

FP Writing – Overview

For children in our focus provision, we use the Orchard Tracker alongside other strategies adapted from the Pie Corbett 'Talk4Writing' programme, that allow staff and pupils to tackle OT objectives as smaller, more manageable steps.

Our current cohort engage in two pathways in our approach to writing, that support their learning needs:

Those pupils who are currently accessing steps 1-10 of the Orchard framework, will have activities planned alongside the Physical Handling Curriculum to develop fine motor skills and the pre-writing skills. This is achieved by experiencing and engaging with a wide range of messy play and mark making experiences using a wide range of tools and media on a variety of surfaces.



Whilst participating in teacher-lead sessions, our pupils will be assessed using the 'Orchard Tracker'.

Orchard Tracker – Step 10: Writing – Grip and Motor Movements

Pupils will have the opportunity:

- To hold mark making tools in both hands (may show preference for 1 hand and swap position / change grip)
- To hold mark makers independently (most likely to be palmer grasp at this stage)
- To reach and grasp for mark making tools and pick up in a co-ordinated movement
- To hold mark makers towards tip some of the time
- To prod / poke materials / play dough with index finger
- attempt big horizontal scribbles in a continuous movement in a variety of media
- To attempt to make big vertical scribbles in a movement in a variety of media
- To attempt to make big horizontal scribbles in a continuous movement using a variety of tools (e.g. rollers, brushes, pens, chalks, crayons, dabbers, sponges, toys, objects)
- To attempt to make big vertical scribbles in a continuous movement using a variety of tools (e.g. rollers, brushes, pens, chalks, crayons, dabbers, sponges, toys, objects)
- To attempt to make big circular scribbles in an anticlockwise direction using a variety of tools (e.g. rollers, brushes, pens, chalks, crayons, dabbers, sponges, toys, objects)
- To attempt to make big scribbles in a continuous movement using a variety of tools
- To randomly make big scribbles in different directions using different mark makers
- To attempt to fill a large area with colour (using paint / crayons) with no awareness of edges
- To make dots using a range of mark makers on different surfaces
- To start mark making using a variety of mark makers (pens, crayons, chalks, paint) in play with support (specify)
- To look with interest as they make independent welly or foot prints in different random directions

- To look with interest as they attempt to use big brushes / mops / sponges / sprays to make big marks on the floor /playground - horizontal (vertical usually comes first)
- To look with interest as they attempt to use big brushes / mops / sponges / sprays to make big marks on the floor /playground - dots
- To look with interest as they attempt to use big brushes / mops / sponges / sprays to make big marks across the fence / walls in different random directions
- To notice their hands / fingers are leaving marks in messy play materials – dry/wet/warm/cold
- To notice their hands / fingers are leaving marks in messy play materials – sticky
- To notice their hands / fingers are leaving marks in messy play – standing/lying down
- To notice their hands / fingers are leaving marks in messy play when in variety of positions
- To look with interest as they make purposeful marks with sponges on a variety of surfaces
- To look with interest as they make purposeful marks with brushes / rollers on a variety of surfaces
- To look with interest as they make purposeful marks with chalks / crayons on a variety of surfaces
- To look with interest as they make purposeful marks with paint using hands on variety of surfaces
- To imitate colouring in on a simple drawing –scribbling
- To make spontaneous scribbles using a variety of mark makers and tools
- To make spontaneous dots using a variety of mark makers and tools
- To make spontaneous lines using a variety of mark makers and tools
- To experiment with a wide variety of tools and mark makers in different ways – predicting what marks they might make and observing closely what happens

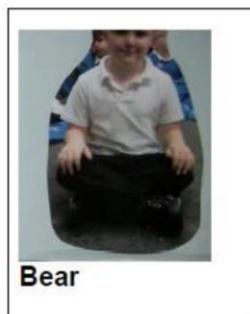
Orchard Tracker · Steps 10+

For those pupils working above step 10, skills are broken down into the following categories:

- Grips
- Motor Movements
- Surfaces and Tools
- Mark Making with Meaning
- Composition, following a progression from making marks with meaning and then on to forming letters, words and sentences.

Animal Position

Target	Progression	Resource	Stage 1 Red Box	Stage 2 Yellow Box	Stage 3 Green Box
Strength	Increase resistance	Malleable material (squeeze/twist/poke)	Homemade Playdough	Manufactured Playdough	Plasticine or Clay
Strengthen parts of your hand	Reduce size of object	Malleable material (squeeze/twist/poke)	Tennis ball	Conker	Marble
		Pegs	Large	Medium	Small
		Tweezers/Tongs	Large Tongs	Medium Tweezers	Small Tweezers
		Scrumpling paper	Make large ball	Make medium ball	Make pea-sized ball
Manipulation and Dexterity	Reduce Task / complexity	Malleable material (squeeze/twist/poke)	Squeeze, smooth or rotate ball Whole hand	Squeeze, smooth or rotate ball All fingers	Squeeze, smooth or rotate ball 3 Friends
	Move objects of increasing complexity	Tweezers/Pegs	Large/soft toys or pom poms	Medium and smooth Beads/Beans	Tiny and Stackable
	Twiddle cubes with increased complexity	Cubes/blu-tack blobs	Turn cube supported in palm of hand (all fingers)	Turn cube unsupported by palm of hand (all fingers)	Turn or roll up/down leg (3 friends)
	Increase complexity	Small, stretchy bands Putty stretches		Stretch whilst counting o singing (whole hand)	Stretch whilst counting o singing (3 friends)



Bear



Stone Lion



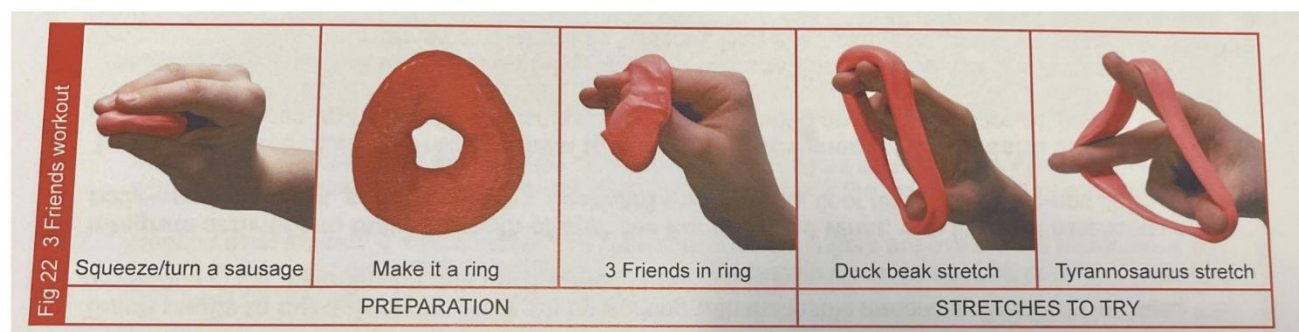
Penguin



Lizard

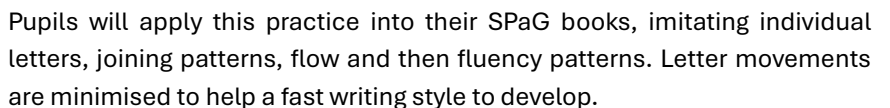
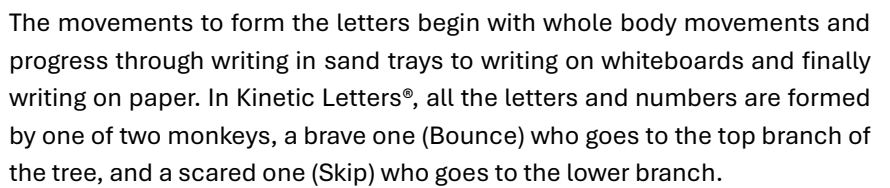
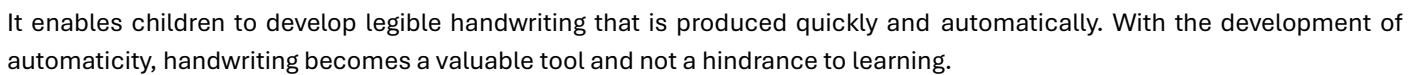


Meerkat



These activities are usually planned as workboxes and they would also be available to access during CP. Additionally, during phonics sessions, there will always be a 'writing' activity for each new sound. For those children who can write, there will be writing opportunities utilising the 10 day reading plan.

Kinetic Letters is a scheme that allows children to learn letter formation through movement. ➤ We learn letters by moving our bodies to look like letters, saying the language as we make the letters, and finally writing the letters using the language.



Pupils will then ‘Hold’ a sentence, selected purposely to contain a number of HFWs and CEWs from ks1, then ks2. Dictation refers to the process of transcribing spoken text. One person, for example the teacher, will read out (dictate) a passage of text while another person, for example the pupil, will write down what is being said as accurately as possible.

His[✓] steak[✓] costs lots of money[✓].

Dictation provides a chance for an adult to model many writing behaviours including handwriting, matching sounds-to-letters to spell words, and sentence formation.

Talk 4 Writing – 5-day plan for oracy and to overlearn the story to perform

1

Hook & Context:

Entice and engage the children in an activity that prepares them for the upcoming text.

On day one, the children will be engaged using a 'super-start' style hook to entice their interest in the text. For example, for the Gingerbread Man, the children may be greeted by the sight of little footsteps in the form of flour or dough. The scent of gingerbread or cinnamon in the air maybe or gingerbread man shaped cutters in the play area.

Orally model text (fluency/expression)

Teacher voice and thesaurus thinking is a vital part of our modelling.

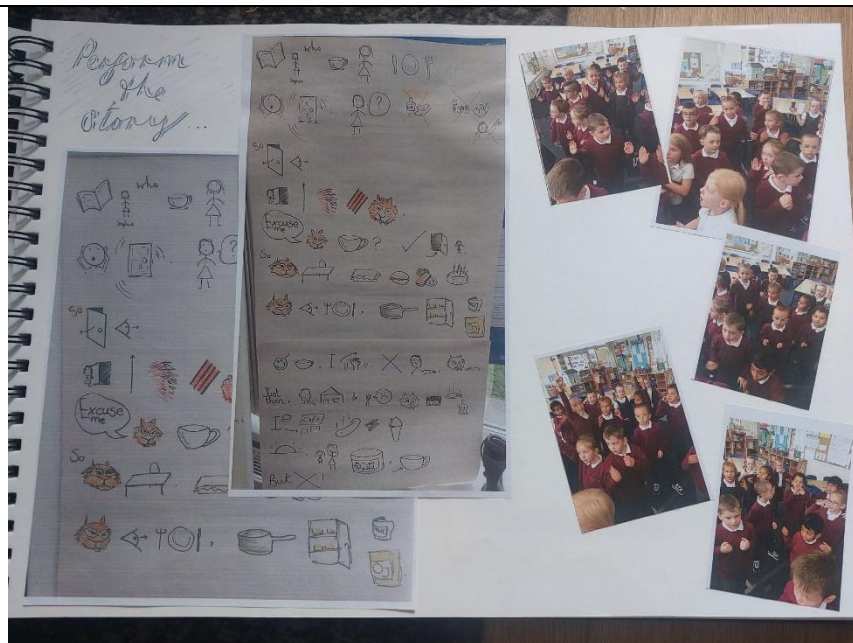
Story Map

Using a visual icon or sketch to support the retell.

Over-learn-it

(Oral retell/perform)

Using Pie Corbett's T4W actions, the children will spend several days orally and practically retelling the story.



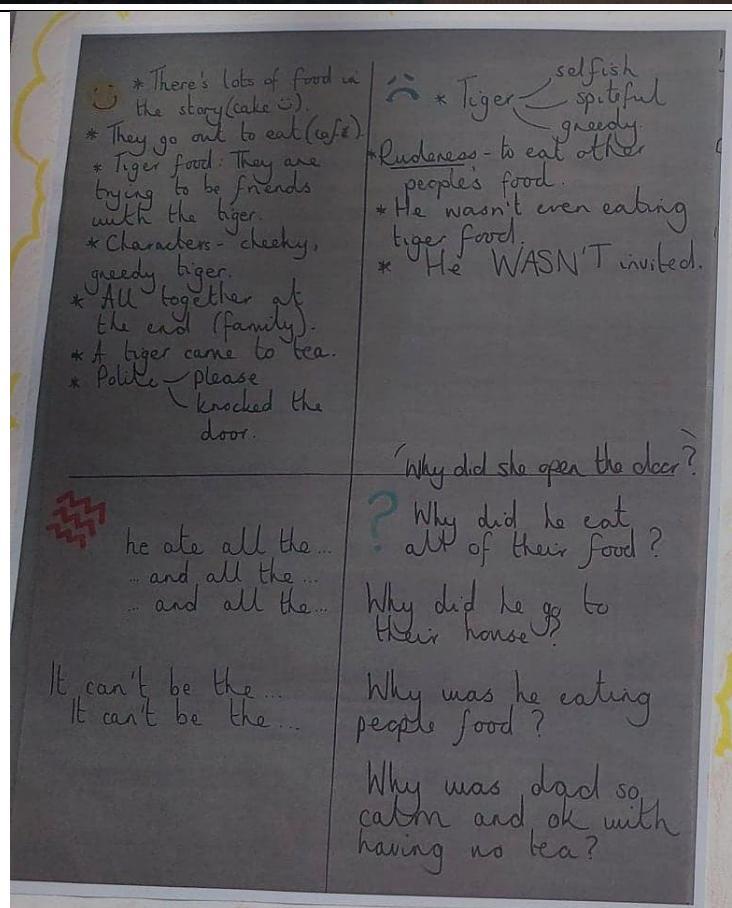
3

Reading as a Reader

What is the impact on the reader?

The children identify what they liked and disliked about the story.
An honest assessment of the text is encouraged as the children start to read themselves for pleasure.

We also identify any patterns or puzzles we find from the text (for example: repetitive phrases or reoccurring themes, as well as questions we have around unsolved mysteries).

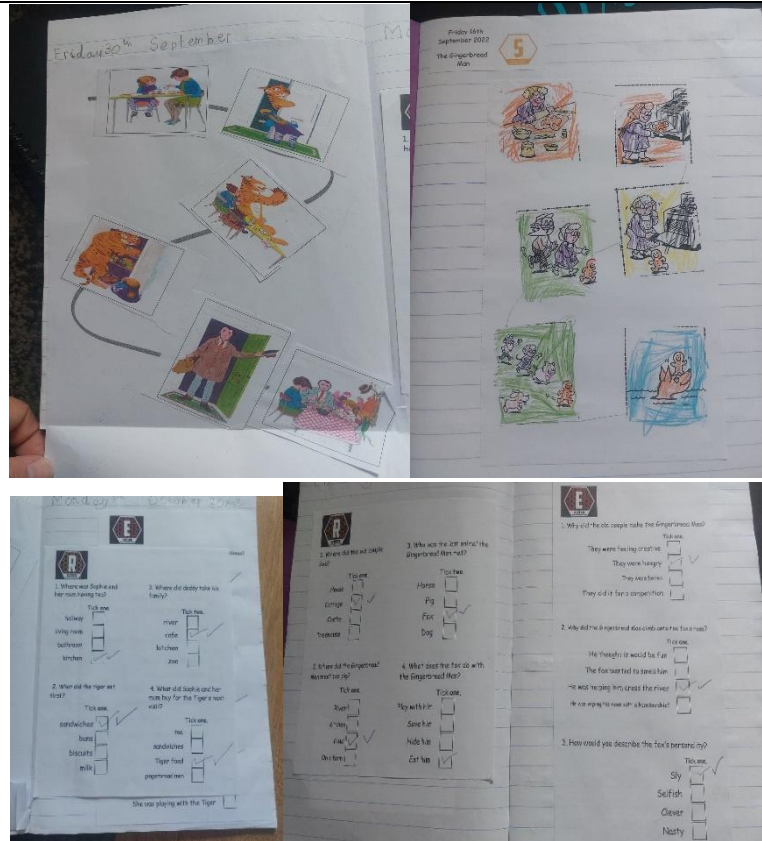


4
and
5

**VIPERS focus –
Sequencing**
*Pupils to order key
events from the story*

**VIPERS focus –
Teach reading skills
explicitly**
*Retrieve, Predict,
Infer etc*
*The examples
provided showcase
sequencing, retrieval
and explanation
skills.*

*Questioning, although
verbally persistent
throughout the unit, has
been shaped using a test-
style format to expose
the children to the layout
and the wording of such
questions.*



Additional activities to subsidize the week

Reading as a writer
annotating the text
(text marking) in order
to comprehend the
context of specific
words and phrases...
analyzing the impact it
has on us as readers.

In the example
adjacent, we have
used the scale of intent
to identify the central
character's change of
emotions throughout
this passage of the
story, and generated
vocabulary to describe
this.

Vocabulary focus
Define and use in
context
*HFW/CEW/spelling
patterns in text*

