

Butler's Hill Infant and Nursery School – Writing Monitoring 2024-25

Pupil Voice – Literacy / Writing – End of Autumn Term 2024 – Key Stage 1

Mixture of PP and NPP children of mixed ability (ARE/+/LMA/LA were asked about their writing experience this half term.

Question	Yes	No	Sometimes	Comment
Are you a good writer?	PP:15/17 88% NPP:15/17 88%	PP: 2/17 12% NPP: 2/17 12%	PP: 2/17 12% NPP:2/17 12%	
Do you enjoy writing?	PP:13/17 76% NPP: 16/17 94%	PP 2/17 12% NPP:1/17 6%	PP:2/17 12% NPP: -	
Are your written tasks ...	Too hard: PP: 4/17 24% NPP 2/17 12%	Too easy PP:5/17 29% NPP 2/17 12%	Just right: PP:8/17 47% NPP 13/17 76%	
What can help you with your writing?	All children could think of things that could help them with their writing – CEW word mats / Phoneme mats / topic word wall / teacher / friend			
How do you know when you have done something well or when you need a little more practice?	<p>All knew that Green meant:</p> <ul style="list-style-type: none"> • Great job • Good work • Done well <p>All children knew that Pink meant:</p> <ul style="list-style-type: none"> • Pink for practice • Have another go • Practice letters / words / Targets (ie finger spaces / full stops) 			
What is your text in literacy this half term?	<p>All could say the text they have been working from</p> <p>Year 1 Nibbles</p> <p>Year 2 The Great Fire of London</p>			
What sorts of things have you written so far this term?	<p><u>Year 1</u> – all could say what they had written about this half term</p> <p>“We wrote about Nibbles going to Goldilocks and the three bears / Little Red Riding Hood”</p> <p>“Nibbles bit the Giants bum and then we wrote about him going on holiday and packing his case”</p> <p><u>Year 2</u> – all could say something they had written about this half term</p> <p>“We wrote about being a Gong Farmers it was disgusting”</p> <p>“I wrote about Samuel Pepys – he wrote a diary”</p> <p>“We said what the fire was like (poetry)”</p> <p>The houses were too close together that’s why they burned for so long</p>			
Do you ever write at home?	Yes PP:9/17 53% NPP:10/17 59%	No PP: 3/17 18% NPP:3/17 18%	Sometimes PP:5/17 29% NPP:4/17 24%	Comment:
How do you feel when you are asked to write on your own?	Confident	OK	Not confident / worried	Comment: “in case I get it wrong”
	PP:7/17 41% NPP: 4/17 24%	PP:5/17 29% NPP:7/17 41%	PP:5/17 29% NPP:6/17 35%	

<p>Can you name these lines?</p> <p>Can you write the word:</p> <ul style="list-style-type: none"> ➤ the ➤ peg ➤ bad 	<p>All children could identify / name the lines in the handwriting scheme – could also talk about tall letters / tail letters / short letters</p> <p>A couple of children could name a few 'family names' for groups of letters.</p> <p>Notable, was that some of the lower abilities were still forming p b d and g incorrectly – wrong starting points for b/d and p /g back to front.</p> <p>Looking in the books the lines are having some success in improving handwriting – ensure line size gets smaller as children become more confident.</p> <p>NB: All lessons where children are required to write are now using the handwriting lines, so this is being reinforced across the curriculum – topic and phonics. Most written tasks have some sort of modelling, and the visualiser is being used to show adult use of the lines.</p>
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<p>Can you name these symbols for some of your targets this term? Y1</p>	<p>ABC</p> <p>Year 1: 100%</p> <p>Year 2: 100%</p>	<p>●</p> <p>Year 1: 100%</p> <p>Year 2: 100%</p>	<p>☞</p> <p>Year 1: 100%</p> <p>Year 2: 100%</p>	<p>∞</p> <p>Year 1: 97%</p> <p>Knew this related to the word and for this half term</p>
<p>Can you name these symbols for some of your targets this term? Y2</p>	<p>©</p> <p>1 child could name this</p>	<p>Ⓢ</p> <p>1 child could name this</p>	<p>NP</p> <p>0 could name this</p>	<p>Year 2: 100%</p>

Year 2:

Whilst the selection of Year 2 children who were asked about these target symbols did not recognise them, they could talk freely about what their mastery keys had been this half term and last half term (reinforcing their sticky knowledge).

Three more able children specifically mention sub-ordination (when because if) / co-ordination (and or but) and noun phrases.

Others could say the sorts of words they had to include in their writing i.e. and / but / or / because / adjectives / -ly words.

<p>Strengths:</p> <p>All children were able to talk enthusiastically about their half term text (those who were asked could also talk about last half term's text (Year 1 Lost and Found / Year 2 Troll Swap).</p> <p>85% of sample children said they <i>enjoyed</i> writing (across all abilities), with 88% of the children saying they were 'good' writers regardless of their ability.</p> <p>This was encouraging as these children clearly feel they are valued as writers. Therefore, children must be receiving positive praise and feedback for their achievements. These less able children didn't feel they were 'lesser' writers.</p>	<p>Development:</p> <p>Year 2 to become familiar with the target symbols for the mastery keys for feedback purposes on their work i.e. in pink they still need to practice that target / green they will know they have used/achieved the target successfully.</p> <p>NB: Mastery Keys are shared at the start of each lesson and children could orally say what they were, the symbols had only just been introduced at the time of the pupil voice.</p> <p>The handwriting snapshot showed that children are still not using the correct starting positions for some of the letters that are commonly orientated incorrectly.</p>
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Pupil Premium and Non-Pupil Premium attitudes to writing comparison (across all abilities)

Comparative Question	PP	NPP
Are you a good writer?	88%	88%
Do you enjoy writing?	76%	94%
Feeling confident / ok when asked to write independently	71%	65%
Write or sometimes write at home.	82%	82%