

Our curriculum: what is the big picture?

- We teach a broad and balanced curriculum that is inclusive of all children.
- Early Years is not seen as a separate entity. It provides an essential first step to a child's journey at Bramhope.
- Whilst the structure of the Early Years framework is different to the National Curriculum (starting in year 1), there is a clear pathway from one framework to the next.
- We are continually improving our QFT (Quality First Teaching) model. Teachers work closely together, improving their pedagogy using evidence-based research.
- Focus areas for the quality of education this year include:
 - Embedding the main principles of dialogic talk.
 - Using the Japanese lesson study model to share good teaching practice.
 - Developing knowledge sentences to help children summarise the key information they need to remember.
 - Implementing a new assessment tool to help support the progress of every child; producing informative reports to parents.
 - Improved communication regarding our curriculum: Curriculum Parent Pack.
 - Curriculum experiences: trips and visitors.



WELCOME TO
BRAMHOPE PRIMARY SCHOOL

Writing

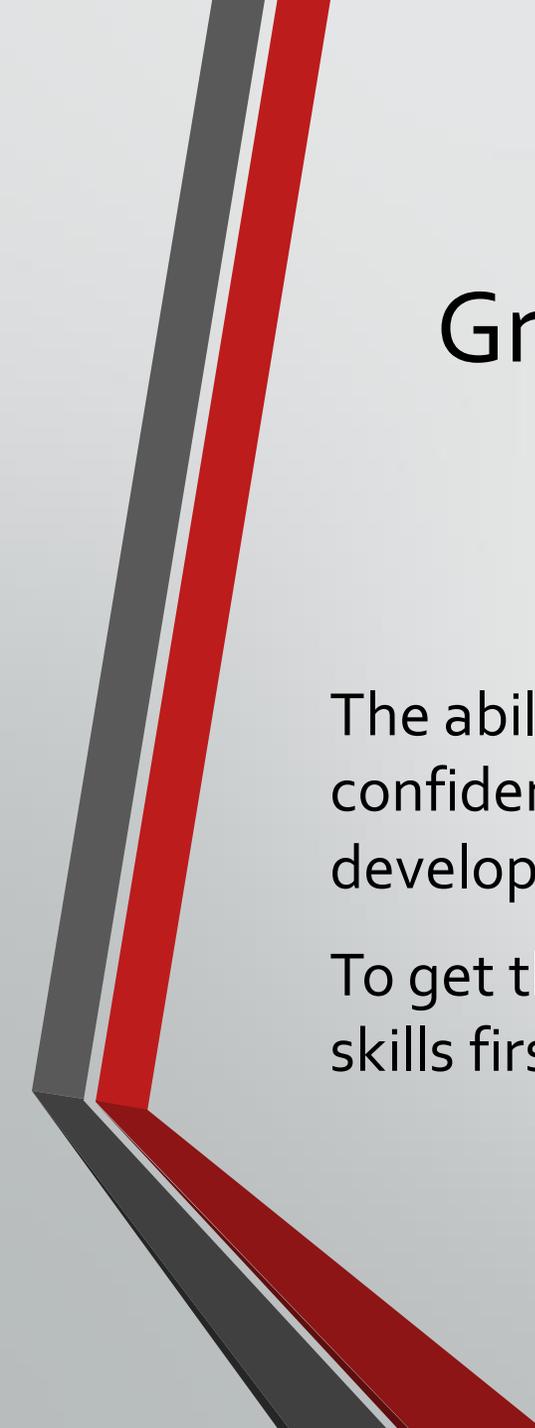
In this session we will be covering:

Developing gross and fine motor skills ready for writing

Pencil grip and seating position

The importance of reading for writing

Parent support



Gross motor skills (Physical development)

The ability to write is very complex. Not only do children need to have the confidence to pick up a pencil and make marks on paper, they also need to be developmentally ready to write with strong core and hand muscles.

To get the children ready for writing, we need to develop their gross motor skills first. (focus for Autumn term)

How do we develop gross motor skills?

Sweeping

Climbing

Rolling tyres

Our outdoor area!

Running

Painting

Lifting

Digging

Mixing

An example....

Tyres

- The children love to create obstacle courses, trains, pirate ships and many other games with the tyres.
- During this play, they are lifting, pushing, twisting and rolling the tyres.
- This is strengthening their shoulder, elbow and wrist muscles.
- Strengthening these muscles is essential for writing.



Fine motor skills

ELG Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing

- **Morning activities**

During soft start, fine motor activities are put out for children to develop their fine motor skills; threading, hama beads, tweezers, multi-link, pattern making, colouring, multisensory mark making (sand trays) etc..

- **Using tools (school or home)**

Scissors, paint brushes, cutlery, garden tools, hammers, screwdrivers, saws, cooking utensils.

- **Handwriting**



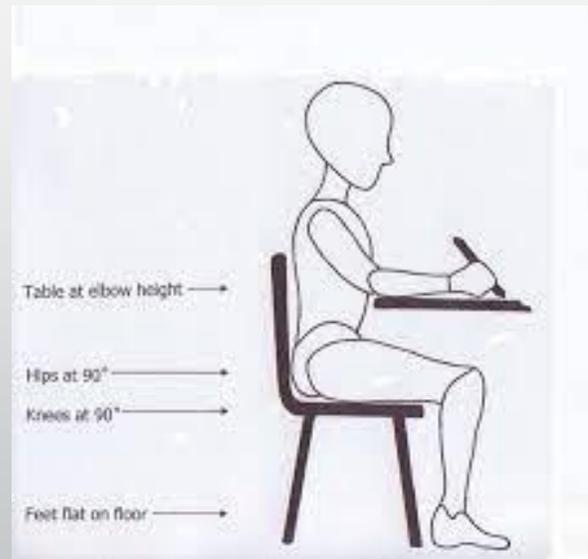
Gross motor physical development progression

1. Shoulder pivot
2. Elbow pivot
3. Wrist pivot
4. Fine motor triangulators



Best seating position

- **Bottom right back on the chair with no gaps;** feet flat on the floor; chair tucked into the table; ... table and chair are a comfortable size for the child.



How will writing be taught?

It is progressive across the year

- Through RWI phonics sessions, which are daily, and last for around 20-30 minutes initially and get longer as the year progresses. The children will be taught to use their phonetic knowledge to segment words for writing word and sentences. (Autumn term)
- Adult led small groups. (Writing groups starting in Spring term)
- Handwriting sessions. (Starting in Spring term)

How do we teach the children to form letters?

We introduce the letter formation in the phonics lessons, using rhymes.

e.g a is round the apple and down the leaf, m is maisy mountain mountain

The children practice writing the sound in a book and sat at a table.

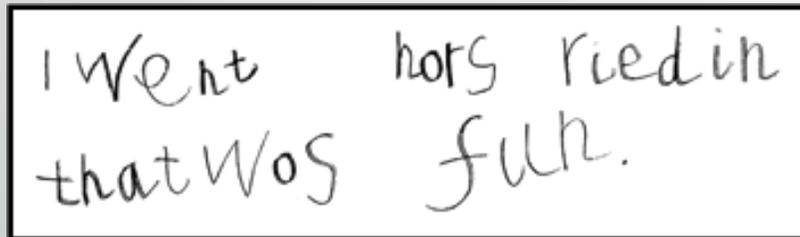
We will be introducing handwriting session using Nelson's handwriting which links to the Read write inc programme.

What role does reading play in developing writers?

- It provides rich language and vocabulary
- It exposes children to different genres
- It shows that we can write for different purposes

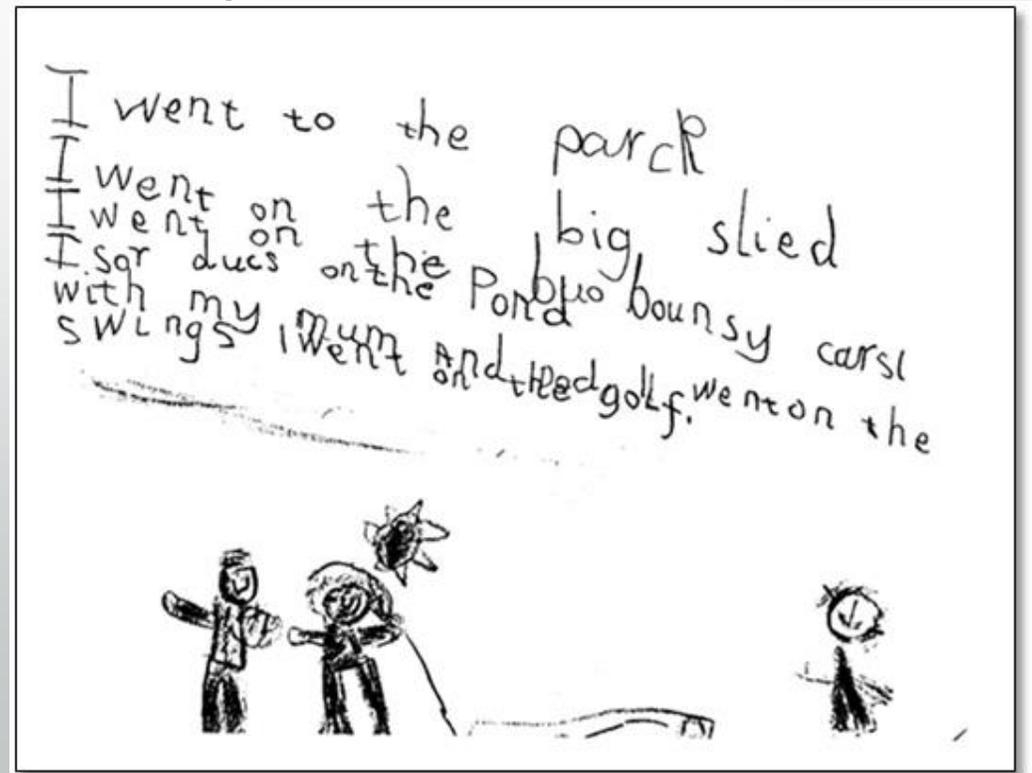
Writing ELG

Children at the expected level of development will: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.



I went hors ried in
that was fun.

Independent writing towards
the end of the first year:
Children have made phonically
plausible attempts.



What are phonically plausible attempts?

The teechir was eeting a cayk.

The bird floo away.

Parent support

- Your support in your child's learning is invaluable.
- Help your child to write their name and form the letters in their name correctly. (Autumn term)
- Ask your child about the sounds they have been learning. Encourage your child to have a go and use phonically plausible attempts when writing words.
- Encourage your children to watch you write for reason, e.g. write a shopping list, write letters/cards etc... Don't always use your phone!

Breaking it down with your child

1. Listen to the word e.g. cat.
2. Segment the word e.g. c-a-t (Fred fingers)
3. Remember the letter for each sound
4. Use the correct pencil grip to form the letters
5. Remember to write from left to right
6. Check you have written the word correctly



Thank you for listening.

Any questions?