

The Write Stuff Approach at St Oswald's C E Primary School:

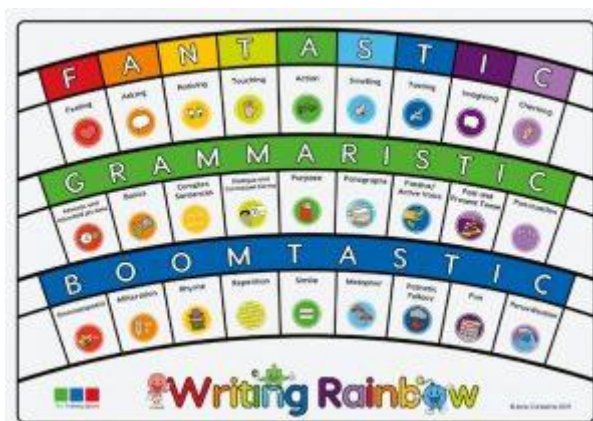
The Write Stuff is based on teaching sequences that slide between **experience days** and **sentence stacking lessons**. With modelling at the heart of them, the sentence stacking lessons are broken into bite-sized chunks and taught under the structural framework of 'The Writing Rainbow'. Teachers prepare children for writing by modelling the ideas, grammar and techniques of writing.

Sentence Stacking lesson structure:

- Initiate section: a stimulus to generate vocabulary and set up a sentence. Children should be provided with thesauruses, dictionaries, writing packs and any other resources that will support them to gather vocabulary.
- Model section: the teacher models a sentence – live, in the moment – that outlines clear writing features and techniques. They think out loud and edit their work.
- Enable section: the children write, following the model.
- This pattern will repeat up to 3 times in one lesson. Each section should last approximately 20 minutes, meaning one lesson lasts for an hour.

The Write Stuff also reinforces grammar through the use of:

- **FANTASTIC** lenses - an acronym that summarise the ideas of writing.
- **GRAMMARISTIC** lenses - an acronym for the grammar-based tools of writing.
- **BOOMTASTIC** lenses - an acronym for the figurative language and poetic devices that can make our writing more engaging.



Unit Plans

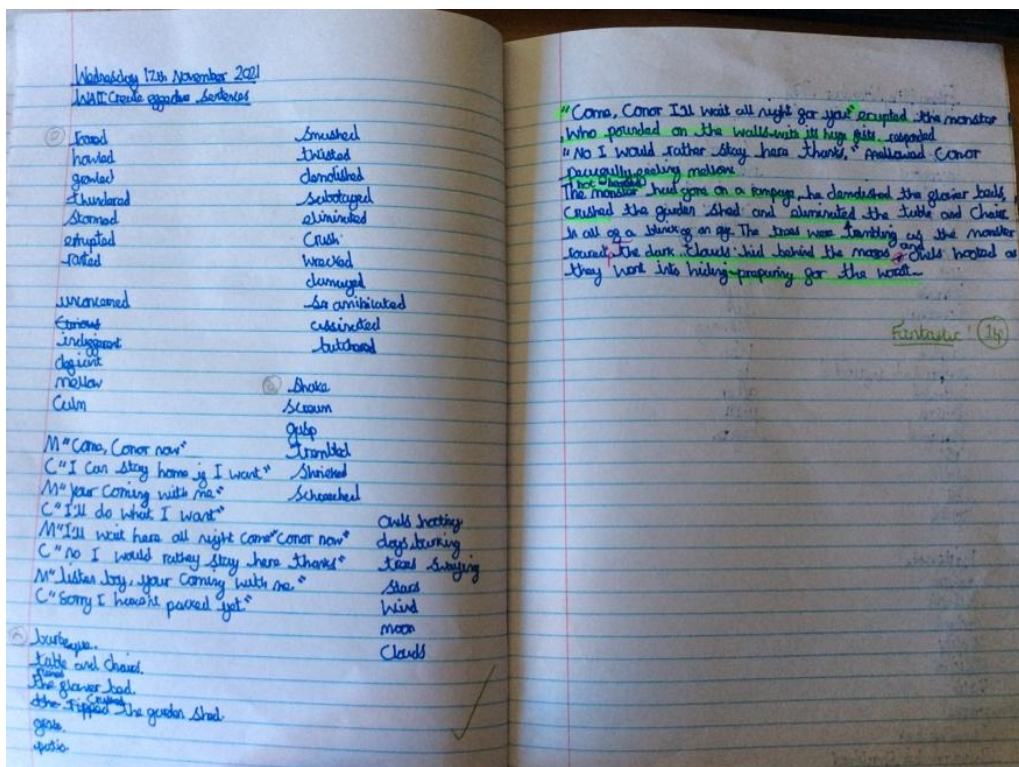
These are available for teachers to use to support their planning. Each unit plan provides the experience lessons, sentence stacking lessons and ideas for independent writing that children could produce at the end of the unit. Teachers should adapt the unit plans accordingly to suit the needs of their pupils and to ensure regular independent writing opportunities.

What should the books look like?

A Sentence Stacking lesson requires a double page: a Thinking Page (on the left) and a Writing Page (on the right).

The Thinking Page is for use during the initiate part of the lesson. Children draw the relevant lens (in pencil) they are focusing on (in KS2) or stick in the lens picture (in KS1) and list their vocabulary next to it (or use post-it notes in Y1). They split their page horizontally into three sections (or less, depending on the number of 'chunks' achieved in that lesson).

The Writing Page is used during the enable part of the lesson. This should be one paragraph or sentence (depending on year group/child's ability) that incorporates ideas from their Thinking Page.



The language of The Write Stuff

In a lesson adults and children should use these terms:

- Lenses – the FANTASTICs, GRAMMARISTICs and BOOMTASTICs that are used to guide writing
- CHOT – chat and jot (during the initiate section of the lesson)
- Kind Calling Out – an oracy strategy used so the children can call out their ideas
- Thinking Page – the left page on a double page spread in their writing books, for vocabulary and ideas
- Writing Page – the right page on a double page spread in their writing books, for their paragraph of writing
- Plot Point – the section of a story. Each narrative sentence stacking lesson is one Plot Point, so each paragraph of narrative writing forms one Plot Point

- Shape – refers to the ‘shapes’ found in non-fiction writing (the features of a piece of non-fiction writing)
- My turn/Your turn – refers to the teacher’s turn to write in the model section of the lesson and the children’s turn to write in the enable section of the lesson
- Positive/negative intent – refers to the writer’s choice when deciding on the impact they want their vocabulary to have. For example, if the plot point is sad, adjectives with a negative intent would be more appropriate.

Thesaurus Thinking Books

These spelling books should be accessible for the children at all times, on their tables. Inside these books, children can note the vocabulary they discover that they would like to remember and use again. The words should be written with their word class and definition and should have the most appropriate lens drawn beside it.