



## Big Writing policy

One of Colvestone Primary School's School Improvement Priorities 2013-2014 is to accelerate progress in writing across KS2. Our writing policy has been adapted to suit the needs of our children and staff using Ros Wilson's Big Writing training. This policy will outline the implementation and on-going use of the 'Big Writing' programme.

The key to improvement in writing is through experience and talking. Each new unit should be started with an 'experience' as a basis for writing. Learners will only write the language that they 'own' so they need to be introduced to new vocabulary and ideas in context using a purposeful activity.

### **Planning**

Weekly planning should identify a learning outcome for the end of the unit.

Planning and targets should not be focused on what is age appropriate for the child. It needs to look at where they need to be next to move on with their writing.

Below is an example of a typical 2 week plan. This can be adapted to suit the needs of each class.

Week 1	
Mon	Experience e.g. making a circuit, trip/workshop, art session etc. Ensure that you take photographs to be used in class.
Tue	Shared writing of class experience. Share writing should be done by hand if possible and not using the IWB. This allows children to see you following the process of writing.
Wed	Analysis of other examples of genre. Use opportunity for talk for writing – learn shared writing piece.
Thur	Analysis of other examples. Continue learning shared writing piece.
Fri	Appropriate Core Language Skills (CLS) activities linked to topic area/experience.
Week 2	
Mon	Planning own piece of writing. 15 minute CLS – this should be areas linked to your genre of writing e.g. time connectives.
Tue	Planning own piece of writing. 15 minute CLS.
Wed	Planning own piece of writing. 15 minute CLS.
Thur	Big Writing 45 minute skills based – fun, lively, oral based activities. Recap of key parts of genre. 45 minute writing. (Times dependant on age group.)
Fri	Edit partner's and own work.
Daily – 10 minute VCOP activities.	

### **Implementation**

Year 1 - 5 will have Big Writing once per fortnight (3 per half term). Year 6 will be weekly when necessary. Children should have a 45 minute approx skills lesson followed by a break. They should then return to class and begin writing.

Each class will have their own routine for Big Writing. This can include:

- Candles/lamps.
- Music.
- Soft lightening.
- Special pens

There should be activities on the table for early finishers so the process is not disturbed for other children. Time checks should be given throughout to remind children about VCOP and targets. A clock should be visible to all pupils.

1. 'You have had 10 minutes. Count how many sorts of punctuation you have used?'
2. 'You have had 20 minutes. How many WOW words have you used?'
3. 'You have had 30 minutes. Look at your openers. Have you opened with connectives... 'ly' words, 'ing' words?'
4. 'You have 5 minutes left.'

### **Assessment/marking**

All children should be base lined with a piece of writing at the beginning of each term e.g. a letter.

Each fortnightly piece of work should be marked against Colvestone's writing scales criteria. This will form part of your writing assessment for the term.

One example of good writing will need to be displayed with a short explanation that demonstrates why it has been chosen in the school's Big Writing communal display. All marking will need to be complete and ready to hand in the 'star piece' the following Monday for a communal display.

### **Targets**

All children should be given a fortnightly individual target to work towards. This should be a short term target that can be easily reached.

### **Learning Environment**

Ideally each classroom should have:

- The working wall should include key vocabulary and 'Wow' words from the genre.
- An area where children can write freely.
- Talk partners to be encouraged to speak clearly in full sentences. Do not accept one word answers.
- Hand writing – this is a key target for all year groups. Children should be reminded that this is their 'best piece' and encouraged and praised for trying their hardest.
- Model clear handwriting for the children in their books through marking and around the classroom. Please ensure that all displays are handwritten.
- Daily VCOP activities.
- Children should be encouraged to 'steal' words and sentences from each other.
- Homework for Literacy should include a 'Big Talk' topic and handwriting practice.

**It is important that all children also get the opportunity to write daily across the curriculum. This will ensure that they are using the skills learnt in 'Big Writing' on a daily basis.**

March 2011

Reviewed by Anna Yates, September 2013