

# The Write Stuff – Jane Considine: Summary

## The Write Stuff is based on two guiding principles:

- **Teaching sequences** that are made up of experience days and sentence stacking lessons. The Sentence stacking lessons are broken into chunks that have modelling at the heart of them.
- **Sentences are taught under the structural framework of The Writing Rainbow** and teachers preparing children for writing by modelling for the ideas, grammar or techniques of writing.

## Key Benefits

1. Improvements in the quality of sentence structure.
2. Pupils understand how to apply sentence scaffolds to their independent writing.
3. Standards improve because many worked examples are provided over the year that deliver on listed aspects.
4. Children have a clear view of what high quality writing looks like.
5. Pupils know how to improve their writing and make it more focussed.
- 6 Children have a concept of how to complete a piece of writing due to narrative maps and non-fiction shapes.
- 7 Step sentences ensure that they have a wealth of ideas for cohesion.

## A Unit of Work:

- Will be made up of **experience lessons** – where pupils gather ideas, or stimulus for writing • **Sentence stacking lessons**, made up of three learning 'chunks':
  - **Initiate:** teacher shares a stimulus e.g. Film clip picture, drama; word gathering and discussion; 'chotting' – pupils chat and jot words they want to use in their exercise books/whiteboards
  - **Modelling:** the teacher does [demonstration writing](#), explicitly explaining choices of words etc, using 2-3 lenses from the Writing Rainbow, modelling thesaurus thinking – to write three sentences, using vocabulary gathered in the initiate stage
  - **Enable:** Being clear about the sentence idea, the children are then asked to write their sentences sticking to the clear criteria. The children have their 'chottings' to support their word choices.
  - **For every sentence written:** children need to think about the IDEA of writing and the INTENT – e.g. positive or negative – that will affect word choice
- Each sentence stacking lesson is based around a 'plot point' for narrative, or part of the 'shape' for non-fiction genres
- Pupils then plan, write and edit an independent piece where success criteria are shared, and they have the chance to demonstrate the skills and knowledge about sentences and genre they have learnt.
- **Editing:** During the Independent Write it is crucial that children's errors or amendments are highlighted directly but in a way that expects the children to use their knowledge and understanding to address. The final part of the writing process looks at revision of what has been crafted.
- **The suggested approach is to interrogate the writing in three ways** -
  - E1 = Revise - spelling, punctuation
  - E2= Rewrite i.e. a \*sentence is re-written by the child (no guidance is given regarding why it needs a rewrite)
  - E3= Re-imagine ...tell me more- write additional sentences or sentences

# The Writing Rainbow



## The Zones of Writing in the Writing Rainbow are:

<b>The <u>FANTASTICS</u> – The Ideas of Writing</b>	<b><u>THE GRAMMARTASTICS</u>: The Grammar of Writing</b>	<b>THE BOOMTASTICS; the techniques of writing</b> *KS1, KS2 all
<p> <a href="#">Feeling</a>  <a href="#">Asking</a>  <a href="#">Noticing</a>  <a href="#">Touching</a>  <a href="#">Action</a>  <a href="#">Smelling</a>  <a href="#">Tasting</a>  <a href="#">Imagining</a>  <a href="#">Checking</a> </p> <p>E.g. of story categorised by ideas</p>	<ul style="list-style-type: none"> <li>• <u>Adverbials and adverbial forms</u> • Basics (word classes)</li> <li>• <u>Complex sentences</u></li> <li>• Dialogue and contracted forms • Structure and style                             <ul style="list-style-type: none"> <li>- Purpose</li> <li>- Paragraphs</li> <li>- Passive or Active voice</li> <li>- Past and present tense</li> <li>- Punctuation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <u>Simile*</u></li> <li>• <u>Alliteration*</u></li> <li>• <u>Rhyme*</u></li> <li>• <u>Onomatopoeia*</u></li> <li>• <u>Repetition*</u></li> <li>• <u>Personification</u></li> <li>• <u>Pun</u></li> <li>• <u>Symbolism</u></li> <li>• <u>Pathetic Fallacy</u></li> <li>• <u>Metaphor</u></li> </ul>

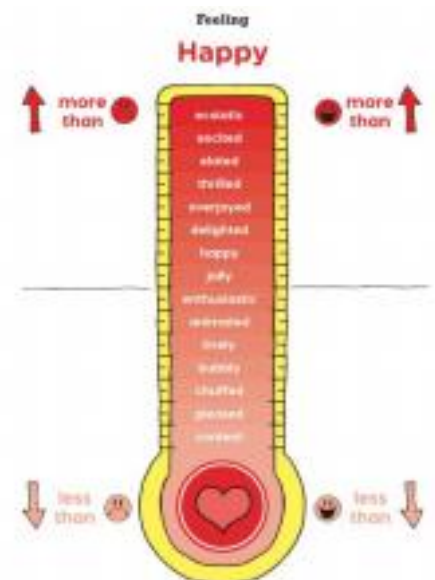
(hyperlinks are to examples of sentences collated that use these lenses)


### Thesaurus Thinking:


- The teacher models thinking about alternatives to vocab choices which have positive or negative intent, using a shade o-meter – teachers pupils about specific words and enhances vocab knowledge

### Links to training videos on YouTube

- [Sentence stacking](#)
- [Sentence stacking demo writing short example](#)
- [Planning a poetry unit of work](#)
- [Planning a narrative unit of work](#)
- [Teaching non-fiction](#)
- [How to structure a learning chunk](#)
- [Jane's Live lessons – number 1](#)
- [Writing in EYFS](#)



: Private group 'Teacher Squad' – a lot of sharing and Write Stuff tips

: #teachersquad