



What drives our Curriculum?



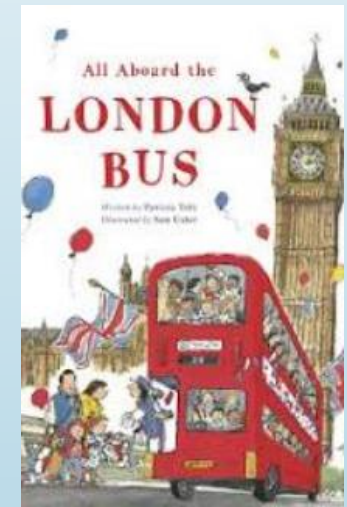
# Reading

*We firmly believe that if children can read well and read widely, they will be best placed to achieve in all areas of the curriculum. By the time pupils leave Lionel Walden, they will be able to read with accuracy and fluency, to analyse what they have read and developed an enjoyment of reading for pleasure.*



# Knowledge

*Knowledge is the glue that sticks information as well as learning together. When we have prior knowledge about a topic, we understand it better. We aim to choose our texts to meet the needs of our pupils, ensuring they have opportunities to apply prior knowledge, participate in meaningful moments and experiences and develop reasoning and problem-solving skills.*



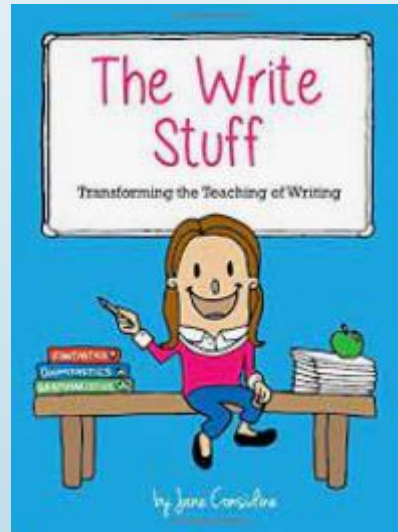


# Communication

*Pupils learn to articulate their ideas, feelings and understanding of new vocabulary in order to engage with others through spoken language. They become effective speakers and listeners empowering them to better understand themselves, each other and the world around them. Being able to effectively communicate allows pupils to develop and deepen their subject knowledge and understanding.*



Our approach to writing is based on the  
extensively researched  
'The Write Stuff' program  
by Jane Considine



It puts the key aspects of communication at the heart of  
our teaching.

Language is nurtured, strengthened and widens writing  
opportunities.

# Fantastic Foundations is based on three guiding principles:

1. Understanding the uniqueness of each child
2. Nurturing deep talk and developing listening
3. Providing a rich repertoire of real and imagined experiences to ignite writing

# Sequence of a unit of work

Each book is broken down in to five plot points which are displayed on our working wall. A unit of work will last two to three weeks.

Each plot point is broken down in to the following learning chunks:

Initiate;

Meaningful Moment;

Grandma Fantastic;

Chotting;

Model;

Sentence.





# Initiate

*This part of the session is where the teacher acts as a narrator to introduce a plot point and with rich storytelling skills. Cohesively joining plot points together in talk.*



# Meaningful Moment

*This is a physical bag that includes real objects, artefacts and photographs to bring children's thinking into focus. The objects inside the bag are relevant to the content of the sentence that the children will be writing. We also use video, sound clips, role play and animation.*





# Grandma Fantastic

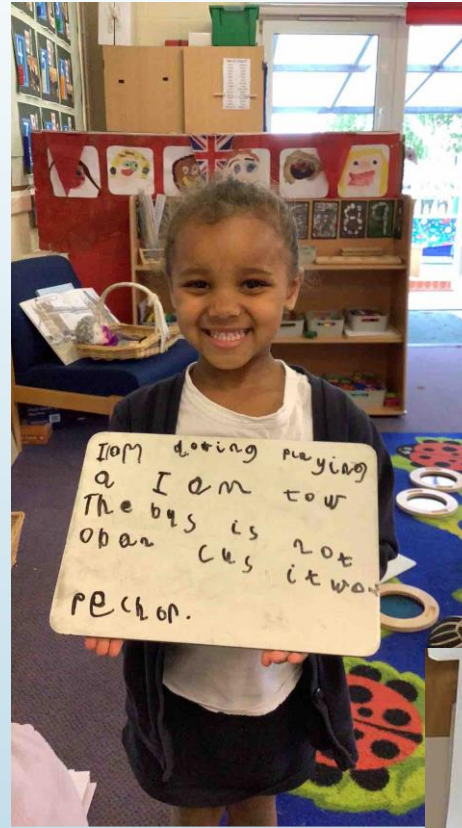
*Grandma Fantastic is a puppet, with a basket, who brings words into the classroom that have are grouped into feelings, asking, noticing, touching, action, smelling, imaginary and sounds. She always brings challenging words that pupils may not suggest themselves. Her function is to furnish pupils with more ambitious words that are related to ideas we are generating.*



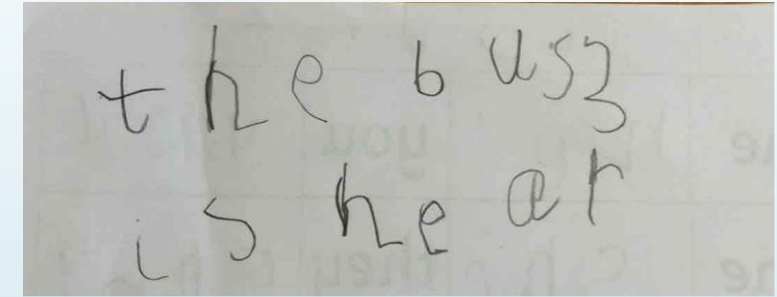


# Chotting

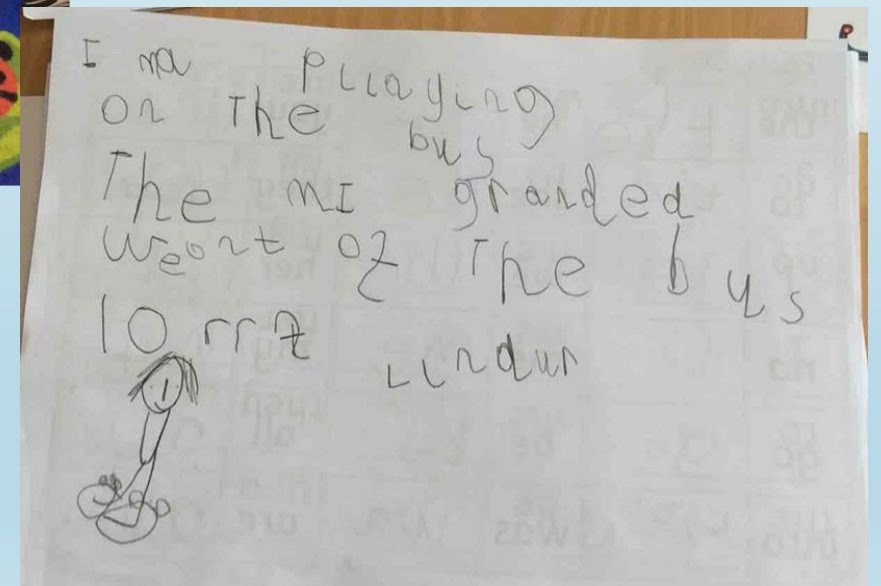
'Chotting' is when pupils chat about words and jot their ideas down at the same time. During the chotting section, pupils will borrow some words from Grandma Fantastic.



I am doing playing  
a I am tow  
The bus is not  
open bus not  
it was  
pechor.



the bus  
is heat




I am playing  
on the bus  
The mi graded  
went of the bus  
to me under



# Model

English



The guards marched in a parade. (William L)

They marched around the castle. (Olivia)

Big Ben is so tall. (Ivy)

It is so noisy. (Olivia)

The train went in to the darkness of the tunnel.

The door banged shut. (Joseph)


The bridge was enormous. (Alicia)

The crown was pretty and delicate. (Caitlin)


The Crown was shiny and glittering. (Caitlin)

The rubies were so shiny and sparkling. (Daisy)

The building was protected by large black birds. (Toby)



The paper shimmertly.

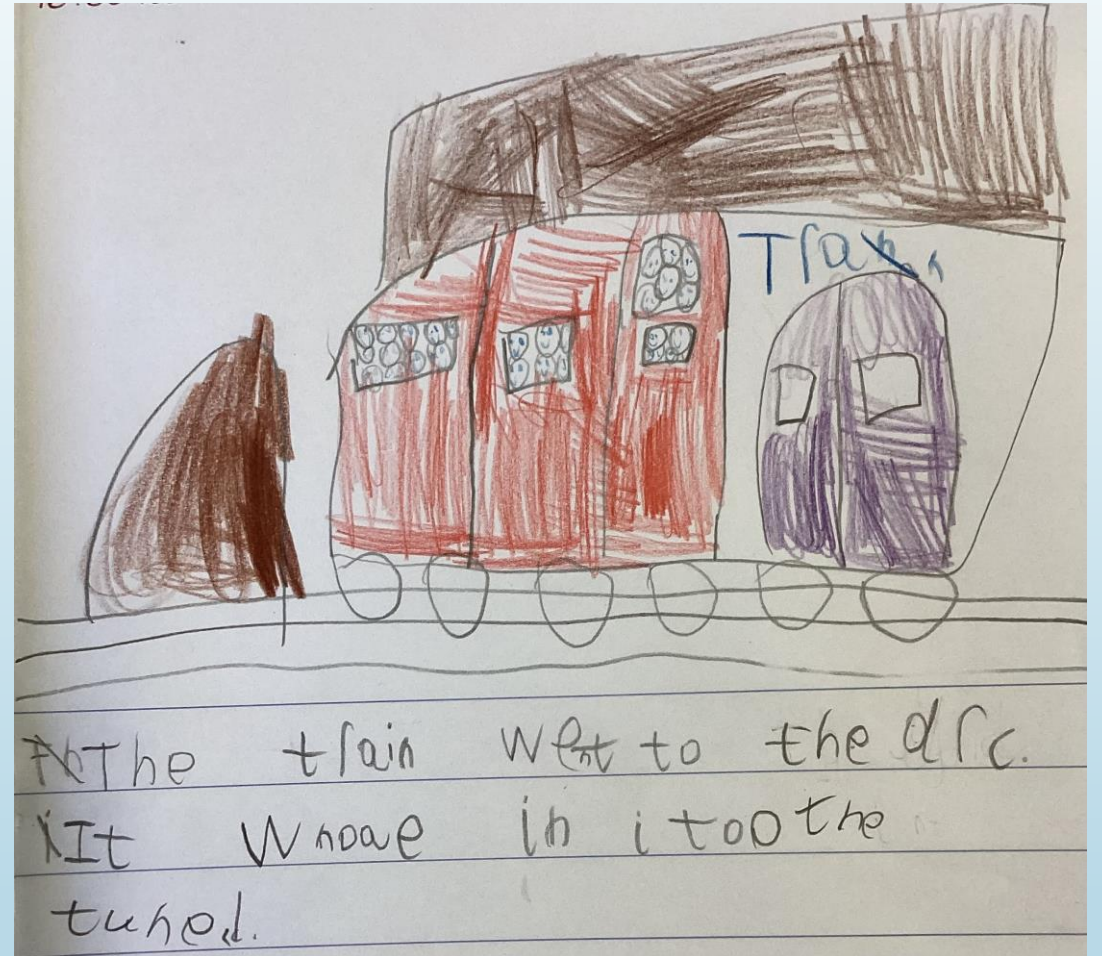
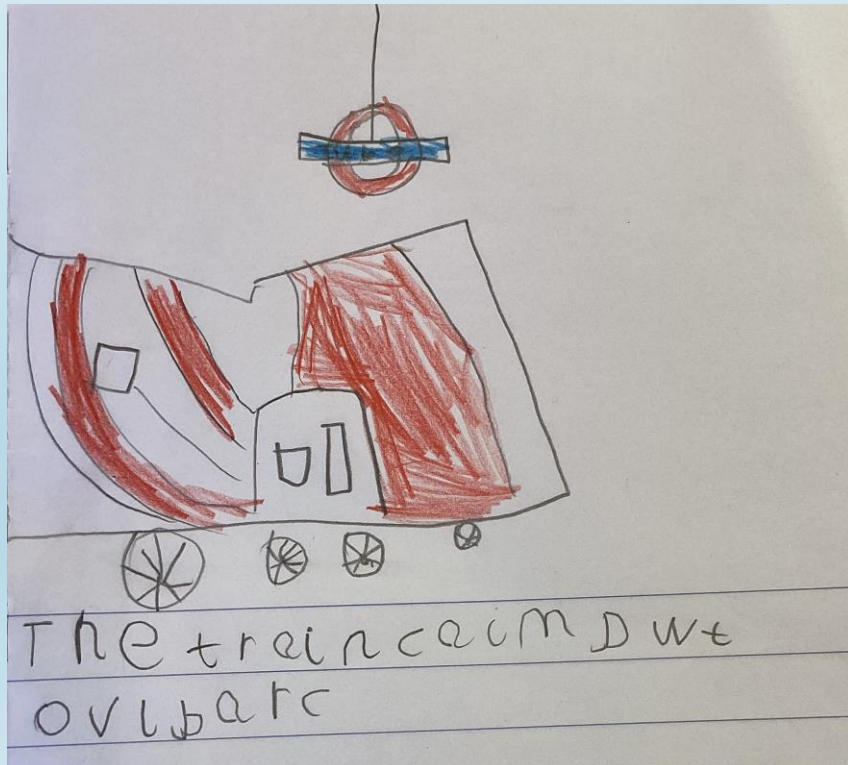


- The teacher always models a complete sentence, showing the writer's brain in action. The teacher changes their mind, improves and rejects some of their vocabulary. The pupils are encouraged to join in with the spelling of some words using their phonic knowledge or say-spell-say approach to writing tricky words.



# Sentence

Pupils are challenged to build their own sentence that captures the plot point focus for the lesson.







The train went  
into the dark  
tunnel.

# Teaching Writing in the EYFS

- Creating opportunities within learning areas for reading and writing
- Allowing children to explore, experience and develop interests
- Knowing our children and their interests
- Bringing language together to deepen their thinking and learning. Children need to be confident talkers to be confident writers
- Ensuring there is a strong robust teaching of language that filters into both reading and writing

Any Questions?

Time to visit the classroom and join the pupils in a range of writing and cross-curricular activities related to our learning all about London.