Thurgoland CE Primary School – Strong Foundations Prompt Sheet

	In every classroom you will see:		
	Adults	**Children**	**Routines and environment**
Handwriting	**Teach and model transcription explicitly** • Adults will model the correct pencil grip (3 friends hold) when modelling writing. • Modelling of correct letter formation for capitals, lower case and number formation referring to brave and scared monkey for height and sizing. • All handwriting to sit on the line, modelling with kinetic letter monkey heights (EYFS) where necessary. • Teach the correct posture (bear or lizard) • Vocabulary – consistent use of the positions: lizard, penguin, bear. 3 friends hold, brave/scared monkey, using the rhymes where needed to rehearse letters.	**Form letters correctly** • Pick up a pencil using the 3 friends hold consistently each time. • Writing with automaticity using the 3 friends hold. • Write letters/numbers with the correct height/sizing and all writing to be on the line. • Maintain the correct writing posture (bear or lizard). • Elbow bent and wrist in place. • Paper/book to be on an angle dependent on left or right-handed. • Left-handed pupils to be using left-handed implements.	**Daily handwriting practice** • Follow the Kinetic Letters lesson sequence. • Use sand trays, whiteboards and lined paper (with brave/scared monkey for guidance on height/grounding). • Display letter families and rhymes. • Provide appropriate pens or pencils. • Writing implements in EYFS to foster the tri-grip hold. • All displays to be handwritten by teaching teams using kinetic letters . • Pencil grip photos and writing positions on tables/in EYFS provision areas to encourage/remind pupils. • Writing within provision areas to be engaging for both boys and girls, promoting writing across provision.
Early Writing	• Adults sharing ideas linked to a book/topic studied. Use of high-quality texts for inspiration. • Reading and writing are interwoven. Select texts that model the vocabulary, sentence structures and genres pupils will use in writing. • Adults use shared reading and echo reading to highlight language, punctuation and grammatical features. • Adults to new word(s) My turn, your turn, share definition in context to use in writing. Using sticky Tier 2 vocabulary. Eg: What's a better word for…. • Sticky words evident in books – used as purple pen activity or individual support. • Adults orally rehearse the sentence they are to model. Putting words on fingers – repeat as they rehearse. Target questioning: What was second word? • Embed oral rehearsal – Adults always ask children to say sentences before writing. • Adults model 'Fred Talk' for age and stage appropriate language. • Use of talk partners and choral rehearsal. Encourage them to "say it, count the words, write it, re-read it." • Adults to model the sentence on the board (shared writing/dictated sentence) using correct handwriting. • Adults to write the words (sentence) using correct basic grammar, children count on their fingers. • Use I do, we do, you do to embed new learning and recall sentences. Eg: What is the 2nd word? • Targeted questioning for vulnerable, focus, GD, SEN • Adults to show and promote the process of editing. • T to model link to phonics through Fred Talk. • Adults will have prepared and make available appropriate scaffolds to promote successful independent learning e.g. sentence stems, vocabulary mats and writing frames. • Provide mini-whiteboards for practising words and sentences. • Adults will 'live mark' where possible, marking work with pupils, providing verbal feedback and time for editing. • Adults will use noticing and formative assessment strategies to ensure children who do not keep up with the pace of the intended curriculum are identified for same-day interventions.	• Children who show a love for reading and writing. • Children will be attentive using magnet eyes, bear pose on the carpet, working with their partner, sharing ideas. • Saying sentences aloud before writing. • Use talk partners to develop ideas. • Use taught vocabulary and stems. • Spelling using phonics. Segmenting words into sounds and writing corresponding graphemes. Practising common exception words. Using sound mats as aids. • Writing narratives, recounts and information texts appropriate to age; use capital letters, full stops and conjunctions; sequence ideas logically; attempt simple editing. • Independently writing by giving learning a go. **Y1 Monday – dictated sentence – all children practice the same sentence. Y1 Tues-Fri children become more independent and modelled sentences are used as guides.** • Stage NOT Age – children showing success at their level using scaffolding and challenge. • Progressively developing skills and knowledge to reflect on their writing. • Re-reading work to check it makes sense; share writing with peers; use feedback to improve.	• Each day pupils engage in a writing lesson that includes oral rehearsal, modelling, guided practice, independent application and progressive reflection opportunities. Lessons are short in EYFS and lengthen gradually through KS1. • Writing areas - In EYFS, provide well-stocked writing areas with a variety of paper, notebooks, envelopes and writing implements. Provide prompts (sound mats, word banks). • Writing opportunities in all provisions including construction and transport to target boys writing. • In KS1 classrooms, maintain a writing working wall showing current texts, vocabulary and examples of children's writing. Writing opportunities in all provisions including construction and transport to target boys writing. • In KS1 classrooms, provide coloured pens for pupils to edit and improve work. • Writing wall examples - Stem sentences, modelled writing, vocabulary, focussed working wall. • Grammar prompts. Finger spaces, full stops, capital letters modelled on slides and working walls to prompt children. • Modelled writing. On the slides and on working walls and scaffolding sheet.

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