



Somerfield Te Kura Wairepo Statement of Foundation Learning

At Somerfield Te Kura Wairepo we follow the New Zealand curriculum and we utilise various research-based methodologies to shape our learning programmes.

These methodologies facilitate targeted instruction in reading, writing, and mathematics through tailored workshops and integrated learning experiences. Students are encouraged to apply their acquired knowledge across diverse contexts, enhancing comprehension and showcasing their progress.

Our approach remains consistent, with students engaging in multiple sessions spanning these fundamental subjects daily.

As outlined in the Ministry of Education guidelines, these sessions may not necessarily be consecutive but will be flexibly structured in 'manageable bite-sized chunks' to accommodate individual student requirements.

Our approach integrates these essential skills of reading, writing and maths within a broader conceptual framework, enabling students to not only excel in the basics but also to connect their learning to the wider world. This balance fosters a deep and lasting understanding, preparing our students for academic success and real-world challenges.

The new curriculum is divided into two phases. **Phase one** is from Years 0-3 where the focus is on "learning to read". **Phase two** is from Years 4-6 where the focus is on "reading to learn". We have grouped Years 3 and 4 as these year levels are where the transition from "learning to read" to "reading to learn" happens. The five hours of reading, writing and maths are spread across the week. Throughout the week our tamariki participate in workshops where the teacher explicitly teaches skills and knowledge.

We are committed to a well-rounded education that empowers learners with the fundamental tools they need while encouraging innovation, critical thinking, and a lifelong love of learning.

We are committed to providing tamariki with enriching learning opportunities in areas such as Science and Social Science, Physical Education, Health and the Arts.

Additionally, we will offer educational experiences beyond the classroom, such as camps, athletics, sports days, and trips, aimed at fostering resilience and a growth mindset, even when the curriculum focus may seem less explicit.

Year 0-2	Year 3/ 4	Year 5/6
Mathematics and Statistics		
<p>Daily maths teaching includes a dedicated lesson (approximately 15-25 minutes) either whole class or small group explicit teaching. These workshops focus on essential number concepts and various mathematical areas. Counting and basic facts are an important part of the programme. Followup tasks are differentiated to meet student needs. In these early years, we lay the groundwork for early math skills.</p> <p>Beyond these dedicated sessions, we weave math into our overall learning themes, applying it in practical ways that relate to the world around us. This approach not only reinforces the math skills learned during our workshops but also shows our young learners how math is connected to other subjects and their everyday experiences, extending their learning beyond the traditional math hour.</p>	<p>Daily maths teaching includes a dedicated lesson (approximately 25- 35 minutes) either whole class or small group explicit teaching. Teachers immerse children in engaging math activities, continuing to build foundational skills and exploring mathematical concepts. These sessions serve as a cornerstone for developing early math proficiency, emphasizing essential number skills and introducing key mathematical areas. Teaching and practising basic facts are still an important and consistent part of the programme. Followup tasks are differentiated to meet student needs. Maths learning extends beyond these dedicated workshops, integrating it into our broader curriculum. By infusing math into various subjects and real-world scenarios, we help students recognise its relevance and application in their daily lives.</p>	<p>Daily maths teaching includes a dedicated lesson (approximately 25-35 minutes) either whole class or small group explicit teaching. Basic facts are still an important part of the programme. Teachers immerse children in culturally inclusive and real-life mathematical concepts. This method ensures comprehensive coverage of the curriculum while fostering real-world application and deeper understanding. Followup tasks are differentiated to meet student needs. Students communicate using mathematical language and are developing the ability to think critically about mathematical findings to deepen understanding.</p>
Reading		
<p>Daily reading teaching includes workshops that are intentionally brief, lasting 10- 15 minutes, to align with young learners'</p>	<p>We use a range of tools and strategies to support students in developing their reading fluency. Daily reading teaching includes</p>	<p>We use strategies to boost reading skills within 25-35 minutes daily throughout the week. Followup tasks are differentiated to meet student</p>

<p>attention spans. Followup tasks are differentiated to meet student needs. We implement a focused structured programme equipped with tools designed to teach decoding skills and enhance reading fluency.</p> <p>Group reading sessions are integral to our curriculum where children are exposed to a variety of texts.</p> <p>By intertwining reading with relatable content and student's voice we aim to foster a passion for literature and engage students in the joy of reading from an early age, following best practices in early literacy education. Structured Literacy is taught to all New Entrants and Year 1 students. From Year 2 onwards all students who are not reading at their expected level will have workshops in Structured Literacy.</p>	<p>workshops ranging from 15-20 minutes throughout the week. Group reading is a key experience, allowing for collective learning and individual support when necessary. Followup tasks are differentiated to meet student needs. We read books of high interest, to build a sense of engagement and collaboration and intertwining concepts we're learning about.</p> <p>Students who are not reading at their expected level will continue with workshops in "Evidence Based Literacy" as part of their programme. This has elements of Structured Literacy.</p>	<p>needs.</p> <p>We're guiding our students in a shift from 'how to read.' to "reading to learn' and to gain greater comprehension and critical thinking skills. These skills are used to discover and understand new information independently. We are enhancing their knowledge across subjects and fostering a life-long love for reading.</p> <p>Students who are not reading at their expected level will continue to have workshops in "Evidence Based Literacy" as part of their programme. This has elements of Structured Literacy.</p>
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Writing

<p>In Year 0-3 children are developing their writing skills through teacher modeling. We focus on essential skills like fine motor control, proper pencil grip, and correct letter formation and spelling, laying the groundwork for writing.</p> <p>In small groups, independently, or as a whole class, support students to develop, explore and consolidate writing skills and knowledge grounded in relevant learning contexts, through a gradual release of responsibility.</p> <p>Writing instruction takes place in interactive workshops and through shared</p>	<p>In small groups, independently, or as a whole class, support students to develop, explore and consolidate writing skills and knowledge grounded in relevant learning contexts, through a gradual release of responsibility. We explicitly teach and model writing skills when introducing new learning and where gaps have been identified. We continue to refine fine motor abilities with handwriting, crucial for clear writing, Structured spelling lessons continue and a focus is on delving deeper into the essential stages of the writing process.</p>	<p>In small groups, independently, or as a whole class, support students to develop, explore and consolidate writing skills and knowledge grounded in learning area context, through a gradual release of responsibility.</p> <p>We explicitly teach and model writing skills when introducing new learning and where gaps have been identified. Handwriting and spelling are still essential parts of the writing programme. We provide targeted, guided practice and development of writing skills and knowledge that meets the learning needs of each student. In</p>
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<p>activities, making writing a fun part of learning about different topics. We explicitly teach and model writing skills when introducing new learning and where gaps have been identified. Our students learn to express themselves through writing, sharing their thoughts and creativity.</p> <p><i>The foundation of literacy is oral language and this is an essential part of all writing programmes.</i></p>	<p>Our students learn to express their thoughts, share stories, and channel their creativity through writing. In a nurturing environment, we emphasize the value of feedback and forward and the iterative nature of writing, encouraging our young writers to explore and grow.</p> <p><i>The foundation of literacy is oral language and this is an essential part of all writing programmes.</i></p>	<p>Years 5 and 6, we adopt a tailored approach to cater to our student's diverse writing needs. Our approach is designed to support both students who benefit from structured lessons and those who are ready to experiment with different writing styles across genres. Through teacher-led workshops and teacher-student conferencing, we ensure every child receives the guidance they need. Our focus is not only on teaching the fundamentals but also on helping each student discover their unique writing voice. We use digital platforms to make writing an integral part of our students' learning Journey.</p> <p><i>The foundation of literacy is oral language and this is an essential part of all writing programmes.</i></p>
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The learning of our tamariki is a partnership between home and school. How can you help at home?

To support the learning they do at school, you can help your child develop reading, writing and maths skills by:

- *having your child read to you*
- *reading to your child and talking about books and stories*
- *encouraging your child to share what they think about a book (or video game, podcast, or movie), and being positive about the material they are reading, listening, or watching*
- *letting your child see you enjoy books, audiobooks, podcasts, games, movies, or videos in your first language*
- *encouraging your child to write, and talking with your child about what they write*
- *showing your child that you write for lots of reasons too, such as replying to an email, filling out a form, or writing an invitation or letter*

- *involving your child in activities where you use maths (for example playing games with cards or dice, grocery shopping, cooking, and DIY activities)*
- *encouraging your child to share how they solve mathematics problems (they may use different mental or written strategies to the ones you were taught)*
- *being positive about your child's reading, writing, and maths experiences, and praising their efforts.*