

Course GUIDEBOOK

**August Warm Write
- Bonus Video -**

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Introduction

AUGUST WARM WRITE

The beginning of August we collect the next writing sample and re-assess the students' goals. The stimulus we use here is Little Me- you shrink to 10cm tall and have an adventure. This is the same stimulus that we use in March, as we want to compare narrative to narrative growth.

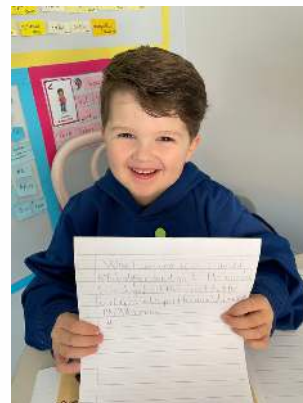
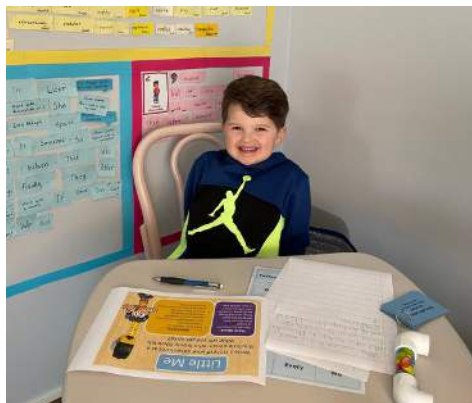
We present the stimulus as a dramatic play exercise to support the imagination. I like to take a photo of my students, print it out 10cm tall and attach it to a icy pole stick for the dramatic play.

For about 5-10mins they explore the area with their puppet. The adult can converse with the student or the puppet to encourage the student to verbalise what they are doing and make connections with the task.

After the play, the students are encouraged to pair up and share for 2 minutes each, what they did as Little Me. Then they head back to their tables with the special Big Write atmosphere, and write about the time the become little. Here you may see a lot of pictorial with some attempts at 'letters' (Bella), you might see strings of letters, captions or several words, or you might have sentences developing.

5yr and 11 month old Charlie, helped us out with collecting evidence for this bonus video.

For this assessment, I wanted to demonstrate how the imaginative language changes when we don't have a dramatic play warm up. So Charlie completed two writing sessions, one at the start of the day and one at the end, (not very fair I know) but he was such a champ to give it a go.



Little Me

Write a story of your adventures as a tiny little person who is only 10cm tall.

What will you get up to?

Think About:

How did you become so small?
How did you feel?
What are the good things and bad things about being so small?
How will you return to your normal size.

Remember:

- Start your story in an interesting way
- Use WOW words, connectives, openers and punctuation.
- Use neat handwriting.
- Write in full sentences.
- Check and edit your work when you have finished



Assessment-Level 1

MARCH LITTLE ME- CHARLIE 5YRS 11MONTHS
20 MINUTE WRITING SESSION

August- no play warm up.

When I was 10cm tall I would
build a lego car and go to the woods.
I would get all the fruit in the
world! I would explore the world! and
I would come home.

W

When I was 10cm tall I would build
a lego car and go to the woods. I
would get all the fruit in the world!
I would explore the world! I would
come home.

Assessment-Level 1

MARCH LITTLE ME- CHARLIE 5YRS 11MONTHS
20 MINUTE WRITING SESSION

Name: Charlie		Grade: Foundation Level: 1
Date: 13/8		Topic: Little Me (NP) Genre: Narrative
1	✓	
2	✓	more than 10
3	✓	
4	✓	bild/build foot/fruit come/come
5	✓	
6	✓	
7	•	Finger spacing essential target
8	✓	
9	✓	
10	✓	
11	✓	
12	✓	
13	✓	exspor/explore bild/build
14	✓	explore woods world
15	•	Extend with more understanding
16	•	of listening to sentence punc.
17		shared Editing. Without editing
18		outline, would changes be
19		made?
20		
21		
22		
23		
24		
25		
26		
27		
Total: 13	Sub Level/ Grade Level: 1B - Mid 1 p/p F. 5	

NOTES AND SPECIAL CONSIDERATIONS

No stimulus talk or dramatic play was conducted prior to writing, but VCOF warm up was completed.

Editing is classed as shared editing not independant.

Celebrations:

Compound sentence and use of exclamation marks to begin to demonstrate expression.

Suggested Teaching Targets:

Opener - 'When' should be 'If' to match the tense of the piece.

Repetition of 'I would' continues throughout whole piece.

Build stronger compound sentences with more explicit detail.

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

MODERATING SHEET

Name:		Grade:	Level:	NOTES AND SPECIAL CONSIDERATIONS
Date:	Topic:	Genre:		
1				
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Total:		Sub Level/ Grade Level:		

Assessment- Foundation Level

MARCH LITTLE ME- CHARLIE 5 YRS 11MONTHS
18 MINUTE WRITING SESSION

August - dramatic play to write.

When I had a adventure I got stuck
in Lego Trassic and got the
Diplofusus Amber and B.
and then I got the hologram of it and it
I can't believe it!

When I had a adventure I got
sucked in Lego Jurassic and got
the dilophosaurus amber and
fossil A and B. Then I got the
hologram of it and it.
I can't believe it!



Comparisons

MARCH AND AUGUST WARM WRITES

Even though Charlie's second August writing session was completed quite late in the afternoon and he was tired, (which we can tell from his handwriting) he still completed a great piece of writing for us to look at.

You'll notice that in this second writing piece, his imagination, creativity and language choices are much higher than in the earlier piece.

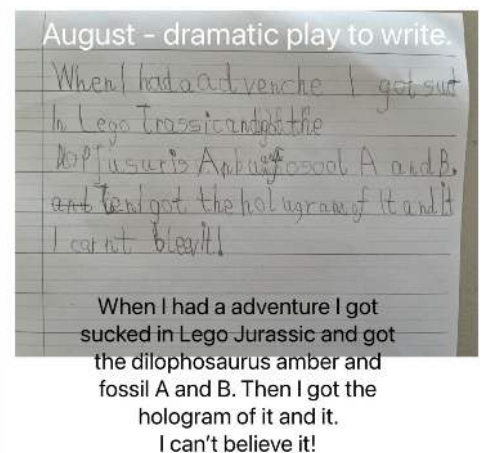
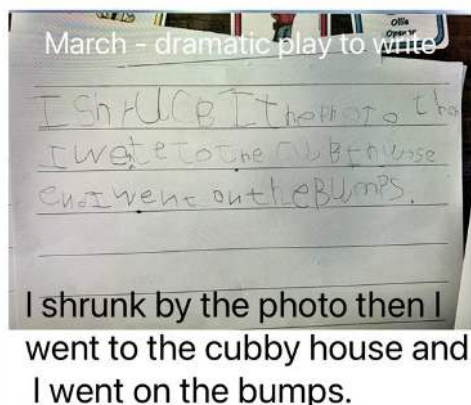
The tense in this piece was all past tense. Where as the first piece is future tense minus the opener 'when'. If the opener had been 'if', the tense would have all matched.

In both pieces, he really benefited from the dotted thirds supporting his letter formation. We can see the growth in his letter formation when we look back to his March piece. In the March piece, Charlie relied heavily on the dramatic play stimulus and basically completed a retell of his play. In the second August piece, his play just warmed up his imagination and he chose to write a completely different story. He still does extremely well in the first August piece where he is not given the opportunity to play, but still gets to verbally discuss ideas.

Charlie will continue to work on his long term goal of consistent finger spaces and will need a visual reminder on his table at all times. He would benefit from explicit up-levelling sessions to help develop his understanding of sentence structure so he can more independently edit his work and check his punctuation.

I would also like to see length added to his work by creating a more detailed beginning, middle and end. This would add a lot of maturity to his writing.

I am excited to see Charlie's final data piece which will be collected in November.



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.

TO BOOK IN, VISIT:
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