Using Project X to support Big Writing Teaching

by Katie Wilkes and Janice Pimm

OXFORD
Contents

Introduction ..............................................................2
The Big Writing Methodology .................................3
Big Writing at a Glance ........................................4
How to Use Project X with Big Writing ........6

Lesson Plans:
Year 3 .................................................................8
Year 4 .................................................................10
Year 5 .................................................................12
Year 6 .................................................................14
Resource Sheets ................................................16
Introduction

*Big Writing* and *Project X* share many values. Both have at heart a belief that children succeed best when they are highly motivated, actively involved in their own learning journey and challenged to an appropriate degree.

‘Talk’ is central to both *Big Writing* and *Project X*: while *Big Writing* encourages the development of the ‘writing voice’ through fun and lively oral activities, *Project X* provides many opportunities for children to talk about the books they read, recognising that discussion helps children become engaged, reflective readers. Both *Project X* and *Big Writing* have a special focus on engaging boys, with action-packed stories in *Project X* and action-packed activities in *Big Writing* plus a shared understanding that boys need clear learning targets broken into manageable steps.

With so many values in common, it is not surprising to find that some schools using *Project X* have often also implemented the *Big Writing* methodology. We have heard from many teachers wishing, “If only there was something to help us link *Project X* with *Big Writing*…”. This booklet – written by a head teacher whose school does just that – is intended to meet that need.

On pages 6-7 you will find suggestions for how to use *Project X* with *Big Writing* and on pages 8-15 you will find sample plans for *Big Writing* sessions using *Project X* characters, themes and books. On pages 16-24 there are Resource Sheets linked to the plans. Some of these resources are also available electronically at www.oxfordprimary.co.uk/projectx

The plans are very much intended to be a springboard to whet your appetite – we’re sure you’ll go on to develop lots more links and exciting lessons of your own.

**Ros Wilson**  
Creator, *Big Writing*  

**Andrea Quincey**  
Publisher, *Project X*
The Big Writing Methodology

The Writing Voice
At the heart of Big Writing is the development of the writing voice; that is, the ‘voice’ you need to have in your head to help you compose the more formal, higher level language and grammatical structures needed for writing. The method is based on the premise that “if a child can’t say it, a child can’t write it!”

VCOP
Four ‘generic targets’: Vocabulary, Connectives, Openers and Punctuation (VCOP) are integral to the development of writing voice in Big Writing. The level of a child’s writing improves when s/he uses vocabulary, connectives, openers and punctuation in increasingly sophisticated ways. Therefore, VCOP should be taught often and systematically in lively, fun ways.

The Criterion Scale
Also central to Big Writing is the Criterion Scale, a formative assessment scale. When used to assess a piece of unsupported writing, it tells the assessor what the pupil can do and what the pupil needs to do next to improve. The assessment is shared with the pupil who is then reminded of his/her targets every time s/he writes. Being involved in their own learning and assessment is empowering for pupils because they can see how to improve their writing by progressing up the skills scale in clear, bite-sized steps.

Timetable for Big Writing
A Big Writing session takes place once a week, usually towards the end of the week. Throughout the rest of the week, teachers also find time for lively VCOP activities, to practise talking with the writing voice and to ‘up-level’ text. (This time is known in Big Writing as Stocking Fillers.)

Bells Work is the time between packing up and just before the bell goes that can be used for quick oral VCOP activities. Ten minutes each day should also be spent practising Basic Skills, including spelling and handwriting.

The Big Writing Session
The first forty-five minute session is thirty-five minutes of fast, fun, lively, oral activities to develop VCOP. There is then time for pupils to consolidate their ideas and plan what to write in the second session.

Then it’s playtime!
Pupils return to the classroom for 45 minutes of silent writing. A ‘Big Write’ atmosphere is created in the classroom (candles, dimmed lights, soft music etc.)

Find out more!
You can read more about the Big Writing approach in the following books available from OUP - visit www.oxfordprimary.co.uk
- Talk the Big Talk by Ros Wilson
- Raising Writing Standards A Powerful and Effective Whole-School Approach by Ros Wilson
- Writing Voice and Basic Skills The Class Teacher’s Guide to Big Writing by Ros Wilson

Or visit www.andrelleducation.co.uk for information on Big Writing professional development courses.

Find out more at www.oxfordprimary.co.uk
Big Writing at a Glance

**Basic Skills**

- **GHASP**
  - Grammar
  - Handwriting
  - Spelling
  - Punctuation

  - Basic Skills take 10 minutes a day throughout Key Stage 2

**Writing Voice = VCOP**

- **Vocabulary**
  - Ambitious or ‘WOW’ words

- **Punctuation**
  - including Power Punctuation ! ? ...

- **Connectives**
  - progressively more sophisticated

- **Openers**
  - including Power Openers (-ly words, -ing words, connectives)

**Oral Session**

- **30 -35 mins**
- weekly

**The Big Write**

- **Silent Writing Session**
  - **45 mins (Years 2-6)**
  - **30 mins (Year 1)**

Find out more at [www.oxfordprimary.co.uk](http://www.oxfordprimary.co.uk)
**TALK**

- EYFS Talk the Big Talk
- Talk Homework

**ASSESSMENT**

**SUMMATIVE**
- Criterion Scale
- Target Setting
- Trackers
- Evidence Base

**FORMATIVE**
- What to teach next
- Child Speak Targets
- No secret gardens
- Children know how to improve

Find out more at [www.oxfordprimary.co.uk](http://www.oxfordprimary.co.uk)
How to Use Project X with Big Writing

There are all sorts of fun and lively ways to bring Project X into your Big Writing sessions. Here are some suggestions:

**VCOP Character Champions**
Each main Project X character becomes the champion for one aspect of VCOP.

When children are asked to identify or produce aspects of VCOP they could wear the appropriate character badges. VCOP Character Champion badges are supplied in colour on the back page of this booklet and at www.oxfordprimary.co.uk/projectx

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Using Dani Day in ‘posh talk’ sessions

‘Posh talk’ in Big Writing is a fun way of helping children to develop a formal writing voice. You could use the Project X character Dani Day as a starting point for ‘posh talk’.

Dani Day visits the classroom. The teacher or selected children could take on the role of Dani Day or you could project in image of Dani Day on the IWB. Explain to children that it is important for them to use ‘posh voice’ when speaking to Dani Day.
Using Project X Characters as the imaginary friend

In *Big Writing*, the imaginary friend answers the questions that no-one else in the class can answer, makes the mistakes that pupils in the class make (so protecting their self-esteem) and writes at low levels so the class can discuss how he/she can move the writing up one or more levels. Max, Cat, Ant and Tiger could take it in turns to be the ‘imaginary friend’. Alternatively, you could use other characters such as Plug and Socket (who often get things wrong!) to be the imaginary friend. You could project up images of the imaginary friend on the IWB.

Using Project X resources as stimuli for talk and writing

In the ‘Talk’ sections of *Project X Software* you will find a wealth of images (pictures and photographs) that can be used as the stimulus for talk and writing. In the software for Years 5 and 6 you will find structured sessions for guided debate and discussion. (See *Project X Interactive Stories*, Year 2, Years 3-4 and *Project X Interactive Years 5 and 6*).

Using Project X for ‘Big it Up’ Monday

On ‘Big it Up’ Monday, instead of re-telling what they did on an ordinary weekend, children are encouraged to imagine what they could have done. This helps children to increase their use of the ‘writing voice’ during their oral recounts and to have fun with language and making up stories. Children could be asked to imagine adventures where they shrink like *Project X* characters.

Project X at the heart of Big Writing Sessions

**Sample plans**

On pages 8-15 you will find sample lesson plans illustrating how you might use Project X within your literacy units and within selected *Big Writing* sessions.

There is one plan for each of Years 3 to 6. In each, we have suggested some thematically-linked VCOP activities, a ‘talk homework’ and a *Big Writing* session. We have also provided accompanying resource sheets on pages 16-24.

These plans are very much a ‘springboard’ to help you think about ways to use Project X and *Big Writing* together. We imagine that alongside these plans you would also carry out all of your usual *Big Writing* activities (e.g. target setting, additional Stocking Fillers and talk activities during the week).

Find out more at [www.oxfordprimary.co.uk](http://www.oxfordprimary.co.uk)
Year 3

PX Cluster Theme
Fast and Furious

Linked Literacy Theme
Adventure and Mystery

PX Focus Text(s)  The Chase by Anthony McGowan

LEARNING INTENTIONS: improve use of openers, ambitious vocabulary; write an adventure story with a clear beginning, middle and end.

PRIOR KNOWLEDGE: story structure; paragraphs; full stop, question, exclamation marks, speech punctuation

As part of your literacy lessons, read The Chase with the whole class. During class discussion focus on how the author creates tension and a sense of adventure. Collect and display powerful sentence openings (e.g. ‘Down in the drains…’, ‘The X-bot spun around to…’).

VCOP Activities

You can use these activities as Stocking Fillers in the week preceding your Big Writing session or choose to incorporate some into session 1 of your Big Writing day.

Quick-fire openers
What is the best way to finish these sentences? Up in the sky… /He turned round and… /She couldn’t believe it when… /Finally…

Quick-fire Highlighting VCOP
Would you use a question mark, exclamation mark or full stop at the end of these sentences? ‘What’s the plan?’/Cat checked her watch./’Help, it’s got my watch!/Why did he feel so strange?/He was a fast skateboarder./’Let’s run!’

Organise the children into groups of four. One child in each group will take on the role of Tiger (Vocabulary), Cat (Connectives), Max (Openers) or Ant (Punctuation). Provide each group with an enlarged passage from the book (e.g. page 28 or pages 36-37). Each character then highlights the appropriate part of the text for his or her area of expertise. Allow time for feedback to group/class.

Up-levelling
Cat wrote a short recount of her adventure with the pigeons but she needs some help to turn it into an exciting piece of writing. Display Resource Sheet 1 Part A and work as a class to up-level the text. You can compare the version on page 30.

Posh Voice
Teacher takes on the role of Dani Day (posh voice). She is amazed that Team X managed to get the watch back from the X-bot and wants to know the details. Children reply to these questions using ‘posh voice’: Explain what happened when Tiger noticed his watch was missing. How did he feel? Please recount the events that happened to Tiger on his skateboard. Now please recount what happened to Max and Ant. How was the X-bot eventually defeated?

Resources

Punctuation Fan
VCOP Character Badges: (on back cover)
Resource Sheet 1

TALK HOMEWORK

Children ask relatives or friends if they have ever lost anything precious. What happened? How did they feel about the loss? Did they get it back?
**BIG WRITING DAY session 1 (approx. 35-40 minutes)**

**Learning Objectives**
I can use powerful openings. I can use paragraphs.

<table>
<thead>
<tr>
<th>Warm up</th>
<th>Choose VCOP quick-fire activities from the activities above or similar.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quick Punctuation</td>
<td>Display Resource Sheet 1 Part B. Read the sentences and ask children to insert appropriate punctuation.</td>
</tr>
<tr>
<td>Openers</td>
<td>Display Resource Sheet 2. Ask children which opening makes you want to read further. Why? Ask children to highlight VCOP.</td>
</tr>
<tr>
<td>Hotseat</td>
<td>Divide class into groups. Give each group character cards and object cards. Each group selects one object and one character and imagines where, how, when and why the character loses that object (or has it stolen). Each group orally rehearses a story opening based on the character and the lost object. Share with class.</td>
</tr>
<tr>
<td>Story Structure</td>
<td>Ask a member of each group to come up in ‘role’ as the character who has lost an object. How does he/she feel? Can he/she get the object back? Does he/she need to chase someone for it/need help to get it back?</td>
</tr>
<tr>
<td>Paragraph openings</td>
<td>As a whole class, choose one of the characters and one of the objects. Use the Story planner on Resource Sheet 4 to plan an adventure story with the title <em>Lost and Found.</em></td>
</tr>
<tr>
<td>Planning</td>
<td>Organize the planned story content into paragraphs. See how many different sentence openings children can produce orally for the first sentence of each paragraph (perhaps with a time limit for each one). Explain that the <em>Big Writing</em> session after the break will be an adventure story about someone who has lost something precious or had something stolen and how how she/he gets it back. Give children 5 minutes to plan their own stories (use story planning tools of your choice).</td>
</tr>
</tbody>
</table>

**BREAK**

**BIG WRITING DAY Session 2 (approx. 45-50 mins) Big Write: music, candles etc.**

**Learning Objectives**
I can write an adventure story with a clear beginning, middle and end using paragraphs and interesting openers. I can recognise good features in my partner’s work.

Children come back into the classroom to write an adventure story titled: Lost and Found.

Stop after 10 minutes and ask *Who has used an interesting sentence opener? Who has used more than one type of punctuation?* Praise. Hold second review after about 15 minutes and give 5 minute/2 minute warnings towards the end. During plenary pupils partner-review and highlight interesting openers and examples of VCOP in each other’s work. Review objectives.
Year 4

PX Cluster Theme
In The News

Linked Literacy Theme
Non Fiction Newspaper Reports

PX Focus Text: Making A Splash by Chloe Rhodes

LEARNING INTENTIONS: improve use of connectives, ambitious vocabulary; write an eye-witness account.

PRIOR KNOWLEDGE: features of a newspaper report; paragraphs; full stop; commas in lists; connectives and time connectives.

As part of your literacy lessons, read Making A Splash with the whole class. During class discussion focus on features of non fiction texts, such as a contents page, bullet points, sub titles, diagrams, flow charts, text boxes, photographs with captions. Collect wow words and connectives and display.

VCOP Activities

You can use these activities as ‘Stocking Fillers’ in the week preceding your Big Writing session or choose to incorporate some into Session 1 of your Big Writing day. Note that the Uplevelling, Highlighting and Posh Voice activities need to be completed prior to teaching the Big Writing session.

Quick-fire connectives
Can you find a connective to link these two sentences together? I have a dog. I have a cat./ I have a dog. I haven’t got a cat./ I had a lovely holiday. It rained most days.

Quick-fire punctuation
Can you insert commas into these sentences? For lunch today we will be having roast beef, Yorkshire pudding, roast potatoes and vegetables./ An alien has landed on planet Earth this morning. He was described as having green hair, four eyes and silver antlers.

Up-level
Some local children went to see the whale in the Thames and wrote a report on it for their school newspaper, but they need some help with connectives. In pairs, annotate the passage and insert some connectives.

Highlighting VCOP
Organize the children into groups of four. One child in each group will take on the role of Tiger (Vocabulary), Cat (Connectives), Max (Openers) or Ant (Punctuation). Provide each group with an enlarged copy of page 29 in the book. Each character then highlights the appropriate part of the text for his or her area of expertise. Allow time for feedback to group/class.

Posh Voice
Teacher takes on the role of Dani Day (posh voice). She has visited the Thames to see the whale in the river. How would she describe this event to Max, Ant, Tiger and Cat? Work in pairs, taking it in turns to adopt the ‘posh voice’ of Dani.

TALK HOMEWORK
Children ask relatives or friends for their views on animals being hunted for their fur, skin or tusks. What are their views on fox hunting?
### BIG WRITING DAY session 1 (approx. 35-40 minutes)

**Learning Objectives**

I can produce an oral news report. I can use powerful openings and a range of wow words.

<table>
<thead>
<tr>
<th>Warm up</th>
<th>Choose VCOP quick-fire activities from the activities above or similar.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quick Connectives</td>
<td>In pairs, ask the children to play Ping Pong Connectives using a description of a typical day for them. Child A begins with e.g. 'Firstly, the alarm went off and I woke up.' Child B responds with 'Next, I got up and went to the toilet', etc.</td>
</tr>
<tr>
<td>Drama Activities - Guided Tour</td>
<td>Display pictures of the whale in the Thames from the book. In pairs, invite the children to take their partner (with eyes closed) on a 'guided tour' of the event. As they stand at a barrier overlooking the river, what can they see? What can they hear and smell? How do they feel? Emphasise use of wow words to describe the setting and the spectacle. Swap over. Compare experiences.</td>
</tr>
<tr>
<td>Openers</td>
<td>Read the comments from people following the plight of the whale on page 14. Invite children to contribute to an online discussion, bringing post it notes to the front of the class. Think about a sentence opener which will grab the audience’s attention. Can they start with a <em>ly, ed or ing</em> word?</td>
</tr>
<tr>
<td>Drama Planning</td>
<td>Ask the children to produce a short television news report on the plight of the whale. Explain that their broadcast is to include an interview with an eye witness. Allow 10 minutes for the children to decide on content and rehearse their bulletin. Encourage ‘posh voice’ and use of connectives. ‘Broadcast’ to the rest of the class and invite constructive criticism. Explain that after break, the children will be writing an eye witness account of the whale as if they had seen it. Allow time for thinking and planning.</td>
</tr>
</tbody>
</table>

**Resource Sheet 6**

| Enlarged copy of Making a Splash page 14. Post-it notes. |

**BREAK**

### BIG WRITING DAY  Session 2 (approx. 45-50 mins) Big Write: music, candles etc.

**Learning Objectives**

I can write an eye witness account. I can use powerful openings and a range of wow words.

I can recognize good features in my partner’s work and in my own work.

Children come back into the classroom to write an eye witness account of the whale in the Thames.

Stop after 10 minutes and ask **Who has used an interesting sentence opener? Who has used more than one type of punctuation? Who has used a range of time connectives?** Hold second review after about 15 minutes and give 5 minute/2 minute warnings towards the end. During plenary pupils partner-review and highlight interesting openers and examples of VCOP in each other’s work. Review objectives.
## Year 5

<table>
<thead>
<tr>
<th>PX Cluster Theme</th>
<th>Linked Literacy Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Endangered</td>
<td>Non Fiction Persuasive Writing</td>
</tr>
</tbody>
</table>

### PX Focus Text: The Amazon by Deborah Chancellor

**LEARNING INTENTIONS:** improve use of commas in a list; ambitious vocabulary; write an information leaflet.

**PRIOR KNOWLEDGE:** features of an information leaflet; paragraphs; full stop; commas in a list; connectives and time connectives.

As part of your literacy lessons, read *The Amazon* with the whole class. During class discussion focus on features of non fiction texts, such as contents page, bullet points, sub titles, diagrams, flow charts, text boxes, photographs with captions. Collect wow words, connectives and display.

### VCOP Activities

You can use these activities as ‘Stocking Fillers’ in the week preceding your *Big Writing* session or choose to incorporate some into session 1 of your *Big Writing* day.

<table>
<thead>
<tr>
<th>Quick-fire openers</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look at the sentences on Resource Sheet 7. Which openings are the most effective? Why? Ask children to find a sentence of their own from the last <em>Big Writing</em> Session to re-arrange in the same way.</td>
<td>Resource Sheet 7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quick-fire punctuation</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Display copies of the Amazing Facts on pages 11-13 of <em>The Amazon</em> and look particularly at the use of a colon to introduce further information. ‘Kung Fu punctuate’ one of the cards, then provide the class with further oral examples, asking them to ‘Kung Fu punctuate’ the colon and any other relevant punctuation that occurs.</td>
<td>Resource Sheet 8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Up-level</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give the children copies of the re-written email on Resource Sheet 8 (original is on page 7 of the book) and ask them to up-level the writing, paying attention to VCOP.</td>
<td>VCOP Character Badges (on back cover)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Highlighting VCOP</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organize the children into groups of four. One child in each group will take on the role of Tiger (Vocabulary), Cat (Connectives), Max (Openers) or Ant (Punctuation). Provide each group with an enlarged copy of page 13 in the book. Each character then highlights the appropriate part of the text for his or her area of expertise. Allow time for feedback to group/class.</td>
<td></td>
</tr>
</tbody>
</table>

### TALK HOMEWORK

Children ask relatives or friends for their views on the destruction of the rainforests. Do they know anyone who chooses not to buy goods that have contributed to this destruction? If not, why do they think people have not made this choice?
**Year 6**

<table>
<thead>
<tr>
<th>PX Cluster Theme</th>
<th>Linked Literacy Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unexplained</td>
<td>Chronological Report Writing</td>
</tr>
</tbody>
</table>

**PX Focus Text: Tasmanian Terror by Anthony McGowan**

**LEARNING INTENTIONS:** use a range of drama and speaking and listening strategies to explore a text; produce a recount of events from a character’s point of view.

**PRIOR KNOWLEDGE:** story structure; paragraphs; speech punctuation.

As part of your literacy lessons, read *Tasmanian Terror* with the whole class. During class discussion focus on how the author creates tension and a sense of adventure. Collect and display powerful sentence openings and ambitious vocabulary.

**VCOP Activities**

You can use these activities as ‘Stocking Fillers’ in the week preceding your *Big Writing* session or choose to incorporate some into session 1 of your *Big Writing* day.

| **Quick-fire openers** | What is the best way to finish this sentence? *What worried Mr Unwin was…*  
/At that moment… /The ground trembled…/And from now on…/Towering over them…  |
| **Quick-fire punctuation** | Would you use a question mark, exclamation mark or full stop at the end of these sentences? *What on earth was that?*/You’ve got to be kidding!*/Rocks that aren’t there?*  
Display these sentences without commas and ask children to insert the commas. *There was a big door, through which the farmer had gone, and a smaller door at the side, slightly ajar.*/Beside it, standing on a step-ladder, the farmer was using the hedge trimmer to shear wool from its side.*  |
| **Highlighting VCOP** | Organize the children into groups of four. One child in each group will take on the role of Tiger (Vocabulary), Cat (Connectives), Max (Openers) or Ant (Punctuation). Provide each group with an enlarged passage from the book (e.g. pages 40-41). Each character then highlights the appropriate part of the text for his or her area of expertise. Allow time for feedback to group/class.  |
| **Up-level** | Max wrote a short recount of his adventure in Tasmania but he needs some help to turn it into an exciting piece of writing. Display and work as a class to uplevel the text. You can compare the version on *Tasmanian Terror* page 30.  |
| **Posh Voice** | Teacher now takes on the role of Dani Day (Posh Voice). In groups of four, (VCOP representatives) the children need to work collaboratively to prepare a 2-4 minute oral presentation to Dani on the events of the book. Emphasis on VCOP and Posh Talk.  |

**TALK HOMEWORK**

Children ask relatives or friends if they have ever been very fond of an animal? What animal was it? What did they do to care for it? How did they feel about the animal?
BIG WRITING DAY session 1 (approx. 35-40 minutes)

Learning Objectives
I can use powerful openings. I can use commas and speech marks.

Warm up
Choose VCOP quick-fire activities from the activities above or similar.

Quick Punctuation
Display Resource Sheet 9 Part B. Read the sentences and ask children to display appropriate punctuation. Review speech punctuation.

Revising story language and story structure
In pairs, labelled A and B, ask the children to take turns retelling the story to each other. Emphasise it is vital that nothing is missed out and nothing is repeated, so it is important to listen as well as to speak. Emphasise using ‘story language’ throughout.

Conscience Alley
Re read Chapter 1. Allow the children 5 minutes to discuss what Mr Unwin discovers after this chapter and what he decides to do about it. Present two of Mr Unwin’s options to the class, e.g. a) to keep quiet about what is happening in case it affects his business or b) to inform the authorities about what is going on for the good of the local area. Invite the children to form an ‘alley’ and a child to play Mr Unwin. ‘Mr Unwin’ walks up and down conscience alley, while the children on the right side shout things to convince him to keep quiet and the children on the left shout things to convince him to tell the authorities. Ask ‘Mr Unwin’ what he will do and which arguments convinced him.

Planning
In role as Dani Day, explain to the class that you need a detailed written report of what happened in the story written from Mr Unwin’s point of view. Remind the children that some things were hidden from the Unwins, such as when the watches shrunk both Mr Unwin and the animals. How would Mr Unwin report that?

Resource Sheet 9 Part B.

BREAK

BIG WRITING DAY Session 2 (approx. 45-50 mins) Big Write: music, candles etc.

Learning Objectives
I can write a report of events from a character’s point of view.

Children come back into the classroom to write a report of what happened in the story from Mr Unwin’s point of view. Stop and review at regular intervals. Pupils partner-review in plenary.
Part A
Cat’s recount

I was in the micro-copter. I flew round a corner. I flew into some pigeons. The pigeons were scared. They were scared of the micro-copter. I didn’t want to hit the pigeons. I moved the micro-copter out of their way.

Part B
Punctuation

A trap Max shouted

The X-bots moved towards the children

What shall we do yelled Ant
Chapter Opening 1

Max and Ant were in the drains. They walked along the tunnel. They saw a red light ahead.

“Look,” said Max.

Chapter Opening 2

Down in the drains, Max and Ant crept further down the tunnel. There was a faint red light ahead.

“Look,” whispered Max.
### Resource Sheet 3

<table>
<thead>
<tr>
<th>Old man with shopping</th>
<th>Necklace or ring</th>
<th>In the park</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girl on skateboard</td>
<td>Soft toy</td>
<td>At the seaside</td>
</tr>
<tr>
<td>Boy on bike</td>
<td>Wallet or purse</td>
<td>At the shops</td>
</tr>
<tr>
<td>Small child</td>
<td>Dog</td>
<td>At a sports match</td>
</tr>
<tr>
<td>Lady with case</td>
<td>Letter</td>
<td>In school playground</td>
</tr>
<tr>
<td>Boy in shorts</td>
<td>Bike</td>
<td>In the garden</td>
</tr>
<tr>
<td>Girl in school uniform</td>
<td>Cat</td>
<td>Inside the house</td>
</tr>
<tr>
<td>Child in tracksuit</td>
<td>Game console</td>
<td>In the woods</td>
</tr>
</tbody>
</table>
Resource Sheet 4

**Opening:** Where is the story set? Who has lost something? What is it?

**Para 2:** Where might the object be lost? Who might have taken it? Has it only just gone?

**Para 3:** Does he/she have to act quickly to get it back? Or does he/she need a plan to get it back? Can anyone help?

**Para 4:** What happens while the character is trying to get the object back? What gets in the way?

**Para 5:** How does the character get the object back in the end? How does he/she feel now?
Our Trip To See The Whale

We were at school. We heard about the whale in the Thames. Our teacher told us. We thought she was lying. We couldn’t see anything. We thought it was a waste of time. We got further down. We could see a crowd. We could see cameramen, photographers and reporters. We walked past Albert Bridge and then we could see the whale.
BIG WRITING DAY session 1 (approx. 35-40 minutes)

Learning Objectives
I can use powerful openings and a range of wow words. I can present a short oral presentation to a group.

<table>
<thead>
<tr>
<th>Warm up</th>
<th>Choose VCOP quick-fire activities from the activities above or similar.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quick Punctuation</td>
<td>Display these sentences without the commas and ask the children in pairs to insert the commas;</td>
</tr>
<tr>
<td>Talk/Posh Voice</td>
<td>The anaconda is usually solitary, but it is sometimes found in groups. It feeds on fish, amphibians, snakes, reptiles and mammals. When it catches its prey, the anaconda coils around the prey until it suffocates.</td>
</tr>
<tr>
<td>Openers</td>
<td>Transform pages 18–19 into cards, one for each animal, and give one card to each group. In role as Dani Day (Posh Voice), explain that the groups are to be given 5 minutes to prepare an oral presentation about their animal. Emphasise use of the Posh Voice. Each group presents to the class. Invite rest of class to make notes on each presentation. They will need these notes for their own writing.</td>
</tr>
<tr>
<td>Planning</td>
<td>Ask each group to compare their notes on a specific presentation from another group. In pairs or in fours, they are to transform these notes into sentences using a range of openers. Can they start with an ‘ing’ word or ‘ed’ word? Can they start with subordination?</td>
</tr>
<tr>
<td>Planning</td>
<td>Explain that after break, the children will be writing an information leaflet on the Amazonian Rainforest. Allow time to brainstorm as a group and begin individual planning. Provide the children with a range of reference books and ideally access to the internet in order to research further.</td>
</tr>
</tbody>
</table>

BREAK

BIG WRITING DAY  Session 2 (approx. 45-50 mins) Big Write: music, candles etc.

Learning Objectives
I can write an information leaflet. I can use powerful openings. I can use commas to break up parts of a sentence and commas in a list. I can use colons to introduce information.

Children come back into the classroom to write an Information leaflet on the Amazonian Rainforest.

Stop after 10 minutes and ask Who has used an interesting sentence opener? Who has used more than one type of punctuation? Praise. Hold second review after about 15 minutes and give 5 minute/2 minute warnings towards the end. During plenary pupils partner-review and highlight interesting openers and examples of VCOP in each other’s work. Review objectives.
Resource Sheet 6

Ping Pong Connective Cards

- Firstly
- Then
- Next
- However
- But
- Although
- Because
- Finally
Openings

Rainforests will disappear in under fifty years if nobody stands up to protect them.

If nobody stands up to protect the rainforests, they will disappear in under fifty years.

Climate change gets worse as rainforests disappear.

As rainforests disappear, climate change gets worse.
E Mail from Auntie Sarah

Hello tom

My work in the amazon rainforest is exciting. I find new plant types every day. I have just found a new type of fig tree. Did you know that amazonion indians use over 2000 different types of fruit. We only use 200 fruits. The 200 fruits come from all of the worlds rainforests

I have to go now. Ive got to finish writing a report

Lots of love

Auntie sarah
Part A

My adventure in tasmania by Max

We went to tasmania we found a slime trail. We found a giant sheep mr unwin had grown a bit. We used the driller to fix it. We saw a giant tasmanian devil we used the driller to fix it.

Part B

Run cried Ant

I think its stuck said tiger lets get out through the back door

Anyone like a slice of cake asked mrs unwin
Using Project X to support Big Writing Teaching

Project X and Ros Wilson’s Big Writing share many values and are both particularly powerful in helping boys to succeed.

This booklet is designed to give teachers a ‘taster’ of how the engaging Project X characters and resources can be used to support Big Writing in the classroom. It provides:

- A very brief summary of the Big Writing approach
- Tips for using the Project X characters as VCOP champions
- Exemplar lesson plans that show how you might use Project X to deliver Big Writing at Key Stage 2