

Children's
Services

Resourced Provision Network - Early Years Summer Term 2026

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Welcome and agenda

- Resourced Provision Toolkit – Area 7 – ‘Student relationships and friendships’
- Sharing of good practice and discussion
- Phonological Awareness
- Supportive documents
- Updates from settings
- AOB

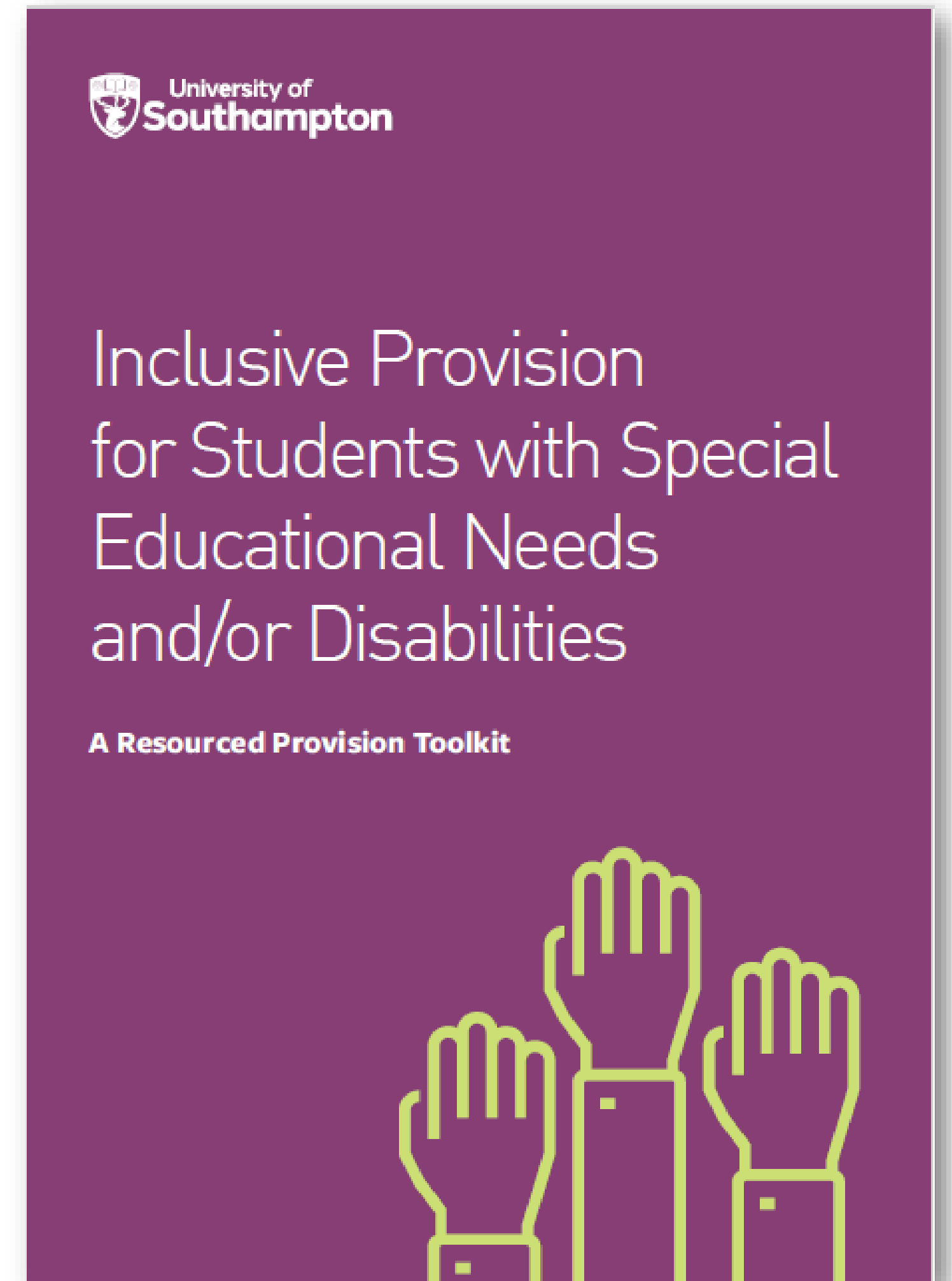
Resourced Provision Toolkit

Working together to look at a section of the toolkit.

We are looking at the section on:

‘Student relationships and friendships’

[Resources Provision Toolkit](#)



AREA 7

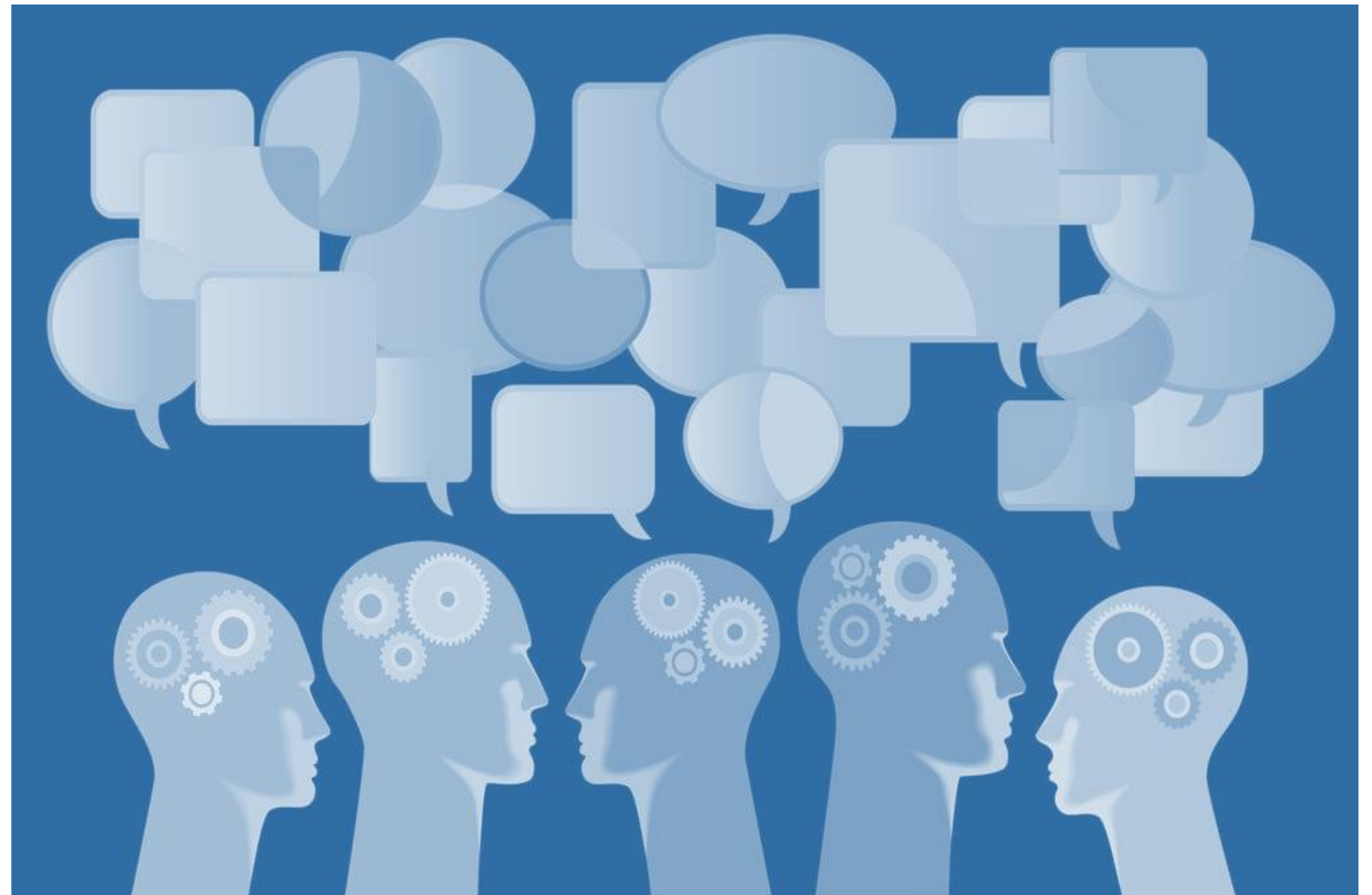
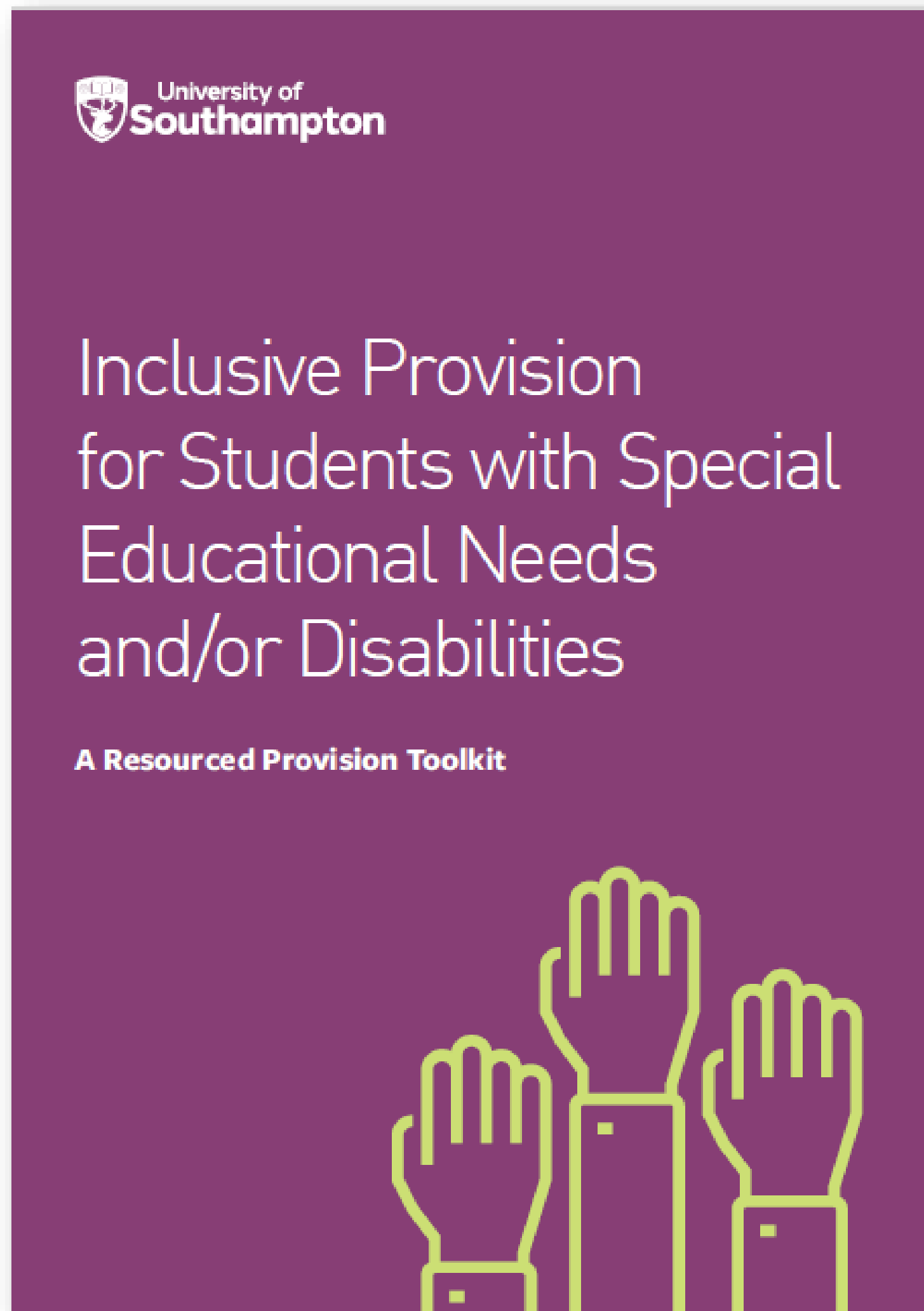
Student relationships and friendships

	ACHIEVED	WORKING TOWARDS	NEED TO INITIATE
7a. All students from the RP have the opportunity to develop interactions with mainstream students to enhance their social skills	☐	☐	☐
7b. Students from the RP are given opportunities for social interactions with other peers in the mainstream classroom	☐	☐	☐
7c. Teach mainstream students to treat students from the RP as equal peers	☐	☐	☐
7d. Educate all students about differences and diversity to develop an ethos of respect and understanding	☐	☐	☐

How do you support your RP children in developing friendships within the mainstream classroom?

How do you include teaching all children about differences and diversity within your curriculum?

Resourced Provision Toolkit – sharing



Phonics and phonological awareness



What is phonological awareness?

Phonological awareness is the understanding that spoken words are made up of sounds and recognising how they come together to form words.

Children usually develop this skill at around 5 years old, and it's really important when learning to read.



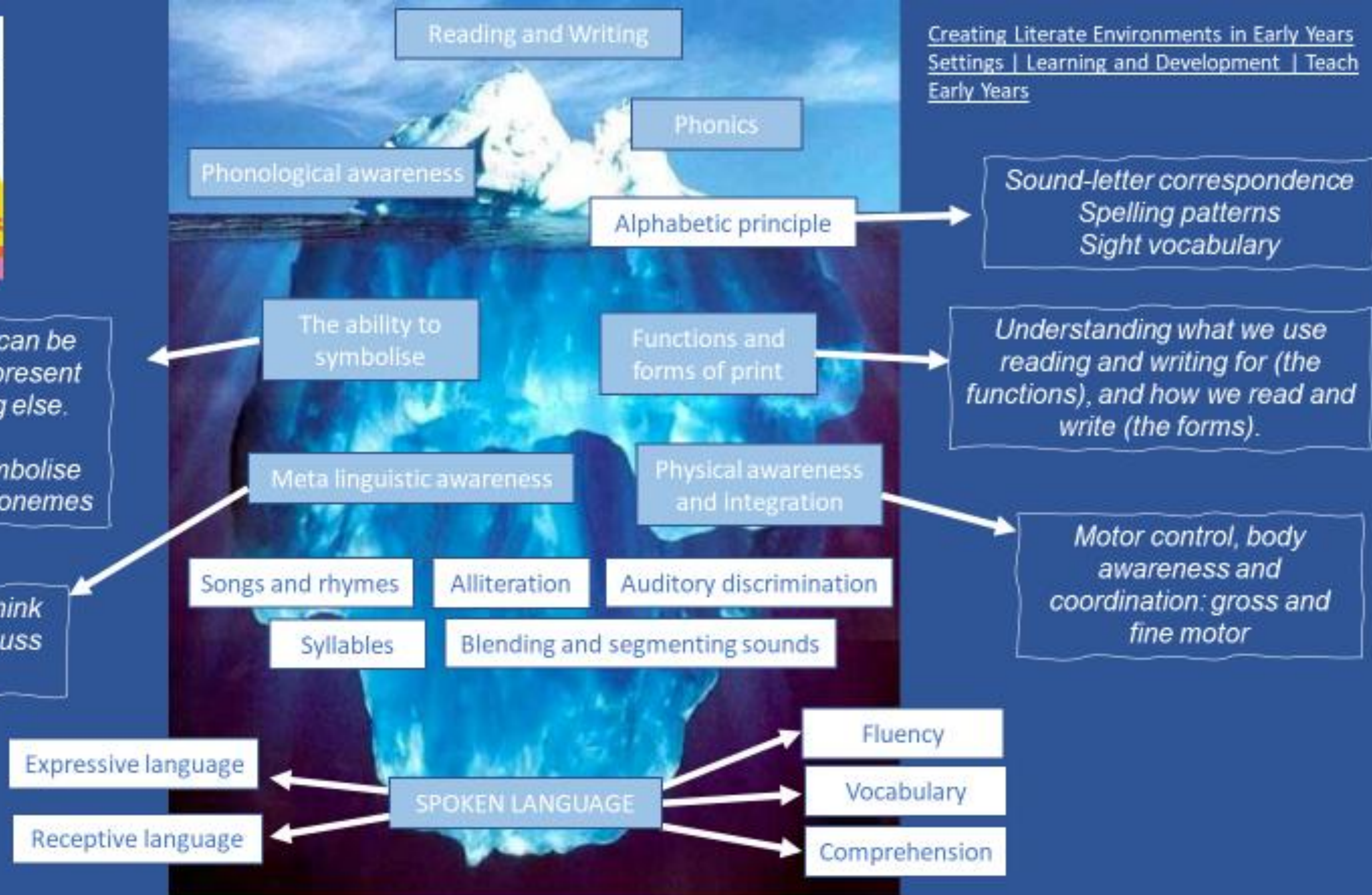
Phonics programmes - inclusion

- Do you make any adaptations to your phonics teaching for children in Year R in your Resources Provision?
- Can all children in your RP access your phonics programme? What are the challenges?



[The STAIRS model](#) | [EEF](#)

Children's Services



What is phonological awareness?

Phonological awareness is the understanding that spoken words are made up of sounds and recognising how they come together to form words.

Children usually develop this skill at around 4 or 5 years old, and it's really important when learning to read.

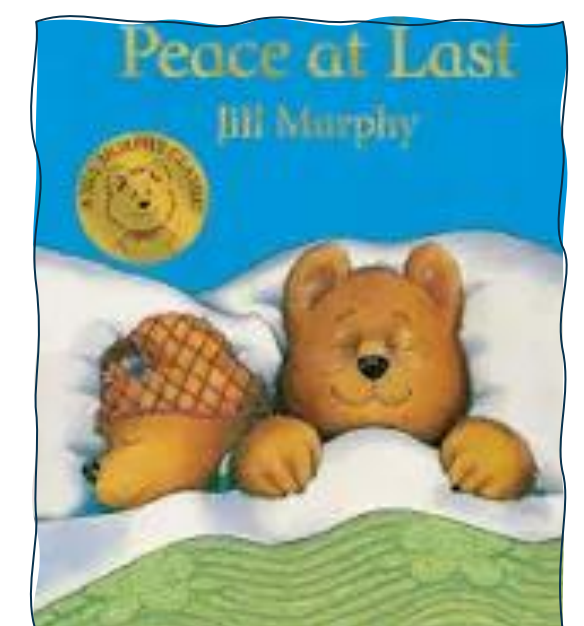
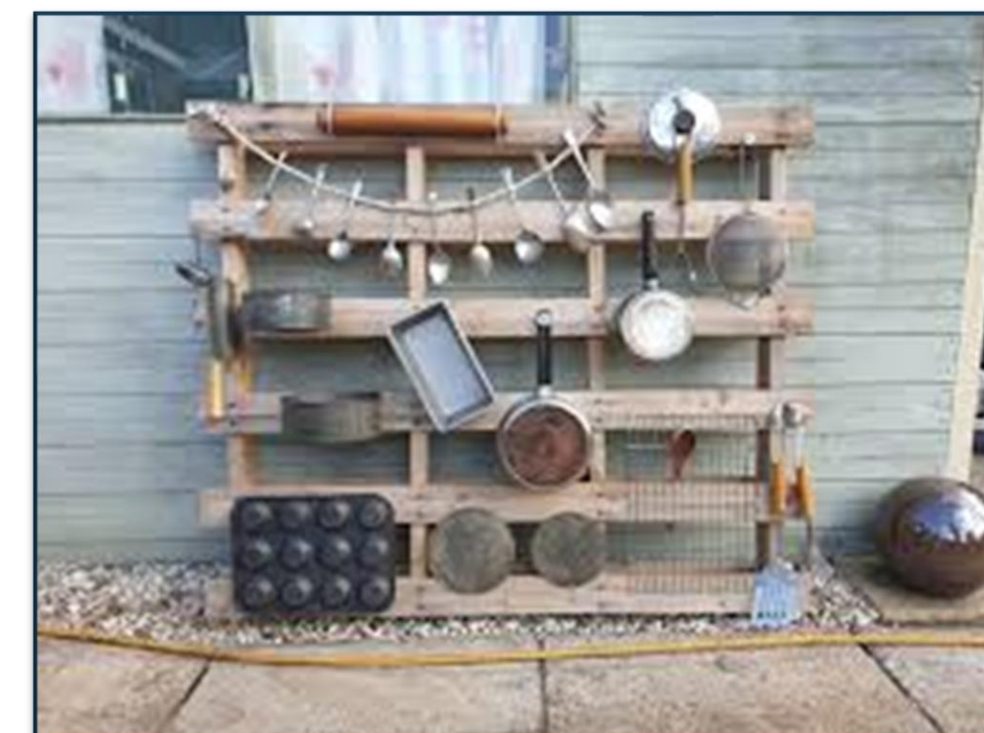
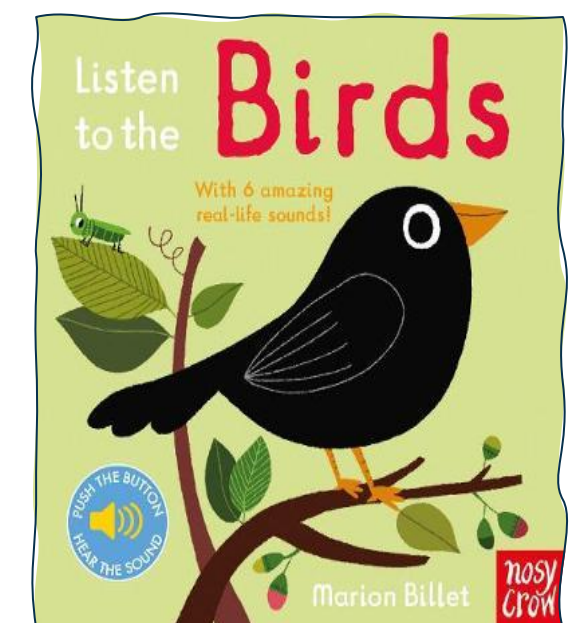


Essential Tools

Dens and Baskets



Sound stories, treasures and bags



Essential Tools

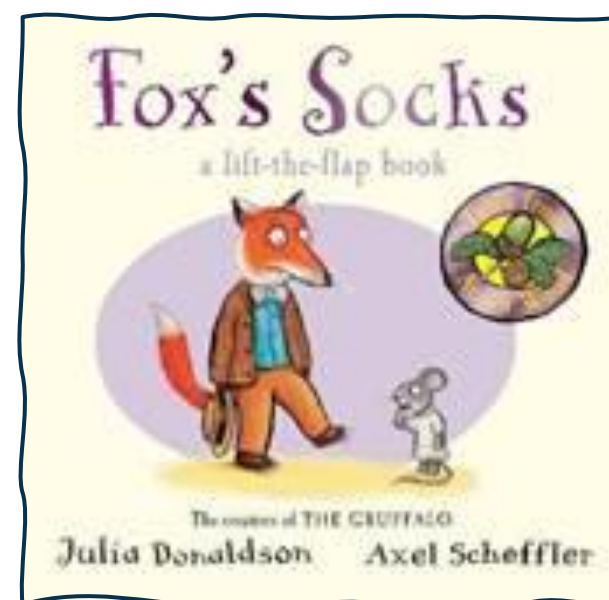
Rhymes, songs, poems and alliteration

That is a shiny shell

A luscious long leaf



You have a smooth stone



Music and Movement



Everyday Opportunities

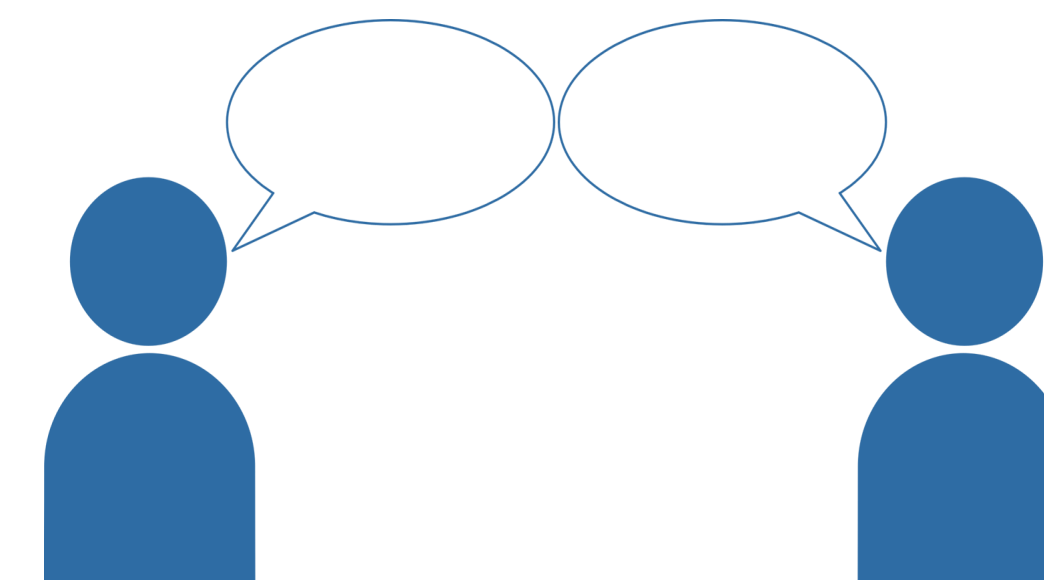


What everyday opportunities do you offer your children to develop their phonological awareness?

- Include language play in everyday interactions, for example clapping or tapping the syllables of a child's name, saying things like 'guess what we are going to eat? It begins with p-p-p-p - its pizza!'
- When choosing a snack segment and blend, e.g. we have m – il- k milk and ch-eese cheese for snack today.
- When lining up or getting ready to go out/ have dinner/ tidy up give the instructions using some segmenting and blending, e.g. can Toby fasten his c-oa-t coat? Put the b-oo-ks away.
- Go on listening walks with the children or create a sensory area which encourages children to use their senses to connect with nature including a special space to listen.

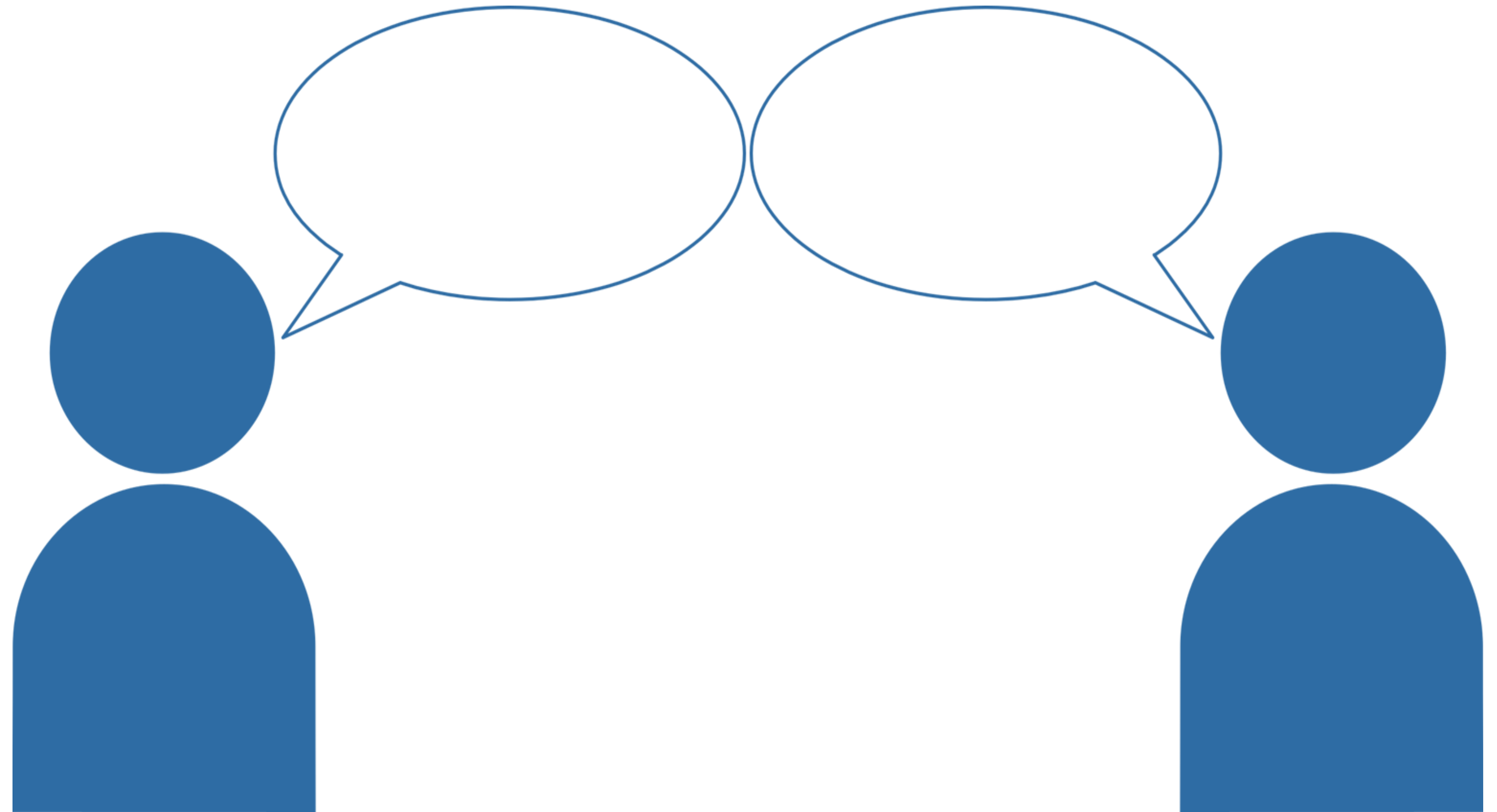
Phonics programmes - inclusion

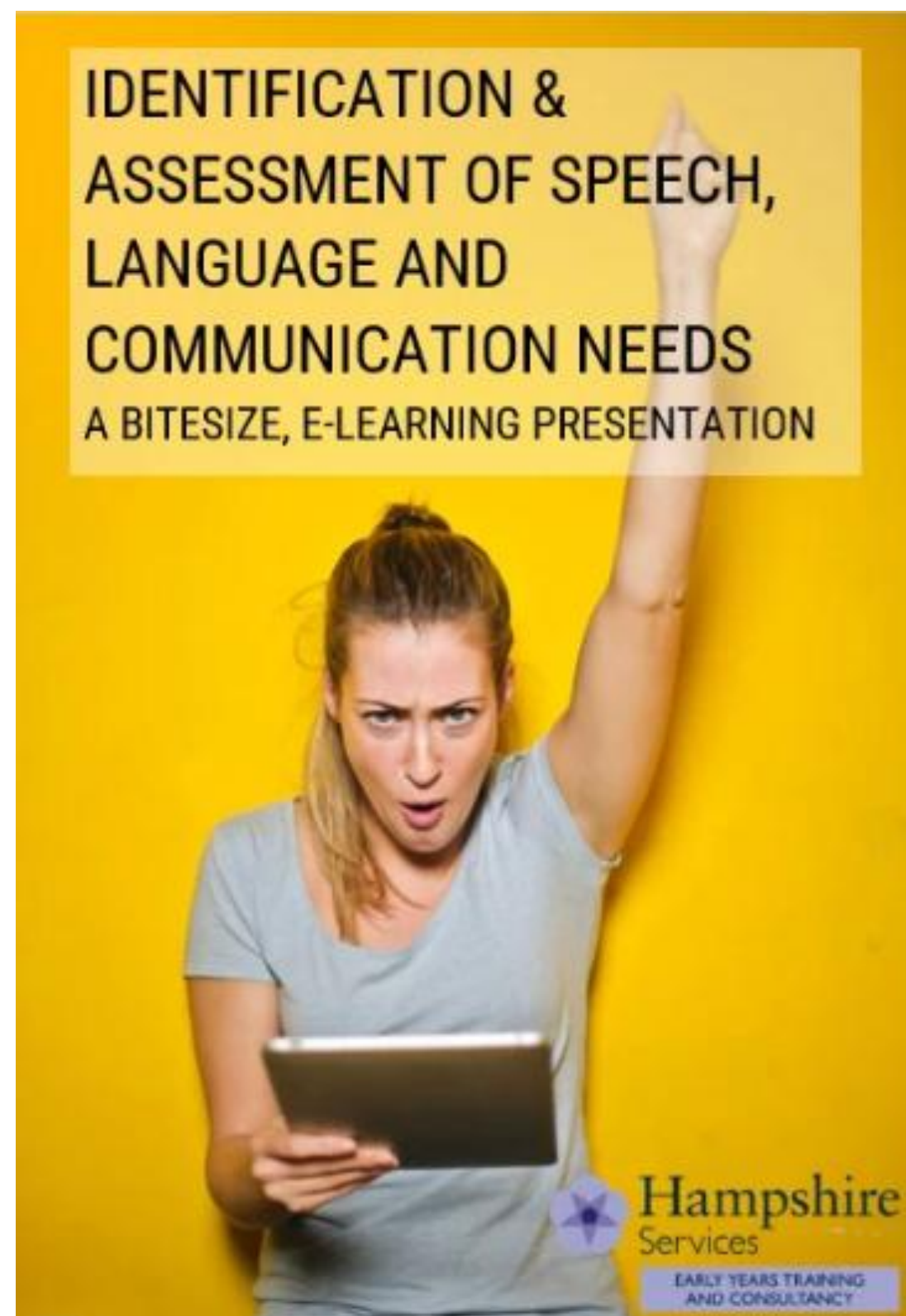
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[The STAIRS model | EEF](#)

Time to talk...





[Hampshire Maintained Schools and Nurseries - Identification and assess – Hampshire County Council Shop](#)



[Embedding The Home Learning Environment | National Literacy Trust](#)



Speech and Language UK 
Changing young lives.

[Home - Speech and Language UK: Changing young lives](#)

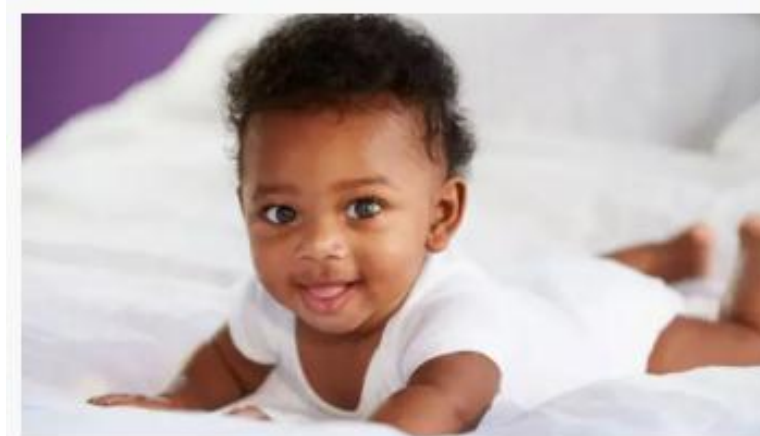


[Solent NHS Trust Children Therapy Service EYDC](#)

Helpful Resources for Parents



[Hampshire Happy Talkers](#)
[- Speech Language and](#)
[Communications Pathway](#)
[| Hampshire CTSH](#)



Tiny happy people

Age 0 to 3



Playful little people

Age 4 to 6

[CBeebies Parenting](#)

CBeebies PARENTING

Looking for parenting and pre-school tips? Maybe you're after ideas for a creative activity, delicious recipe or the perfect party? You'll find all those here, along with insights into our CBeebies shows and how they support your child's development.



[Pathways.org | Tools to](#)
[maximize your child's](#)
[development](#)

Getting ready for school

[Transition Partnership Agreement \(TPA\) | Hampshire CTSH](#)

[Home](#)[Information for adults](#) ▼[Information for children](#) ▼[Add or update your listing](#)[Easy Read](#)[Home](#) > [Family Information and Services Hub \(FISH\)](#) > [SEND Local Offer](#) > [Education and Childcare](#) >[Transition Partnership Agreement \(TPA\)](#)

Transition Partnership Agreement (TPA)

What is a Transition Partnership Agreement?



The Transition Partnership Agreement (TPA) was first developed in 2017, and we've continued to review and improve it over time to make sure it meets the needs of children, families, and professionals.

The TPA is a helpful tool for joint action planning with parents/carers—and children where appropriate—to support transitions. Most often, this means moving into school, but it can also apply to transitions between settings or classes. The main aim of the TPA remains the same: to support a smooth and positive transition experience.

It's designed to encourage a collaborative, child-centred approach to meeting a child's needs. While it's not a route to additional funding, it can contribute to the evidence needed for an Education, Health and Care (EHC) assessment when used and reviewed over time.

[Download guidance documents, forms, review forms, One-page Profiles and other useful documents](#) [↗](#), or use the links on the righthand side of this page.

Documents

[TPA - Pre school Early Years Guidance](#)[Transition to School for Parents Questions](#)[Ready, Steady School - Leaflet](#)[♥ Add to My Favorites](#)

Resources



[Starting school:
Supporting transitions
to reception and key
stage 1](#)

[Getting children ready for
reception: How schools
and early years settings
can work together with
families to support
transition into reception](#)



[Online Flipbook](#)



Transitions

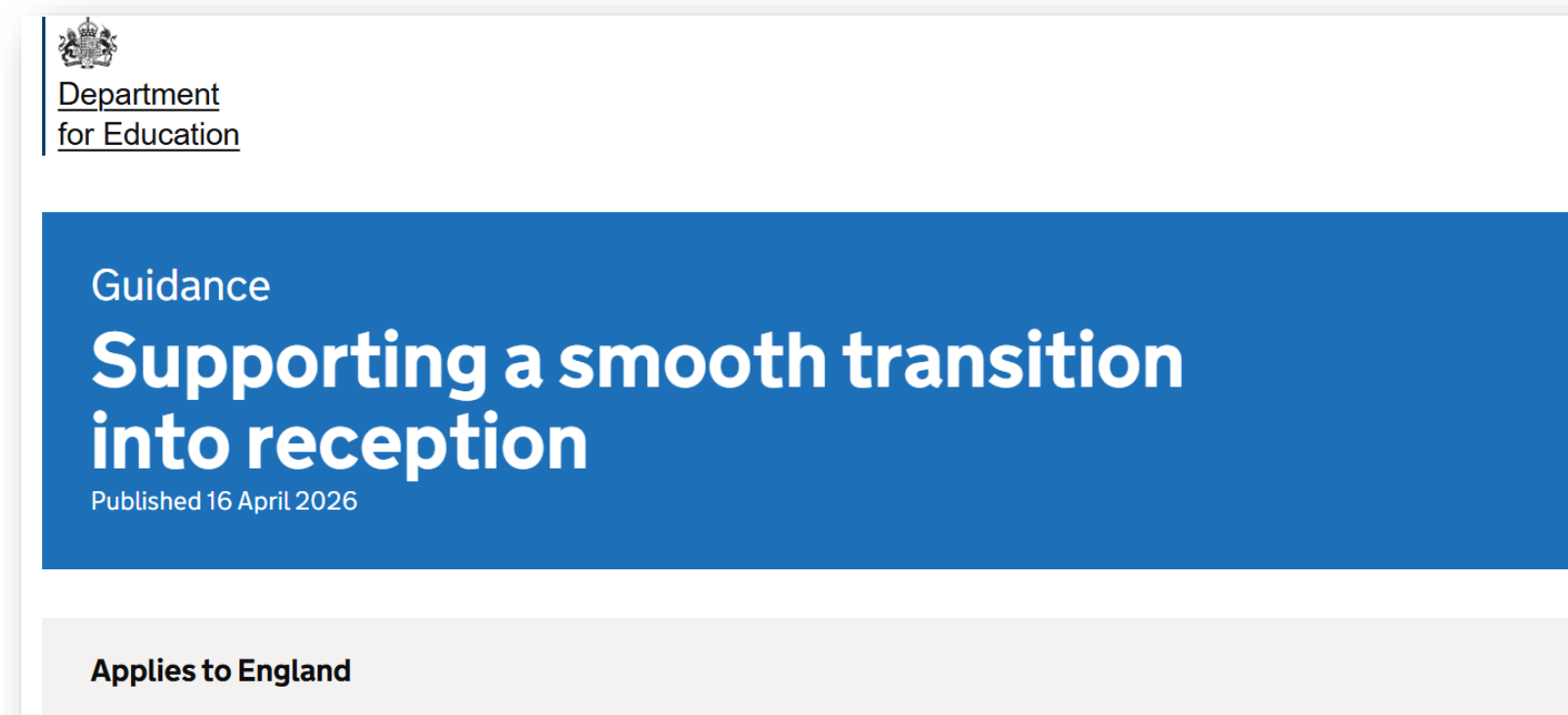
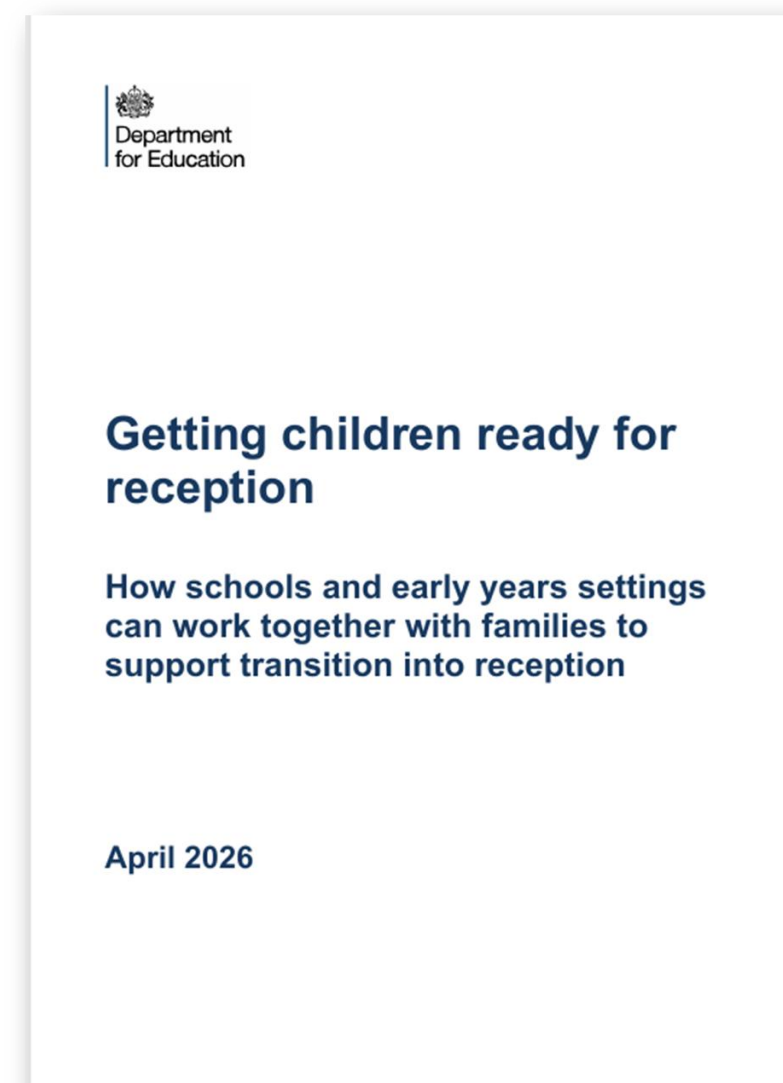
Transition

Welcome to the Transition section of our Moodle. This section contains a wealth of resources, clips and advice on supporting children.

[All courses | SFYC](#)



[Home - Starting
Reception](#)



[Supporting a smooth transition into
reception - GOV.UK](#)

Future meetings

5 November 2026

