

Big Writing

Once a week, the children participate in a 'Big Writing' session. This comprises two forty-five minute sessions on the same day, separated by a break. The first session comprises of fast, fun and lively oral activities culminating in a planning session.

After break, the children undertake an independent writing activity for up to forty-five minutes. During this time the children will be reminded to check their work for elements of VCOP.

This writing will be linked to other subjects, using the skills taught in literacy. The children have a special 'Big Writing' book.

On each piece the teachers will show the next steps for how the children can improve. Children will be actively involved in assessing work so that they understand what is needed to be a successful writer.

How you can Support at Home

Weekly Task

The week before the 'Big Writing' session, children will be given a specific talking task to do at home. This work does not need to be recorded, it is the thought process that is important.

For example:

- Discuss how a refugee would feel when they had to leave their home.

Other Ideas:

- Use VCOP when reading with your child. Look for examples of ambitious vocabulary and punctuation.
- Introduce a new word for the day and see how many times you can get it into sentences when talking with your child.



Writing



A Barley Hill Guide

Writing

At Barley Hill Primary School, we are continually looking for ways to improve the quality of learning for each child.

To support the development of writing, we have introduced several new initiatives. We are creating an approach that is fast, fun, lively and developing children's understanding so that they are able to write with confidence.

This leaflet is designed to inform you of the strategies we are using at Barley Hill to improve writing. It will also explain how you can help at home.

VCOP

To improve the quality of writing, we are focusing on four strands of learning:

Vocabulary:

Children are encouraged to use ambitious vocabulary. These are words that they would not usually use in every day speech.

Connectives:

Children are taught to use a range of ways to join ideas, phrases and sentences.

Openers:

Three key ways to start sentences are taught to the children. These are; starting with a connective, using adverbs ('ly' words) and verbs ending in 'ing'.

For example:

Although it was apparent she had stolen a bun....

Thoughtfully the old man....

Following the onset of torrential rain....

Punctuation:

Children will be taught to use a range of punctuation accurately.

Grammar

We have introduced a new grammar scheme of work which is essential to children's learning as it helps them to understand what makes sentences and paragraphs clear, interesting and precise.

Grammar will be taught as part of the literacy lessons and reinforced in other subjects. This will ensure grammar is put into context and not be seen in isolation.

It will also be reinforced during guided reading sessions.