

EYFS Policy & Philosophy

At Hugglescote Community Primary School, all teaching staff deliver an EYFS curriculum through immersion in high quality teaching alongside an enriched environment. Our philosophy is to nurture every child's curiosity and enthusiasm for learning, developing both skills and confidence as they take their first steps on their own unique journey of lifelong learning.

“The education of even a very small child does not aim at preparing him for school but for life”
Maria Montessori, 1967



This document provides an overview of the policy, philosophy and practice in the EYFS at Hugglescote Community Primary School. It outlines our intentions in the EYFS and how we implement this within our provision.



**Hugglescote
Community
Primary
School**

Enjoy, Learn, Achieve

Intent

The intent for our children is to enter the next stage of their education ready to tackle new challenges with confidence and a positive mindset.

ENGAGE our pupils in a stimulating environment carefully organised and managed by adults. Providing a curriculum responsive to individual starting points and needs.

INNOVATE our children to take the lead in their own learning, encouraging confidence to explore new ideas, think about problems, take risks, make links and seek challenge.

DEVELOP high levels of engagement, curiosity, collaboration and cooperation. Highly adept at managing their own behaviour in the classroom and in social situations.

EXPRESS themselves with confidence in a meaningful way. Respecting the opinions and values of themselves and others.

“Young children learn from those they trust and with those who foster enthusiasm for learning.”

TREVARTHEN, 2002

Implementation

Our approach is influenced by the work of educationalists, researchers, psychologists and practitioners who have guided our knowledge of how young children learn and how adults can support their learning.

“Knowledgeable practitioners appreciate that adult-led learning offers a child something different from, but complementary to, child led learning and it is one without the other that leads to an impoverished educational experience.”

Fisher, 2016.

At Hugglescote Primary provision is underpinned by a complementary relationship between adult led, adult-initiated and child led learning. (Definitions in glossary)

We are ambitious in our approach using a continuous cycle of observation and assessment, planning/teaching, alongside structured and systematic lessons and guided group work.

Shared Input

Three times a day as a whole class covering the specific areas of literacy, math's and phonics objectives. Using the curriculum documents 'Development Matters' 2021 alongside 'Little Wandle Letters and Sounds Revised' 2021.

Adult led focused groups

Short focused groups are planned for writing, reading and maths and immediately follow a shared input. These sessions are planned with care, meeting the needs of all children, using prior knowledge of the child's learning experiences and guidance from the EYFS document 'Development Matters', 2021.

Continuous and Enhanced Provision

“To continue the provision for learning in the absence of an adult.”
Alistair Bryce-Clegg, 2013

Indoors and outdoors resources are organised to develop children’s skills in personal interaction and exploration and are linked to current assessment data. Resources are carefully selected to meet the development needs of the children in order to enhance potential for new learning and consolidate prior learning.

Continuous provision transcends all areas of learning and provides children with the opportunity to demonstrate the three characteristics of effective learning. Children are given the freedom to make independent choices and are encouraged to be active learners and take control of their own learning.

“Young children learn from those they trust and with those who foster enthusiasm for learning.”

TREVARTHEN, 2002

Observations and Assessment

As part of our daily practice we observe and assess children’s development and learning to inform our future plans. We record our observations in a variety of ways and everyone in class is encouraged to contribute.

Observations of children’s achievements are collated in their own personal, online ‘Tapestry’ Learning Journal. Parents/carers receive a notification when an observation has been added to their child’s Learning Journal and they can then view this observation and any related photographs/videos and assessments.

Parents/carers are encouraged to add their own comments and also to upload their own observations to show us what their children are able to do at home. Children’s ‘Next Steps in Learning’ are added to most observations so that parents/carers know how to help their children with their learning at home.

These ongoing observations are used to inform the EYFS Profile/Development Matters bands. The children’s progress is reviewed continually. Throughout their time in Reception, parents/carers are welcomed in to share their children’s learning; both informally through our ‘open door’ policy and more formally during parent/teacher consultations.

At the end of the year the EYFS profile provides a summary of every child’s development and learning achievements including whether they have reached a ‘Good Level of Development’ (GLD). Children are assessed against the Early Learning Goals (ELG) by the class teacher - who uses the exemplification documents, and their knowledge of the children to make a ‘best fit’ judgement.

The children are assessed as achieving a 1 or 2 against each area of the EYFS curriculum:

•2 = Expected ELG – meeting the expected level

•1 = Emerging ELG – not yet meeting the expected level

This profile data is the statutory data that is sent to the Local Authority and used to help school benchmark and identify improvements.

The role of the adult

Research shows that progress will be significantly enhanced by the effective support and role models of adults within a high-quality learning environment.

At Hugglescote the role of the adult particularly during continuous provision is based upon the work of Marion Dowling and her book on supporting sustained shared thinking (2005). Within our setting interactions between children and adults will look like this:

- Tuning in to what is happening or a child's thinking.
- Showing genuine interest.

“One of the most powerful influences on development is what happens between people.”

Hobson, 2002

- Respecting children's own decisions and choices.
- Inviting children to elaborate.
- Recapping on what has happened so far.
- Offering personal experience.
- Clarifying ideas.
- Reminding.
- Using specific praise e.g. that is a good idea because...
- Offering an alternative viewpoint.
- Speculating/ using 'I wonder if...'

The definition of teaching in the Early Years as stated by OFSTED (2015);

'Teaching should not be taken to imply a 'top down' or formal way of working. It is a broad term which covers the many ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities:

communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges.



It takes account of the equipment they provide and the attention to the physical environment as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do as well as take account of their interests and dispositions to learning (characteristics of effective learning), and use this information to plan children's next steps in learning and monitor their progress.

Interact, don't interfere.

“A key role of the early childhood educator is to sustain children’s thinking and follow the momentum of their learning.”

Julie Fisher, 2016.

The role of the environment

The importance of each adult to support progression is crucial however, we equally understand that in times when a child is on their own independent learning journey the environment plays a significant role in development.

“When it comes to what we have and where we have it, then nothing should be left to chance”

Alistair Bryce-Clegg, 2015.

At Hugglescote Primary each area of the classroom is informed by assessment. As the needs of the children change, as they grow and develop, so does their learning space. Using resources that are open ended encourage creativity, imagination and high order thinking skills. For example, the creative areas may contain ribbon, lace, pinecones or lolly sticks. Outside role play is deconstructed with access to blocks, planks, sheets and tyres. These resources can become anything and have unlimited potential.

The EYFS curriculum

At Hugglescote Primary we follow the EYFS Framework 2021. Within this framework there are four guiding principles which shape our practice. These are:

1. **Every child is a unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
2. Children learn to be strong and independent through **positive relationships**.
3. 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.
4. Children **develop and learn at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

EYFS learning and development requirements

Our curriculum encompasses seven areas of learning and development. All areas of learning and development are important and interconnected. Three areas are particularly important for building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships, and thriving.



These are called the prime areas:

- communication and language
- physical development
- personal, social, and emotional development.

Four areas help children to strengthen and apply the prime areas.

These are called the specific areas:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Throughout their time in the Reception Year our children partake in an ambitious curriculum which is designed in a sequential way to ensure progress towards the end of reception goals.

These goals are defined as Early Learning Goals (ELGs)

As previously outlined our curriculum incorporates learning through play, learning by adults modelling, by observing each other and through guided learning and direct teaching. It is also important to highlight that our plans are flexible to allow us to respond quickly to children's new interests and/or needs.

Weaving throughout the EYFS curriculum at Hugglescote are **three Characteristics of Effective Learning.**

- **playing and exploring** - children investigate and experience things, and 'have a go'
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

These elements underpin how we reflect on each child's development and adjust our practice accordingly. Supporting children in their individual learning behaviour and observing the context of children's play is essential.

'What children learn is important, but how children learn is even more important if they are to become learners in today's society.'

Helen Moylett

How Children Learn, Nancy Stewart (2011)

Reading at Hugglescote

Phonics

Systematic synthetic phonics is taught using the Little Wandle Letters and Sounds Revised scheme.

Whole-class or small group teaching takes place daily. Phase 1 is taught continuously throughout EYFS.



In Phase 1 phonics, children are taught about:

- Environmental sounds
- Instrumental sounds
- Body percussion (e.g. clapping and stamping)
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting (e.g. hearing that d-o-g makes 'dog')

Typical activities for teaching Phase 1 phonics include 'listening' walks, playing and identifying instruments, action songs, learning rhymes and playing games like I Spy. This phase is intended to develop children's listening, vocabulary and speaking skills.

Phase 2 begins when all pupils start EYFS. Pupils move through Phase 2, 3 and 4 throughout the year.



Children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading.

Formative assessment takes place during all phonics lessons, quickly identifying who has and has not understood a new phoneme or grapheme or tricky words, informing future planning.

Summative assessment takes place every 6 weeks in Reception and every three weeks for targeted individuals. Knowledge of each sound is checked, as well as the child being able to apply this when reading words. Pupils who are making slower progress are identified quickly and intervention is immediately put into place, alongside the usual phonics teaching.

Each phonics session is approx.20 minutes in duration and follows a teaching sequence which is implemented throughout the school ensuring transition to Key Stage 1 is seamless.

Shared exploration of language

At Hugglescote, we believe the key to success in reading is communication. Research clearly shows that the level of development in language and communication is the greatest predictor of success in later life. Within the EYFS communication and language development is a prime area of learning.

At school children use language to:

- Build strong relationships.
- Communicate their ideas and their feelings.
- Think creatively and critically.
- As a tool for learning.
- Become confident with the written word.

(Julie Fisher, 2016)

The development of a young child's communication and language comes primarily from tuning in to conversations that are meaningful to the child. The preparation for all aspects of written language develops through one to one conversation with a responsive adult. Alongside quality interactions, rich and varied experiences ensure language provides the foundation of thinking and learning.

"it is through others that we develop into ourselves"

Lev Vygotsky, 1981

Improving young children's vocabulary is paramount. Exploring and extending pupils' vocabulary is part of everyday teaching. Lessons are planned to enrich vocabulary and incidental opportunities are exploited.

Vocabulary is discussed with the intention of building background knowledge so pupils can comprehend the content of a text.

Shared reading

Texts are shared as a whole class daily. 'Shared Reading' is a recognised strategy for teaching reading in which pupils and teacher read a text together with a focus on a specific aspect. Through experiencing a variety of texts, fiction and nonfiction, children will become aware of the range of strategies required when reading for different purposes.

3 a day

At Hugglescote Primary, children are read to at least 3 times a day at school in addition to books provided for home reading. We share books with children for many reasons: enjoying stories together, linking with personal experiences, vocabulary building, developing imagination and language, learning about books.

Listening to stories being read and reread helps children to gain insights into meaning and story structure.

Reading practice sessions

Children across EYFS apply their phonics knowledge by using a fully matched decodable reader in a small group reading practice session.

- These sessions are 15 minutes long and happen three times a week. There are approximately 6 children in a group.
- The sessions follow the model set out in Little Wandle Letters and Sounds Revised.
- The children then take the same book home to ensure success is shared with the family.
- In EYFS these sessions start in week 4. Children who are not decoding, do a little blending lesson, following the model set out in Little Wandle Letters and Sound Revised.

A sharing book

We believe that if children are to become lifelong readers, it is essential that they are encouraged to read for pleasure. The desire of wanting to read will help with the skill of reading. To help foster a love of reading, children take a book home that they share and enjoy with their parents. The children choose the book. These books offer a wealth of opportunities for talking about the pictures and enjoying the story. We offer the children variety of books, including non-fiction, so they can enjoy a range of writing. The book is for the parent/carer to read with the child.



The million-word gap

Young children who are read five books a day by the age of 5 have heard about 1.4 million more words than children who were never read to.

Ohio State University, 2019



Writing at Hugglescote

Mark Making

Mark making and speech provide children with powerful tools for thinking, reasoning and problem solving.

Time, space and attention is given to children's mark making, mathematical graphics, drawing and writing experiences. Throughout each day, children have opportunities for spontaneous mark making, drawing and writing in both the indoor and outdoor environment. Resources are carefully chosen, well organised and attractively presented, so that the children can decide independently how they want to represent their ideas and which medium would best suit their purpose. High value is placed upon imagination, ideas and self-expression demonstrated by the children, these are reflected by the adults and used as starting points for planning.

The Write Stuff

Our writing approach is unpinned by the research of Jane Considine. We immerse the children in language and vocabulary through the use of many practical elements such as Grandma Fantastic and experience days. This play based way of writing will provide them with a context and purpose for their own writing as well as exposing them to different contexts and experiences, as well as having an emphasis on up=levelling the children's vocabulary, language and communication to give the strongest foundation for writing.

In order for our children to be able to write in an accurate and fluent way, we use high quality texts to unpin our writing lessons and our practical language focused lessons are interspersed with sentence stacking days. These focus on teacher modelling and small group work to give the children a structured opportunity to practice and develop their writing skills alongside the other writing opportunities within the environment.

Handwriting

Handwriting development in our EYFS includes a wide variety of activities planned to develop the fine motor skills required for the correct pencil grip. 'Funky Finger' activities may include threading, using tweezers, dough disco, snippy disco, pen disco, weaving. The list is endless!



Maths at Hugglescote

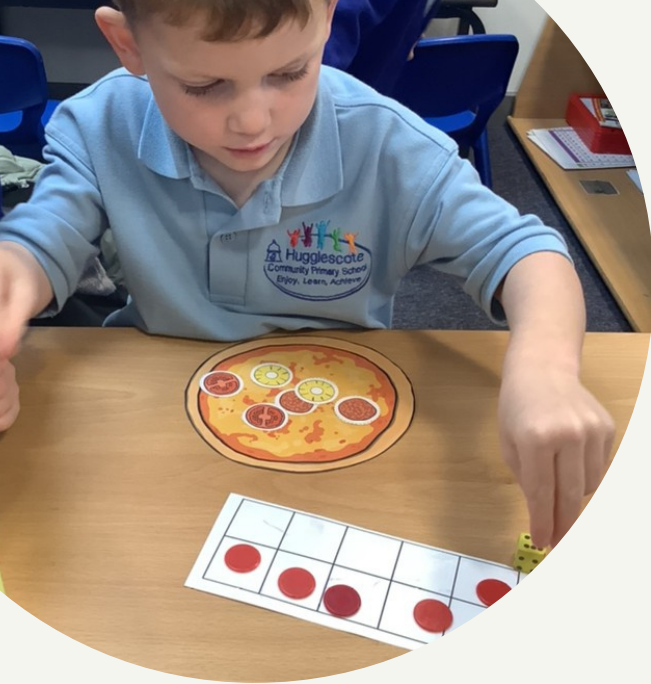
There's more to maths than counting!

Children learn about maths through play and their daily experiences. And the more meaningful to them and hands on it is, the better.

Our setting is full of mathematical opportunities for children to explore, sort, compare, count, calculate and describe. Providing a safe environment to be creative, critical thinkers, problem solvers and to have a go.

Mathematics is identified as one of the specific areas of learning, alongside expressive arts and design, literacy, and understanding the world.

Our objective is to ensure that all children develop firm mathematical foundations in a way that is engaging, and appropriate for their age. This means actively learning using resources and activities provided in the environment.



Abstract – with the foundations firmly laid, children move to an abstract approach using numbers and key concepts with confidence.

Maths is everywhere!

Here are a few examples of how our environment promotes mathematical development:

- Sand & Water can develop mathematical concepts and language, e.g. heavy, light, empty, full, big, little.
- Malleable – play dough can develop mathematical language – short, long, fat, thin. Children can make shapes of different dimensions – flat shapes, 3-d shapes.
- Imaginative play - set the table for dinner can develop counting skills. Sorting clothes into different colours, or different types of clothes, e.g. t-shirts and socks will develop knowledge of shapes and colours.
- Physical play can develop fine motor skills e.g. Sorting out a jigsaw, threading beads. Block play or playing

with toy cars can help to develop sequencing according to size, colour. Playing with different sized blocks can help to develop an understanding of weight and dimensions. Tidying toys allows children to sort into different sizes and colours. It can also develop mathematical language – first, second, third, how many are blue, which is largest / smallest.

- Outdoors – Children may plant seeds this can develop understanding of time and the life cycle of plants. As the plants grow children use measures and develop mathematical language of size.
- Books & Rhymes - Enjoying stories and rhymes with a mathematical element, e.g. “One-two buckle my shoe” can develop number concepts, knowing direction that the print reads from left to right.



In addition, maths is explicitly taught daily as short whole class sessions and followed up with small group work within the environment.

Concrete - Pictorial - Abstract

Mastery of mathematical concepts in the EYFS takes the following approach:

Concrete – children use concrete objects and manipulatives to help them understand what they are doing.

Pictorial – children build on this concrete approach by using pictorial representations. These representations can then be used to reason and solve problems.

Parent Engagement

Parents are the first and most important influence on their child's development and future outcomes.

Children have two main educators in their lives – their parents and their teachers. Therefore, the school and the parents all have crucial roles to play. The impact on a child's education is greater if parents and schools work in partnership.

At Hugglescote Primary, parents are invited to be involved in every step of a child's journey in education.



Beginning with a pre- starting school meeting, followed up with home visits and the invitation for their child to attend several 'transition' sessions before the Autumn term commences.

We use an online learning journal, 'Tapestry' to record, track and celebrate progress made by each child.

Tapestry enhances this special time in a child's life and captures children's experiences as well as monitors development and learning.

Text, images and videos can be uploaded by parents to share learning and experiences from home via PC, tablet or our mobile app - anywhere there's an online connection. Every entry helps to create a complete story of a child's time at school.

Throughout the year families are invited to 'Stay and Play' sessions in the EYFS classroom along with many whole school events e.g. reading café, art exhibitions, Mother's Day celebrations, etc.

We pride ourselves on building positive relationships with the families of Hugglescote Community Primary.

Creating a 'triangle of trust' (Elfer et al.) between children, parents and practitioners. We understand that when parents relinquish part of the care and teaching of their child to the staff in our setting it is a big step.

We create an environment that is conducive to interactions where all feelings can be taken into account.

A warm welcome each day often leads to a deeper knowledge and understanding of each child and their family.

As stated earlier,

'it is knowing the child and family that opens up endless possibilities for interactions that deepen the emotional bonds between a practitioner and a child, and lead, in turn, to educational opportunities to support and extend learning.'

(Fisher, 2016)

**'We are a school with heart,
creating learners for life.'
Hugglescote Staff, 2022**



1. **Tailor practice to the needs of the children** - the child is at the centre of our practice. We have a clear vision of what we want to achieve for the children in our care, and these clear goals inform all areas of our practice.

2. **Invest in skilled and experienced staff** - that support children to reach their full potential.

3. **Operate an open and reflective culture** – our culture is driven by continuous improvement. We seek out other settings and professionals to learn from, share and reflect practice. We recognise the knowledge and expertise of our own staff and value open discussion and staff consultation; and embedded within our school is a culture of self-evaluation as a means of driving continuous improvement.



The Early Learning Goal Descriptors

Communication and Language

ELG: Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

- Make comments about what they have heard and ask questions to clarify their understanding.

- Hold conversation when engaged in back and-forth exchanges with their teacher and peers.

ELG: Speaking

- Participate in small group, class and one-to one discussions, offering their own ideas, using recently introduced vocabulary.

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction,

Impact

Children enter Key Stage One ready to begin the next chapter of the educational journey. They are equipped with a broad range of knowledge and skills that provide the right foundation for future progress through school and life.

In 2017, a 'Study of Early Education and Development: Good Practice in Early Education' was published which outlined 3 themes that underpin effective practice that are aligned with our ethos and development.

At Hugglescote Community Primary School we;

rhymes, and poems when appropriate.

- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

ELG: Self-Regulation

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.

- Explain the reasons for rules, know right from wrong and try to behave accordingly.

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

ELG: Building Relationships

- Work and play cooperatively and take turns with others.

- Form positive attachments to adults and friendships with peers.

- Show sensitivity to their own and to others' needs.

Physical Development

ELG: Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.

- Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing

- using the tripod grip in almost all cases.

- Use a range of small tools, including scissors, paint brushes and cutlery.

- Begin to show accuracy and care when drawing.



Literacy

ELG: Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.

ELG: Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Mathematics

ELG: Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

ELG: Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate – maps.

ELG: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

ELG: Creating with Materials

- Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

- Invent, adapt, and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with

peers and their teacher.

- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.

Glossary:

Adult-led learning – the practitioner knows exactly what outcomes they want to achieve. They have planned with care, using prior knowledge of the child’s learning experiences and guidance from the EYFS document ‘Development Matters’, 2012.

Adult-initiated learning – the practitioner has a clear purpose for planning an activity or experience. Knowledge of the child or children, and of their previous learning, gives the practitioner evidence to plan either for consolidation of that learning, or to explore its next steps.

Child-led learning – situations that evolve independently, the practitioner approaches not knowing what it is that the child or children are trying to do or what scenario they have been creating. Often spontaneous and frequently unpredictable. In this situation, the practitioner must wait and watch before deciding whether and when to intervene.

Synthetic Phonics - is a way of teaching reading. Pupils are taught to read letters or groups of letters by saying the sound(s) they represent. Pupils can then start to read words by blending (synthesising) the sounds together to make a word