



HORBURY BRIDGE CE J&I ACADEMY

BIG WRITING

Big Writing

Big Talk and Big Writing are strategies for raising standards of writing and communication through the focused use of talk and specific teaching of writing skills.

Use of talk

Until children can say it, they cannot write it. The use of talk is vital to help children formulate and express their thoughts in writing

- Opportunities will be given for talk within lessons
- Talk partners to be used. (or 3's as relevant)
- Talk homework to be considered for use when relevant

Presentation

- A4 lined books to be used from Y1-Y6
- Left hand side of the book can be used for planning and having a go at phrases/spellings etc. Success criteria sheet can be attached on this page too.
- Pencil to be used initially for Big Writing with pen introduced according to handwriting policy

Teaching strategies

To ensure consistency in language and learning, teaching strategies will be carried out throughout school. A variety of agreed strategies and terminology will be used. These are not exclusive and not all will be relevant in every Big Writing session:

- Give praise and promote self esteem and confidence
- Use of VCOP (Vocabulary, Connectives, Openers, Punctuation)
- 'WOW' words
- 'Stealing' words, 'cheating' , 'lying'
- Distinguish between the child's overall performance/ability and the outcome of one piece of work
'**You** are a Level X writer, **this piece of writing** is a Level Y'
- 'Soon you will be able to....'
- 'Posh' writing voice, 'writer's voice'
- 'Speech police'
- Punctuation Pyramid available in all lessons where writing will take place
- Chunk teaching and plan opportunities for varying the activity/focus to give frequent brain breaks eg talk to a friend for 1 min about what we have learnt, mini plenaries



- Use every writing opportunity in the other curriculum areas to reinforce personal writing targets and allow time for checking against these eg mini plenary, reminders, prompts
- Same quality and standards of writing as In Big Writing to be insisted on in all curriculum areas
- Lively stimulating teaching activities
- Modelling the right and wrong way to do things eg through the use of puppets, imaginary friend, other adults, children demonstrating in pairs
- Learning/Teaching wall -must include VCOP and used to collect examples throughout the week and in all relevant lessons. It must be referred to and used by the children as a support for their writing. It should include, words, phrases, sentences that children can 'steal' for their own writing.
- Use of low volume music (Mozart/classical) and adjusted lighting/candle (optional) to create appropriate atmosphere.
- Share examples of excellence and models to exemplify what different levels are.
- Children will know what levels look like in broad terms. Through talk, children identify successful features of models and what makes it a particular level and what would move it to another level
- Children will experience and be taught to use different writing planning formats such as lists, mind maps, varied structured planning sheets, story map, open brainstorm

Lesson structure

- Big Writing will take place on Wednesdays
- Review and up levelling to take place on Thursdays
 - Timings
 - 9.10-9.30am Assembly
 - 9.30-10.25 Guided reading/phonics/mental maths activities (30 mins) VCOP/planning (30)
 - 10.25 break
 - 10.40-12.00 KS1 Big Writing (30 mins), Maths (45 mins)
KS2 Big Writing (45mins+ recap time) , mental maths 20-30 mins
- 'Stocking fillers' will be used regularly and as necessary to keep skills sharp:
 - HF words from previous years/WOW words
 - Word families
 - Handwriting
 - Phonics
- Children to be given time in the lesson and last 5 mins directed to check work against own writing target and to self correct
- The Big Writing genre may be either:
 - Separate from other literacy work that week, to allow revisiting and applying different genres (especially important in Y5/6)
 - A genre that has been built up in literacy during the week to allow reinforcement, independent use and application



Resources

The following resources are available to support the planning and delivery of Big Writing:

- Electronic/IWB: VCOP Games, Big Writing Games, Big Word Games, Story Starter TV
- Books: Big Writing - Writing Voice and Basic Skills, 5 Power Features for Power Writers, Loop Games, Power Talk for Power Writing, The Little Book of Big Poems, Rainbow Writing

Assessments

- 'Big Writing' criteria to be used for half termly assessments to ensure consistency of judgements. Using the criterion scale attributes a level to a piece of work. This is then transferred to APP to enable a picture of attainment to be built up across a range of work.
- APP sheets to be on the inside front cover of Big Writing books and to be updated with achievements from writing in any curriculum area, not just Big Writing.
- Baseline assessment to take place in September (look for summer 'dip')
- Assessments will take place before each half term break to inform data submitted to SLT
- Assessments will be used to identify short term targets for each child
- Assessment levels to be recorded
- Assessments to be moderated regularly through whole school staff meetings. This will be alongside APP criteria to check and standardise our judgements.