



**MAPLE GROVE PRIMARY SCHOOL**

## **WRITING POLICY**

**Reviewed: September 2015**

# **BIG WRITE**

## **Talk Homework**

Talk homework is given out on a Thursday to both Key Stage 1 and Key Stage 2 children. This is to prepare them for their 'BIG WRITE' the following day. There are opportunities for the children to record their ideas and bring them along the next day, but the idea is that the child is given time to talk and think about their writing. The subject for the Big Write is placed in advance on the school web site.

## **Friday-BIG Write**

A typical session:

9.30-10.00 VCOP

10-10.15 Planning

10.15-10.30-Break

10.35-11.20 Writing

11.20-Time to reflect

## **VCOP**

Friday morning starts with a VCOP session that consists of short games and activities. These tend to be directly linked to the writing but cover vocabulary, connectives/conjunctions, openers and punctuation. This session lasts for 45 minutes and includes 10-15mins of planning time.

## **Planning**

A group may be allocated to the LSA to support planning, should the pupils need it. Planning sheets are placed in the child's BIG WRITE book in advance so that the child can refer to their plan throughout and are differentiated.

## **BIG Write**

***When the children come in from break they will enter a classroom that has soft music playing, the lights will be off and a candle set at each place.*** There may be a few minutes given to prepare, settle and complete planning. The actual writing session will last for 45 minutes (for most children) from Year 2 to Year 6.

The expectation for Year 1 varies according to their ability but they can write for as long as they wish to. Paper for drawing, handwriting sheets and books are available for those children who finish early.

Toolkits are allowed to support the writing and working walls are not covered as they too support the writing process.

During the early stages of the school year or if a child has a key worker, it may be that an adult works to support those children who need it to keep them focused and on task. This will be carried out quietly and discreetly so as not to disturb the other writers.

Should an adult not be working with a group of children, then the expectation is that they also write. They may wish to share their writing with the class at the end of the session.

## **Reflection**

This is a time to share a couple of examples. The purpose of the writing is discussed and whether it has the desired effect on the reader, as well as meeting the success criteria. What made it a successful piece of writing?

## **Working Walls**

Each class has a VCOP wall. This is a work in progress display as vocabulary etc is added to the wall during the week. This display tends to link directly to the English planning, but can be cross curricular depending on the theme.

## **Stocking Fillers**

These are little games that can be used during the week and are stated in the weekly English planning. Examples are:

- Matching capital letters to lower case letters
- Finding words within words
- Up levelling a sentence
- Wow sentences using 'power openers'
- Spelling games related to year group vocabulary
- 

## **BIG Talk**

This is set up fortnightly. The HT introduces the Big Talk to both KS1 and EYFS and is separate to the talk homework. There is a *Talk Board* situated next to the hall and the children are encouraged to discuss and record their ideas throughout the two weeks. Opportunities are utilised for discussion, such as when the children are lining up for lunch.

## **Talk Sofa**

There is a *Talk Sofa* situated outside Early Years that is currently timetabled for KS1 classes to use but is also available for EY and KS2 children. This is another opportunity for a small group of children to discuss the 'BIG Talk' that week with an adult.

## **Big Talk EY**

On a Friday (when KS1 and KS2 are doing their 'BIG Write') Early Years will take part in the 'BIG Talk'. This is a time where the children talk about a particular subject that may be linked to their topic or perhaps linked to something that is child led. There will also be opportunities linked to theme days. Individual candles will be held by the children to help them reflect and talk as part of a group. Each week there will also be a 'connective of the week' and this will be reinforced by all staff. If a child says for example, 'I want to play on the bikes...' they could be encouraged to say why they wish to play on the bikes. '...because they travel really fast!'