

RACHEL KEELING NURSERY SCHOOL



Our shoppers of the week!

Engaging children in writing – enabling children as writers.

Shoppers of the week

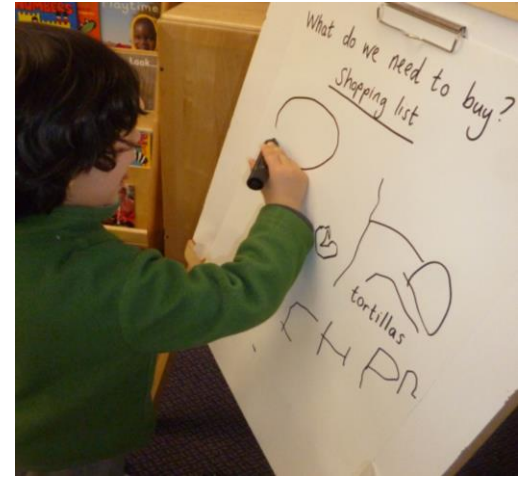
• Introduction

As a school we continuously reflect upon how to motivate children to learn and how to encourage children to discover joy in writing.

Our children view themselves as artists, dancers, musicians, architects, gymnasts, authors, illustrators and writers!

We place great importance on being inclusive and valuing all children's mark making and writing at all developmental stages.

Our 'Shoppers of the week' is embedded in our teaching and learning. All staff, children and families are able to view the children's shared writing – their shopping list displayed in the nursery.



As a reflective team we decided to introduce 'Shoppers of the week'. Every Tuesday morning and Thursday afternoon our shoppers of the week write their shopping list, collect money from the office, put on their shopping backpacks and buy the items from their shopping list. The children are also responsible for writing the invoice and returning receipts and change to the office!

Motivating children to be writers

- ❑ Children are motivated to write when they are writing for a purpose
- ❑ The familiarity of shopping is an experience children know from personal experience with their family – being an ‘expert’
- ❑ Children understand and make connections – their shopping list will be used to buy ingredients for a cooking experience or items for the nursery

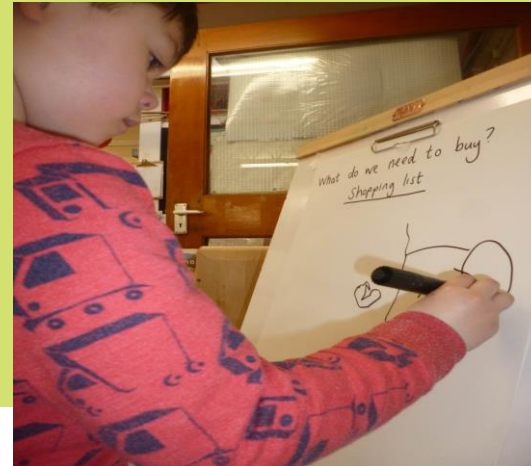
Writing our shopping list

Valuing children's early mark making and emergent writing

- A case study:
- Emilio joined in with shared writing to write a shopping list. The shopping list was for delicious ingredients for his favourite Mexican dish, 'quesadillas'. Emilio's mum was coming into nursery to cook with Emilio and a group of children.
- Emilio drew the tortilla and said "it's round". Emilio drew cheese and drew a stalk on his tomato! Emilio then independently recorded the quantity as a tally. Emilio marked two lines to represent two tomatoes and two lines to represent two avocados.
- A child writing collaboratively with Emilio was able to hear the initial sounds in words and wrote 't' for tortilla.

- Valuing all children's mark making

Children are confident to ascribe meaning to their marks, to communicate their representations; pictorially, recording tallies and using their phonetic knowledge.



Shopping!

- The children are the leaders in their learning and our role is to support the child by enabling them to master their skills, to be confident to share their knowledge and to challenge their deep thinking.
- Before venturing out to the shops the children are responsible for asking for money from Pam our admin officer in the office.
- In this case study Emilio and Harrison consulted with each other and Pam, they decided they required £5 each. The children compared a £5 note and five £1 coins.



The children are responsible for the money by placing it into their purse and into the shopping backpack.

Master shoppers!



Emilio showed Harrison where to find the corn tortillas, something he knew from personal experience with his family.



Children make connections and build upon previous experiences.



Children completing invoice the invoice form in the office with Pam our admin officer.

Our ethos

At Rachel Keeling Nursery School we believe that teaching and learning happens across the nursery environment. All staff have an important role to play in supporting children's learning.

As part of 'Shoppers of the week' the children complete invoice forms in the office with our school admin officer and return money and receipts from the shopping trip.

The learning:

By being the 'shoppers' the children are engaged and motivated to write.

- ❑ Children are 'writers', ascribing meaning to their marks and when ready using their phonetic knowledge to write words.
- ❑ Children are confident to communicate and record through various forms of communication: recording pictorially, early mark making/emergent writing and phonetic writing.
- ❑ Children are able to make links between the purpose of writing and the process of shopping – buying ingredients for cooking or items for the nursery.
- ❑ Children are able to make connections with home, school and their local environment.
- ❑ Children work collaboratively at whatever developmental stage of writing and view themselves as 'writers'.

The joy of writing!



Knowing when a child is ready to write phonetically.

- Children require opportunities to play, explore and share rich stories, non-fiction books, songs, rhymes poems and to play and have fun with words.
- Children at Rachel Keeling Nursery School have a rich provision of musical experiences: tuning in to instrumental sounds, body sounds, voices and environmental sounds.
- These experiences provide children with the foundations for identifying letters and relating the letter to the sound.
- Children then begin to develop the confidence to tune into and discriminate between letter sounds.
- The most important aspect is knowing when the child is ready and to have fun together on the journey to writing.

Rachel Keeling Nursery School

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