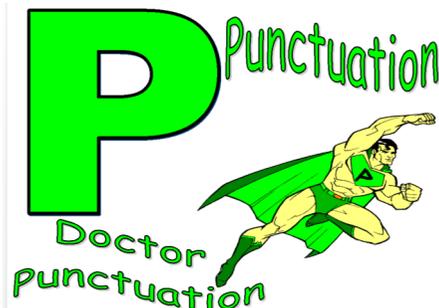## Big Writing

Big Writing

All classes across the school have been using Big Writing this session. This scheme uses 4 characters to help the children learn more about language. You will see **V C O P** wall displays in every classroom you visit. These displays change on a weekly basis depending on what is being taught in class.

VCOP	Summary
Vocabulary	The range of ambitious vocabulary a pupil knows; WOW words.
Connectives	The range of ways pupils have of joining ideas, phrases & sentences
Openers	The strategies pupils have for opening sentences; especially the 3 key openers: connectives, 'ly' words & 'ing' words
Punctuation	The range of punctuation a pupil can use & the accuracy with which they use it.

Meet the characters

Vocabulary — Violet Vocab

Connectives — Captain Connective

Openers — The Incredible Opener

Punctuation — Doctor Punctuation

Literacy At Woodside Primary

Reading Strategies

As part of our Active Literacy work in school the children in P4-7 have been learning about the 6 reading strategies. Some of them have some quite tricky names. This booklet will give you some more information about these strategies and help you understand what your child has been learning in school.

The children in P1-3 have also been trying out simpler versions of these strategies. They haven't been using the strategy names but the skills they are using are the same.

Metacognition- Prior Knowledge

Children have the opportunity to discuss their prior knowledge of a topic before reading. For example when exploring a text like War Horse you would need to understand the context of WWI or Kasper Prince of Cats the Context of Titanic.

Children use extracts from the book to discuss what they already know about the topic and create mind maps sharing their knowledge. Information can then be added later as they 'travel' through the book.
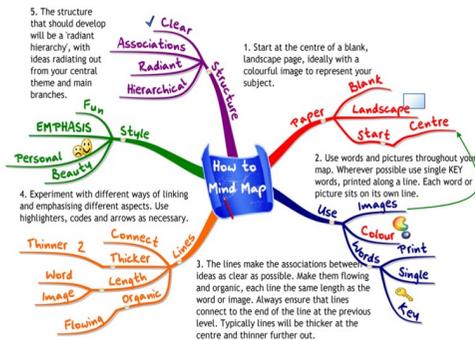
Metalinguistics - Words and Phrases

Children explore new and tricky vocabulary from the texts they are reading. They identify words that they are unsure of and use clues from the surrounding text to try to guess what the word might mean. The children take part in lots of discussion before eventually checking the meaning in the dictionary.

New Words	What I think they mean	Checked meaning

Visualisation

Children use mental pictures to extend and deepen their comprehension. The children read a piece of text then create a picture of the person, setting or event described in the story.

Inference

This is where the children have to be detectives and find clues in the text. Inference is when a conclusion is reached on the basis of evidence and reasoning . Although the information may not be directly stated, the author gives the reader clues. For example "As the girl left the room, she kicked the table and sent the vase crashing to the ground. Sam could hear her screaming as she made her way along the hallway"

The children could be asked how the girl is feeling. Although it does not directly say it in the text they could guess that she was very angry.

The vase broke because...

Finding Main Ideas (Themes)

The Theme is the lesson or moral of the story that can be applied to real life. The Main Idea is what the story is mainly about. The Theme is often inferred.

For example - In the Hare and the Tortoise the theme is: The winner is the one who keeps going and who doesn't give up. The main idea is that a rabbit challenged a turtle to a race, the turtle won   because he kept going and did not give up.

Summarising

Summarising is the shortening of the main text. The children have to describe the plot in a few sentences. They make a list of the main events in the text and use these sentences to write their own piece of text.

Using Tweets to summarise

After reading the text, summarise your extract in a tweet.
A tweet = 6 words or 140 characters.