



# Pikes Lane Primary School

## Big Write

### Statement of Practice

LEADING SCHOOL | LEARNING SCHOOL | INCLUSIVE SCHOOL | HEALTHY SCHOOL | EXTENDED SCHOOL | REFLECTIVE SCHOOL

**Policy Leader: Mike Plowman**

**Linked Governor Sub Committee: Standards Committee**

**Last Updated: September 2017**

**Review Date: September 2018**



## **Aims**

- To provide a whole school approach to teaching of writing in order to continue to raise standards.
- To empower and invigorate teaching and learning.
- To engage, motivate and create enthusiasm for writing.

## **Timings for 'Big Write'**

- EYFS: To continue Talk for Writing (develop wow sentences and displays)  
To begin more formal 'Big Writing' for more able children in Summer 2
- KS1: A SPaG element needs to be taught before the Big Write Session. Big Write once a fortnight on Thursday/Friday morning (other writing opportunities MUST be accessible every week). 30 minutes VCOP/Big Write preparation, followed by time to write (according to the needs of the children) Across KS1, time to write should build towards an extended writing period of 45 minutes
- KS2: A VCOP element needs to be taught before the Big Write Session. Big Write every other Thursday (other writing opportunities MUST be accessible every week) 30 minutes SPaG/Big Write preparation, followed by at least 45 minutes to write

## **SPAG (Spelling, punctuation and grammar)**

SPaG sessions must be planned based on gap analysis of children's needs. These will be linked to children's targets. This will be the focus for a short period of time and then on going assessments should inform next steps in planning. SPaG must be evident on planning. SPAG must be taught every day (Could be as a warm up/starter activity or as a main focus for a lesson).

## **Writing display**

Every classroom should have a writing working wall, which is updated regularly, depending on the genre being taught. This should also be referred to in teaching. The layout for this is detailed in the classroom checklist with the resources saved on the network.

## **'Big Write' – Systems and routines**

Big writes will be written on appropriate, attractive paper. SEN children may need a writing frame or a different layout for their paper. Children should be given freedom to write as much as possible without the limitations of writing frames. This will promote independence and lessen restrictions. Big write tasks must include an S2S/WILF checker, setting out what the children need to include to be able to write in that genre effectively. This should be differentiated based on the needs of different groups and should link where possible to Ready/Steady/Go (self regulation). Children's 'tidgy targets' from the previous week must also be noted on Big Write paper, to enable children to focus on aspects of grammar, punctuation or spelling that they need to develop. Following Big Write, work should be put into 'big write' folders when completed and also copied for theme books where there are links.

## Assessment

At Pikes Lane, we mark every piece of writing following the marking policy. Therefore, the writing produced during the 'Big Write' should also be marked in this way.. Pink comments will set upto 3 'tidgy' targets to achieve during their next big write session. Tidgy targets should focus on writing skills, which will address gaps in learning and/or move writing forward. These will then be followed up in the next Big Write's marking, by the teacher, and the child's self or peer assessment. These 'Tidgy Targets' should be SMART. As well as this, teachers should choose a sentence/paragraph to improve. Children will then rewrite a paragraph or sentence in response to this or practise a given spelling for example. There should be a lined box for this on the front page of the Big Write paper, near the S2S. Other relevant comments should be made where necessary, within the piece of writing.

Self and peer assessment of VCOP should be carried out regularly. This should include:

- Golden 'T'ing Tidgy Targets – finding evidence of the TTs set in the last Big Write and identifying them by writing a T in gold near by on the page
- 1-2-3 check:
  1. Check for sense
  2. Check for missing punctuation
  3. Read backwards and check for spelling mistakes
  4. Any changes should be made by the children in green
- The S2S/WILF checker should also be used, by children, to evaluate the effectiveness of writing in terms of genre checklists

## British Values

At Pikes Lane Primary School we uphold and teach pupils about British Values which are defined as:

Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs.

These values are taught explicitly through Personal, Social, Health and Emotional (PSHE), and Religious Education (RE). We also teach British Values through planning and delivering a broad and balanced curriculum as part of our unique Pikes Lane Learning Journey.

We take opportunities to actively promote British Values through whole school assemblies and through ensuring that our curriculum planning and delivery includes real opportunities for exploring these values in every subject area.