



Russell Street School

# The Write Stuff

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Transforming the teaching of writing

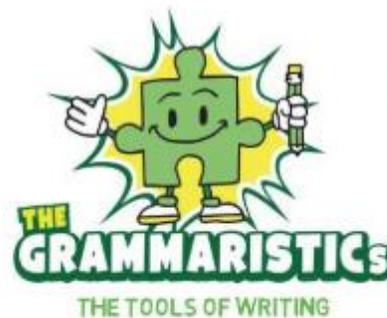
# What is it?

The Write Stuff is an approach to planning and teaching writing. It is NOT a scheme of work.

The teaching of writing is looked at from three different zones of writing.

Teach writing more like teaching maths.

The Write Stuff outlines  
The Three Zones of Writing



# The Writing Rainbow



1. **Ideas** – The Fantastics system uses a child-friendly acronym to represent the nine idea lenses through which pupils can craft their writing.
2. **Tools** – The tools of writing are the grammar rules of our language system. The Grammaristics are an accessible way to target key weaknesses in pupils' grammatical and linguistic structures.
3. **Techniques** – The Techniques of writing are brought to life by the Boomtastics – the magic ingredients children need to begin developing their unique writing voices.

The Write Stuff outlines  
The Three Zones of Writing



# The Writing Rainbow



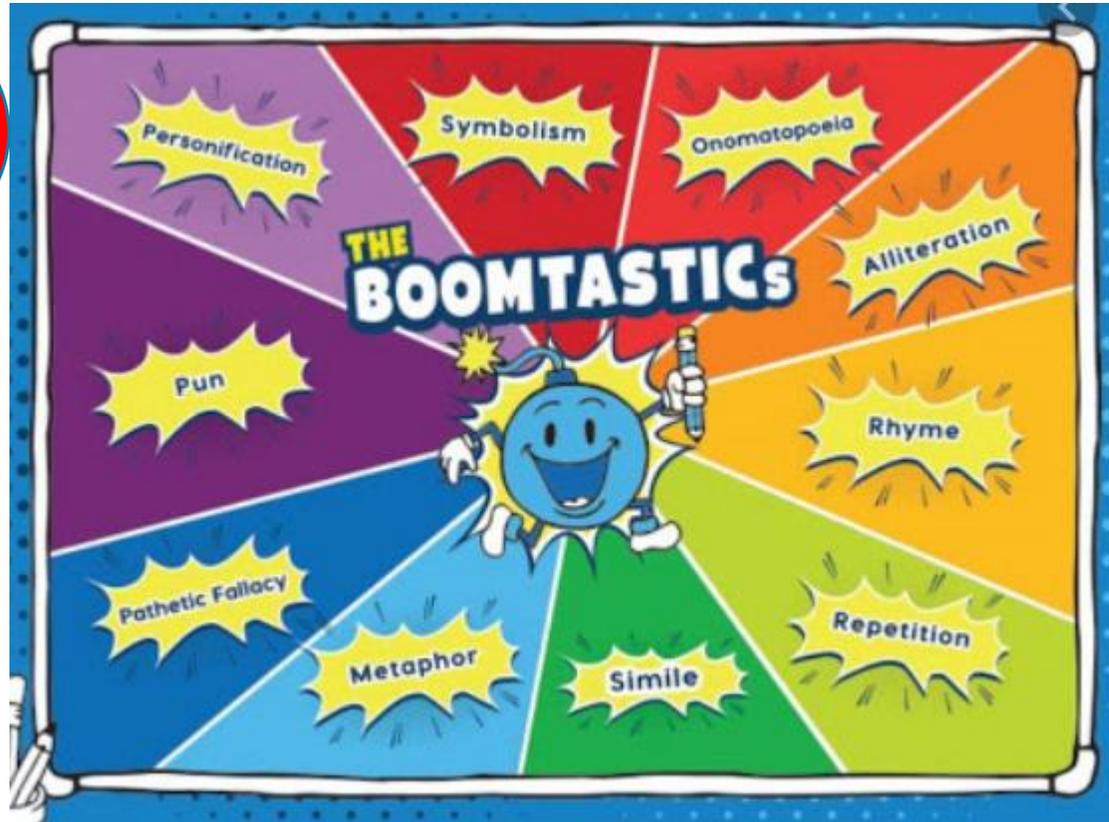
<b>F</b>	<b>A</b>	<b>N</b>	<b>T</b>	<b>A</b>	<b>S</b>	<b>T</b>	<b>I</b>	<b>C</b>
Feeling 	Asking 	Noticing 	Touching 	Action 	Smelling 	Tasting 	Imagining 	Checking 
<b>GRAMMARISTIC</b>								
Adverbs and adverbial phrases 	Basics 	Complex Sentences 	Dialogue and Contracted Forms 	Purpose 	Paragraphs 	Passive/Active Voice 	Past and Present Tense 	Punctuation 
<b>BOOMTASTIC</b>								
Onomatopoeia 	Alliteration 	Rhyme 	Repetition 	Simile 	Metaphor 	Pathetic Fallacy 	Pun 	Personification 

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# The Three Zones of Writing

Ideas  
Thoughts

Vocabulary



Techniques  
Poetic choices

Literary Devices

Tools  
Words into  
sentences

Grammar



# Lesson Structure

## A learning chunks model

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**Initiate Phase** – this is the part of the lesson where the teacher initiates pupil interest and engagement. The core purpose is to inspire and captivate pupils' attention e.g.

Drama conventions - hot seating, freeze framing, conscience alley, role of an object in the story

Artifacts relating to the story or non-fiction text such as a letter from a character, items in a character's pocket, map.

Music - to enhance mood

Film – short animation to be used as a context for writing

A powerful piece of written text

Pictures from books that can be explored together

Newspaper article or real event to inspire writing

An imaginary artifact e.g. a dragon's egg.

An experience in the community e.g. a walk in the woods, visit from a visitor

Have words ready in this session for the children to use...Grandma Fantastic!



# Lesson Structure

## A learning chunks model

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**Model Phase** – this is the part of the lesson where the teacher models a sentence closely that outlines clear writing features and techniques.

e.g. the teacher would write after having done a stimulus on ways Red Riding Hood might walk...

Happy Little Red Riding Hood walked through the bright green forest.

# Lesson Structure

## A learning chunks model

---

**Enable Phase** – this is the part of the lesson where the pupils write their sentence following the model.

This is their opportunity to apply the skills just taught. They can also showcase previous learning.

Throughout a unit the children should have the opportunity to showcase:

Decoding, phonics, spelling, vocabulary, text structure, sentences, grammar, comprehension, punctuation and cohesion.

e.g. taking the teacher's model and apply their own vocabulary.

Excitedly Little Red Riding Hood strolled through the inviting green forest.

# What does this look like?

## Learning Chunk in English Lesson

Initiate	Model	Enable
<ul style="list-style-type: none"> <li><input type="checkbox"/> How is the teacher inspiring learning?</li> <li><input type="checkbox"/> Is engagement capitalised on for writing?</li> <li><input type="checkbox"/> What stimulus is being shared?</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Following inspiration, what sentence or sentences is/are being modelled?</li> <li><input checked="" type="checkbox"/> What writing rules are being shared?</li> <li><input checked="" type="checkbox"/> What aspects can be adapted or need including?</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Are the pupils clear about the sentence they need to construct?</li> <li><input checked="" type="checkbox"/> What zone of writing are they writing through?</li> </ul>

## An English Lesson divided into three learning chunks

Learning Chunk 1	Initiate	Model	Enable
Learning Chunk 2	Initiate	Model	Enable
Learning Chunk 3	Initiate	Model	Enable

## Charlie & the Chocolate Factory by Roald Dahl

1016  
iL.co.uk

Day 3 - L.O. To write an effective sentence for our story.

**Steps to Success:**

- Repetition for effect/Noticing
- Simile/Adverbs
- Feelings/Tasting

Initiate	Model	Enable
<p><b>Repetition for effect/Noticing</b> Make final decisions of their chocolate bar name, must have four parts to the invented chocolate name. Gather a bank of alternatives for looking e.g. stared, glared, watched.</p> <div style="text-align: center;">  </div>	<p><b>Repetition for effect/Noticing</b> Teacher Models - He looked. He stared. He glared. Charlie knew he wanted a scrifflewaffle scrumpyflumpy caramel crisp.</p> <div style="text-align: center;">  </div>	<p>Children to construct three short sentences with alternatives to looking and including their chocolate bar names.</p> <div style="text-align: center;">  </div> <p>H.A. Change the opening of the sentence. E.g. Charlie was eager to get his hands on...</p>
<p><b>Simile/Adverbs</b> Share section of text - including the simile of the shop keeper. Discuss and show a clip of friendly character e.g. Mary Poppins, Nanny McPhee and discuss twinkling eyes. Gather a word bank of twinkling words e.g. stars, diamonds, sunshine, jewellery, glitter, crystals, mirror, lights, disco balls. Gather a bank of adverbs e.g. carefully, enthusiastically, slowly.</p> <div style="text-align: center;">  </div>	<p><b>Simile/Adverbs</b> Teacher Models - As the shopkeeper handed him the chocolate bar enthusiastically his eyes twinkled like a disco ball above a busy dancefloor.</p> <div style="text-align: center;">  </div>	<p>Pupils to include an adverb and a simile to create tension in this story.</p> <div style="text-align: center;">  </div> <p>H.A. Deepen the moment.</p>
<p><b>Feelings/Tasting</b> Drama - Small re-enactment in role as Charlie, imagining eating the chocolate bar gathering a feelings bank e.g. bliss, joy, ecstatic, euphoric, exhilarated. Gather words for taste, e.g. smooth, creamy, sugary, honey, sweet, mouth watering.</p> <div style="text-align: center;">  </div>	<p><b>Feelings/Tasting</b> Teacher Models - Charlie felt delighted this was most delicious thing he had ever tasted, sweet, creamy, smooth.</p> <div style="text-align: center;">  </div>	<p>Pupils to include a powerful feeling words and load the end of the sentence with three adjectives.</p> <p>H.A. Deepen the moment.</p> <div style="text-align: center;">  </div>

# Teaching Sequence

with Experience sessions and Sentence Stacking mapped in

## Teaching Sequence

Plot point is a small chunk which we write about.

You build in a few experience lessons.

During experience sessions there are NO writing activities.

You don't need to plot point all the parts of a book.

S = teaching sentence chunks



Key: English Lesson (calendar icon), Sentence Stacking Lesson (S in a circle), Experience Lesson (star), Independent Writing Sequence (pencil icon) (see appendix)

Teacher takes control of plot point chunking.

A lesson is hooked around a plot point.

Reveal plot points slowly so the children only write about the plot point they are on. Hold them in the writing plot point...you can have a writing challenge for the more able to hold them in the plot point.

The teacher hold their hands at plot points.

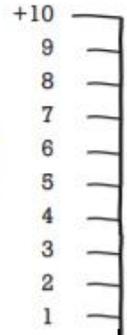
Plot points help us on the craft and construction of sentences.

# Narrative Map

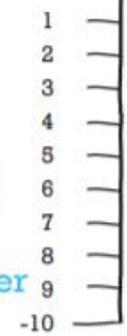
## Plot points

Step sentences- the teacher can give these to help join up the plot points.

Character  
Highs



Character  
Lows

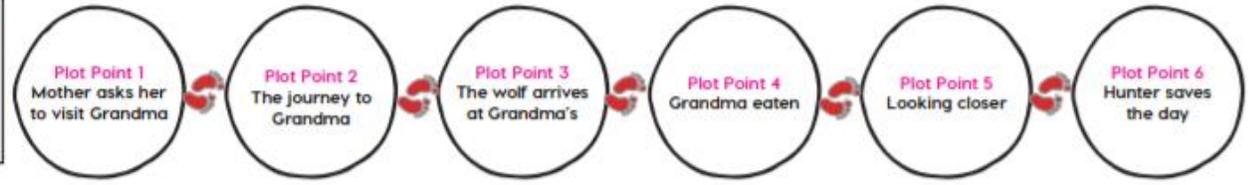


## Narrative Map

Based on this book



Plot points taken from key illustrations in the book.



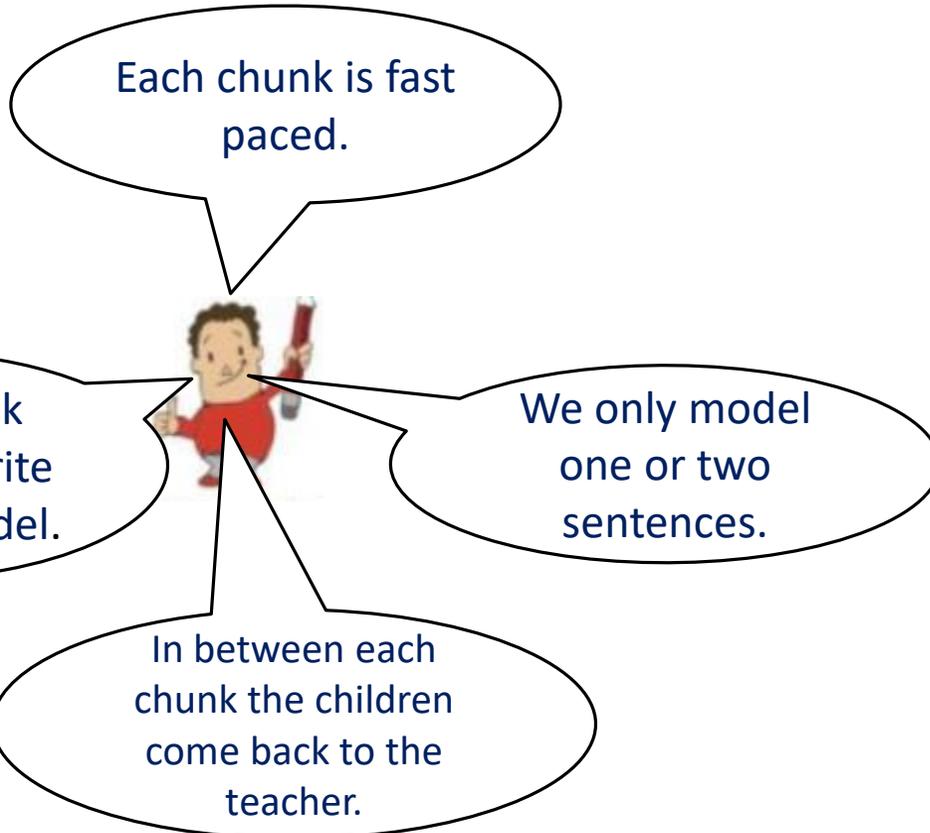
Step sentences help with high order cohesion e.g use although, after, despite

To understand how to use this map, please read the page titled 'Narrative Journey'.

# Plot Points

6 plot points = 6 writing lessons

*No more than 9 plot points!*



Example of ONE lesson.  
Each chunk is approx. 20 minutes long.

**Sentence Stacking Lesson 1**

**Learning Objective:**  
To write effective sentences for our story.

**Steps to Success:**  
Positive adjectives / 'who' clause  
Dialogue  
Simile

**Plot Point 1**  
Mother asks her to visit Grandma

**Initiate**  
Positive adjectives / 'who' clause  
Introduce Little Red Riding Hood (picture) on the whiteboard.  
Zoom into her face and gather a bank of positive adjectives to describe what sort of girl she is – kind, friendly, calm, sensitive, gentle, caring, thoughtful.  
Model some 'who' clauses in role – e.g. who loved nature, who liked to help her family, who was kind to animals.

**Model**  
Positive adjectives / 'who' clause  
Teacher model: Little Red Riding Hood was a calm, caring girl who was kind to animals.

**Enable**  
Positive adjectives / 'who' clause  
Pupils to include two adjectives and a 'who' clause.  
HA: Deepen the moment.

**Dialogue**  
Teacher model: One day, her mother said, "Grandma is sick. Please go and see her."  
Include some dialogue from Little Red Riding Hood's mother.  
HA: Deepen the moment.

**Simile**  
Provided sentence: She wrapped herself in the new red cloak Granny had sewn for her.  
Teacher model: It was red like a bright, shiny postbox at the end of a street.

**Simile**  
Build a simile that includes one or two adjectives and some extra information.  
HA: Deepen the moment.

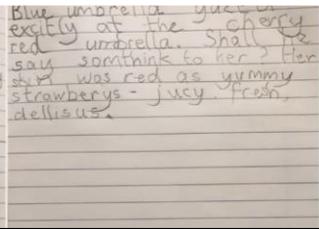
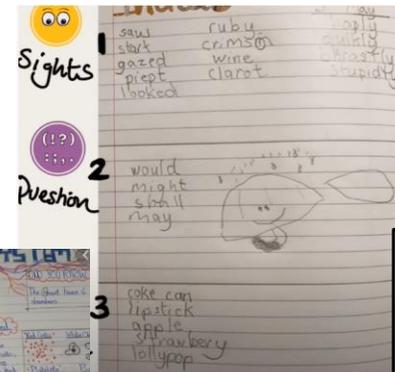
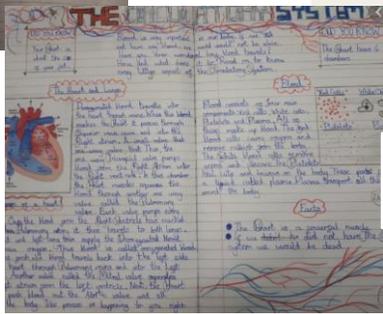
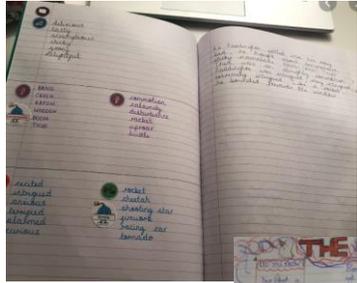
**Learning chunk 1** 20 minutes

**Learning chunk 2** 20 minutes

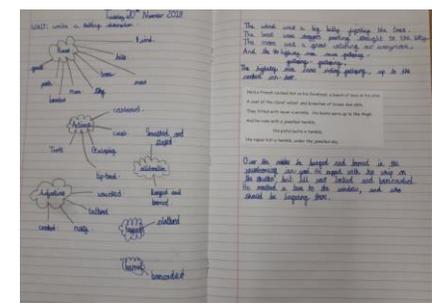
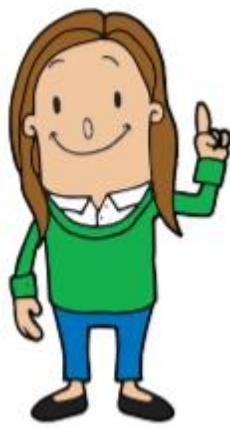
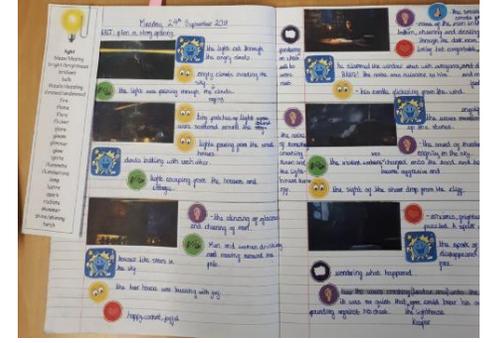
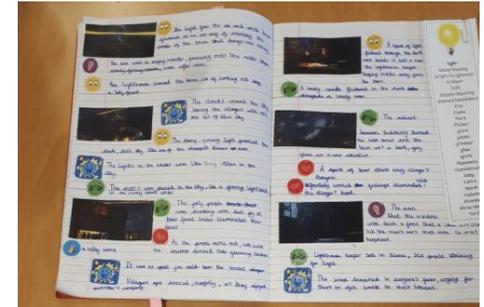
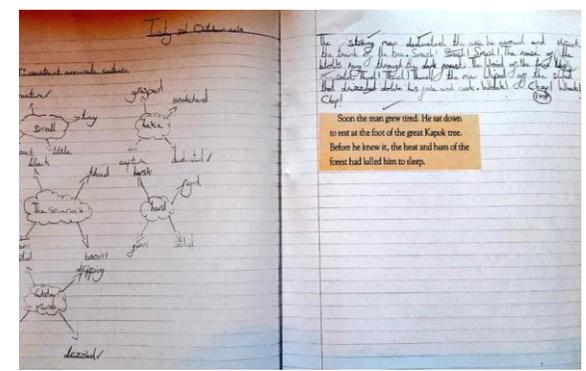
**Learning chunk 3** 20 minutes

EYFS and Year 1 each chunk can be shorter 10 – 15 minutes.  
The teachers may complete two chunks if this is more appropriate.

# What do books look like?

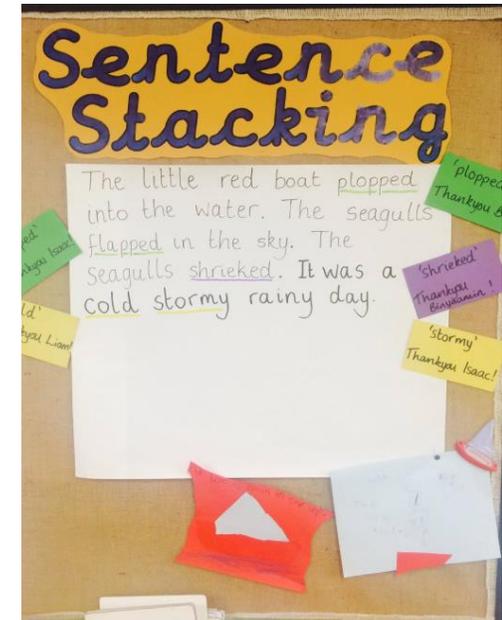
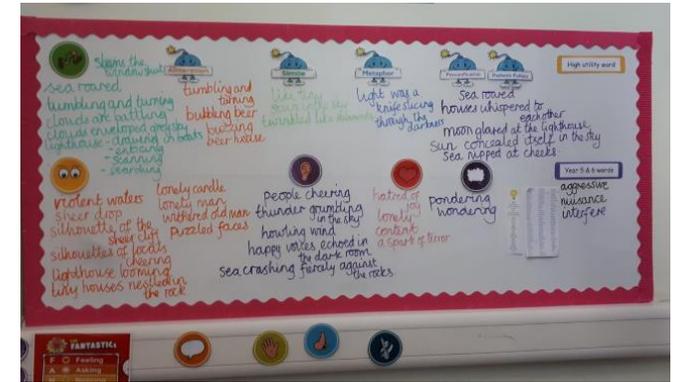
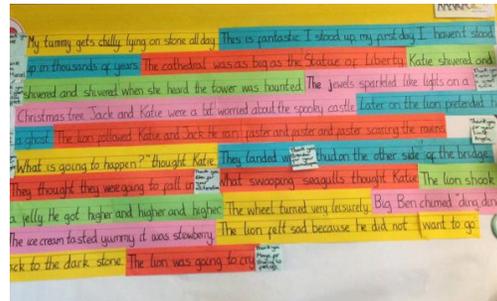
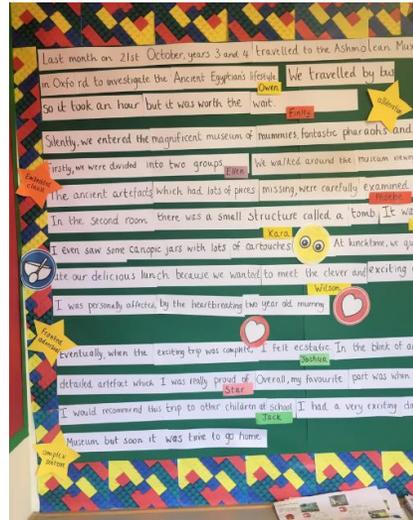
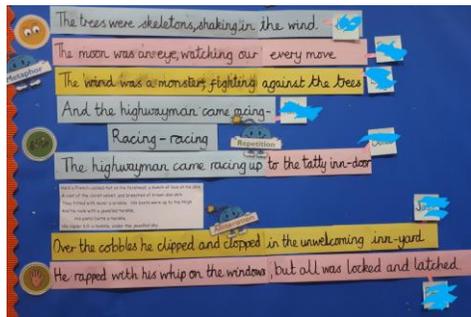


Each lesson needs a double page spread in the child's English book. The left hand page is used for 'chotting' and the right hand page is where they write each of their own enabled sentences. You can co-create the words on the left hand side with the children.



# Sentence Stacking

Lessons concentrate on the teaching of writing with a sharp focus on the craft and construction of sentences. Each Sentence Stacking lesson is organised into three learning chunks as already discussed. Sentences created by pupils should be celebrated and examples used to form a large class Sentence Stack. This Sentence Stack should build over the duration of the unit to display the whole piece of text. At the end of each session the teacher chooses a sentence from each chunk, from different children's books, to write up and display on the board. Name labels are added thanking the children for their work.



# Independent Writing

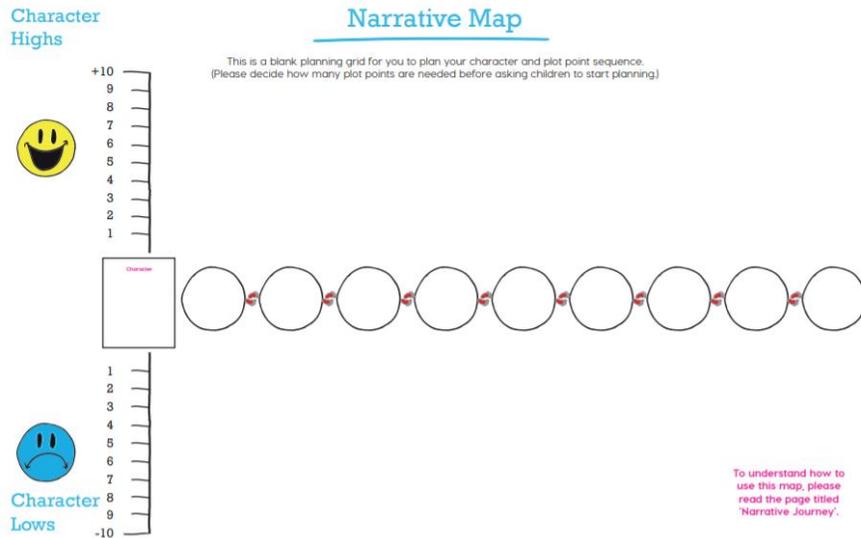
After the plot points have been taught the children are then encouraged to write independently.

## Day 1

The success criteria is co-created with the children.

Children use words and/or pictures on their plot point plan.

A plot point makes a paragraph.



## Success Criteria

Pupils should be provided with success criteria prior to independent writing. Success criteria should be chosen from the teaching points covered in a unit and could be identified together by looking at your class Sentence Stack.

Success criteria should include a mix from the 'Three Zones of Writing'.



Example

### Example

1. Feelings  
(Add description)



2. Noticing  
(Add description)



3. Punctuation



4. Complex Sentence



5. Repetition  
(Power of 3)



6. Personification



Use this space to set or negotiate success criteria with your class.

Please ensure that success criteria does not include examples. Please also ensure that there is no modelling or over scaffolding during the Independent Writing Teacher Sequence.

# Independent Writing

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After the plot points have been taught the children are then encouraged to write independently.

## Day 2

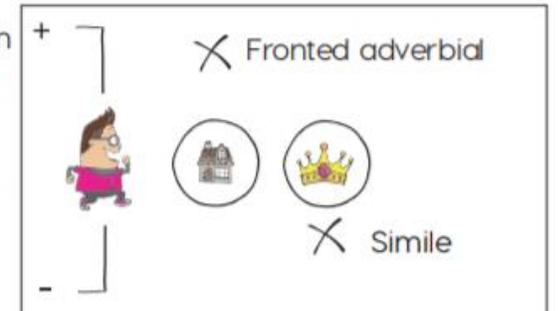
Children take the success criteria and their plot point map – how many plot points link to how many success criteria the class came up with together.

Each plot point needs a positive or negative intent.

Children can use flaps of paper stuck on top of their plot point map, sentence strips or post it notes.

Position success criteria with negative / positive intent on the map.

- Positive fronted adverbial
- Negative simile



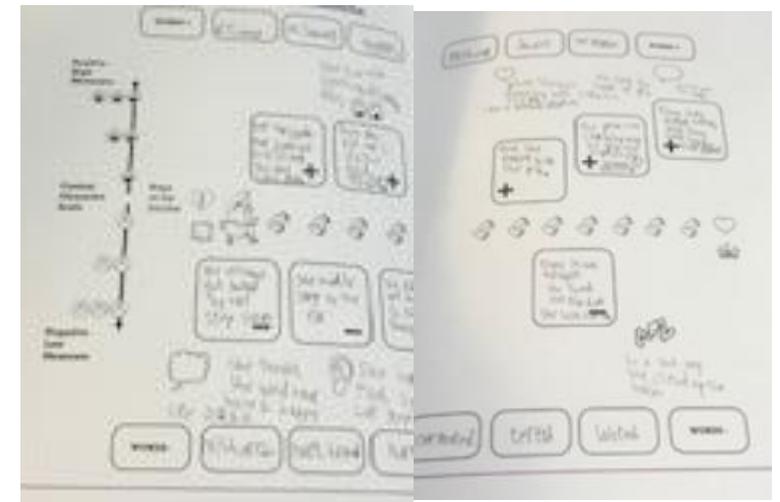
# Independent Writing

After the plot points have been taught the children are then encouraged to write independently.

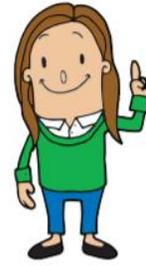
Day 3 and 4 (approx.)

Children now start planning their plot points, by planning out their sentences. They think about suitable word choices. This can be done on the plot point map or a separate sheet in their book.

Plot Point	Success Criteria	Sentence
1 	Positive Intent   Sound sentence	peaceful quiet tranquil  The small, quaint cottage sat peacefully in the middle of dense forest.
2 	Positive Intent   Alliteration sentence	sharp shiny sun-kissed special A crown. A sharp crown. A sharp, shiny special crown for the new prince.
3		



# Independent Writing



Children need to watch the teacher editing.

After the plot points have been taught the children are then encouraged to write independently.

## Day 5

Children now start writing by putting their plot points together. One plot point makes a paragraph. Approx. 10 minutes to write a plot point.

Children should be held in these plot point moments as it helps them to organise their time.

The timings can be changed – for example spending two sessions editing.

## Editing

### Day 6

Children now edit their work. Three ways to edit:

E<sub>1</sub>

Revise



Spelling

Punctuation

Grammar

E<sub>2</sub>

Re-write



\*Sentence\*

(this is like our pink highlighting)

E<sub>3</sub>

Re-imagine



Add more!

Tell me more!

# Thesaurus Thinking

Building vocabulary

Building language acquisition

Always consider is it ambitious?

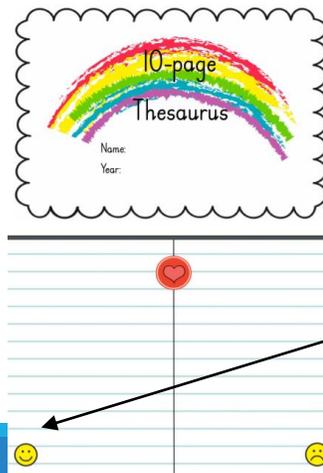
Example Role Play Corner – Three Bears House

Have a cup with lollipop sticks in it.

Ask the question on the wall ‘How did the bears feel?’

Feeling words written on the lollipop stick.

Use the 10 page thesaurus.  
Children become word collectors  
and collect words that would go  
with each of the Fantastic.



Always think about positive and  
negative intent.

# The Shade 'O' Meter

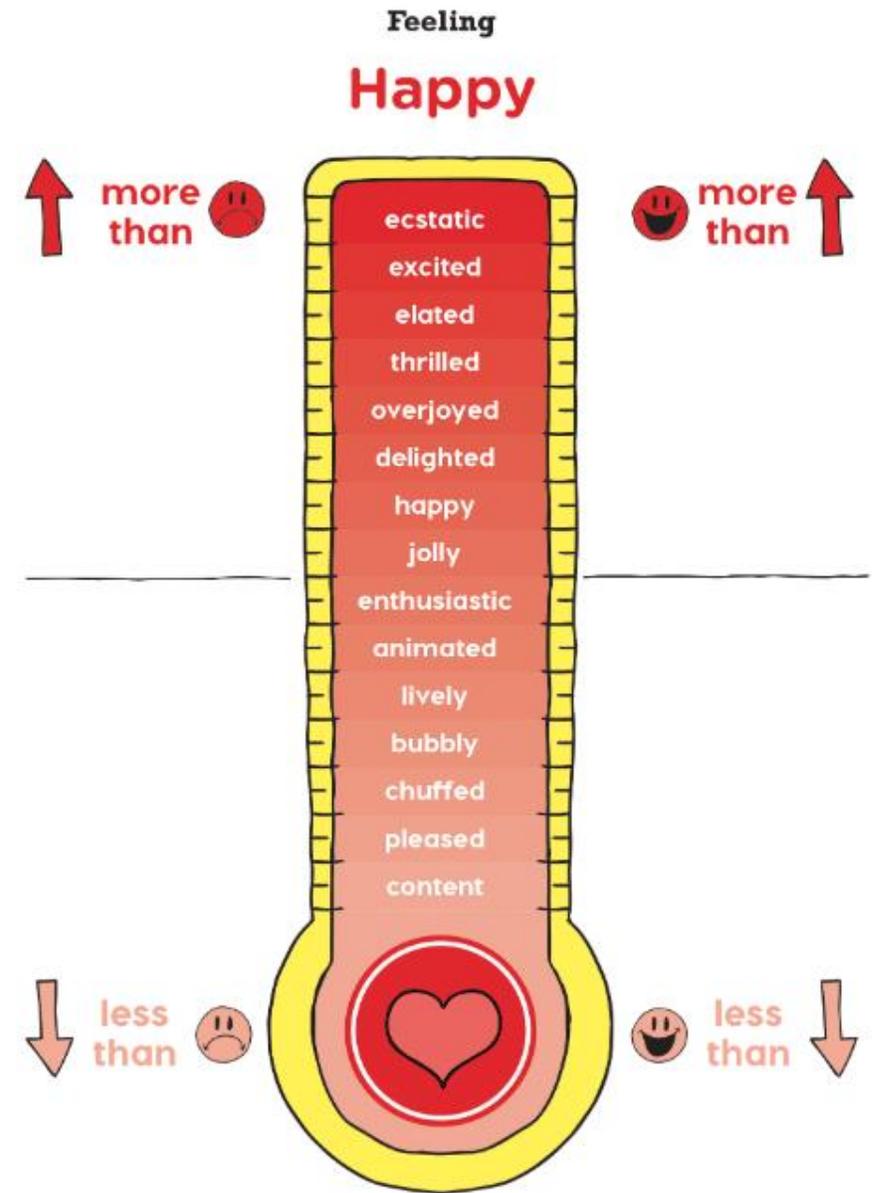
Always think in maths language!

Shows intensity of writing.

Choose words deliberately.

Teacher models this with the children and they can chot (chat and jot) any words they might want to use later in their writing.

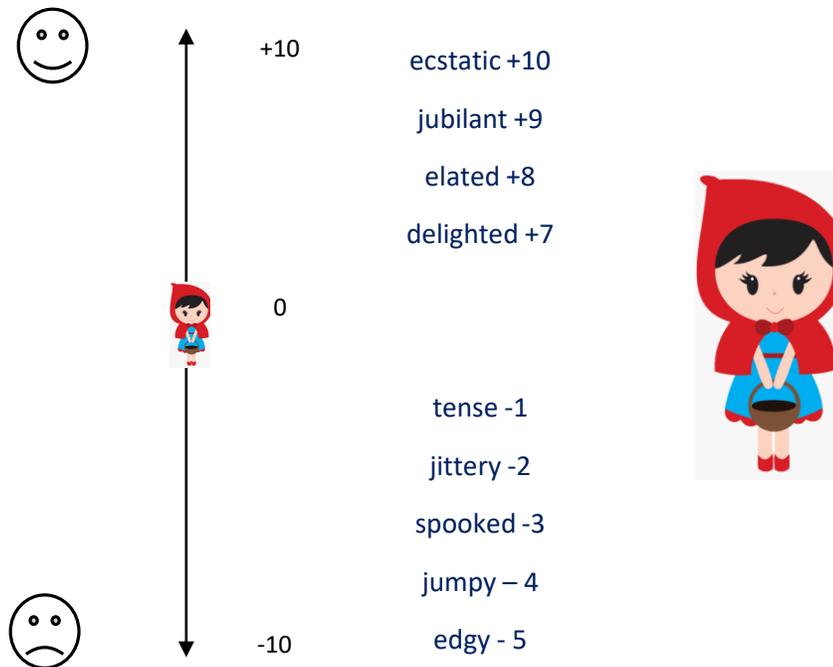
Chotting is paired writing and talking. It takes place in the initiate phase.



# The Shade 'O' Meter

## Language Choices

Think about Little Red Riding Hood as she is walking through the forest on her way to Grandma's. How is she feeling in the forest?



**THE SHADE'O'METER**

↑ more than ☹️

☺️ more than ↑

Place your **FANTASTIC** symbol here

↓ less than ☹️

☺️ less than ↓

**FANTASTIC**

Icons: heart, speech bubble, eyes, hand, leaf, arrow, speech bubble, lightbulb

# The Shade 'O' Meter

## Language Choices

Children need more structures to help them as they often can't feel some things in what they read.

Use books from their reading to collect phrases. The children can then file away their ideas or the teacher can e.g. Why don't you write me an action sentence? Why not borrow a sentence by this author...

### Examples

The sky turned to bruises and looked like... (Micheal Morpurgo)

He dodged around massive trees. He skipped over roots and brambles. He bent low to flash under boughs and brambles. He had wings on his feet he ran so fast. The Minpins – Roald Dahl (action)



He smelt like something bad was going to happen. Malamander – Thomas Taylor (smelling)



There had been music in the dining hall, and it was music so loud and so good that nobody had noticed the water flooding in over the carpet. The violins went on sawing for some time after the screaming had begun. Sometimes the shriek of a passenger would duet with a high C. Rooftoppers – Katherine Rundell (checking)



Alice's fat aunt ate apples and acorns around August... Alice in Wonderland – Lewis Carrol( alliteration)

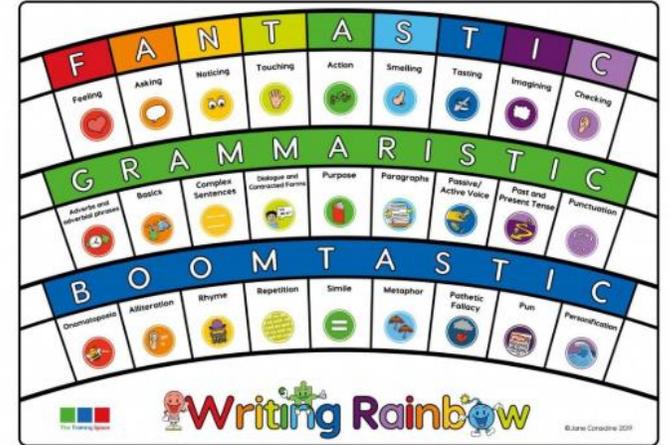


Sparks fly. Flames leap. Oil boils. Rats howl. Skin shrivels... The Witches – Roald Dahl (repetition)



# Deepen the moment

## Differentiation



Children can't plot push.  
It's more about the moment.

So we deepen the moment!

### How it works

Children apply the model to their own writing. They can then say more about the sentence. They margin mark and can choose something from the writing rainbow. They put the symbol they have picked in the margin of their book and carry on writing. This then doesn't interfere with the plot points coming up.

These are your deepening the moment challenges for today.

Fantastics



Boomtastics



Grammaristics

