Foundation Phase Profile

What?

The Foundation Phase Profile (FPP) is a statutory assessment tool which was introduced in September 2015 to provide a framework which joined up pre-school developmental assessments, starting school assessments and end of Foundation Phase assessments.

There are two 'versions' of the FPP, a Compact version and a Full version.

When?

When children start with us in Reception, our staff will use the Compact Profile to assess every child within the first six weeks.

After three years, when they leave the Foundation Phase at the end of 'Year 2', teachers will use the Full Profile to support their assessment of each child's progress and skills. **However, because this framework was introduced with Reception pupils in September 2015, the Full Profile will not be used for assessment at the end of Foundation Phase until that group of pupils reach this point which will be in the summer of 2018.**

The FPP consists of assessments in four areas of learning:
1. Personal and Social Development, Well-being and Cultural Diversity
2. Language, Literacy and Communication Skills
3. Mathematical Development
4. Physical Development

Each Area of Learning consists of a number of Skills Ladders. The Skills Ladders in the The Compact Profile (used at start of Reception) are shown in Blue. The Full Profile (used at end of Year 2) consists of the Compact Profile plus additional Skills Ladders in green

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AREA OF LEARNING 1
Personal and Social Development,
Well-being and Cultural Diversity

Skills Ladders
- Social interaction
- Behavioural regulation
- Response to others
- Independence in personal care
- Engagement
- Emotional Expression

Personal and Social Development, Well-being and Cultural Diversity is at the heart of the Foundation Phase and children's skills are developed across all Areas of Learning through participation in experiential learning activities indoors and outdoors.

Within this Area of Learning children learn about themselves, their relationships with other children and adults both within and beyond the family. They are encouraged to develop their self-esteem, their personal beliefs and moral values and an understanding that others have differing needs, abilities, beliefs and views.

The Foundation Phase supports the cultural identity of all children, to celebrate different cultures and help children recognise and gain a positive awareness of their own and other cultures. Positive attitudes should be developed to enable children to become increasingly aware of, and appreciate the value of, the diversity of cultures and languages that exist in a multicultural Wales. They should become increasingly aware of the traditions and celebrations that are important aspects of the cultures within Wales.

Motivation and commitment to learning is encouraged, as children begin to understand their own potential and capabilities. Children are supported in becoming confident, competent and independent thinkers and learners. They develop an awareness of their environment and learn about the diversity of people who live and work there. Positive attitudes for enjoying and caring for their environment are fostered. As their self-identity develops, children begin to express their feelings and to empathise with others. They experience challenges that extend their learning.

Glossary
These are common terms used and areas assessed in the context of Personal and Social Development, Well-being and Cultural Diversity.

Cooperative play
Children work together to achieve a common goal. This would usually include negotiations of play roles, turn taking and sharing.

Emotions
These are sensations in response to someone or something, which can be brief or intense. There are a small number of 'basic' emotions seen across all cultures. These include happiness, surprise, anger, disgust, fear and sadness. Each emotion causes a predictable response in people's body, e.g. facial expression or an impact on heart beat. Emotions influence motivations and feelings and therefore affect people's behaviour.

Empathy
Empathy is the ability to understand and share the feelings of somebody else.

Parallel play
Children play alongside other children without trying to influence each other's play although they may be interested in what others are doing and may imitate each other.

Social Learning Theory
Social Learning Theory suggests that people can learn new behaviours, values and attitudes by observing others even if no direct teaching has occurred.

Theory of Mind
This relates to people's ability to attribute beliefs, intents, desires, pretending, knowledge, etc. ('mental states') to themselves and others and to understand that others have mental states that are different from their own.

AREA OF LEARNING 2
Language, Literacy and Communication Skills

Skills Ladders
- Oracy – Listening and understanding
- Oracy – Phonological awareness
- Oracy – Expressive language
- Reading – Understanding reading materials
- Oracy – Collaboration and presenting information and ideas
- Oracy – Speech
- Oracy – Talking and play
- Reading – Comprehension
- Reading – Reading words
- Writing – Handwriting
- Writing – Spelling
- Writing – Punctuation and grammar
- Writing – Genre
- Writing – Planning, evaluating and editing

As children learn a language it is essential that they have opportunities to acquire and develop their skills. Language is made up of different forms and skills which include speaking and listening, reading, writing, thinking and observation. It is important that the different elements of language and literacy are seen as linking and having a purpose. Language, reading and writing skills develop together and are interconnected. They should not be taught in isolation of each other or other Areas of Learning. These literacy skills are developed and observed through meaningful experiences for the children.

Some children may use alternative methods to communicate such as sign language and non-verbal indicators and these can replace and extend speech, as well as demonstrate an attitude or express emotions.

Glossary
These are common terms used and areas assessed in the context of Language, Literacy and Communication.

Adjective
Adjectives describe the quality, state or action that a noun refers to e.g. a new house.

Adverb
Adverbs modify the meaning of a verb/adjective expressing manner, time, place or degree, e.g. she sang happily.

Connective
A word or phrase that links two sentences together, e.g. then, when, next.

Diagraph
Diagraphs are sounds made up of two letters e.g. sh, ch, th.

Emergent writing
Part of the early stages of writing. Children experiment with writing; they may try out letter formation, demonstrate an understanding of the direction of written English/Welsh and talk about what they have written.

Genre
The different types of texts, with their own specific features or characteristics.

Grapheme
A letter or sequence of letters that represent a phoneme, e.g. –igh, -ough.

High-frequency words
Words that are spoken or read more times than other words. High-frequency words have been defined for children in the Foundation Phase.

Noun
Nouns name a person, place, thing, quality or action.

Onset
Any consonant sound which comes before the vowel in a word, e.g. 'b/all'.

Oral blending
Merging individual phonemes together to produce a grapheme or word.

Oral segmentation
Hearing individual phonemes within words, and only when able representing them with graphemes.

Phoneme
A sound made by a letter or group/blend of letters, e.g. s, p, sh. Phonemes are represented by graphemes.

Polysyllabic
A word with more than one 'beat'.

Preposition
A word that usually indicates time, position or direction, e.g. at, of, in, over, through.

Pronoun
A pronoun is a word that substitutes for a noun or noun-phrase, e.g. I, you, he, this, that, which.

Rime
The part of a word that includes the vowel sound and any consonants that follow it, e.g. '–ing' in spring or '-all' in ball.

Shared writing
Effective teaching of different types of writing involves practitioners modelling the process; this supports children's understanding of the processes writers use. Through shared writing they understand that writing is an interactive process. Writing may be shared with a whole class, a focus group or individual children.

Subject-verb agreement
This is a rule by which verbs and subjects must both be either singular or plural, e.g. we were, I was.

Syllable
A beat in a word.

Text
A range of reading materials, including fiction and non-fiction resources, e.g. story books, catalogues, leaflets, information books, atlases and on-screen resources.

Verb
Words that describe actions, states or occurrences, e.g. be, take, get.

AREA OF LEARNING 3
Mathematical Development

Skills Ladders
- Reciting and sequencing numbers
- Counting
- Shapes
- Pattern
- Reading and writing numbers
- Properties of number
- Fractions
- Measures and units
- Time
- Data recording and representation
- Data sorting and grouping
- Addition and subtraction
- Managing money
- Multiplication and division
- Temperature
- Angle and position
- Estimating and checking

Children's mathematical development and learning has to be meaningful for it to be well-embedded. Mathematical activities need to be relevant and part of children's everyday lives and experience. They should have plenty of opportunities to investigate and explore their indoor and outdoor environments, to use their energy and curiosity to make sense of their world. It is through these investigations that children develop their understanding of relationships, which is vital in understanding mathematics.

Communicating, discussing and talking about mathematics and mathematical concepts is a vital part of children's learning and understanding in this area of development and supports the assessment of their skills and understanding. The more active 'hands-on' activities that children experience, the easier it is for them to understand and talk about mathematical concepts, such as how things can be ordered and are connected.

Glossary
These are common terms used and areas assessed in the context of Mathematical Development.

Cardinal
The cardinal number is the number that denotes the total number of a set, e.g. if there are 3 objects then 3 is the cardinal number.

Criterion
A standard or norm against which something can be judged.

Estimation
A close guess of the actual value based upon simplified calculation, e.g. 47 / 5 is about 10 because 50 / 5 is 10.

Inverse operation
These are mathematical operations that reverse each other, resulting in the original number, e.g. 6 x 10 = 60 and 60 / 10 = 6, so multiplication and division are inverse.

Number bond
Number bonds are all the pairs of whole numbers with a particular total e.g. number bonds for 10 are 1 + 9, 2 + 8, 3 + 7 etc.

Number word
The word for a number, e.g. one, two three.

Numeral
The 'letter' symbol for a number, e.g. 1, 2, 3.

One-to-one correspondence
This term relates to the understanding that one object matches to one corresponding object or number, e.g. one cup, one saucer.

Ordinal
Ordinal words are terms that denote the position in an ordered set, e.g. first, second, third etc.

Partition
The ability to split a two or more digit number into units, tens, hundreds, e.g. 153 is 100, 50, 3.

Symmetry
An image or object has symmetry when it has one or more identical faces or halves, e.g. putting a mirror down the centre half makes a perfect copy of the image, or cutting a sphere down the axis makes two symmetrical hemispheres.

AREA OF LEARNING 4
Physical Development

Skills Ladders
- Holding a mark-making implement
- Coordinated movement
- Drawing
- Fine manipulation
- Using scissors and tools
- Improving performance

Physical development focuses on increasing the skill and performance of the body. Physical and cognitive developments are closely linked, especially during the early years. Problems with a child's physical development can be an indication that the child may have some learning difficulties. Physical development can be divided into gross motor skills and fine manipulative skills. Throughout the Foundation Phase, children acquire and develop their skills in many ways.

Glossary
These are common terms used and areas assessed in the context of Physical Development.

Bilateral coordination
The ability to use both sides of the body at the same time.

Dynamic balance
The ability to maintain balance when moving. Kicking, running around obstacles, jumping and landing, and hopping all use this skill.

Dynamic grip
The grip in which a writing implement is held between the thumb and index finger, with the writing implement resting on the middle finger.

Eye-hand coordination
The ability to coordinate the movement of the hand(s) with visual input.

Eye-limb coordination
The ability to coordinate the movement of limbs with visual input. Throwing, catching and kicking all use this skill.

Fine motor skill
The motor skill mostly requires small musculature of the hands and fingers. Fastening buttons, typing and drawing are examples of three fine-motor skills.

Finger dexterity
The ability to make skilful coordinated movements of the fingers of one or both hands in order to place or move small objects. Modelling play dough, clay and using scissors all require this skill.

Gross body coordination
The ability to coordinate the movement of the arms, legs and torso together in activities in which the whole body is in motion. Walking, running, skipping and rolling all use this skill.

Gross motor skill
The motor skill mostly requires large musculature such as whole-leg or whole-arm movements. Walking, jumping and throwing are examples of three gross motor skills.

Manual dexterity
The ability to make skilful coordinated movements of one hand in order to grasp objects. Using a crayon, using a glue stick and playing with blocks all use this skill.

Multiple limb coordination
The ability to coordinate the movements of two or more limbs while sitting, standing or lying down. Throwing, catching, clapping and swinging all use this skill.

Visual-motor integration
The ability to coordinate visual perception and finger-hand movements. Writing, cutting to a line and moving a cursor on a computer screen all use this skill.

Visual-spatial skills
The ability to accurately perceive, understand and interpret spatial relationships between objects.

For more information on the Foundation Phase Profile visit:
http://gov.wales/topics/educationandskills/earlyyearshome/foundation-phase/foundation-phase-profile/?skip=1&lang=en