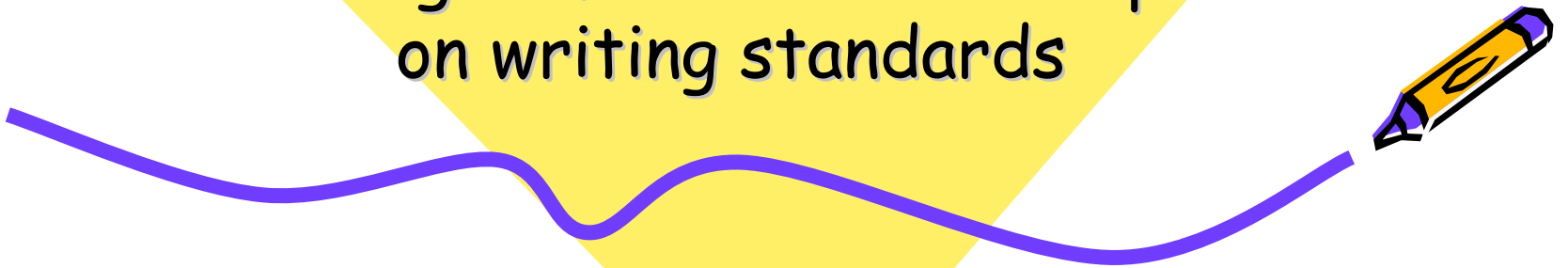


VCOP

Strategies for immediate impact  
on writing standards



# Long Term Strategy



- The compilation of an evidence base showing all pupils in the school making progress.
- Tracking of pupils' progress and development of writing.
- Evidence of pupils' moving through sub-levels and levels in writing.
- Monitoring of teachers' use of agreed strategies for raising standards in writing.
- Monitoring of progress towards cohort and whole school targets for writing.
- Involving all pupils in their own learning and the assessment process.



# What is VCOP?



- **Vocabulary** = teach a wide range of 'wow' words, (ambitious vocabulary);
- **Connectives** = teach a wide range of words and phrases for connecting thoughts, ideas, sentences etcetera;
- **Openers** = teach a wide range of ways of opening sentences, including sequence words, linking words and phrases and the 3 power openers;
- **Punctuation** = teach a wide range of punctuation.



# Assessment for Learning

A key factor in raising levels for pupils is their involvement in the process of assessment. Ros Wilson believes that all pupils from Year 1 up should know that there is an assessment tool that their teachers use to tell them what levels they should be working at. They should know about levels, in the broad sense of the word and should be able to evaluate text, recognising that one piece is a higher level than the other.



# The Criterion Scale



- Can be used against any text type.
- Gives an accurate correspondence to national test criteria.
- Starts from 'w' and goes up to level 5.
- There are pre-requisites children **MUST** be demonstrating before they can be judged within the next level.
- Is split into 3 sections (a,b,c).
- Tick if demonstrating, dot if not secure and cross if not demonstrating at all.
- Count the ticks and see what sub level the piece of work is.
- Identify 3 targets.



# The positive writing ethos



1. Creating a positive atmosphere.
2. Creating a secure atmosphere.
3. Creating an ethos within which children feel in some control.
4. Creating an atmosphere within which children feel successful.
5. Creating a framework for pupils to work towards known, achievable goals.
6. Use of the main teaching area.
7. The 'celebrating achievement' board.
8. Use of gaps in displays/windows etc.
9. Provide water.
10. Provide a writing portfolio for pupils.



# BIG WRITING



- Takes 1  $\frac{1}{2}$  hours per week. 1 hour for KS1.
- Should be split with a break in between.
- First 35 mins are fast, fun, lively oracy based activities. 10 mins to plan.
- After break 45 mins writing. Text type changes each week.
- 10 min time prompts, brain breaks, reminder of VCOP.



# Environment for Big Writing



When children re-enter the room after break there should be 3 environmental changes.

1. The light should have been dimmed.
2. A large aroma candle should be lit at the front.
3. Mozart should be playing on the stereo.

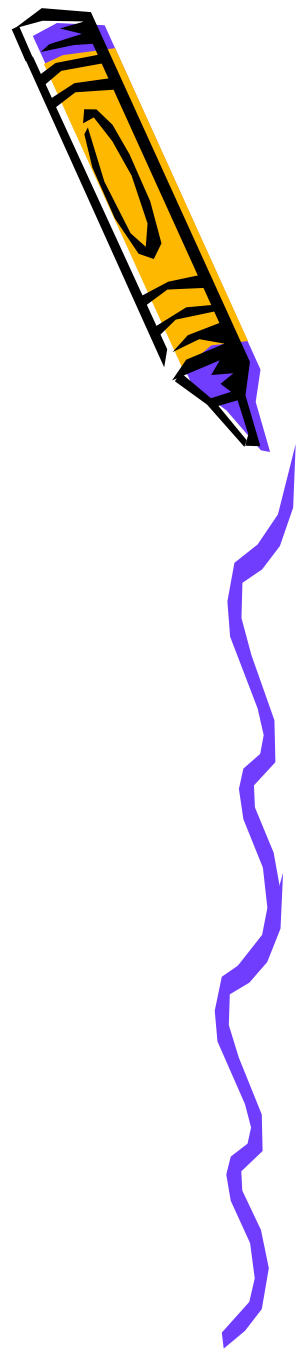




# Resources for Big Writing

- Writing portfolio for each child.
- A special pen.
- A4 lined paper with margin. A5 for Y1.
- 3 'goals'.
- Hooks!





- MAKING PUPILS WHO DO NOT LIKE TO WRITE WRITE MORE WILL NOT MAKE THEM WRITE BETTER!

