



Lacewood Primary School Strong Foundations Prompt Sheet

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| <p><u>Communication and Language/Oracy</u></p> <ul style="list-style-type: none">• Consistent Standards/Expectations• Courtesies• Modelling oral sentence structures• Practising speaking in coherent sentences• Repeated reading of stories and poems.• Tier 2 vocabulary | <ul style="list-style-type: none">• Team stop signal, MTYT, TTYP, no hands up etc.• Waiting, to ensure everyone is listening and ready to go at the same time.• T - modelling new vocabulary and definition• Sentence stem starters• Oracy specific activities and looking for the opportunities to develop oracy in every lesson. |
| <p><u>Writing</u></p> <ul style="list-style-type: none">• Correct posture• Seating positions• Letter AND number formation• Handwriting• Pencil grip• Writing stamina and automaticity | <ul style="list-style-type: none">• Posters/photos to demonstrate correct posture, seating position and pencil grip• Consistency in checking, reminding and setting high expectations for seating, posture and grip.• Prompts available readily to support pupils e.g. letter/number formation cards/boards, number lines/cards, pencil grips, examples of good standards of presentation etc. (teacher pinnies?)• Modelled and dictated sentences and handwriting practise embedded through EYFS, KSI and beyond where necessary, to develop writing stamina and automaticity. |
| <p><u>Reading</u></p> <ul style="list-style-type: none">• SSP (RWI) delivered consistently and with strong fidelity.• Books and texts pivotal in the school curriculum and utilised to develop communication and language (oracy).• New vocabulary - Tier 2 - taught specifically• Dedicated storytime/shared reading DAILY in all classes.• Modelled expert reading for fluency and prosody. | <ul style="list-style-type: none">• Practise and coaching for RWI• V to see, spotlight pupils, team stop, MTYT, TTYP routines and signals embedded for RWI groups. Forward facing (on floor where possible) for speed sounds lessons.• Talk Through Stories embedded through EYFS and KSI.• Zooming in and Zooming out - so pupils hear the ensure texts used for reading lessons.• Tier 2 and 3 vocabulary identified and taught explicitly for all new texts. Vocabulary definition sheets and prompts for readers in lessons.• Texts utilised throughout the curriculum and opportunities for reading are sought in every lesson possible. |
| <p><u>Maths</u></p> <ul style="list-style-type: none">• Correct Number formation and recording• Consistent standards for the presentation of recording.• Core knowledge for each lesson identified and evident in activities.• Activities match the learning intention effectively.• Build on and recall prior learning. | <ul style="list-style-type: none">• Pupils know what and where to find supporting materials and manipulatives when needed - able to make some choice as to what they may need. Core, vital foundational knowledge is embedded and secure before progressing learning.• Activities planned are sufficiently and appropriately challenging for all pupils - adaptations.• The purpose of the activity matches the learning intention.• Adapt the White Rose lesson plans according to the needs of the pupils - just because they say they are the best activities to use, doesn't mean they are. Use professional judgement. Keep the purpose of the lesson at the heart. |



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| <ul style="list-style-type: none"> • Manipulatives used effectively. • Mathematical oracy and vocabulary developed | <ul style="list-style-type: none"> • Pupils have multiple opportunities to practise a skill within a lesson. • Ensure mathematical oracy activities teach and practise the most relevant and core information. |
| <p><u>Physical</u></p> <ul style="list-style-type: none"> • Gross and fine motor control skills • Fine motor skill development and adaptations for pupils with incorrect posture and/or pencil grip. | <ul style="list-style-type: none"> • Pupils have consistent and regular opportunities to develop locomotor (running, jumping etc.), stability (balance, co-ordination, twisting etc.) and manipulative skills (throwing, catching, stacking etc.) skills in many contexts and levels of difficulty. • Stretch bands, pencil grips, dough practise, prompt posters/photos, elastic bands, marbles etc. • Tykes Little Movers where appropriate. • Opportunities to play and explore different materials e.g. construction, scissors, threading etc. • Cross the mid-line tasks. • Balance and co-ordination games. |
| <p><u>Executive Function</u></p> <ul style="list-style-type: none"> • Reducing cognitive overload • Developing memory skills • Promoting thinking skills • Building resilience and self-regulation | <ul style="list-style-type: none"> • Adaptive strategies and approaches for pupils with sensory and emotional needs. • Keeping lessons specific to an objective and lots of opportunities to practise that skill/apply that knowledge within the lesson. • Revisit, review and repeat learning • Knowledge organisers, stories/texts as hooks, poems/songs, visuals, floor books, photos etc. Opportunities to reflect on and recall prior learning and experiences. • Thrive/Elsa/Relational practice • Open-ended problem-solving tasks and challenges • Opportunities to explore where things may go wrong, not the way expected, and to overcome barriers and difficulties. • Partner practice • Quizzes/tests/challenges |
| <p><u>Learning Characteristics</u></p> <ul style="list-style-type: none"> • Hands - exploring and trying out new things, having a go • Heart - motivation, resilience, engagement, focus, co-operation • Head - problem solving, using what they have learnt, finding new ways to do things, being creative. explaining | <ul style="list-style-type: none"> • Learning buddies • PSHE curriculum and the use of stories to open up conversations and ideas. • Dojo - rewarding the process not the product • Positive relationships to help children overcome difficulties and challenges. • Considering hands/heart/head when planning an activity, where are the opportunities to develop these factors? |