

Writing

at Bank Lane Infant and Nursery School

Working together, nurturing excellence.

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Curriculum Plans – What are the plans for progression of vocabulary?

- Vocabulary is planned for in **each subject's Progression Grid**
- Each subject has **vocabulary cards** to co-create with the children. This develops vocabulary use, **retention and recall** of the **meanings** of the words.
- Quality texts** have been selected because of the vocabulary they contain or because the themes in them lend themselves to the generation and learning of new vocabulary.

Vocabulary

Letter, word, word space, sentence, full stop, capital letter, read, reading, phoneme, grapheme, digraph, trigraph, phonics, sound, fiction, non-fiction, reading and writing direction, character, event, title, author, illustrator, information, story, poem, rhyme, phrase, re-tell, predict, illustration, sense

Dinosaur names, pre-historic, carnivore, omnivore, herbivore, hunt, museum, history, past, long ago, Wood, tree, home, animal, Gruffalo, mouse, owl, snake, fox, topic, woodlands, plants

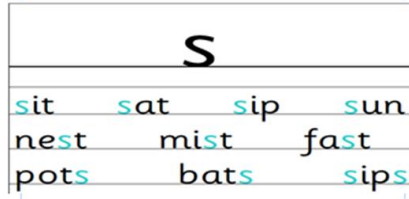
family

diver sity

different

Special person

- During **Phonics** word cards are read with vocabulary on that the children may not have come across before. **Meaning** is discussed during the reading part of the phonics lesson.



- During the **writing part** of the phonics lesson words are said and then segmented for spelling.
- Handwriting** is practised during this time too.



Year Two	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question	What makes a house a home?	A Victorian childhood: more challenging than yours?	Should we forgive others?	In the future, will wild animals only exist in picture books?		Do good things come in small packages?
Topic	There's No Place Like Home	What The Dickens?	Where The Dragons Dance	Into the Wild		It's A Bugs Life
Theme	Belonging/ special places	Differences and changes over time	Culture/ loss and forgiveness	Being respectful		The Circle of life
Book	On the Way Home 	Chimney Charlie Oliver Twist 	The Willow Pattern 	The Tiger Who Came To Tea There's an Orang-utan in my Bedroom 		The King of Tiny Things



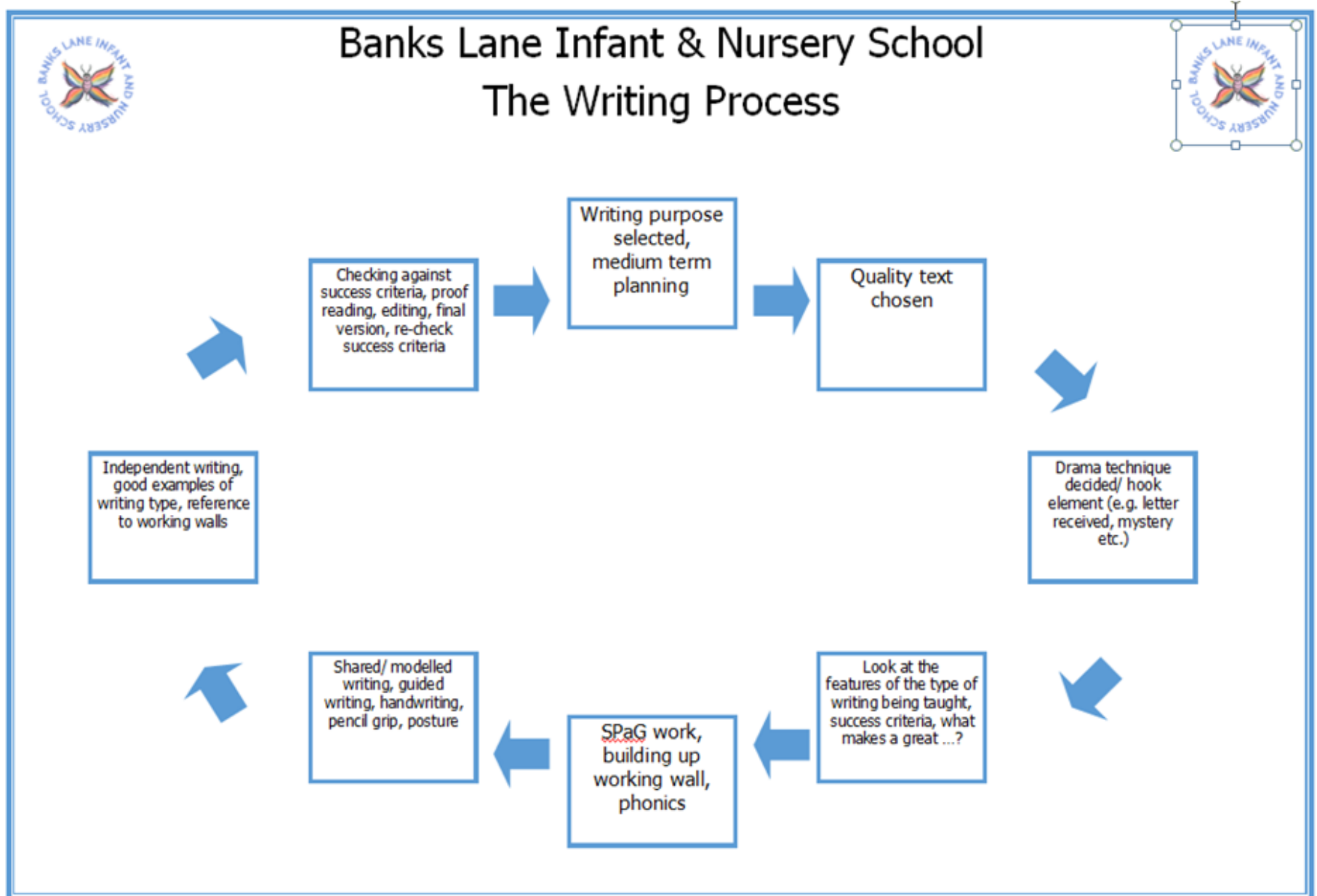
community

belonging



- In **EYFS DEAL/ Magic Story Box** has new vocab each session. This is shared and learned by the children and runs through the activities all week.
- In EYFS Tales Toolkit helps to develop new vocab and enables children to practise using familiar vocab. The language of story is learned.
- In **KS1 DEAL** generates vocabulary and children can work in groups, whole class and pairs to talk and use new words, using DEAL strategies.
- In EYFS the new vocab, and previously learned vocab, is used during activities. Teachers and TAs will use and listen out for the children using vocab previously taught.

Pedagogy – How are lessons structured?



Pedagogy – How are lessons structured? Continued...

Reception Phonics Routine

- Big/white letters, reading cards in each child's place on tables, non-regular pencils sharp and in cassettes, children's phonics exercise books out on table ready to be put in place after the reading time!
- On the carpet, introduce the digi sound and letter name
- Teacher's model saying the sound, writing about correct mouth shape and tongue position. Children join in.
- Say the Poem: 'Slither Down the Snake' together. Teacher and children make letter shape in the air with fingers, saying the rhyme
- On the carpet, say to the children there are lots of words on the board. Count how many words. Release 'S' is a letter and 'S' sounds like 'ss'. Some words phonics are marking sound
- Say 'Testing' and all of these words, 'Can you see the 'S', can you?'. Children come pointing to the 'S', choosing the word as fast as they can be looking for
- Children go to their table. Talk about their table, picture, pen or pencil, to make an 'S' shape, handwrite away from table
- Reading Poem: Each child has a card with the 'S' words on. Do them to pass their finger and pencil to every 'S' they can see, making the 'S' sound on the same line. Then read each word together as the children point to each word and try to copy the word with you

Phonics at Banks Lane Infant and Nursery School

- Phonics International with Read, Write Inc. pictures and rhymes
- Each lesson involves teaching knowledge of the Alphabetic Code and three core skills; **decoding, encoding and handwriting**

Decoding	Encoding	Handwriting
<ul style="list-style-type: none"> • Teacher led, revise and review, just sound • Teacher led, introduce focus letter's sound correspondence and model sounding aid • Children hear, focus code and apply it to word bank, read words from aid together then, children practice using own card. 	<ul style="list-style-type: none"> • Teacher led, model sounding aid for focus code sound • Children write words containing focus code, creating sounds, writing word • Children apply and extend new learning on sentence level, children write dictated sentence containing a word with focus code sound in. 	<ul style="list-style-type: none"> • Teacher led, model letter formation for focus code sound (in Reception to Y1 this is done with the teacher modelling the writing of the words) • Children write words containing focus code, starting sound, writing word (in Term 2 for Reception) • Children apply and extend new learning on sentence level, children write dictated sentence containing a word with focus code sound in (in Term 2 for Reception)
Assessment: Formative & Summative	Support Provision	Extension Provision
<p>Reception</p> <ul style="list-style-type: none"> • Baseline assessment • Teacher TA assessment during lessons • End of unit booklets • End of year one care grid <p>Year 1</p> <ul style="list-style-type: none"> • Baseline start of year assessment • Teacher/TA assessment during lessons • End of unit booklets • Phonics Phonics Screening Overlay, Term 2 • Phonics Screening Check results 	<p>Teacher assessment during lessons</p> <p>Child has TA support during lessons</p> <p>Child has additional, small group support, work to learn dependent on ability (e.g. decoding, sounding phonics cards, teacher's guided reading of phonic reading books, listening activities to count sounds in words)</p>	<p>Teacher assessment during lessons</p> <p>Child has phonics partner sitting in handwriting lesson</p> <p>Child has extended phonics cards to read during lesson</p> <p>Phonics reading books to write sentences (phonics cards) that can be read with and without sound cards</p> <p>Using the phonics cards to write a sentence</p>

Banks Lane Infant and Nursery School Sentence Writing Progression Model

Year 1	Autumn 1	Spring 1	Summer 1
	Text: <i>Kate & The Giraffes</i> , <i>Oligonourous</i>	Text: A selection of fairy tales	Text: <i>On the Way Home</i> , <i>The House That Once Was</i>
	Text: <i>The Gruffalo</i> , <i>The Tree</i>	Text: <i>Tenby Twenty Quene</i>	Text: <i>The Bog Baby</i>
<ul style="list-style-type: none"> • New Learning <ul style="list-style-type: none"> • Sentences can have a when/ where part. • It tells us when or where something happened. • Spot the when/ where part in spoken sentences. • Write sentences with a naming part, an action part and a when/ where part. • We can join two complete ideas together using and. • This is for when two ideas are related. • Write multi clause sentences using and. • Supporting Graphic 	<ul style="list-style-type: none"> • A second sentence can continue the idea from the first sentence. • Write two clearly punctuated sentences that continue an idea from the first to the end. • An idea can be developed over a series of sentences. • Write three clearly punctuated sentences that tell a story or develop an idea. 	<ul style="list-style-type: none"> • An idea can be developed over a series of sentences. • Write three clearly punctuated sentences that tell a story. 	

sentence

naming part and action/ being part and naming part and action/ being part

and

naming part and action/ being part and naming part and action/ being part

OPEN THE BOX...

STORY BOX, STORY BOX TAP THE LID 1, 2, 3

(WIZARD KNOCKS ON THE LID THREE TIMES AS YOU ALL COUNT TO THREE)

AND IT UNLOCKS

RIDDLES, RHYMES, TALES, TUNES AND MIMES.

(CHIMES ARE PLAYED, AND THE LID IS OPENED BY THE TEACHER)

- **EYFS DEAL Magic Story Box**; start with the opening of the box, vocab, DEAL techniques, activities linked to the 'quality text' used

Wonderful Words – community, belonging

Clues – a sign made with sticks that reads 'Home Sweet Home'. What can this mean? What kind of home might have a sign like this? Who might live there?

Story World –

Teacher in Role as Stickman (hat).

Hotseating – children and TA (TT Symbol – 'We have met our first Character') ask Q's to find out more about this character. Stickman reveals that he lives in 'the Family Tree, with his Lady Love and his children three'. Stickman reveals that he is happy with his family and his tree home, but doesn't know much about his community.

Challenge – Can you help me to find out more about where I belong? What is your community like (Offerton, Banks Lane School)? How is your community like mine?

Out of Role;

Read the Picture (TT Symbol Setting) – look at page 1 – What can you see, hear, smell, touch and taste? Follow up in another session in Woodland Area. How would you feel if you lived in this picture?

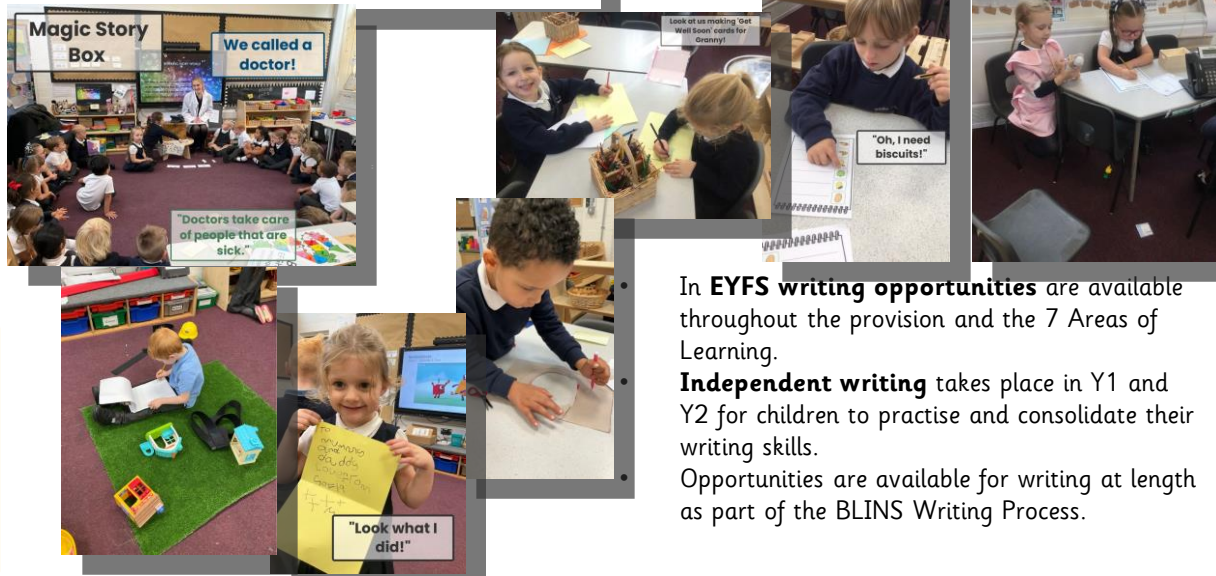
Roll on the Wall (TT Symbol Character) – What do we already know about the Stickman?

Song – Let's All Tap Our Sticks (Mulberry Bush):

"Let's all tap our sticks today, sticks today, sticks today. Let's all tap our sticks today, let's tap them on our hand. Tap tap, tap tap tap, tap tap, tap tap, tap tap, tap tap, tap tap, tapping on our hands." Repeat with other body parts e.g. head, arm, foot, elbow etc.

Weekly Reading – read up to "...beware the dog!"

- **KS1 DEAL**; quality text, DEAL drama techniques selected.




- In **EYFS writing opportunities** are available throughout the provision and the 7 Areas of Learning.
- **Independent writing** takes place in Y1 and Y2 for children to practise and consolidate their writing skills.
- Opportunities are available for writing at length as part of the BLINS Writing Process.

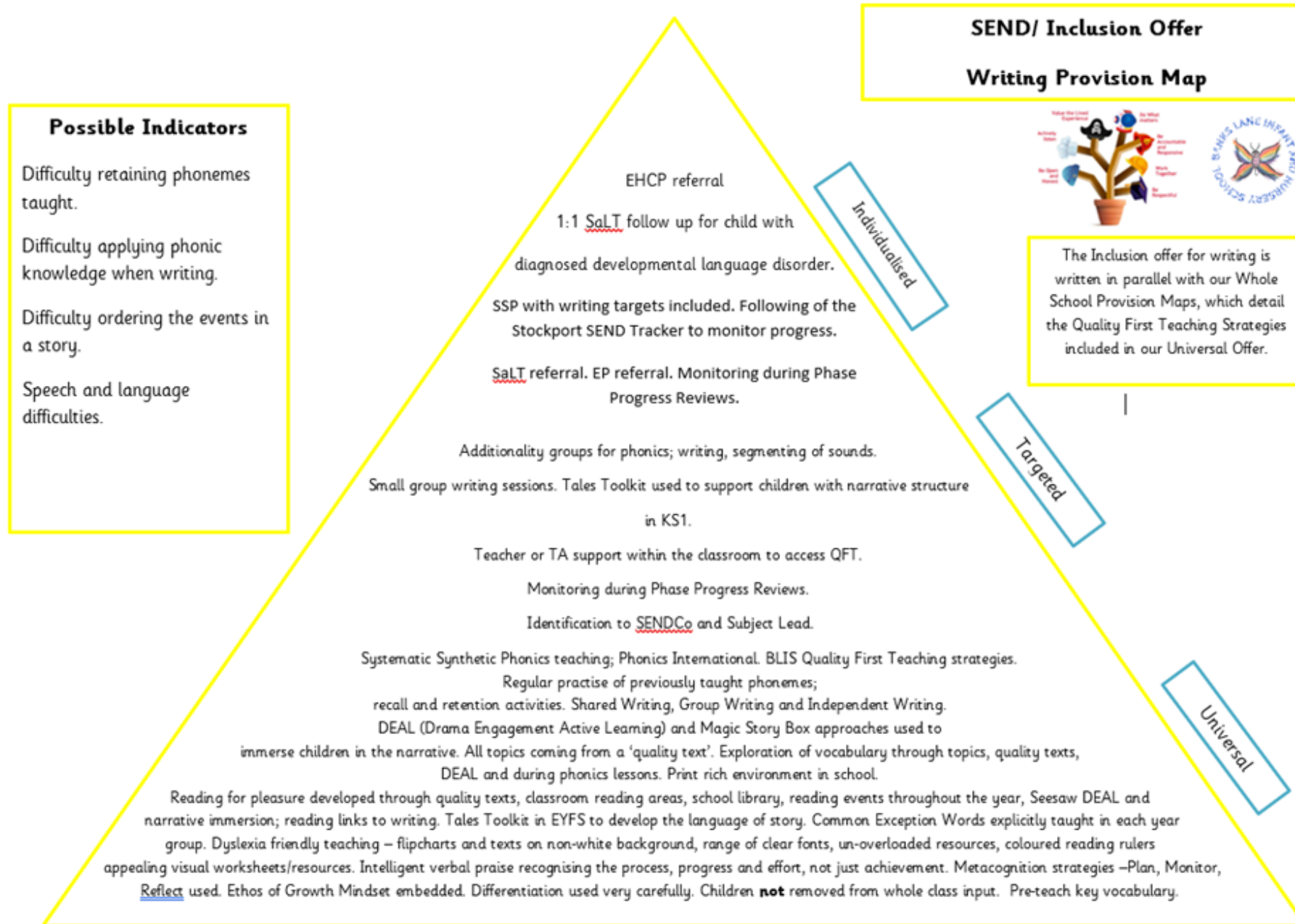
- **Phonics lessons** have a three part structure; decoding, encoding and handwriting. Based upon **Phonics International**.

- **Specific sentence progression model** for the teaching of sentence structure.

Assessment – Measuring children’s progress, key findings

<p style="text-align: right;">Data EYFS</p> <p>EYFS</p> <ul style="list-style-type: none"> 61.1% GLD (All) , 67.3% National 23 61.1% Literacy (All), 69.8% National 23 65.3% Literacy (Girls), 76.3% National 23 56.1% Literacy (Boys), 63.6% National 23 0% Literacy (SEND) (E), 6.5% National 23 14.3% Literacy (SEND) (K), 29.9% National 23 55.6% Literacy (PP/ FSM), 54.1% National 23 	<p style="text-align: center;">English On a Page 2022/ 23</p> <p style="text-align: center;">End of Year Evaluation</p>	<p style="text-align: right;">Data KS1</p> <ul style="list-style-type: none"> 71.9% Reading, 60.7% Writing (EXP, All), 68.4% Reading, 60.3% Writing National 23 73.3% Reading EXP (Boys), 65% National 23, 26.7% GDS (Boys), 17% National 23 70.5% Reading EXP (Girls), 71.9% National , 25% Reading GDS (Girls), 20.7% National 23 57.8% Writing EXP (Boys), 54.5% National 23, 11.1% GDS (Boys), 6.5% National 23 63.6% Writing EXP (Girls), 66.3% National , 11.4% Writing GDS (Girls), 10.1% National 23 100% E, 50% K Reading EXP; 100% E, 12.5% K Writing EXP (SEND), 13.1% E, 32% K Reading EXP; 8% E, 21.8% K Writing National EXP (SEND), 0% E, 12.5% K Reading GDS; 2% E, 4.5% K Writing National GDS (SEND), 75% Reading EXP (PP/FSM), 54.1% EXP National, 10% Reading GDS, 9.2% GDS National 60% Writing EXP (PP/FSM), 44.7% EXP National, 5% Writing GDS, 3.4% GDS National 	
<p style="text-align: center;">Development Points</p> <ul style="list-style-type: none"> Focus on Literacy overall (reading, writing and phonics) in Year 1 to support children’s learning from EYFS. Writing in all year groups. A focus on sentence level work to improve writing in all year groups. Sentence Progression Grid to be added to Writing Progression Grid with supporting graphics (Widgit). Phonics, Motor Skills United intervention groups in KS1. Echo Reading, Choral Reading, Group Reading in all year groups. Doodle Spell to be used in KS1 to set regular assignments on for at home. Girls and Literacy in KS1; phonics interventions, echo and choral reading, Doodle Spell Continuation of DEAL in KS1 and Magic/ Special Story Box in EYFS to improve writing. 	<p style="text-align: center;">Strengths</p> <ul style="list-style-type: none"> Boys Reading EXP (73.3% BLIS, 65% National 23) Boys Reading GDS (26.7% BLIS, 17% National 23) Boys Phonics Y1 (85% BLIS, 75.7% National 23) No gender gap in Phonics PP Literacy in EYFS 	<p style="text-align: center;">Curriculum Files</p> <ul style="list-style-type: none"> End points as assessment statements to be used now that Progression Models have been updated. EYFS and KS1 Group Reading Records Readiness to move up a book band document Assessed piece of writing (KS1) each half term (TAFs to be used) 	<p style="text-align: center;">Subject Leader Monitoring & Support-How do You Know?</p> <ul style="list-style-type: none"> Half-termly Footprint Reviews Half-termly whole staff ‘book looks’ and Subject Lead time Termly Learning Walks Staff meetings Pupil voice Curriculum files, including gap analysis End of year data
<p style="text-align: center;">Year 1 Phonic Screening Check</p> <ul style="list-style-type: none"> 85.2% Y1 Phonic Screening Check, 79% National 23 85%, 85.4% Y1 Phonic Screening Check (Boys, Girls), 75.7%, 82.5% National 23 (Boys, Girls) 		<p style="text-align: center;">Quality of Education Judgement: GOOD</p> <p>Reading is prioritised to allow pupils to access the full curriculum offer.</p> <p>A rigorous and sequential approach to the reading curriculum develops pupils’ fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge that pupils are taught when they are learning to read.</p> <p>The sharp focus on ensuring that younger children and those at the early stages of reading gain the phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.</p> <p>Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing</p>	

Inclusion – Challenge and adaptation



Policy

**Banks Lane Infant and Nursery
School**

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English Policy

June 2019

- Written in 2017, updated 2019.
- Needs to be updated

Next steps

- Continued use of EYFS DEAL and DEAL to engage boys and develop vocabulary and writing skills
- Monitoring of PP and SEND groups in KS1
- Continued monitoring of phonics lessons in Reception and Year 1; their impact on writing
- Provision for developing writing in EYFS
- Update the English Policy