

HAND WRITING

PROVISION AUDIT – COTMANHAY INFANT SCHOOL

Age range:	Adult -led	Independent	Continuous Provision	Support / guidance for parents	Assessment/ tracking progress
Cubs	*X1 weekly – guided dough disco *X1 – squiggle while you wriggle - whole group *X3 a term - adult led guided patterns and letter/ name writing when ready.	Writing and mark making table/ large chalk and white boards	*Writing and mark making in all areas – clipboards, chalk boards, inside and outside. *Finger gym resources to strengthen fine motor control : grabbers/ scissors / play dough always accessible. *Children have access at all time to a writing zone area/ table	Next steps given to parents on the 2 Year Reports. Links/ information sent out on DoJo. Links to LW and teaching on the website.	Baseline and x3 a year – levelling mark making/ writing samples for SONAR.
Bears	*Have a Go books – writing samples x2 a term and after every holiday. *Whole class guided writing session x1 weekly. *Guided writing x1 weekly	*group tasks for a challenge at least x1/2 a week.	*Writing and mark making in all areas – clipboards, chalk boards, inside and outside. *Finger gym resources to strengthen fine motor control : grabbers/ scissors / play dough always accessible.	*Parents evening – all parents given: H/W laminated boards – patterns/ children’s names to trace and copy and a pair of scissors. * Links/ information sent out on DoJo. Links to LW and teaching on the website.	Baseline and x3 a year – levelling mark making/ writing samples for SONAR. *Books passed to Rec to aid accurate levelling and seamless provision.

Reception	<p>*Letter formation daily – whole class guided</p> <p>*x1 weekly H/W with adults</p> <p>One to one and small group work with adults following SSP handwriting targets for identified children.</p> <p>Support given to SEND children with identified gaps in their ability to form letters correctly.</p>	<p>*letter formation/ name writing - daily – morning boards</p> <p>*x2 weekly -letter formation practice on the challenge tasks</p> <p>*wide variety of writing resources available in writing zones – letter formation sheets to trace/ copy letters</p>	<p>*Writing and mark making in all areas – clipboards, chalk boards, inside and outside.</p> <p>*Finger gym resources to strengthen fine motor control :</p> <p>grabbers/ scissors / play dough always accessible.</p> <p>*Children have access at all times to a writing zone area/ table</p>	<p>* Links/ information sent out on DoJo. Links to LW and teaching on the website.</p> <p>*Parents evening – parents given letter formation information.</p> <p>*Sept – book bags – every child given a laminated letter formation board and pen.</p> <p>*Letter formation leaflet sent to all parents.</p>	<p>Baseline and x3 a year – levelling mark making/ writing samples for SONAR.</p> <p>*Books passed to Yr1 to aid accurate levelling and seamless provision.</p>
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Key Stage 1	<p>Daily formation guidance as part of the daily phonics lesson. Modelled by adult.</p> <p>Weekly handwriting lesson as modelled by adult at group level following Penpals scheme using formation families.</p> <p>One to one and small group work with adults following SSP handwriting targets for identified children.</p> <p>Support given to SEND children with identified gaps in their ability to form letters correctly.</p>	<p>Weekly opportunity to form letters / practise joins independently (following adult-led session.)</p> <p>Further opportunities to practise and consolidate skills during 'morning jobs'</p> <p>Reminders to apply good handwriting / formation / joins in all independent writing throughout the week.</p> <p>Handwriting targets on display in class to aid independence.</p>	<p>Independent writing zones in all classes providing a range of mark makers and resources to encourage independent writing.</p> <p>Writing encouraged during role play.</p> <p>Access to writing aids for formation practise.</p>	<p>All parents given the age-related outcomes (in simple language) for the appropriate year band 3x yearly with explanation at parents evening of where their child is working currently and where they are expected to be by the end of the year.</p>	<p>Specific handwriting outcomes achieved are highlighted on Otrack 3X yearly</p> <p>Independent writing samples produced at least once a term, moderated in year band teams and by all staff at work scrutiny meetings.</p>
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Cubs	*X1 weekly – guided dough disco *X3 a term - adult led guided.	Writing and mark making table/ large chalk and white boards	*Writing and mark making in all areas – clipboards, chalk boards, inside and outside. *Finger gym resources to strengthen fine motor control : grabbers/ scissors / play dough always accessible. *Children have access at all time to a writing zone area/ table	Next steps given to parents on the 2 Year Reports. Links/ information sent out on DoJo. Links to LW and teaching on the website.	Baseline and x3 a year – levelling mark making/ writing samples for SONAR.
Bears	*Have a Go books – writing samples x2 a term and after every holiday. *Whole class guided writing session x1 weekly. *Guided writing x1 weekly	*group tasks for a challenge at least x1/2 a week.	*Writing and mark making in all areas – clipboards, chalk boards, inside and outside. *Finger gym resources to strengthen fine motor control : grabbers/ scissors / play dough always accessible.	*Parents evening – all parents given: H/W laminated boards – patterns/ children’s names to trace and copy and a pair of scissors. * Links/ information sent out on DoJo. Links to LW	Baseline and x3 a year – levelling mark making/ writing samples for SONAR. *Books passed to Rec to aid accurate levelling and seamless provision.

			*Children have access at all time to a writing zone area/ table	and teaching on the website.	
Reception	<p>*Have a Go books – writing samples x1 a term.</p> <p>*Whole class guided writing session x1 weekly.</p> <p>*Guided writing in small groups x1 weekly</p> <p>*Widget picture clues used to scaffold writing</p> <p>*Standard chant before writing used “Think it, say it, hear it, write it, check it”</p> <p>*Drawing Club approach used to inspire children to write/ mark make.</p>	<p>*x3 weekly – morning boards – writing CEW</p> <p>*x2 weekly -spelling and writing words and captions on the challenge tasks</p> <p>*wide variety of writing resources available in writing zones.</p>	<p>*Writing and mark making in all areas – clipboards, chalk boards, inside and outside.</p> <p>*Finger gym resources to strengthen fine motor control : Threading/ puzzles scissors / play dough always accessible.</p> <p>*Children have access at all time to a writing zone area/ table</p> <p>*clipboards in continuous provision to encourage writing</p>	<p>*Parents evening – all parents given: Termly writing targets. Copy of the EYFS profile expectations in writing. Latest writing sample shared.</p> <p>*Weekly spellings linked to LW scheme – sent home.</p>	<p>Baseline and x3 a year – levelling mark making/ writing samples for OTRACK.</p> <p>*Books passed to Year 1 to aid accurate levelling and seamless provision.</p> <p>*Writing samples moderated across school regularly.</p> <p>*Writing samples shared with year 1 teacher to support moderation to level profile scores.</p>
Key Stage 1	<p>Adult led writing sessions at least twice a week following modelling by adult usually linked to topic.</p> <p>Regular dictation “Quick-Write” sessions</p> <p>Daily adult led writing opportunities as part of Little Wandle Letters and Sounds.</p>	<p>Weekly opportunities for children to practise and consolidate writing skills in whole class or group writing tasks.</p> <p>Opportunities to write for different purposes / writing linked to knowledge</p>	<p>Independent writing zones in all classes providing a range of mark makers and resources to encourage independent writing.</p> <p>Access to grapheme mats and word mats to encourage independence.</p>	<p>All parents given the age-related outcomes (in simple language) for the appropriate year band 3x yearly with explanation at parents evening of where their child is working currently and where they are expected to be by the end of the year.</p> <p>Regular updates posted on dojo so parents know what</p>	<p>Writing outcomes achieved are highlighted on Otrack 3X yearly</p> <p>Independent writing samples produced at least once a term, moderated in year band teams and by all staff at work scrutiny meetings.</p> <p>Year 2 writing assessed and moderated against</p>

	<p>Small group / one to one SSP target sessions for identified children to support specific writing outcomes.</p> <p>Weekly SPAG sessions with opportunities to consolidate and practise writing including recently acquired SPAG skills and knowledge.</p> <p>Widget picture clues used to scaffold writing for SEND and younger children.</p> <p>Standard chant before writing used “Think it, say it, hear it, write it, check it”</p>	<p>of recently acquired GPCs,</p> <p>Independent writing encouraged at the class ‘writing zone’ and during role play.</p>	<p>Topic linked vocabulary on display in all classes to aid writing.</p> <p>Writing zones encourage writing for a range of different purposes.</p> <p>Range of topic linked reading material is provided to allow opportunities for independent note-taking and research.</p>	<p>the writing focus is that week, allowing for more practise at home.</p>	<p>the Teacher Assessment Framework for writing.</p>
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Resources:

Hand Writing	Scheme – Pen pals Little Wandle Large pen pals book Pen pals – laminated posters linked to letter families.
Writing	Whole school use the same writing phrases – laminated with picture clues. Next steps cards with visual clues. Laminated finger spaces. Alphabet boards – different levels to support all writing tasks – CEW on the back – phonemes on the front linked to each phase.