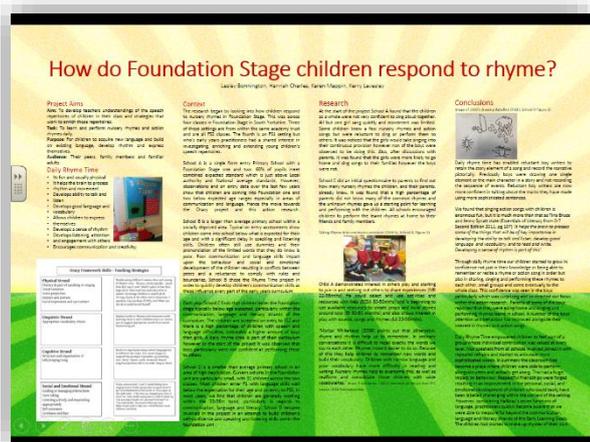


English in the Foundation Stage

In the Early Years Foundation Stage at Thrybergh, we follow the Success For All programme for the full day. In Foundation 1, this is called 'Curiosity Corner' and in Foundation 2, it is 'Kinder Corner'. English has elements which are spread through the day in Foundation 2.

Speaking Stone and Let's Get Together

The first part of each day after the register in F2, is Speaking Stone. Children are encouraged to tell their news or comment on a specified topic in turn. The focus of this session is to instil active listening skills, such as keeping our bodies still and having our eyes on the speaker. The Let's Get Together session follows on and provides an introduction to the days learning. Within this session there are opportunities to introduce new vocabulary and to promote answering in full sentences, using sentence stems.



Rhyme Time

Rhyme Time is a short session which might involve reciting nursery rhymes, learning a new poem or rhyme, playing with alliteration or rhyming words. This is vital to build children's phonological discrimination skills. We try to make this session active, to engage with developing gross motor skills and awareness of rhythm. Rhyme Time was the focus of an action research project funded through Learners First, in conjunction with Sheffield Hallam University, during the academic year 2018-19

Story Tree

Through SFA, our children are exposed to high quality texts every day. Stories and non-fiction texts are read by the teacher and children are encouraged to comment or answer questions throughout. This helps us know whether children are engaging with the story and shows that they are able to comprehend. The books go into our SFA library shelf for children to access independently. Over the year, we build up a story tree, with images of the books the children have read. Activities in the Learning Labs frequently link to the shared book for the day and there are opportunities to revisit favourites regularly.



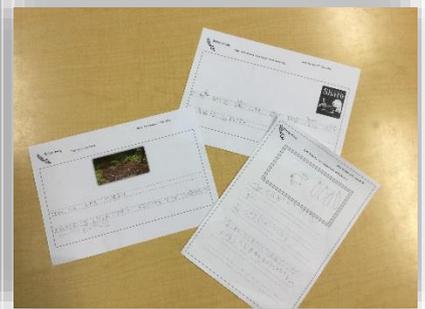


Sound Steps

The phonic programme builds through the year in F1 and F2. Children in both year groups learn the alphabet chant and phrases to help them remember the formation of each letter, supported by a picture card. In F2, at the beginning of each week, we share a big book, linked to the theme. During this session, book skills are modelled and particular attention is drawn to sentence structure and punctuation. We use a 'Fast Track Phonics' programme to introduce the single letter sounds and the consonant digraphs ch, sh, th and ng, before children begin to use these when reading SFA books. Each book is read for four days and we link learning strands such as decoding, sight recognition of tricky words, using phonic skills to spell simple words and handwriting. Children read with a partner and are really good at supporting each other to try and work out the word.

Write Away

In the afternoons, F2 children have a daily independent writing session. Teacher modelling of the author's voice is a key feature and children are taught to construct a sentence, then break it down word by word for writing. Capital letters and full stops, along with other sentence punctuation, are reinforced daily. Following the model, children are asked to write on their own for approximately 15 minutes. We have adapted the programme slightly, so that the teachers work intensively with two children each day, meaning that the current class write 3 times with an adult and 7 times independently over a two-week block. These writes are kept in a file and enable us to track progress and plan for next steps.



Learning Labs

Several of the Learning Labs help to develop children's skills in English. The Library Lab is our reading area, where children can see the books on the story tree, choose one from our shelf and re-read or share it. We have a permanent Writing Lab set up, where children are encouraged to write. A wall of our 'red words' and several alphabet strips, along with self-accessed resources support independence. Both classrooms have a Dramatic Play Lab. In Foundation 1, it is often based around a home, but might link with the current theme. In F2, it tends to reflect the theme. For example, we have had a pet shop, Garden Centre, underwater world and a Post Office, among others. Where possible, the adults go into the role play and model language, questions and possible storylines.

