

# Get writing

SECTION

6

## Writing a blurb

**Objective:** To summarise a plot and write simple sentences independently.

**What you need:** Copies of *Burglar Bill*, paper, pencils.

**Cross-curricular link:** Art and design

### What to do

- Look at the back cover of the book and read the blurb together.
- Explain that books have a blurb to help someone discover a bit about the book's plot before they read it. Discuss what would make a reader choose a book, and why. Tell the children that they will be writing their own *Burglar Bill* blurb in this lesson.
- Explore the format of the blurb. What do the children notice? Elicit that there are four questions followed by an answer. Look at the question format and use of the word 'who'. Ask

the children to help you make a list of other question words.

- Allow the children time to look through the book to find information they could use in their own blurb. Then let them design and illustrate their own back covers. They should choose a question word to use in their blurb and use the original structure (questions and the answer 'It's Burglar Bill').
- Tell the children to read their blurbs to each other, asking if their blurb would encourage them to choose the book.

### Differentiation

**For older/more confident learners:** Challenge children to use interesting adverbs and adjectives to make the blurb descriptive.

**For younger/less confident learners:** Limit the sentence structure to one or two questions. Provide a bank of useful words.

## Speaking 'proper'

**Objective:** To use phonic knowledge to read and write simple words and show an understanding of correct grammar.

**What you need:** A copy of photocopiable page 28 for each child, pencils, copies of *Burglar Bill*.

### What to do

- As you read the story, ask the children to listen out for any words, phrases or sentences that do not sound quite right and are not grammatically correct.
- Take suggestions (for example, 'What was you doing in that box, baby?') and record these on the board. Point out that all the examples are contained in the dialogue.
- Ask the children why Burglar Bill and Burglar Betty might speak this way. Do they know anyone who uses dialect? Can they think of any

television programmes where characters speak with strong accents?

- Ask the children to tell you why they think the baby's words are different. Explain that the baby can only pronounce some of the sounds. Which sounds do the children think a baby might find easiest to make?
- Provide each child with a copy of the photocopiable sheet and ask them to rewrite the words, phrases and sentences correctly.

### Differentiation

**For older/more confident learners:** Challenge children to rewrite a prose section of the book as if Burglar Bill were reading it out loud, using accent and intonation.

**For younger/less confident learners:** Write a list of words and suggest that the children translate them into baby words using the dominant sounds.