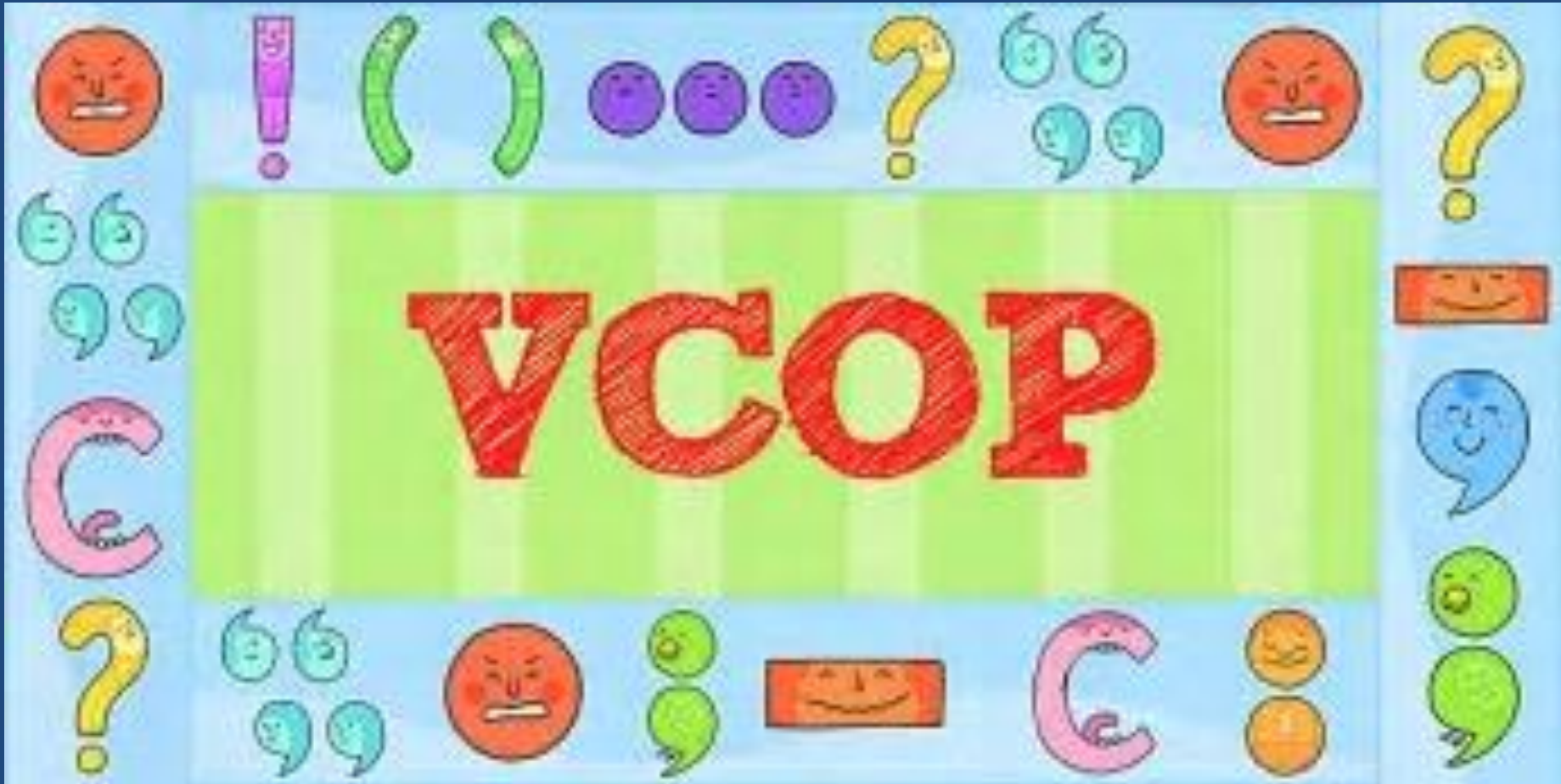


Big Writing

Home Talk Tasks

Mrs Brooker  
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# VCOP - The Writer's Voice



# Range of Interesting and Ambitious Vocabulary

## Year 1:

- Use of connectives such as 'because', 'when' and 'if'.
- Use of sentence openers for time scale, e.g. 'First...', 'Next...' 'Soon...', 'After...'
- Use of words like 'exciting', 'interesting', 'afraid' and 'lonely'.

## Year 2:

- Use of connectives/openers such as 'When', 'If', 'Because', 'Although'
- Use of adjectives such as 'beautiful', 'awful', 'enormous', 'worst', 'fierce'
- Use of adverbs such as 'slowly', 'quickly', 'happily', 'hopefully'
- Use of words such as 'adventure', 'accident', 'problem'.

# Progression in Connection of Sentences (Conjunctions)

## Year R

- Can join 2 simple sentences with 'and'.

## Year 1

- Can use one or more connectives other than 'and' (e.g. 'but', 'so', 'then')
- Can experiment with a wider range of connectives, e.g. 'because', 'if', 'when'... (at least orally)

## Year 2

- Can use a wider range of connectives within sentences, which might include several of: 'because', 'after', 'when', 'if', 'as well as', 'although'
- Can use connectives to open sentences, e.g. 'Before...', 'After...', 'When'..., 'As well as...'
- Is beginning to use a wider range of connectives, e.g. 'however', 'also', 'nevertheless', 'in spite of', 'as well as'

# Progression in Sentence Openers

## Year R

- Can open simple statements and sentences with 'The', 'My' and 'I'

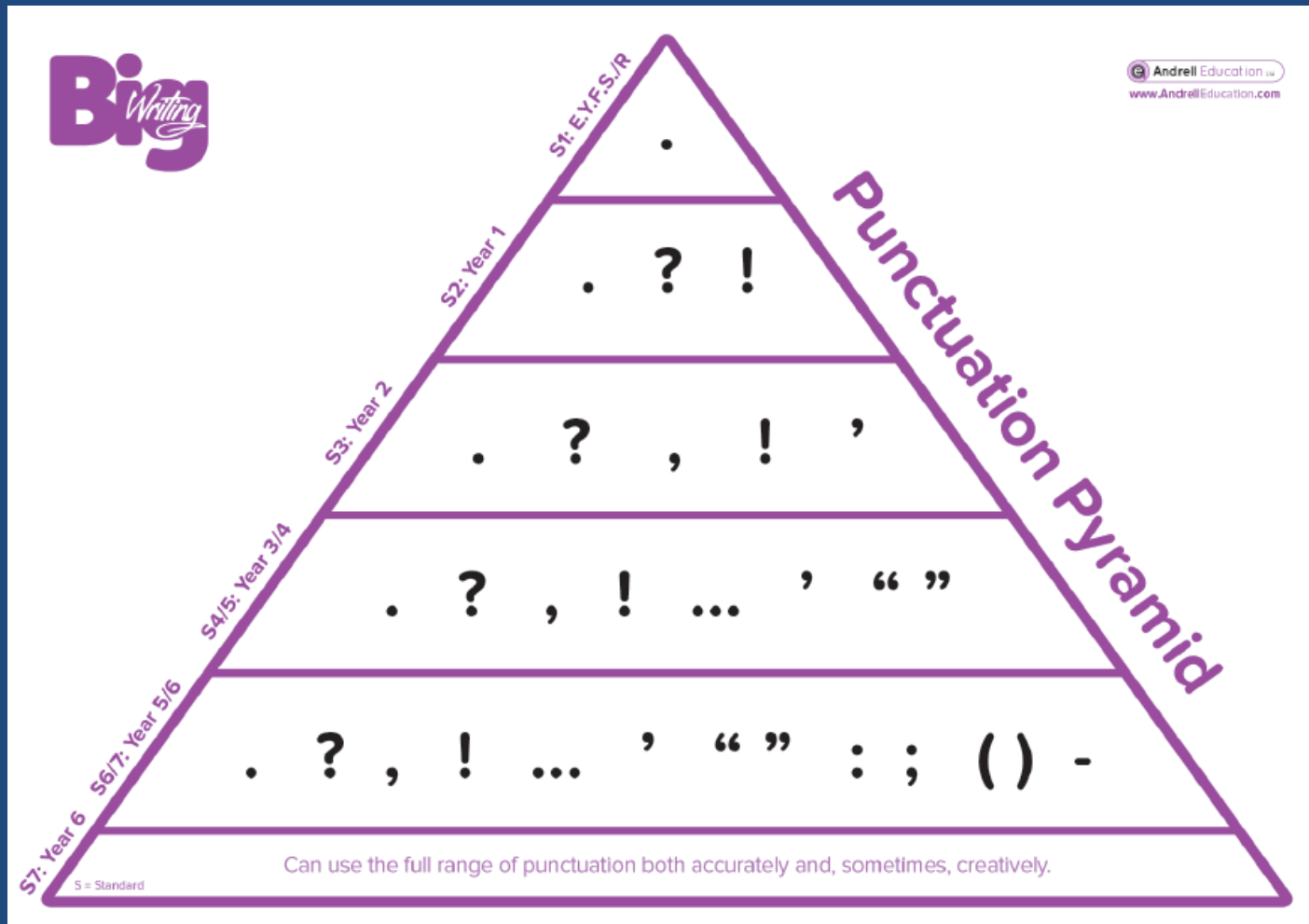
## Year 1

- Can open sentences in a number of ways to show sequence, e.g. 'First...', 'Then...', 'Soon...', 'Last...'
- Can open sentences with connectives, e.g. 'Because...', 'If...'

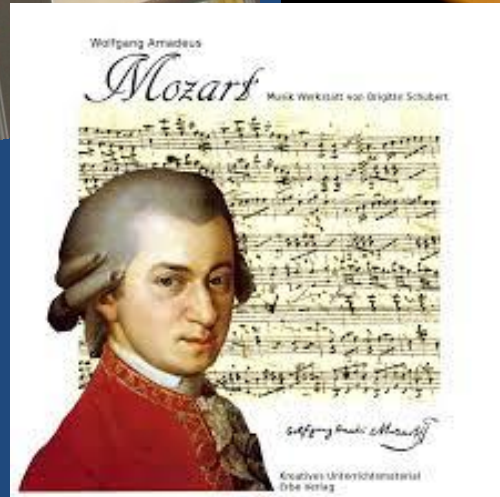
## Year 2

- Can open sentences to show tone and sequence, e.g. 'After', 'Before', 'Next', 'Yesterday', 'Today' etc
- Can use more sophisticated connectives to open sentences, e.g. 'When...', 'Although...', 'Also'...
- Can use adjectives to create interesting openers, e.g. 'The golden sun shone...', 'Jane's favourite book...', 'Barking dogs...'
- Can experiment with use of noun phrases to open sentences, e.g. 'The little, old man who...'

# Punctuation pyramid



# Classroom setting



# Classroom display

This display board is divided into three main sections. The top left section, titled "Vocabulary", features a pink asterisk and several yellow stars, each with a word written on it: proudly, thankfully, quickly, desperately, and luckily. The top right section, titled "Conjunctions", shows three interlocking rings in pink, yellow, and green, with words "so", "because", and "but" written on them. The bottom section, titled "Openers", displays various phrases on rocket-shaped cutouts: "First", "Next", "After", "At last", "Just then", "On the way", "In front of", "As soon as", "All of a sudden", "To her surprise", and "From that day on". A large yellow triangle with a red border is at the bottom right, containing circles with the symbols "o", "?", "o", and "!".

This display board is divided into four main sections. The top left section, titled "Vocabulary", features several yellow stars with words written on them: "because", "then", and "but". The top right section, titled "Conjunctions", shows three interlocking rings in pink, yellow, and green, with words "so", "because", and "but" written on them. The bottom left section, titled "Openers", displays various phrases on rocket-shaped cutouts: "Then", "Next", "After", "First", "Ma", "The", and "I". The bottom right section, titled "Punctuation", features a large red triangle with a white border, containing circles with the symbols "!", "?", and "o". Below the display board, there are two wooden shelves. The left shelf is labeled "Writing" and contains several containers of pens and pencils. The right shelf is labeled "Literacy" and contains several containers of books and papers.



Have you been listening?

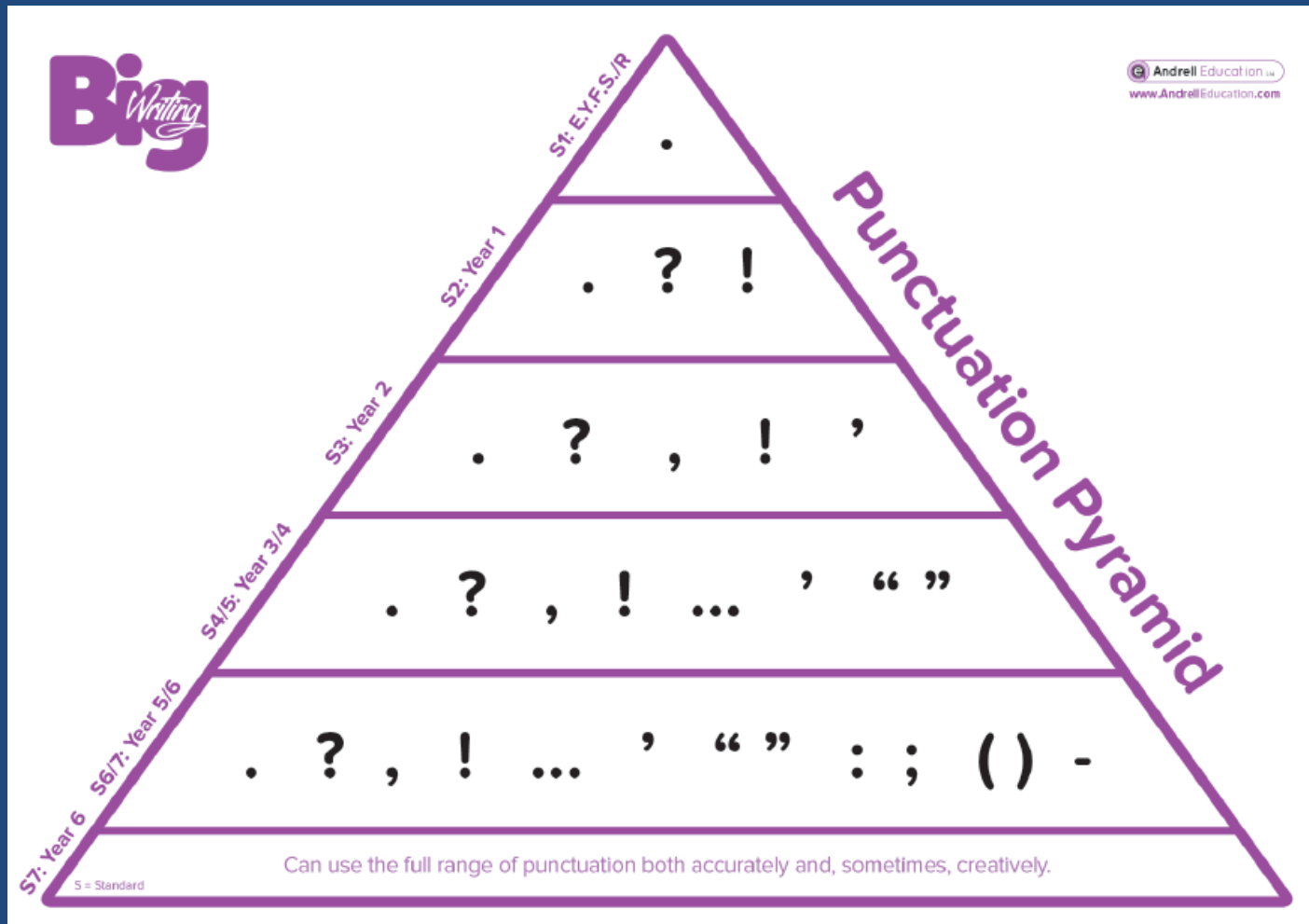
V Vocabulary

C Conjunctions

O Openers

P Punctuation

# Punctuation pyramid



# Spot the difference

- A man walked quickly down the castle steps. He walked as fast as possible towards the forest as if he did not want to be seen. Harry recognised him. It was Snape. Where was he going?

A hooded figure came swiftly down the front steps of the castle. Clearly not wanting to be seen, it walked as fast as possible towards the Forbidden Forest. Harry recognised the figure's prowling walk.

# Improving writing

I have a dog

I have a cat

I do not have a baboon

although sadly

and

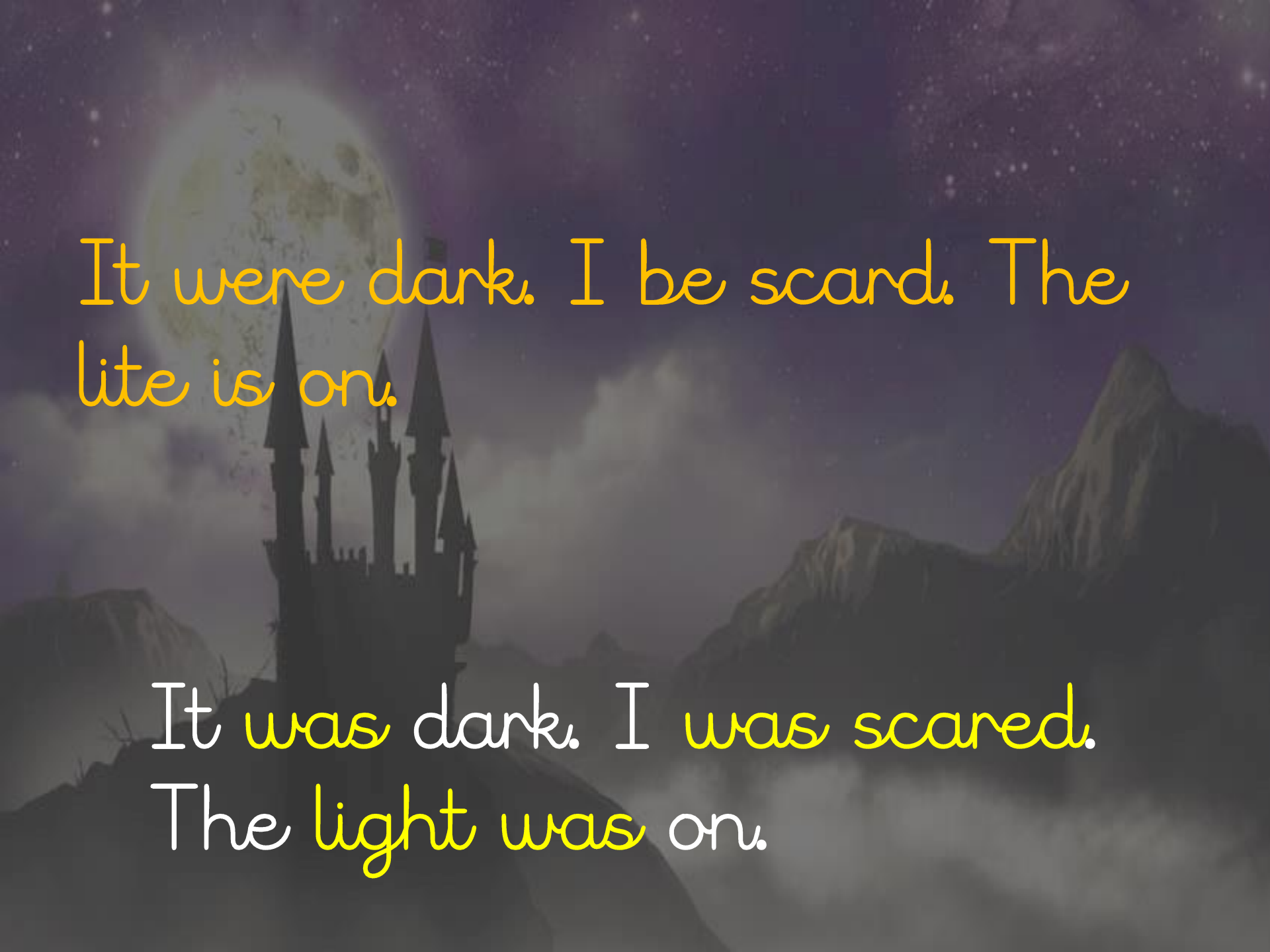
but

so

also

because





It were dark. I be scard. The  
lite is on.

It was dark. I was scared.  
The light was on.



# Snappy Synonyms

- Big            huge enormous massive
- Nice            pleasant charming delightful
- Sad            gloomy woeful miserable
- Old            ancient vintage elderly
- Happy           joyful contented cheerful



“If the child can't say it, the child can't write it”  
Ros Wilson



## 2 x talk homework:

- 1. Whole school fun weekly talk topic
- 2. Class 'Big Write' talk topic the night before the Big Write.



# What about reading?



# Family talk suggestions

## In the supermarket

- Things we can see
- Places things come from
- How things have changed over time
- How you choose...
- Guess how much things will cost and see who wins
- Guess how much the final bill will be and see who wins
- Who people you spoke to are and how you know them

## At the doctors

- Notices and pictures on the wall
- Why there are magazines and toys
- Look at a magazine together and talk about the pictures
- Look at a story book / read a story
- What we are going to do after seeing the doctor

## Whilst travelling

- What we see
- Where we are going
- What we expect to see or do
- How we are feeling today
- What we are looking forward to
- Things that have happened in the news

# What else can we do?

- Use 'wow' words. These are big words or interesting words. Tell your child what they mean if they do not know.
- Play games, especially some of the more old fashioned games like board games and card games.
- Play lots of word games. These are especially good when you are travelling or waiting for something. Here are some ideas:
  - Give an adjective (describing word) and then in turn your child has to give more that have a similar or opposite meaning
  - How many can we find? Take turns beginning with A...B...C... (Boys' names, girls' names, animals, countries, capital cities, seas and oceans)
  - Give a 'wow' word in a sensible sentence and your child has to guess what it means

# Something to think about..

- Average adult = 20,000 - 30,000
- 1 to 1  $\frac{1}{2}$  year old = 20
- 2 year old = 200-300
- 6 year old = 2,600
- 12 year old = 12,000