


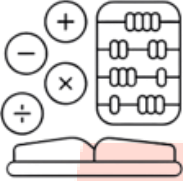


Securing Foundational Knowledge & Skills at St George's: Our Approach



Skill	What we do	Rationale
Reading  <i>Phonological awareness, Phonics and word recognition, fluency, print concepts/book behaviours, language development, comprehension,</i>	N – Little Wandle Letters and Sounds Foundations for phonics	<ul style="list-style-type: none"> Provides children with the skills needed to access phonics teaching in Reception e.g. routines of phonics teaching, oral blending, initial sounds.
	Rec – Little Wandle Letters and Sounds Phonics	<ul style="list-style-type: none"> Systematic synthetic phonics is statutory as research shows it is highly effective for teaching children how to read (Dfe) X3 weekly reading practice sessions for decoding, prosody, comprehension to develop confidence and fluency. Wordless books to begin with (from week 4) to teach reading behaviours and print concepts early on.
	Yr 1 – Little Wandle Letters and Sounds Phonics	<ul style="list-style-type: none"> Daily phonics lessons build on learning and assessment from Reception. X3 weekly reading practice sessions for decoding, prosody, comprehension to develop confidence and fluency.
	Yr 2 – Little Wandle Letters and Sounds Phonics /Reading response	<ul style="list-style-type: none"> Daily phonics lessons build on learning and assessment from Year 1. Reading response - opportunity to apply phonics and develop comprehension.
	Yr3-6 – DIBELS reading fluency	<ul style="list-style-type: none"> An assessment tool used to evaluate reading fluency and early literacy skills. Used to monitor and measure progress, Helps to identify struggling readers early, allowing for timely intervention.

Skill	What we do	Rationale
Writing – handwriting  <i>Pencil grip/control/posture/visual control/ Letter formation, handwriting,</i>	N/R– adult focus activities, access to writing table as well as writing opportunities in all areas, malleable area and fine motor skills activities, large scale mark making opportunities outside.	<ul style="list-style-type: none"> • Fine motor/malleable areas provide opportunities to develop finger strength and hand eye coordination. • Writing in all areas to provide impetus for child-initiated mark-making/writing. • Adult focus activities provide explicit instruction in composition and transcription – developing good postural and visual control, letter formation, use of sound/letter correspondence in writing, use of high frequency and common exception word spellings, awareness of grammatical structures and lay-out.
	Rec – Little Wandle Phonics letter formation	<ul style="list-style-type: none"> • Linked to phonics – teaches letter formation at the same time as letter sound so children can apply this to writing. Taught with formation phase to aid with formation/long term memory. E.g. around the astronaut and down into space. • In line with DFE guidance - Non-cursive/no more lead in stroke.
	Yr1/2 – Bespoke handwriting scheme.	<ul style="list-style-type: none"> • Daily Practice to ensure rapid progress. • Uniform scaffolds across exercise books to help with sizing as well as ascenders/descenders in all subjects. From book looks, this was a common next step for many children. • Use of letter formation/join families - referred to in national curriculum- helps with development of correct formation which will in turn help with joined writing speed in KS2. • In line with DFE guidance which says children should learn to print first, progressing to joining at the age of 7 years old.
	Yr 2/3-6 - Bespoke handwriting scheme.	<ul style="list-style-type: none"> • Daily Practice. • Uniform scaffolds across exercise books so that handwriting is consistent across all subjects (not just in handwriting books) • Builds on letter formation families by adding join-families based on NC objectives. • Signposts ascenders and descenders. • In line with Dfe guidance – no more lead in stroke.
Skill	What we do	Rationale
Writing - Spelling 	Nursery – Foundations for phonics	<ul style="list-style-type: none"> • Blending/initial sound games will help with segmenting for spelling in Reception.
	Rec – Daily phonics spelling	<ul style="list-style-type: none"> • Daily whole class spelling practice as part of phonics practice – AFL tool – used to adapt teaching, address misconceptions/ individuals who need additional practice.
	Yr 1 – Daily phonics spelling, CUSP Spelling	<ul style="list-style-type: none"> • Daily whole class spelling practice as part of phonics practice – AFL tool – used to adapt teaching, address misconceptions/ individuals who need additional practice
	Yr 2 – Daily phonics spelling, CUSP Spelling	<ul style="list-style-type: none"> • Daily whole class spelling practice as part of phonics practice – AFL tool – used to adapt teaching, address misconceptions/ individuals who need additional practice. • CUSP spelling
	Yr 3 – 6 – CUSP Spelling	<ul style="list-style-type: none"> • CUSP spelling

Skill	What we do	Rationale
<p>Number</p>  <p><i>Counting, sorting, recognizing numbers, composition, subitizing, recognising basic patterns and shapes</i></p>	<p>Nursery and Reception - Adult focus activities, maths provision indoors and outdoors, opportunities for maths in all areas.</p>	<ul style="list-style-type: none"> • Adult focus activities to assess learning, target individuals and address misconceptions. • Maths opportunities across provision to embed foundational skill such as counting, subitizing and make links to real life/give context.
	<p>Rec – NCETM Mastering Number, White-Rose Scheme</p>	<ul style="list-style-type: none"> • NCETM Mastering Number builds on previous experiences of number from their home and nursery environments. • Clear links to the Early Learning Goals. Develops children's fluency, confidence, and deep understanding of numbers.
	<p>Yr1 – NCETM Mastering Number, Fluency sessions, White Rose</p>	<ul style="list-style-type: none"> • NCETM Mastering Number builds on previous learning from Reception. Carefully designed to follow a logical progression. Follows a Mastery approach. • White-Rose Scheme is in line with a Mastery approach which takes into account the 5 big ideas. Clearly sequenced and builds on learning from prior year.
	<p>Yr 2 – NCETM Mastering Number, Fluency sessions, White Rose</p>	<ul style="list-style-type: none"> • NCETM Mastering Number builds on previous learning from Year 1. • White-Rose Scheme is in line with a Mastery approach which takes into account the 5 big ideas. Clearly sequenced and builds on learning from prior year. • Daily fluency practice to embed foundational arithmetic skills; addition, subtraction, multiplication and division.
	<p>Y2/3 - 6 – White Rose, Fluency sessions</p>	<ul style="list-style-type: none"> • White-Rose Scheme is in line with a Mastery approach which takes into account the 5 big ideas. Clearly sequenced and builds on learning from prior year. • Daily fluency practice to embed foundational arithmetic skills; addition, subtraction, multiplication and division.