

# The Fowey Approach to Early Writing

As a response to the OFSTED English Subject Report, the Reading Framework and the Bold Beginnings report, we have ensured that our curriculum addresses difficulties seen nationally in Early Writing in the following ways.

## Vocabulary

### **In Reception Vocabulary is built through:**

- Daily focus groups (adult-led activities which focus on talk-based opportunities).
- The Drawing Club beings which focuses on high-quality vocabulary and oral rehearsal of ideas.
- Daily story-time, including a book vote opportunity, with carefully mapped texts, vocabulary and key questions.
- Mapped vocabulary for each area of learning each half term.
- Daily introductions to the day's 'Invitation to Learn' enable practitioners to identify pupils' next steps in learning (as part of Plan-Do-Review). This includes pupils orally planning where they are going to learn through play.
- The EEF's SHREC approach is used throughout the EYFS phase to develop pupils' speaking and listening skills and to raise the standard of adult-child interactions.
- RWI phonic sessions and the introduction of red and green words. Fluency sessions within RWI focus explicitly on vocab.

### **In Year 1 Vocabulary is built through:**

- Daily guided writing groups focus on teachers supporting vocabulary development around a stimulus.
- Daily story-time with carefully mapped, vocabulary and key questions.
- Subject leaders having carefully mapped vocabulary for each area of learning each half term into learning overviews. Widgit is used to reinforce this and to support learnings with additional needs or disadvantage.
- RWI phonic sessions and the introduction of red and green words. Fluency sessions within RWI focus explicitly on vocab. 1:1 tutoring supports children to keep up not catch up.

## Oral rehearsal of composition

### **In Reception oral rehearsal of composition opportunities are provided through:**

- Planned opportunities for MTYT (my turn your turn) in all areas of the curriculum to help embed vocabulary.
- Children being encouraged to answer in full sentences following the Fowey SHINE model.
- Mapped oracy opportunities planned through CLL and woven through all areas of learning each half term.
- Adults modelling high expectations of words and phrases.
- 'Plan, do, review' cycle where children are encouraged to verbalise their continuous provision choices.

## In Year 1 oral rehearsal of composition opportunities are provided through:

- Planned opportunities for MTYT (my turn your turn) in all areas of the curriculum to help embed vocabulary.
- Children being encouraged to answer in full sentences following the Fowey SHINE model.
- Oracy opportunities in all subjects, where appropriate.
- Adults modelling high expectations of words and phrases.
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## Daily transcription

- Transcription is taught from day one of Reception for those joining at this stage and follows the following approach.

Stage One (Reception Autumn)	Stage Two	Stage Three (Reception Spring)	Stage Four (Reception Summer & Year 1 Autumn)	Stage Five (Y1 Spring)	Stage Six (Y1 Summer)	Stage Seven (Year 2 Spring)
From the start of explicit writing teaching, the 'Ready to Write' and 'Nip, Flip, Grip' approaches are taught to ensure pupil develop healthy writing postures and develop a secure tripod pencil grip. Letter formation begins with name writing from day one of reception for most pupils. This then progresses through the RWI phonics programme with the explicit teaching of individual letters and progressing on to digraphs and trigraphs when ready. Alongside this number formation is explicitly taught and reinforced through continuous provision and adult-led sessions. Fine and gross activities	Once children have built up sufficient GPC knowledge and can form letters legibly, they begin to write labels, captions and lists and to take part in word-level dictation activities. Capitals will be introduced as and when relevant for names initially.	Once children have built up sufficient confidence and legibility in writing individual CVC words and short phrases, they begin to write sentences which align with their phonetic ability. These may include 'red' common exception words and will introduce the use of capitals and full stops to start and end sentences. Dictation sentences will be used to begin building writing stamina and fluency, whilst removing the cognitive load of creating sentence ideas.	Once children are able to write short sentences with phonetically plausible attempts, the complexity and length of sentences as well as their phonetic spellings will be increased. Dictation sentences will reflect this increase in phonetic knowledge, spelling ability and improvement in transcription fluency.	Once pupils are confident in translating their phonetic skills and vocabulary knowledge into sentences, they will begin to create and rehearse their own sentences to write using accurate letter formation and increasing fluency.	Pupils are no longer considered early writers.  They can form all their letters and numbers accurately and create ideas for writing which they can then spell (with some phonetically plausible attempts at more complex words) themselves. At this stage, the amount of independent writing increases and lead-ins are taught for pre-cursive transcription.	Pupils are writing independently and begin to be taught how to join their handwriting.

continue to be explicitly planned for continuous provision. Intervention is provided for those who are not developmentally ready to access this provision at this time.						
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- Transcription matches stage not age. The stages above can be fluidly moved between for pupils who require additional support.
- Pencil grip is explicitly taught and reinforced throughout the school using Nip, Flip, Grip.
- Posture is taught using 'Ready to Write' to establish expected posture etc.

### **Dictation opportunities.**

#### **In Reception dictation opportunities are provided through:**

- Hold a sentence being used as part of the RWI cycle, this is modelled and guided by a teacher.
- Children using talk tins to share thoughts provoked by classroom provision. The children then have opportunities to listen to their speech and write it down.

#### **In Year 1 dictation opportunities are provided through:**

- Daily dictation sentences during writing lessons.
- Hold a sentence as part of the RWI cycle. This is modelled and guided by a teacher.
- Dictation sentences within the wider curriculum for some groups of pupils where relevant and required.

### **Writing resources & environment.**

#### **In Reception this is how the environment and resources enable writing:**

- A Funky fingers table is always carefully planned for and provided within the environment to support fine motor skills development. This will aid the children in writing and mark-making.
- Writing opportunities within the environment are provided linked to all areas of learning. The classroom 'Message Centre' provides opportunities for purposeful writing linked to the half-termly theme and children's interests.
- The environment provides rich RWI resources such as sound mats and speed sound charts as well as red words, which consolidate and allow pupils to apply their phonetic learning in their writing across the curriculum and the school day.
- Outdoor writing opportunities for mark-making are planned and provided within the provision.

- Indoor writing opportunities for mark-making are planned and provided within the provision such as in the role-play area. This provides purposeful and discrete writing opportunities which are meaningful.
- Pupils are provided with writing materials which support their writing development. For example, exercise book lines match the appropriate size and stage of writing development; lined whiteboards are provided to scaffold development of appropriate letter formation in all writing scenarios and thicker pencils and/or pencil grips or wobble cushions are used to support pupils whose writing requires further development. Tables and chairs are matched to the height of the children to support a strong writing posture.
- Pupils are taught, from day 1, how to hold a pencil using the school's 'Nip, Flip and Grip' approach and how to sit to develop a strong writing posture using the school's 'Ready to Write' approach.

**In Year 1 this is how the environment and resources enable writing:**

- Writing stations are set up in the classroom that provide writing opportunities linked to our current topics.
- In all subjects, there are planned opportunities for pupils to record their ideas in their books following oral rehearsal.
- A range of writing opportunities with different writing materials are provided across the curriculum.
- All writing is done at the table.
- Pupils are provided with writing materials which support their writing development. For example, exercise book lines match the appropriate size and stage of writing development; lined whiteboards are provided to scaffold development of appropriate letter formation in all writing scenarios and thicker pencils and/or pencil grips or wobble cushions are used to support pupils whose writing requires further development. Tables and chairs are matched to the height of the children to support a strong writing posture.
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