

The ingredients that make a Big Write Lesson:

1. Lots of experience before hand at writing the particular text type chosen for the Big Write e.g. story, report, play, recount.
2. A lesson the previous week about what the children will be writing in their Big Write and a chance to read some good examples.
We call this "hooking in."
3. A Talking Homework. A chance to further explore their ideas by discussing them with parents. The parents may chose to write down the ideas in a planning structure to help their children—it is after all a talk homework!
4. A lively fun lesson that focusses on VCOP and generates ideas for the Big Write.
5. An undisturbed writing session with extra treats!
6. Reading the work with a partner and helping each other to make improvements.
7. Setting targets for improvements the next time they write.



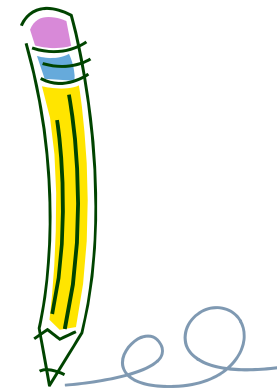
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Confederated Schools

Information for Parents
about
Big Write



How Does Big Writing Work?

Big Writing focuses on the four key aspects of quality writing:

Vocabulary—every child is encouraged to widen their use of language, in order to make their writing richer e.g. 'The sirens filled the sky.' - not that interesting! However, by developing vocabulary: 'The screaming sirens were suffocating the quiet night.' is a far more interesting sentence to read!

Connectives—or joining words, are really important for ensuring writing is cohesive and interesting. Good examples are: **although, however, besides, even though, never the less, in addition to, contrary to, despite.**



Openers—by varying the way you open sentences, writing becomes more engaging to read. **Many Connectives also make good openers**, other good examples are: **Before very long, An important thing, Having decided to, Meanwhile.** Using adjectives at the start of sentences is also powerful eg, 'The golden sun' or 'The grumpy old man'. Varying the sentence length and word order can also help, as well as using complex sentences structures.

Punctuation—the 'icing on the cake', so to speak!

Children are encouraged to use appropriate punctuation to lift their writing off the page e.g. 'We were sailing hard at 23 knots (very fast!) through perilous and ice cold waters.' By Year Six children should be using all the following
" " : ; , ... () ? ! , - ' "



Big Writing begins with the thought process and discussion of the writing task—you may have experienced the 'TALKING HOMEWORK'.

TALKING HOMEWORK is just that! A chance for your child to talk about what they are going to write in the BW lesson e.g. play, diary, biography, report etc.

TALKING HOMEWORK IS A CHANCE FOR:

Your child to think through and discuss initial ideas for their BW (the homework will always offer support in this).

To get their writing ideas clear in their head by thinking and discussing the **ORDER** of what they will write. Will it make sense?

A chance for you to be involved in their development as expert writers.

The most important reason for the talking homework is to develop their thought process...

If they can't discuss and verbalise their ideas, how can we expect them to write them down?