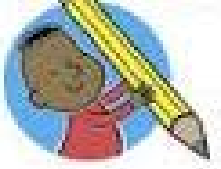


Welcome to our Big Write Workshop



Before we begin we would like you to discuss your experiences of writing when you were at school.





Our aims for the evening:

- To understand what Big Write is.
- To know the elements of Big Write and how we use it at Greenway.
- To find out in a practical way how to support your child at home.

The teachers at Greenway think
that Big Write is...

‘Inclusive’ ‘Engaging’

‘Fun’ ‘Fast paced’

‘Raises self esteem’

‘Teaching Big Write is great!’

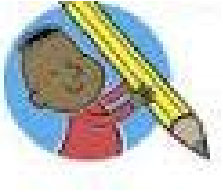
Children at Greenway say that Big Write is...

‘I enjoy it and understand it.’

‘I know what to do and
I like the VCOP.’

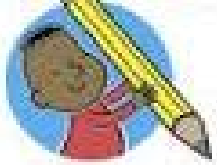
‘I like talking about what
I am going to write.’

‘It’s so fun and I love
the games!’



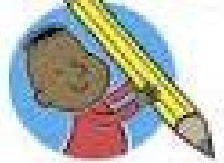
To summarise Big Write is....

- fun
- inclusive
- fast paced
- has raised self esteem
- high expectations of all children
- no ceiling on the children's learning
- consistent across the school
- children have an ownership of their learning
- children are clear of how they can improve their writing across all areas of curriculum



The elements of Big Write:

- up levelling
- VCOP
- build up to writing
- TALK for writing
- the Big Write session
- feedback and assessment



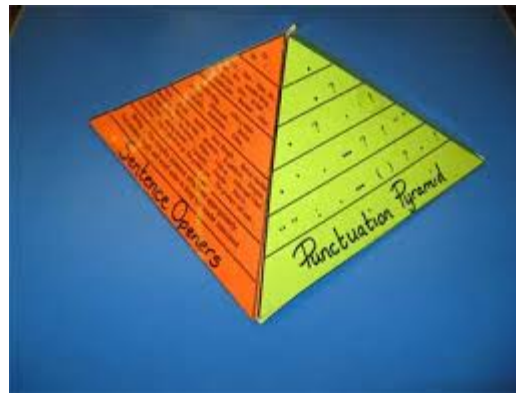
What is VCOP?

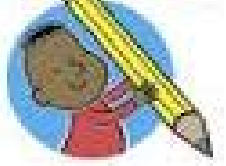
V is for Vocabulary

C is for conjunctions (connectives)

O is for openers

P is for punctuation

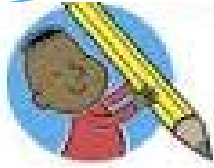




Let's now see some Big Write in action!

In this clip you will see the children engaging in one of our vocabulary games called matching pairs!

**MATCHING
PAIRS**



Conjunctions:



- A conjunction joins two words or phrases together to extend a sentence.
- Some examples of conjunctions are: ‘and’ ‘but’ ‘or’ ‘yet’ ‘so’ ‘because’ ‘although’ ‘however’
 - An example of a sentence with a conjunction is:
‘I stayed at home **because** it was raining.’
This example shows that a conjunction can join phrases.
 - ‘I like bread **and** butter.’
This example shows that a conjunction can join words.

I went outside even though it was raining.

Even though it was raining, I went outside.



Conjunctions:



Now let's play another game...this time we are going to find out how good your memory is **as well as** your knowledge of conjunctions!

Kim's Game

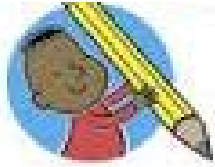
In pairs or threes lay out the yellow cards in front of you.

On each card there will be a different conjunction.

Have a look at them and remember as many as you can.

Your partner will now take one away – can you remember which one is missing?

Swap over and have another go!



Openers:

- Openers are powerful ways of starting a sentence.



WHEN?

- time openers – for example ‘then’ ‘next’ ‘a bit later’ ‘after that’ ‘finally’

**The hottest day of the summer so far was drawing to a close . . .
and a drowsy silence lay over the large, square houses of Privet Drive.**

HOW?

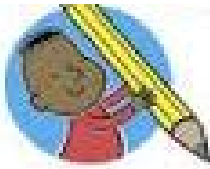
- ‘ly’ adverbs – for example ‘nervously’ ‘quickly’ ‘anxiously’

Where?

- preposition (where something is) ‘on the sandy beach’
In the light of the moon, a little egg lay on a leaf . . .

Other

- eg. verbs – ‘grinning’ ‘laughing’ ‘running’ ‘excited’ ‘afraid’
names, speech, question



Punctuation:

- Punctuation gives meaning to your sentence.

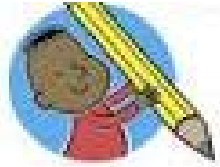
For example:

‘Let’s eat Grandpa!’

‘Let’s eat, Grandpa!’

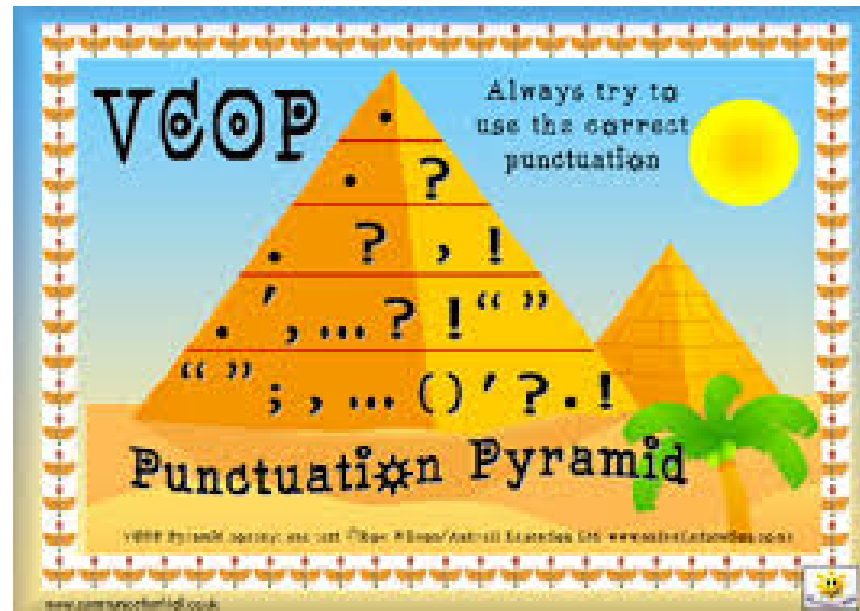


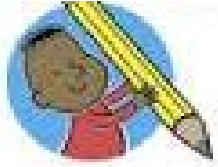
- The children need to have an awareness of punctuation and they need to use it in their writing.
- To help your child, discuss the punctuation when you are reading.



Punctuation:

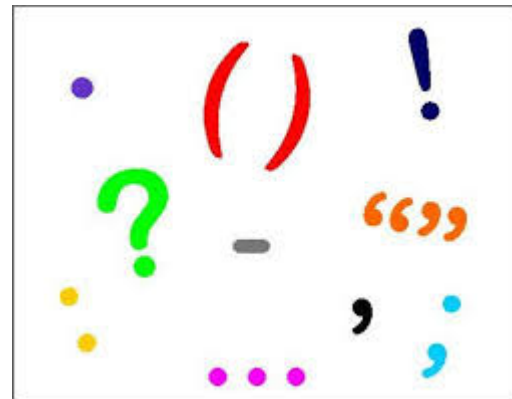
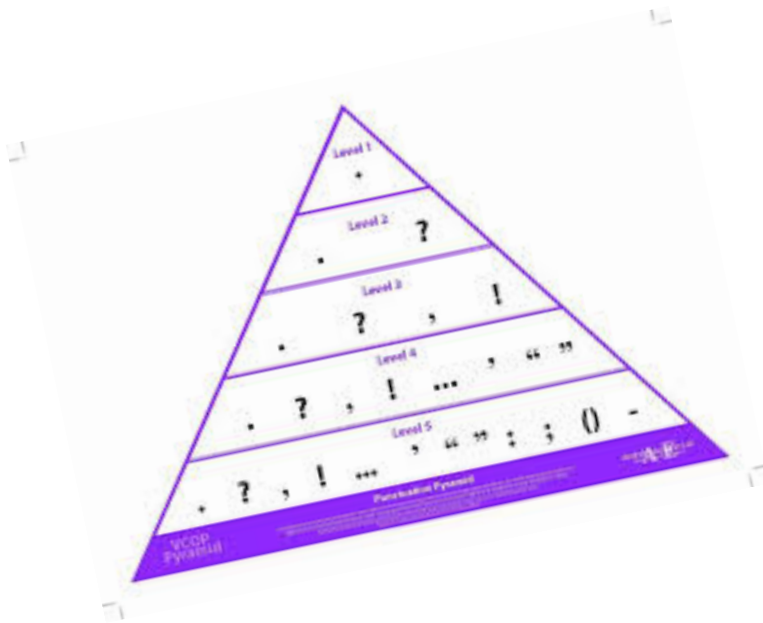
Let's familiarise ourselves with the punctuation pyramid!



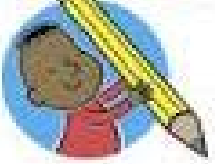


Punctuation:

Let's now watch a clip of the children in action, playing a punctuation game called Victor Von Cleef!



Up levelling:



- Up levelling is when you have a sentence and you improve it using all elements of VCOP.

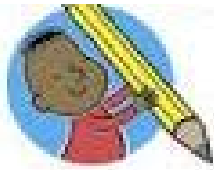
Let's watch a clip of the children doing this in class...

Now it's your turn!

Uplevel: The Head Teacher walked into the hall.

**Now we would like to summarise VCOP
with a song from the children.**





Build up to writing:

- The children need to have the understanding and awareness of VCOP to be able to apply this to their own writing.
- We continually reinforce this, revisiting VCOP through games, modelling and setting up a purposeful environment for children to refer to.
- Before the children are expected to write their own piece, we provide them with opportunities to hear, listen, see , discuss the features of writing from that genre. These become our top tips.
- There are opportunities for the children to share their ideas through partner talk, paired or group work and role play.
- Their ideas will be celebrated, displayed and built upon during the week's learning and the children know that they can 'magpie' these ideas.



Talk for writing:



The key message here is the value of talking.

‘If a child can’t say it then they can’t write it!’

How can you help your child?

- Spend as much quality time talking to your child through shared discussions. This will develop their vocabulary and understanding.
- Through rich experiences this can help to develop your child’s language and ideas for writing.

Talk homework:

- 'Big Write' takes place every fortnight and will start when your child has finished the RWI phonics program.
- In preparation for the 'Big Write' session your child will bring home a talk homework sheet.
- This will explain what we have been doing in class and what we would like you to discuss at home.
- This will help your child to be prepared to plan and write a sustained piece of independent writing applying elements of VCOP, which they feel proud of.
- This will be 5 to 10 minutes of quality time to share ideas without any other distractions.

Talk homework example...

Talk Homework

This week in Literacy we are having a focus on Big Write. On Wednesday 4th December our Literacy class will be writing an imaginative story about a 'Dinosaur Adventure'.

Please spend 5 minutes talking with a member of your family about the following:

- Imagine you have found a mini dinosaur in your garden.
- What kind of adventure would you have?
- Where would you go and what would you do?
- What would be your clever and imaginative ending?





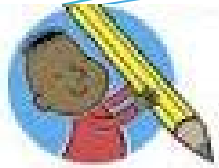
The Big Write session:

- As a warm up the children will play VCOP games.
- The children then have 10 minutes to plan their writing.
- They create their plan using a story map or frame, which they are used to and have been taught to use within their Literacy lessons.
 - Before writing the children have a quick break and some fresh air.
- When they return to class they have a drink and the classroom is set up with candles and calming music.
 - The children sit down at their tables and begin their writing.
 - The atmosphere creates the opportunity for the children to focus



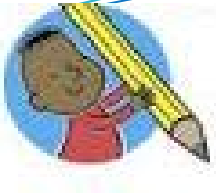
Here are the Year 4 children in action!





After the Big Write session:

- The children's work is marked using 'tickled pink and green for growth.'
- The following week the children are given a piece of paper, which they use to up level the section of 'green for growth.'
- The children are given specific advice related to an element of VCOP.
 - For example:
'include speech marks and high level punctuation'
'add more powerful language.'



Top tips to support your child at home:

- Set aside time to discuss, share and talk with your child.
 - Shared reading with quality texts, discussing the language and features within the writing.
 - Always support your child with talk homework.
 - Allow quiet time for homework, giving children the opportunity for sustained writing.
 - Have fun with language
- For example: how many different ways of saying 'said'
(murmured, mumbled, whispered)

Thank you for your continued support.

Please spare a moment to leave your feedback on our first Big Write workshop.

We value your feedback 😊

