

Big Writing at Hamsey Green Primary School

Steve Brown, Writing Lead

What is the purpose of Big Writing at Hamsey Green?

- ▶ Big Writing was created by Ros Wilson to raise standards in writing for all children.
- ▶ Not all children get the opportunity to read high level texts.
- ▶ Very few children can take in the complexities of vocabulary and grammar at first exposure.
- ▶ Big Writing works through the oral rehearsing and re-rehearsing of ideas.
- ▶ To do this, it is important for adults to talk through children's ideas for a task at home.
- ▶ If children have enough ideas, Big Writing at school becomes about how to link those ideas through grammar, high level vocabulary and linking key features.

Vocabulary

Children need to have been exposed to high-level vocabulary.

The best way to do this is to let them borrow high-level texts from the library.

During the input session of the Big Write, children are encouraged to share the vocabulary they've learned. This vocabulary should be both defined and used in context.

Teachers should then exhibit high expectations so that words like walked are filtered out in favour of words like traversed.



Connectives/Conjunctions

Connectives/conjunctions are used to link ideas between paragraphs and sentences.

They should be used to provide a flowing style for children when used correctly.

e.g. If the previous idea was of the children playing at a stream, the next paragraph could begin 'After the children had dried off...'

Children should be discouraged from repeatedly using and, but, then and so.



Captain Connective

Openers

- ▶ Using a variety of ways to open sentences, helps children to develop their writing voice.
- ▶ The variety makes children's work more interesting and allows them to control the pace of their writing.
- ▶ At Hamsey Green we use ISPACED.



ISPACED

I ing- Smiling sweetly, she turned and walked away.

S simile- Like the chocolates in the box, she vanished quickly.

P preposition- On the top of the hill, the wolf stood and watched.

A adverb- Hurriedly, he snatched the ticket.

C conjunction- When he found his bone, the dog settled at the bottom of the stairs.

E ed- Pleased with what he had done, he stood back and admired his work.

D dialogue- "Who can that be?" Kate asked herself, as he heard a loud, slow knocking on the door.

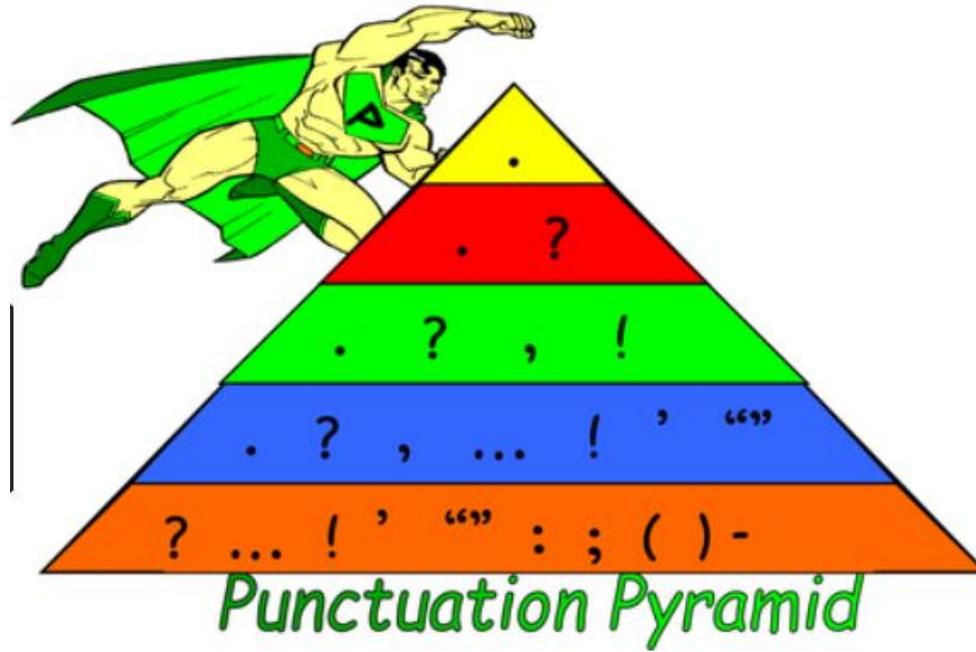
Punctuation

Level 1 punctuation is being able to use full stops and capital letters correctly.

Level 2 includes question marks.

Level 3 includes commas and exclamation marks.

Children need to be encouraged to use level 5 punctuation (all of the punctuation in the orange segment of the pyramid) as early as possible. It creates more interesting work and they will act as signposts for how things should be read.



Level 4 includes ellipsis, apostrophes and inverted commas (speech marks).

Level 5 includes colons, semi-colons, brackets and dashes.



Features of a text type

- ▶ It is also important that children understand which text type is being used.
- ▶ Children will not always be writing stories or information texts.
- ▶ Encouraging children at home to read a variety of different texts will help them to avoid being overwhelmed when faced with a new text type.
- ▶ These could include a variety of story genres (such as historical fiction, adventure stories, science fiction etc), non-fiction texts (information books, newspapers, magazines, sports reports, history books etc) and play scripts and poems.
- ▶ Each genre comes with different features.

How you can help.

- ▶ Discuss with children about what their homework is asking them to do.
- ▶ Helping them to generate ideas that could come together in their writing.
- ▶ Making sure that they have an idea for each part of their story map, discussion essay, stanzas/verses of their poem.
- ▶ Children having a good idea for how to begin their text as well as how to end it is so important in helping them to write a good text.
- ▶ Reading with them examples of the text type they are visiting that week.
- ▶ Helping them to build up a bank of words that they can rely on rather than using 'boring' vocabulary such as said, walk, play, go etc.

Any questions?



Please take this opportunity to share your Big Write with your parents.

