

Course GUIDEBOOK

May Warm Write
- Bonus Video -

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Introduction

MAY WARM WRITE

The beginning of May is when we collect the next mark making sample and re-assess the students' goals. The stimulus we use here is 'My Mother/Grandmother Should Be Mother/Grandmother Of the Year'. If this is not a suitable stimulus, there is an alternative stimulus idea of 'My Special Friend Should Be Given An Award For Person Of The Year.'

As the students are becoming more independent, you can move into more teacher removed test conditions. You can test in bigger groups and the data can be marked after the test has been completed, rather than during the test. This is because the writing can be read without the child's assistance. However, you still need to roam, support, encourage, and take anecdotal records to assist with marking.

To begin the test, we need ensure the students are warmed up. In the Little Me stimulus, they were warmed up through the dramatic play exercise. This time we need to bring in some activities to warm up the hands and the language. We began with thera-putty and marbles play, and then played 'Race to the Finish' to practise language.

After we are warmed up, we can introduce the stimulus that we might have talked about previously so that they had a clear understanding of the task. In this case, it was not required as Charlie had recently spent time with his Grandparents. Charlie was asked to share with his dragon buddy his ideas. (This is optional, but I wanted to demonstrate how you can still have students verbalise during warm writes, cold writes and big writes, without disturbing anyone. This might be useful for those students that don't have a strong inner voice - the information doesn't exist until they say it out loud).

In a Warm Write stimulus talk, you could ask them to talk to you, a partner or dragon buddy, or think about - depending on what stage of development they are up too. Then we set up the special Big Write atmosphere, and write.

5yr and 9month old Charlie helped us out with collecting evidence for this bonus video.



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My Mum/Grandma Should be Mother/Grandmother of the Year.

Think About:

All the things your Mum/Grandma does for you.
What makes them special?
Why do you think they are better than someone else's Mum or Grandma?

Remember:

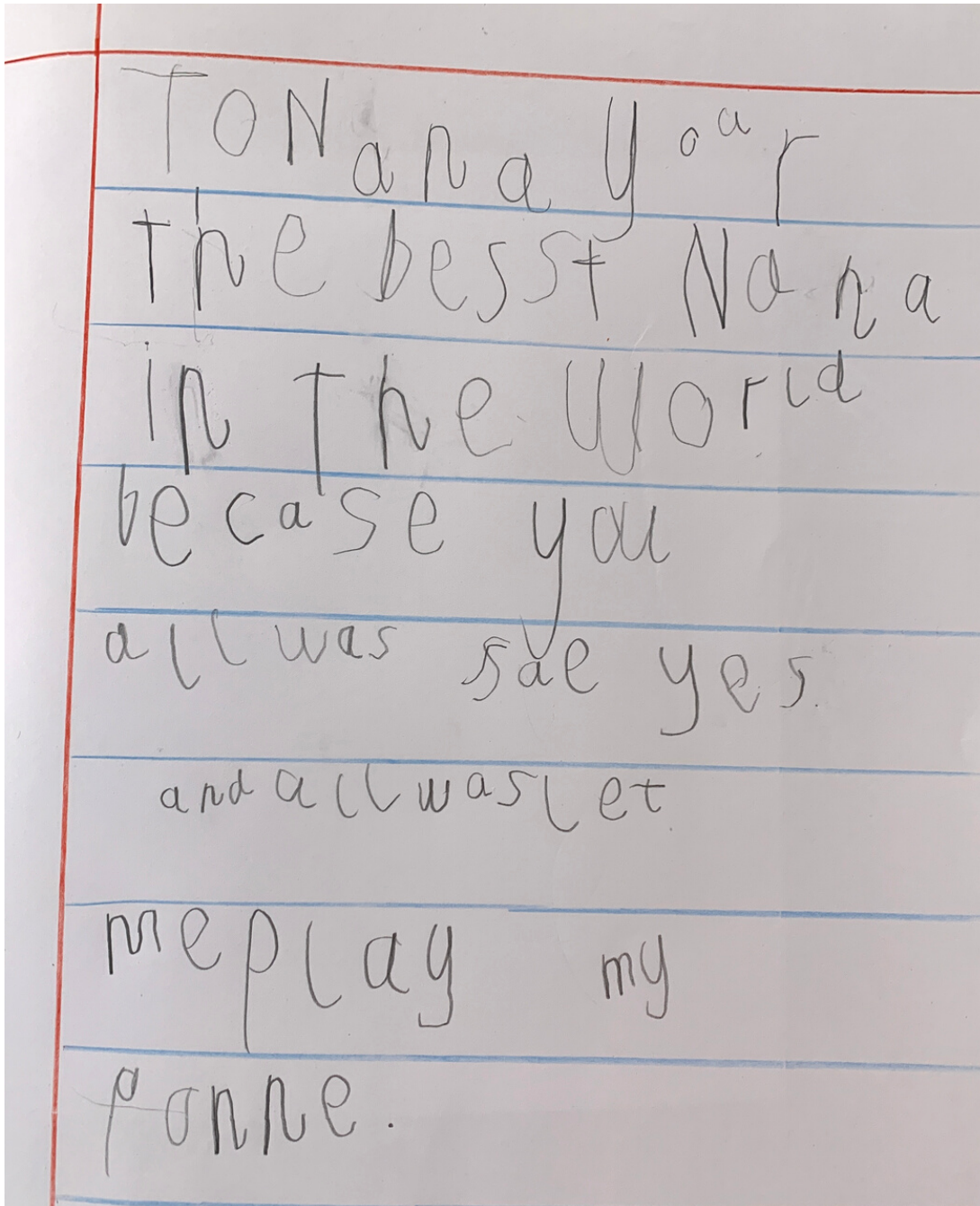
- Full stops and capital letters.
- Write in full sentences.
- Use WOW words, connectives, openers and punctuation.
- Use your neatest handwriting with finger spaces.
- Check and edit your work when you have finished.



Assessment-Level 1

MAY WARM WRITE- CHARLIE 5YRS 9MONTHS
16 MINUTE WRITING SESSION

To Nana you r the besst Nana in the world because you
allwas sae yes. and allwas let me play my ponne.



To Nana your the best nana in the world because you always
say yes and always let me play my phone.

Assessment-Level 1

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Name:		Grade:	Level:
Date:		Topic:	Genre:
1	✓		
2	✓	to, the, in, world, you, yes, and, let	
3	✓	me, play, my	
4	✓	best, all was/always	ponne/phone
5	✓	'h' 2 strokes	
6	✓		
7	✓	80%	
8	•	ascenders often same size as	
9	✓	body.	
10	✓		
11	✓		
12	✓		
13	✓	ponne sae/say besst/best	
14	✓	best nana in the world	
15	•		
16	✗		
17			
18			
19			
20			
21			
22			
23			
24			
25			
26			
27			
Total:	13	Sub Level/ Grade Level:	1B Mid 1 p/pF.5

NOTES AND SPECIAL CONSIDERATIONS

Copied because of VCOP display
-eventhough spelling incorrect

Celebrations:

compound sentence with 'because'
and detail - best nana in
the world, always let me...

Suggested Teaching Targets:

Understanding of boundary
punctuation.
Start looking at punctuation
for effect.

Link in with openers to
understand how sentences
need to be able to stand
alone and not run on from
the previous sentence.

To Nana your the best nana in the world because you always
say yes and always let me play my phone.

Assessment-Level 1

AUSTRALIAN CRITERION SCALE

Level 1

MUST MEET THESE ESSENTIAL CRITERIA BEFORE ASSESSING:

- At a minimum there should be 2 or more simple statements of 3 words or more to assess at this level.
- A simple list of statements all starting with the same key words, (e.g. 'I can...' or 'I like...') cannot be assessed above a 1B unless chosen for a specific purpose, i.e. poems.

THESE BECOME NECESSARY GOAL TARGETS FOR STUDENTS AT A MID GRADE 1 OR ABOVE LEVEL.

Listed in an approximate hierarchy:

** May need to assess in multiple sittings or set up a specific task*

1	Can use simple words and phrases to communicate meaning. (Majority of work can be read/decoded by an adult without assistance from the child. Minimum of 2 or more simple statements of 3 words or more.)	
2	Can spell some onset and rime, CVC words and common monosyllabic words accurately. (10 simple regular words to assess beyond 1B.)*	

Must meet essential criteria above to obtain level 1.

3	Can produce own ideas when writing personal recounts and simple texts.	
4	Can make phonic attempts at unknown words.	
5	Can usually give letters a clear shape and orientation. (Known letters and most words can be deciphered even though inaccurate.)	
6	Can write any simple imaginative, persuasive, informative texts or lists, and understands the structure of texts, (top to bottom, left to right).	
7	Is regularly using finger spacing in their writing, (at least 50% accuracy for 1C and 80% accuracy to count as a point for 1B or higher).	
8	Can control use of ascenders/descenders, upper/lower case letters in handwriting, although shape and size may not always be consistent.	
9	Is beginning to demonstrate capitals used for names and at the start of sentences and full stops.	
10	Can produce a series of sentences that remain on task, (a developed idea).	
11	Is beginning to show some control over word order producing at least one logical, grammatically correct statement. (Not necessary to have full stops and capital letters, but a clear & accurate statement.)	
12	Can use vocabulary that is coherent and appropriate.	
13	Can make recognisable attempts at spelling words not known. (Most can be decoded without child's help.)	
14	Is beginning to show an awareness of how words can be used to make sentences more vivid by adding description and detail. (May be adjectives, adverbs and/or more specific nouns and verbs.)	
15	Is using capital letters for names and boundary punctuation, (full stops followed by capital letters with at least 50% accuracy) and <u>may be</u> experimenting with question marks and exclamation marks.	
16	Is beginning to edit text within spelling and/or punctuation, (e.g. capital letters, full stops, question marks and/or exclamation marks).	

Assessment:

5 - 7 = 1D (End Foundation)

8 - 9 = 1C (Beginning 1)

10 - 13 = 1B (Mid 1)

14 - 16 = 1A (End 1 / Beginning 2)

(15 - 16 assess for Level 2)

P/P: F

P/P: F

P/P: F.5

P/P: 1.0

Assessment-Level 1

MARCH VS MAY ASSESSMENT

Name: Charlie		Grade: Foundation	Level: 1
Date: 16/3	Topic: Little Me		Genre: Narrative
1	✓	3 statements	
2	*✓	I the then to on *bumps	
3	✓		
4	✓	shrvC/shrunk Bi/By cubi/cubby	
5	✓		
6	✓		
7	x		
8	•	B P n	
9	✓	I •	
10	✓		
11	✓		
12	✓		
13	✓		
14	•	shrunk cubbyhouse photo	
15	•		
16	•	with support	
17			
18			
19	*2	side test and over 10	
20		common words spelt	
21		correctly.	
22			
23			
24			
25			
26			
27			
Total: 11		Sub Level/ Grade Level: 1B - Mid Yr1 - p/p F.5	

NOTES AND SPECIAL CONSIDERATIONS
#14 stimulus words
Celebrations:
Compound sentence with and. More specific vocabulary shrunken, photo, cubby house, bumps.
Suggested Teaching Targets:
Letter formation - Bb Pp Nn Hh ← often 2 strokes (^h) Build on letter size consistency
Breaking text into sentences - develop a better understanding of end boundary punctuation

Charlie's handwriting/letter formation has continued to improve, but I would suggest a continued focus on the formation of the lower case 'h' which can be made up of two strokes. I would also start to encourage Charlie to use the guidelines more to support visual representation of ascenders and descenders more clearly.

Continued work on boundary punctuation, moving into punctuation for effect, would be beneficial. Linking this with openers, might help Charlie understand that after a full stop you need the sentence to start from the start, not run on from the previous one.

Name:		Grade:	Level:
Date:	Topic:	Genre:	
1	✓		
2	✓	to, the, in, world, you, yes, and, let	
3	✓	me, play, my	
4	✓	best, all was/always ponne/pho	
5	✓	'h' 2 strokes	
6	✓		
7	✓	80%	
8	*	ascenders often same size as	
9	✓	body.	
10	✓		
11	✓		
12	✓		
13	✓	ponne sae/say besst/best	
14	✓	best nana in the world	
15	*		
16	x		
17			
18			
19			
20			
21			
22			
23			
24			
25			
26			
27			

Total: 13 Sub Level/ Grade Level: 1B Mid 1 p/6F

[illegible]

Assessment

MODERATING SHEET

Name:		Grade:	Level:	NOTES AND SPECIAL CONSIDERATIONS
Date:	Topic:		Genre:	
1				
2				
3				
4				
5				
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27				
Total:		Sub Level/ Grade Level:		

Assessment- Foundation Level

MAY STIMULUS ALTERNATIVE IDEA

Why my special person should be given an award for person of the year

Think about:

All the things your special person does for you. What makes them special? Why do you think they are better than someone else?

Remember:

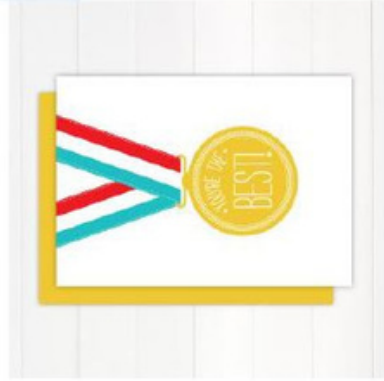
Full stops and capital letters

Write in full sentences

Use WOW words, connectives, openers and punctuation

Use your neatest handwriting with finger spaces

Check and edit your work when you have finished.



Assessment Schedule

HOW TO RUN A WARM WRITE ASSESSMENT IN FOUNDATION

Cold Write Assessment Schedule 2021

Cold Write Assessments	Week of Cold Write	Cold Write Stimulus	Assessments Due
Baseline - Yr1- 6	Week beginning 27 th of Jan or 1 st Feb	Recount: <i>Holiday Recount - (p.19 - 22)</i>	Tuesday 16 th of February
Baseline - Yr7-10	Week beginning 27 th of Jan or 1 st Feb	Recount: <i>Holiday Recount - (p.48 - 50)</i>	Tuesday 16 th of February
<i>Remember your baseline piece needs to be collected as soon as possible to be able to determine the summer dip and start 1-1 student conferences. (Compare Baseline 2021 with Nov 2020 piece.)</i>			
Foundation - (must be marked during testing)	Week beginning 27 th of Jan or 1 st Feb	Recount: (Own Stimulus Required) <i>Literacy Book recount or Family Portrait</i>	Tuesday 16 th of February
1 st Cold Write - Yr1- 6	Week beginning 8 th of March	Narrative: <i>The Strange Egg- (p.25)</i>	Tuesday 30 th of March
1 st Cold Write - Yr7-10	Week beginning 8 th of March	Narrative: <i>The Invention- (p.52)</i>	Tuesday 30 th of March
1 st Cold Write - Foundation	Week beginning 8 th of March	Narrative: <i>Little Me (dramatic play stimulus. p.37)</i>	Tuesday 30 th of March
2 nd Cold Write - Yr1- 6	Week beginning 3 rd of May	Exposition: <i>No Party! - (p.36)</i>	Tuesday 1 st of June
2 nd Cold Write - Yr7-10	Week beginning 3 rd of May	Exposition: <i>Change a Rule - (p.54)</i>	Tuesday 1 st of June
2 nd Cold Write - Foundation	Week beginning 3 rd of May	Exposition: <i>My Mum/Grandma Should be Mother/Grandmother of the Year - (p.33)</i>	Tuesday 1 st of June
3 rd Cold Write - Yr1- 6	Week Beginning 9 th of August	Narrative: <i>My Robot - (p.41)</i>	Tuesday 31 st of August
3 rd Cold Write - Yr7-10	Week Beginning 9 th of August	Narrative: <i>The Castle - (p.58)</i>	Tuesday 31 st of August
3 rd Cold Write - Foundation	Week Beginning 9 th of August	Narrative: <i>Little Me (dramatic play stimulus. p.37)</i>	Tuesday 31 st of August
4 th Cold Write - F -Yr6	Week Beginning 8 th of November	Recount: <i>My Most Embarrassing Moment - (p.46)</i>	Tuesday 30 th of November
4 th Cold Write - Yr7-10	Week Beginning 8 th of November	Recount: <i>My Most Embarrassing Moment- (p.58)</i>	Tuesday 30 th of November
NB: Ensure all staff are aware of the assessment schedule and stimulus so that they are not given out as writing topics throughout the year. It is also important to casually check with your cohort that the stimulus is appropriate well before assessment. Dates are based on Victorian term dates and may need to be adjusted for your school.			

Example assessment schedules can be on the Andrell Education website as free PDF downloads in the digital store:
<https://www.andrelleducation.com.au/store/c3/E-downloads.html#/>

The page numbers mentioned on the schedule, refer to the pages you can find the stimulus in the Cold Write Assessment Pack, available to purchase in the digital store.

Further P.D

BIG TALK FOR PRE-WRITERS

Big Talk for Pre-Writers will focus on supporting children who are not yet writing. Big Talk can occur in Early Childhood settings, in the first few Primary School years, or through intervention. This is an essential first day in implementing Big Write & VCOP in the Early Years and to support pre-writers. It is an interactive PD and the whole day is broken up with numerous games and activities that can be differentiated to suit multiple learning abilities, and where oral language is the focus. You'll leave confident and ready to support your pre-writers.

INTRODUCTION TO BIG WRITE AND VCOP

A Big Write is the chance for the students to celebrate their writing and show off the learning goals they have achieved for the week. They will learn how to up-level their work and create a 'writer's voice' by using their VCOP skills (vocabulary, connectives, openers and punctuation). Delve into an overview of the Big Write week, including a breakdown of the Big Write and VCOP Day- complete with a mini VCOP, Big Write Session and self-editing. Take it further with the intensive student analysis and learn how to model Breakdown Buddies and highlighting. Plus we'll have a brief look at the Student Criterion Scale where you'll learn how to assign a marking level using the Australian Criterion Scale and get overview of Cold/Warm Writes and Data Tracking.

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