

Ready to Write!



Ready to write is a Tregolls School approach to getting children excited about writing. It uses quality texts to support their gross, fine motor and fundamental skills in order for them to be ready for their next step.

Structure of Ready to Write for Nursery

Four core rhymes are taught and sung daily - these are Teddy Bear, Teddy Bear, Wind the bobbin up, 1, 2, 3, 4, 5 Once I caught a fish Alive and A tiny caterpillar on a leaf. These are the rhymes we want the children to remember by heart.

In addition to these, there is a weekly maths rhyme and another rhyme.

Daily Squiggle whilst you Wiggle - A movement based pre-writing approach. It supports gross and fine motor, bilateral coordination, self-regulation and executive function by linking whole body movement to mark making.

In addition to this every day, children come together to explore the core text and be ready to apply executive function skills, by strengthening attention, working memory and self-regulation, while also meeting the prime areas through rich language exposure, emotional security and physical engagement.

Monday	Tuesday	Weds	Thurs	Friday
<p>Introduce the text and read, discuss front cover, back cover, title and author. (5 mins)</p> <p>*Introduce/emphasise characters</p> <p>*Introduce vocabulary - Word wiggle, 3 words: actions to describe the word (5 mins)</p>	<p>*Introduce the text and read, discuss front cover, back cover, title and author. (5 mins)</p> <p>*Introduce/emphasise characters</p> <p>*Introduce vocabulary - Word wiggle, 3 words: actions to describe the word (5 mins)</p>	<p>*Introduce the text and read, discuss front cover, back cover, title and author. (5 mins)</p> <p>*Introduce/emphasise characters</p> <p>*Introduce vocabulary - Word wiggle, 3 words: actions to describe the word (5 mins)</p>	<p>*Introduce the text and read, discuss front cover, back cover, title and author. (5 mins)</p> <p>*Introduce/emphasise characters</p> <p>*Introduce vocabulary - Word wiggle, 3 words: actions to describe the word (5 mins)</p>	<p>*Introduce the text and read, discuss front cover, back cover, title and author. (5 mins)</p> <p>*Introduce/emphasise characters</p> <p>*Introduce vocabulary - Word wiggle, 3 words: actions to describe the word (5 mins)</p>

*Over the week, working in small group with the nursery lead. Adult led activity using either fine or gross motor skills linked to story.

*Nursery 1 children (school starters) come and draw a picture in their book. (modelled by adult)

Structure of Ready to Write for Reception

Four core rhymes are taught and sung daily - these are Head, shoulders, knees and Toes, Incy Wincy Spider, 5 little men in a flying saucer, One, two, buckle my shoe up to 20. These are the rhymes we want the children to remember by heart.

Regular sessions - 5 days a week where children come together to explore the text and be ready to write.

Modelled writing with adult provided sentence. Providing the sentence and reducing the cognitive load allows the children to concentrate on the transcription skills such as phonics, letter formation and spacing, therefore supporting early writing success.

Discussion with children about their writing, providing positive in the moment feedback

Text is chosen for the week, key vocabulary is spotlighted, linked to wiggle words. These are also displayed in the classroom, to be embedded throughout the week. Text for the week will be set up on the Friday with relevant vocabulary ready to start the next week.

Each afternoon begins with the letter of the day modelled by the teacher. Children practice on whiteboards on the carpet. (5 mins)

Day 1

- Introduce the text and read, discuss - author, illustrator, blurb, title, fiction/non-fiction.(10 mins)
- Introduce/emphasise characters
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- Introduce vocabulary - Word wiggle, actions to describe the word (5 mins)
- Working in small group with the teacher, in books - handwriting: letter of day (determined by assessment 5 tracing 5 independent and cut out picture and stick in book, focusing on scissor skills. Wiggit coreboard for reference on scissor and pencil grip.

Day 2

- Reread text, discuss. (10 mins)
- Introduce/emphasise setting
- Word wiggle. (5 mins)
- Teacher to model sentence on A frame whiteboard using Fred fingers. (5 mins)
- Working in small group with the teacher, in books - handwriting: letter of day (determined by assessment 5 tracing 5 independent. Write dictated word/caption/sentence relevant to picture.
- Adults to model and correct pencil grip and letter formation in the moment.
- When the child has finished writing, read together and correct any mis formed letters underneath. Re write incorrect letters three times.

Day 3	<ul style="list-style-type: none"> • Word wiggle • Teacher to model sentence on A frame whiteboard using Fred fingers. • Working in small group with the teacher, in books - handwriting: letter of day (determined by assessment 5 tracing 5 independent. Write dictated word/caption/sentence relevant to picture, precut. • Adults to model and correct pencil grip and letter formation in the moment. • When the child has finished writing, read together and correct any mis formed letters underneath. Re write incorrect letters three times.
Day 4	<ul style="list-style-type: none"> • Word wiggle • Teacher to model sentence on A frame whiteboard using Fred fingers. • Working in small group with the teacher, in books - handwriting: letter of day (determined by assessment 5 tracing 5 independent and cut out picture and stick in book, focusing on scissor skills. Widgit coreboard for reference on scissor and pencil grip.
Day 5	<ul style="list-style-type: none"> • Word wiggle • Teacher to model sentence on A frame whiteboard using Fred fingers. • Working in small group with the teacher, in books - handwriting: letter of day (determined by assessment 5 tracing 5 independent. Write dictated word/caption/sentence relevant to picture, precut. • Adults to model and correct pencil grip and letter formation in the moment. • When the child has finished writing, read together and correct any mis formed letters underneath. Re write incorrect letters three times.

How Ready to Write develops writing skills

- Sharing the text help understanding of composition, story language, setting, characters and new vocabulary.
- Developing fine motor skills through using scissors and showing correct pencil grip. The physical act of using scissors develops fine motor control, hand strength and bilateral coordination. They also support executive function by requiring sustained attention, motor planning and self regulation.
- The skilled adult chooses pictures from the book in a chronological order, this supports the children to understand the flow of the story. The visual prompt alongside the dictated sentence allows them to concentrate on the physical and phonological aspects of writing.

Implementation at Tregolls

Integrated with the curriculum

- Ready to Write aligns themes with current curriculum topics.

Assessment and feedback

- Regular assessment of children's progress in all aspects of writing.

Provide daily positive feedback and constructive suggestions to encourage improvement.

