

# THE WRITE STUFF

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# Our English Writing Curriculum

At Lionel Walden, we believe that our children deserve a broad and ambitious English writing curriculum, rich in skills and knowledge, which ignites their passion to write and express themselves.

The ability to communicate effectively, confidently and with clarity is a crucial life skill that is developed throughout their time at school, ready to be further developed as they transition to secondary school and beyond.



# Big Ideas in English

## Organisation

We want our children to be able to organise their own thoughts and ideas in a logical and coherent way.

## Grammar and punctuation

We want our children to be able understand and use correct grammar and punctuation, ensuring that sense is made when writing.

## Vocabulary

Words add shades of colour and feeling to writing and ensures that children more precisely articulate meaning in their writing.

## Voice and style

We encourage our children to develop their own unique voice and style to their writing that reflects their personality and interests

## The writing process

Children learn to brainstorm, draft, revise, edit and publish their own ideas. This helps them produce more polished pieces of writing

## Handwriting

We believe that all children should be encouraged to take pride in the presentation of their writing.

## Love for writing

Ultimately, we want our children to enjoy the writing process. By providing great writing stimuli and opportunities to be creative, our children are more likely to continue writing and developing their skills throughout their lives

**Audience** – who will read your writing?

Children

Adults

Employer

Company

**Purpose** – why are you writing it? What do you aim to achieve from it?

To inform  
To entertain  
To discuss  
To persuade

**Text Type** – what form will your writing take? Why have you chosen this text type to get your message across?

Letter

Story

Report

Diary

Text Type:

Non-chronological  
report

Purpose:

To inform

Audience:

Children who are  
interested in  
animals.

Text Structure:

Clear introduction  
Paragraphs shaped  
around a key topic  
sentence.  
Subheadings

Language Features:

- present tense
- facts
- subheadings
- glossary
- rhetorical question
- expanded noun phrase



# WHAT IS THE WRITE STUFF?

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The Write Stuff is based on two guiding principles; **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 or techniques of writing.

# WHAT IS THE WRITE STUFF?

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## What makes 'The Write Stuff' different from other writing schemes?

**The Write Stuff** is not a scheme, it is a way to liberate your learners so that they have a complete set of tools and structures that can be applied to their writing in all contexts. The system arms both teachers and pupils with the knowledge and understating of what to write and how to write. Grammar, writing techniques and ideas are embedded in every single lesson, and revisited again and again to ensure that **pupils become confident and adept writers.**

# BENEFITS?

- ✦ Support for teachers so that they have a deeper and more flexible knowledge of sentence structure.
- ✦ Pupils who understand how to apply sentence scaffolds to their independent writing as they develop their expertise.
- ✦ Standards improve because many worked examples are provided over the year that extend understanding through a wide range of genres and non-fiction text types.
- ✦ Children have a clear view of what high quality writing looks like and their learning is structured clearly and misconceptions dealt with.
- ✦ Pupils know how to improve their writing and make it more focussed and actionable feedback is provided to guide their learning.
- ✦ Children have a concept of how to build, plan and complete a piece of writing due to narrative maps and non-fiction shapes.
- ✦ Teachers have clear pathways of how to guide pupils in weak areas such as cohesion and paragraphs.



# Layout (shape)

Children find the 'structure' to non-fiction texts by examining model texts.

They then use this structure to help with organising their own writing.

## Non-Fiction Shape

### Persuasive Pitch



Key: Hard Hitting Statistics Damage Caused Challenge Specify Problem  
 Solution Change Call to Action Aims Act Together Big Finish



The Writing Space

A Write Stuff Unit Plan  
Non-Fiction - Plastic Pollution - Persuasion












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# THREE ZONES OF WRITING!










## Fantastics - The writing ideas

F	A	N	T	A	S	T	I	C
								
Feelings	Asking (dialogue)	Noticing	Touching	Action	Smelling	Tasting	Imagining	Checking (hearing)










## Grammaristics – Tools of writing

								
Adverbials	Basics	Complex sentences	Dialogue/ contracted forms	Purpose	Paragraphs	Passive/active voice	Tenses	Punctuation

## Boomtastics – Techniques of writing

								
Onomatopoeia	Alliteration	Rhyme	Repetition	Similes	Metaphor	Pathetic fallacy	Pun	Personification

# FANTASTICS!

F	A	N	T	A	S	T	I	C
								
Feelings	Asking (dialogue)	Noticing	Touching	Action	Smelling	Tasting	Imagining	Checking (hearing)

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\*FANTASTICS are your **ideas** for writing.

\*Each learning chunk (i.e. sentence) should focus on at least one FANTASTICS lens at a time.

\*The FANTASTICS should be displayed in the classroom because these are referred to the most.

# GRAMMARISTICS!

								
Adverbials	Basics	Complex sentences	Dialogue/ contracted forms	Purpose	Paragraphs	Passive/active voice	Tenses	Punctuation

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Grammaristics are the **tools** for writing.










For KS1 the Basics should include **nouns, adjectives and coordinating conjunctions (e.g. and, but, so, or)** and this can then be built on with more complex conjunctions in KS2

Complex sentences – Simple sentences in Year 1 with Year 2 introducing complex sentences using basic subordinating conjunctions (e.g. because to explain why.)

Compound and complex sentences will be extended upon in KS2 with embedded clauses (**that, where, who, which, when, whose.**)



# BOOMTASTICS!

								
Onomatopoeia	Alliteration	Rhyme	Repetition	Similes	Metaphor	Pathetic fallacy	Pun	Personification

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Boomtastics are the techniques of writing.

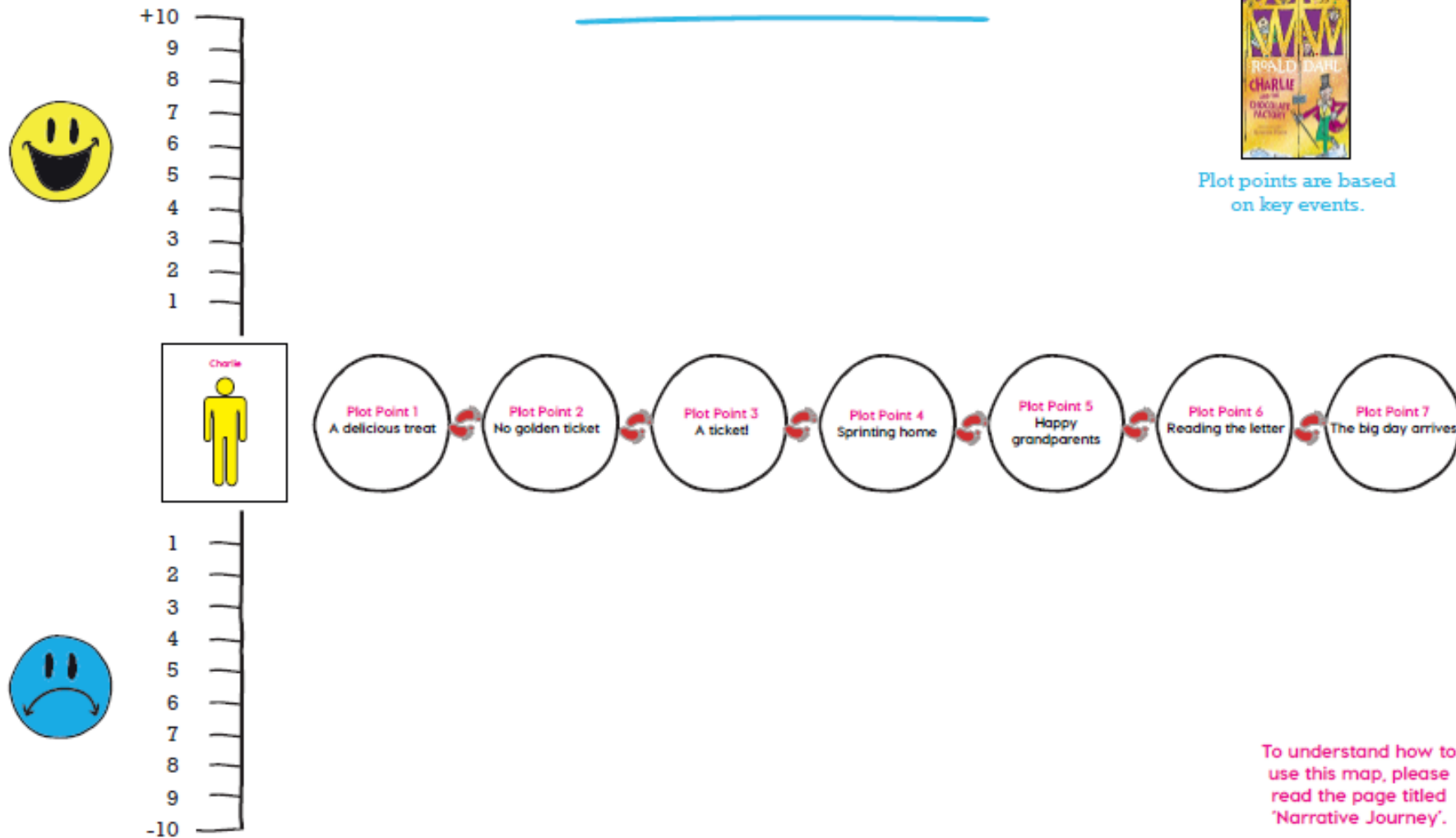
These are used for the ‘**deepening the moment challenges**’ once introduced to the children as extra writing challenges within a learning chunk.

# Narrative Map

Based on this book



Plot points are based on key events.



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



## Experience Lessons

Open-ended and  
immersive

Enrich children's own  
writing and level up the  
playing field.

Build knowledge or  
exposure to something  
that the children might be  
unfamiliar with.

Experience lessons include immersive teaching to stimulate ideas and get children involved in their writing. They should strengthen context and build imagination as well as exposing children to vocabulary.

They can include:

- \*Drama
- \*Hot-seating/discussions
- \*Music/video linked to feelings, sounds, experiences
- \*Looking at and touching artefacts linked to the story





## Sentence Stacking

Sentence stacking involves lots of modelling, sharing of ideas and collecting vocabulary and grammatical features.

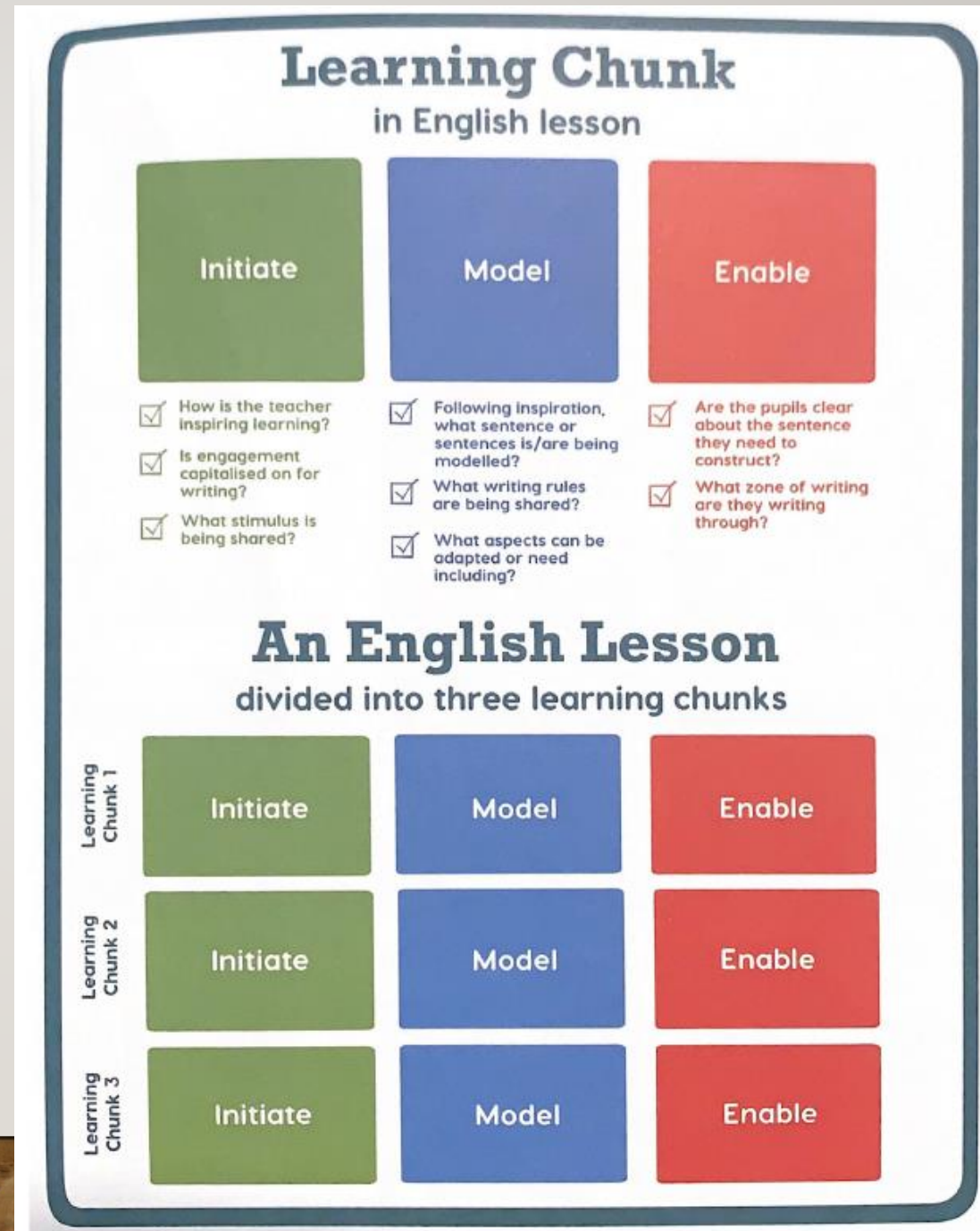
These lessons concentrate on the teaching of writing with a sharp focus on the craft and construction of sentences. Sentences created by pupils should be shared and celebrated.

They follow a clear structure of initiate, model and enable.

Each Sentence Stacking lesson is organised into three learning chunks. A learning chunk is a sentence so 3 learning chunks will be 3 sentences per plot point.

# A Lesson Structure

Each learning chunk last for about 20 minutes



## Initiate

### Repetition

- Gather a bank of alternatives to 'looked' – e.g. stared, glared, peered, gazed, gawped, studied, observed.

## Model

### Repetition

Teacher model: He looked. He stared. He glared. Charlie knew he wanted a scrifflewiffle scrumpyflumpy caramel crisp.

## Enable

### Repetition

Pupils to construct three short sentences, with alternatives to 'looked', and include their chocolate bar name. HA: Change the opening to the final sentence, e.g. Charlie was eager to get his hands on... HA: Deepen the moment

### Initiate Part

The initiate part is where the children share ideas for the FANTASTICS using the method chatting and jotting, also known as **chotting!** The children will collect words, phrases etc, adding them to their vocabulary vault and then share them with the class using 'kind calling out.'

### Model Part

The model part of the learning chunk is when the teacher will model the writing using the shared ideas. Ideas will be discussed on how to start the sentence, how to structure the sentence effectively and which shared word/s to use. **At this stage, make sure you model how to re-read a sentence back, how to speak a sentence out loud and don't be afraid to make purposeful mistakes!**

### Enable Part

This is the part when the children use the shared ideas from the **chotting** session and your modelled example to write their own sentence. **This is the stage to get 'deepening the moment' into children's writing by adding in an extra challenge (more on this later.)**



## Metaphor

Mother nature is weeping.

The globe is dying.

Our home is burning down.

## Precise verb/repetition

synonyms for hurry

modal verbs

rush, run, scurry, scramble, must, need, should, have to,  
dash, sprint, hustle, hustle, ought to,

## Scientific Facts/Noun phrase

synonyms for catastrophe

noun phrase

crisis, disaster, calamity, doom

life

tragedy, Apocalypse,

existential annihilation,

severe suffering,

Thursday 20<sup>th</sup> April 2023

L.O Write effective sentences for a persuasive speech

Our home is burning down!

I am here today to say our home is burning down.

I need you to rush. Sprint. Scramble. Our home is burning <sup>down</sup> and we have to act fast.

According to the IPCC (Intergovernmental Panel on Climate Change), we are ~~exceedingly~~ less than twelve years away from an apocalypse of existential annihilation.



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# The Queen's Hat

What is this massive place? This is Buckingham Palace. Clark

Swish! The Queen's precious hat flew off! Lilly

The royal guards chased after the hat. Cole

Roar! The animals were deafening. Florence

The Queen can hear the squeaking and screeching of the train. Dylan

All of the guards tried to help but they were pulled and trampled. Oliver

The London Eye is massive like a tower. Scarlett

The Guards are courageous because they jumped from pod to pod! Hunter

Ding! Big Ben was huge like a giraffe. Gracie

Down, down, down! The frustrated Guards smoothly and slowly floated down from the blue sky. Freddie

In the distance they could see Millwall playing football. Morgan



Children's sentences are used to build an ongoing model of writing.

They are credited with the use of their sentence.



# Orange Writing Progress Plan

## Punctuation

- I can use all correct direct speech punctuation e.g. inverted commas, commas, new line etc.
- I can mark plural possession using an apostrophe e.g. The boys' names.
- I can use a comma after a fronted adverbial.

## Tense

- I can use standard English verbs e.g. I did, we were.

## Vocabulary

- I can make interesting and varied language choices.
- I can use orange ambitious words in my writing.



## Spelling

- I can use a range of techniques to spell unfamiliar words.
- I can spell homophones correctly according to use e.g. their, there, too, to.
- I can show the difference in writing between plural and possessive with \_s punctuation.

## Adverbs/ Adverbial Phrases

- I can use fronted 'where/when' adverbial phrases e.g. As dawn broke, the scarecrow cried.
- I can use 'how' adverbs and adverbial phrases in fronted positions e.g. Worrying about the crash, Roger raced home.

## Structure and Shape

- I can organise my writing with a clear beginning, middle and end.
- I can write sentences that lead on from a previous sentence.
- I can start a new paragraph organising ideas around a theme.
- I can use pronouns and nouns within and across sentences to aid readability.
- I can use exciting openings to capture the reader's attention.
- I can use dramatic endings in stories and strong conclusions in non-fiction.



## Writer's Techniques

- I can use 'as' to build a simile e.g. The train was as slow as a hearse.
- I can use metaphors to create vivid images.

## Purpose and Impact

- I can add detail to my ideas.
- I can maintain a point of view.
- I can include all the features of a genre/text type appropriately.
- I can create intriguing narratives and more complicated non-fictions e.g. persuasive leaflet.

## Sentence Structure

- I can ask rhetorical questions to involve the reader.
- I can use more complicated noun phrases e.g. The beautiful lady with the yellow bun.

## Conjunctions / Complex Sentences

- I can use a larger range of conjunctions accurately e.g. while, although.
- I can use conjunctions to set up contrasts or relationships e.g. despite, nevertheless, consequently.

Each year group has expectations linked to the DfE English curriculum.

This provides a framework for teachers to assess where children are up to in their writing journey.