The [Big Writing] approach provides a structure for teaching writing that can be adapted to suit schools’ differing circumstances and needs and the Big Writing Assessment Criterion Scale can be used to assess writing without National Curriculum levels.’ (NFER, 2013)

A research trial was carried out by the National Foundation for Educational Research (NFER) to explore the impact of Big Writing. Data was collected from 11 primary schools across a six to eight week period during the summer and autumn terms of 2013. This included: 635 baseline and endpoint pupil writing assessments and writing attitude surveys; 28 baseline and 21 endpoint teacher surveys; and qualitative telephone interviews with five teachers.

The results indicated that the majority of teachers were positive about the usefulness of Big Writing training; saw the value of the approaches and felt Big Writing had been embedded as a whole school writing approach. Whilst pupils’ writing performance and attitudes showed no statistically significant changes overall within the relatively short time period, some pupils showed noticeable improvement in their writing task scores.

**Key findings**

**Teachers’ perceptions of Big Writing:**

- The majority of teachers felt the Big Writing training provided them with a clear overview of the key elements, and left them confident to implement the approach in their classrooms.
- Teachers were positive about the approaches Big Writing highlights and were committed to embedding the approach.
- Teachers found Big Writing reaffirmed their existing good practice and could be adapted to best meet the needs of their circumstances and pupils.
- The oral VCOP activities and Big Write silent writing sessions were particularly valued.

- **Big Writing** was identified by a couple of teachers as particularly useful for less experienced teachers and those less confident teaching literacy as it provided them with a structured approach to teaching writing.
- Most teachers reported that Big Writing had positively impacted on the whole school.

**Big Writing and pupils:**

- Whilst pupils’ writing performance and attitudes showed no statistically significant changes overall, some pupils showed noticeable improvement in their writing task scores.
- Pupils felt they had more opportunities to discuss writing since Big Writing had been implemented, and there were positive changes in the regularity with which they wrote emails, text messages, letters and cards to friends and family.
- Teachers perceived a range of impacts on pupils including enjoyment of writing, writing confidence and writing skills, with the greatest impact on vocabulary and use of different writing styles.
- According to teachers, Big Writing was also felt to have a substantial impact on improving the creativity and structure of pupils’ writing and their grammar and punctuation.

*Read the full report at: [www.oxfordprimary.co.uk/bigwriting](http://www.oxfordprimary.co.uk/bigwriting)*