



The Write Stuff

At St Katharine's, we use The Write Stuff, devised by Jane Considine, to support our teaching of writing.

Lessons are divided into "experiences" to stimulate writing and "sentence stacking". The sentence stacking lessons are divided into bite-sized chunks (3 x 20 minutes within an hour's lesson in KS2) that have modelling at the heart of them. The key benefits are:

- better understanding of sentence structure;
- standards improve because many worked examples are provided over time;
- children have a clear view of what high quality writing looks like;
- children know how to improve their writing and make it more focused; and
- children understand how to apply the techniques they have been taught in sentence stacking lessons to their independent writing.

The Writing Rainbow is a concept used in each lesson to aid writing by focusing children on different aspects of writing using "lenses". It is divided into three layers and on each layer, there are nine different lenses. Teachers select a range of lenses each lesson to support the skill they are teaching. There is a separate rainbow for EYFS (Year R).

The FANTASTICs – the IDEAS OF WRITING

The nine ideas of writing are: Feeling, Asking, Noticing, Touching, Action, Smelling, Tasting, Imagining and Checking. Locked into these nine lenses are the five senses eg checking = checking for sound.



The Grammaristics – the GRAMMAR of writing

This layer links closely to the national curriculum and is taught discretely in grammar lessons and then continually revisited, in context, during sentence stacking lessons to embed children's understanding.

The Boomtastics – the TECHNIQUES of writing

These help children to make their writing "boom" off the page and include techniques such as alliteration, simile, metaphor and pathetic fallacy.

Thesaurus Thinking and "Shade o meter"

In addition to the writing rainbow, we use "Thesaurus Thinking", which is a highly effective way of showing how an author makes their word choices and is also an excellent way of teaching new vocabulary because it explicitly links words children already know with those they do not. Once vocabulary has been gathered, as a class, during chotting (chatting and jotting), using "kind calling out", teachers model vocabulary choices depending on positive or negative intent (smiley face or sad face in KS1) and the degree of intensity of language needed. We aim for children to write in "chunks of sense" with a high degree of precision in their language choices.

Please contact Mrs Veneziani, our English Subject Lead, if you have any questions
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