now rather than catch up later!</li> </ul>
<b>Week 7 of the scheme</b>	Introduce Ditties	<ul style="list-style-type: none"> <li>Once children know the Speed Sounds Set 1 at speed and can blend, they apply their phonic knowledge to Ditties, (bridge between reading single words and stories).</li> </ul>
<b>Week 13 of the scheme</b>	Green and purple books	<ul style="list-style-type: none"> <li>This can be started after only 2 weeks of the Ditty books for the most speedy children.</li> </ul>

