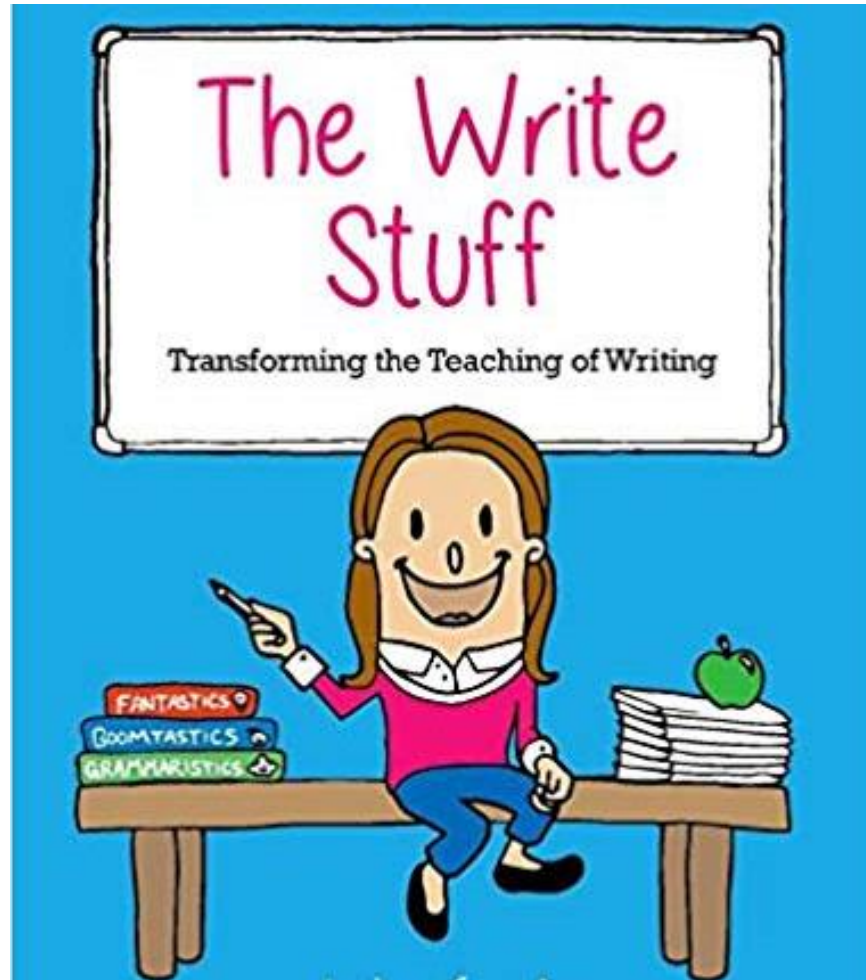




Paddox

Writing at Paddox





P a d d o x

Our intent for writing

- Develop spoken language, composition and grammar
- Text-rich curriculum instead of all topic links
- A big emphasis on the development of vocabulary
- Collaborative, whole-class writing leads children to confidently write an independent piece

Our intent for writing

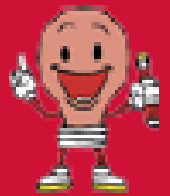
- Develop stamina for writing and resilience
- Children see the relationship between accurate grammar and successful writing
- Focus on development of spelling rules, not just a list of spellings to be learnt
- ... a desire to see children flourish as writers and to develop a love of writing!

Why choose The Write Stuff ?

- Research shows that pupils who enjoy writing are good writers – we need to encourage *enjoyment of writing*.
- Using The Write Stuff means that the writing process is taught *explicitly* and *deliberately* to pupils by teachers.



Weaknesses in Primary Age Writing



1. Sentence Structures
2. Completed piece 'The Whole'
3. Textual Cohesion





P a d d o x

Vocabulary development

- Once children are ready to start writing, it is important to think about how to expand their vocabulary.
- As children get older and progress through the school, the language they use will become more precise and sophisticated.



P a d d o x

Vocabulary development

- KS1 children might write a sentence such as:

The big dog with the red bow.

- KS2 children might then develop their vocabulary to write:

Straining frantically, the gigantic dusky grey dog pulled against the suffocating scarlet bow, wanting to pull it off completely.



P a d d o x

Vocabulary development

- The children are also being exposed to a 'Word of the Week' (WOW Words).
- The purpose of this is to encourage and developing a wider range of vocabulary in writing through the explicit teaching of new words.



vivacious

Definition: happy and lively; spirited

Similar words: bubbly, effervescent, bouncy, animated

Example: My grandmother is so **vivacious**; she never stops talking and laughing!



In order to develop vocabulary, we provide different experiences for pupils.

Giving children **experiences** that **lead up to their writing** should help **build** their vocabulary **naturally**.

Experience lessons

- Some lessons might involve moments when children are able to explore and play around with their thoughts and ideas about a subject.
- They might also be able to play around with language and see what fits.

Experience lessons

- Films
- Images
- Development of word banks
- A trip outside of the classroom/ drama
- Reading real-life accounts
- Talking to children in different year groups
- Research
- Following instructions

The Three Zones Of Writing



1

Ideas



**THE
FANTASTICs**

2

Tools



**THE
GRAMMARISTICs**

3

Techniques



**THE
BOOMTASTICs**





Explore the forest using:





Mossy green roots

Dappled sunlight through the trees

Trees that are so tall they brush the sky



Mossy green roots

Dappled sunlight through the trees

Trees that are so tall they brush the sky

Twigs snapping sharply underfoot

The soft scurrying of unknown animals

The wind whispering through the trees





Mossy green roots

Dappled sunlight through the trees

Trees that are so tall they brush the sky

Twigs snapping sharply underfoot

The soft scurrying of unknown animals

The wind whispering through the trees



Fragrant flowers dancing in the wind

The scent of damp bark underfoot

Trees with a sweet smell of fresh pine



Working Walls

- All year groups help children to develop their vocabulary and have it displayed on the wall for pupils to use in later lessons.
- It helps to reinforce new vocabulary and to show how it can be used in sentences.



Key Vocabulary



whispered
staggered
frown
stuffed
lawn
hand-drawn
frown

unleashed
dragged
shut
barked
warned

The wolf was
bored with the
other wolf because
he was the
only dog.

The wolf was
bored with the
other wolf because
he was the
only dog.

5
4
3
2
1

hunting

The wolf was
hunting. The
other wolf was
hunting. The wolf
was hunting. The
other wolf was
hunting.

The wolf was
hunting. The
other wolf was
hunting. The wolf
was hunting. The
other wolf was
hunting.

The wolf was
hunting. The
other wolf was
hunting. The wolf
was hunting. The
other wolf was
hunting.

The wolf was
hunting. The
other wolf was
hunting. The wolf
was hunting. The
other wolf was
hunting.

Willy the
wolf was
hunting.

Genre: Traditional
Tales
Audience: 7-8 year
olds
Purpose: to entertain



Willy the wolf was
hunting. The other wolf was
hunting. The wolf was
hunting. The other wolf was
hunting.

Grammar

adverbial
phrases



When that wolf
the wolf started
back to the
other wolf was

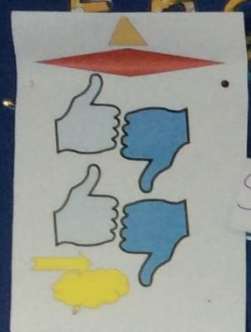
Spelling

displeased - don't
disappointed through
disliked though
I'm
isn't





English



Some people think homeschooling is a great idea ; others think it is ineffective.

Balanced arguments - key words and vocabulary

- There are many reasons why you would also need to consider Personally, AS a direct consequence of this, However, Although, Station, show, On the other hand,

Balanced arguments - key words and vocabulary

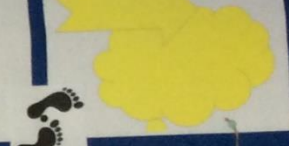
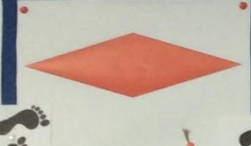
Personally, However, Although, Station, show, On the other hand,

Balanced arguments - key words and vocabulary

On the other hand, However, Should, Could, Would, Thus, Nevertheless, On the contrary, In contrast,

Balanced arguments - key words and vocabulary

However, For, Against, On the other hand, I strongly believe, Personally, Nevertheless, In favour, will, Moreover, should, can be, argued, Thus, factors, can be, In conclusion



There are many views about homeschooling. Many people have different ideas about homeschooling. Some people believe... Whilst others think... Focuses on one child instead of 32. Child can move at their own pace. Focuses on their own interests. Evidence shows that Experts suggest Studies show In addition to this

Should homeschooling be allowed? There are many views about homeschooling. Some people believe that home-schooling can be detrimental. Others think it is more effective. Here, we will explore the two sides. On the one hand, some people believe that home-schooling is effective because children can move on at their own pace. In some instances, home-schooling can boost the child's mental health attributes because the child can have a personalised learning experience.

On the other hand, people believe that homeschooling is detrimental because... However, others think... Whereas, Despite the fact that some people think this... In contrast, Nevertheless, Would, Can, May, Will, Should, Might, Could, Shall

Despite the fact that some people view homeschooling as positive, others think it is otherwise. For example, the adult or parent teaching has to leave a job they love. Also, the adult would not be able to socialise as much because they would spend their day teaching. However, other people say homeschooling is positive because you don't have to have set hours in the school day. For example, you could visit a waterpark during the day and learn about different animals. A more hands-on experience.

Some people believe... other think... personally, I strongly believe My own opinion is

Although people think home-schooling is good, others think it is not. This is because it can cost a lot of money. For example, you have to pay for books, stationery and computers. Also, you would need a lot of room for PE but you would not be able to play team sports without other classmates. Therefore, it is obvious that there are two sides of the argument. Some people think home-schooling is a great idea. Others think it is ineffective. Personally, I believe home-schooling is detrimental because I think children waste the day. It is better to learn with friends.

I really appreciate me and wanted to talk to me. I hope, because maybe (in the end) I might make

L C D M

Addition

more
groups of
plus
increase
total
sum
altogether

Subtraction

subtract
minus
less
decrease
take away
fewer
leave
difference

Multiplication

multiply
times
groups of
lots of
repeated addition
product
multiplied by
array

Division

divided by
share
divisible by
share equally
divide
group
divide into

English

English/Non-negotiables

1. The capital letters at the start of sentences and for names.
2. Always punctuate the end of your sentences.
3. Use finger spaces.
4. Change to your cursive.
5. Check that your work makes sense.



Once upon a
fairytale time there
was a scary wolf
Big Bad Wolves are
normally vicious
killing machines.
However this wolf
is thoughtful, polite
and smart.

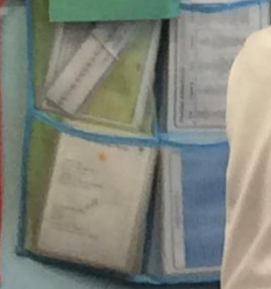
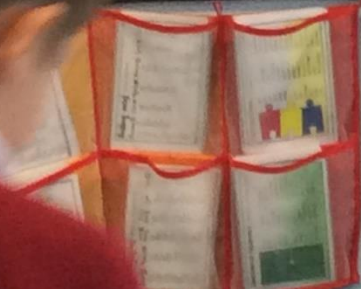
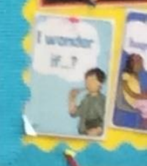
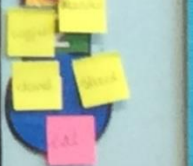
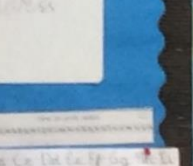
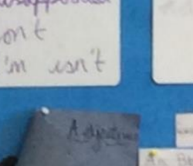
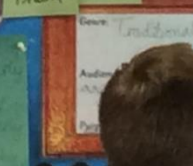
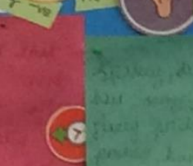
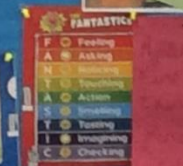
The wolf's grandma
had a fondness for
cakes. She wanted a
lunch break cake
because she loved the
taste of popovers early
Zesty things like
buns.

Peering around
the door, the wolf
stepped inside.
He sneezed, Sniff!
huff! puff! Things
fell, crash! thump!
bang! He sneezed
a big sneeze. He
sneezed a bigger sneeze.
He sneezed the biggest
sneeze.

The wolf looked
at the delicious
fatty pork pie.
The wolf around
changed to his pig
he pig.

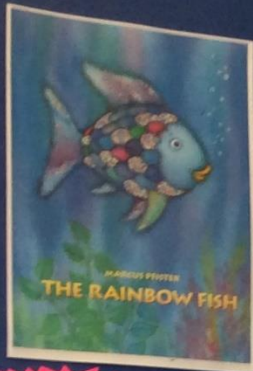
disliked
displeased
disappointed
don't
I'm isn't

accident
actual
address



I need to talk
to an adult.

Effective growth



Purpose:
Audience:
Genre:

English

cried explained said announced shouted cried yelled

Mrs Maxey said, 'It's not time for lunch yet!'

Letters Lists

comma

What does a list need

My friend
I am a boy named Tom. I am 10 years old. I live in a house with my parents and two brothers. I like to play football and go to the park. I am a good student and I like to read books. I am a happy boy and I like to be with my friends.

My friend
I am a boy named Tom. I am 10 years old. I live in a house with my parents and two brothers. I like to play football and go to the park. I am a good student and I like to read books. I am a happy boy and I like to be with my friends.

What does a list need

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What does a list need

What does a list need

Good examples

My friend
I am a boy named Tom. I am 10 years old. I live in a house with my parents and two brothers. I like to play football and go to the park. I am a good student and I like to read books. I am a happy boy and I like to be with my friends.

My friend
I am a boy named Tom. I am 10 years old. I live in a house with my parents and two brothers. I like to play football and go to the park. I am a good student and I like to read books. I am a happy boy and I like to be with my friends.

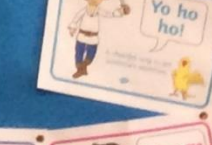
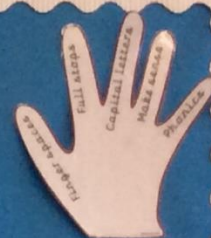
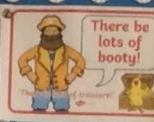
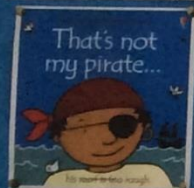
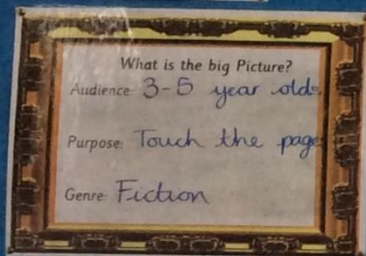
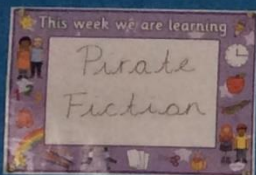
My friend
I am a boy named Tom. I am 10 years old. I live in a house with my parents and two brothers. I like to play football and go to the park. I am a good student and I like to read books. I am a happy boy and I like to be with my friends.



- Non-fiction
- To your guide
- Labels stick in neatly
- Read certain handwriting
- Capital letters
- Full stop
- First
- Next
- Then
- After
- Finally

beaut
Sy
du
misera

English



bumpy

shiny

fluffy

smooth

hard

woolly

crinkly

prickly

glossy

velvety

squashy

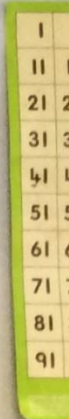
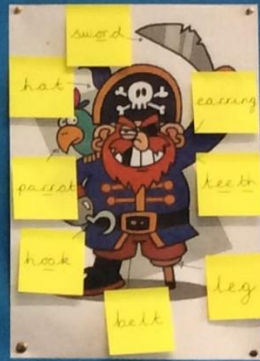
sparkly

rubbery

lumpy

rough

silky







- Understanding the *fundamentals* of *grammar* is important for new writers, who need to understand the basics of grammar before they can begin to manipulate sentence constructions for effect.



P a d d o x



- Poor grammar creates poor sentences.
- Children need to understand the structures of writing.



P a d d o x



- Through our lessons at Paddox, grammar will be woven within a writing lesson, rather than a stand-alone lesson.
- The benefit is that children will see the grammar working 'in action', rather than separately.



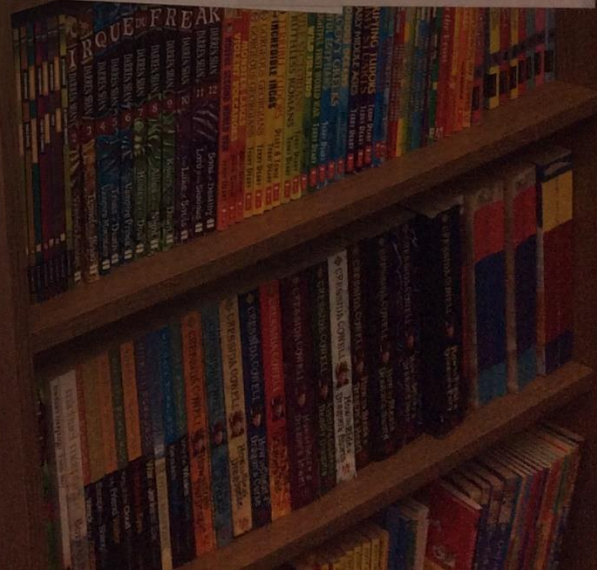


- One way to show grammar manipulation is through use of a washing line.

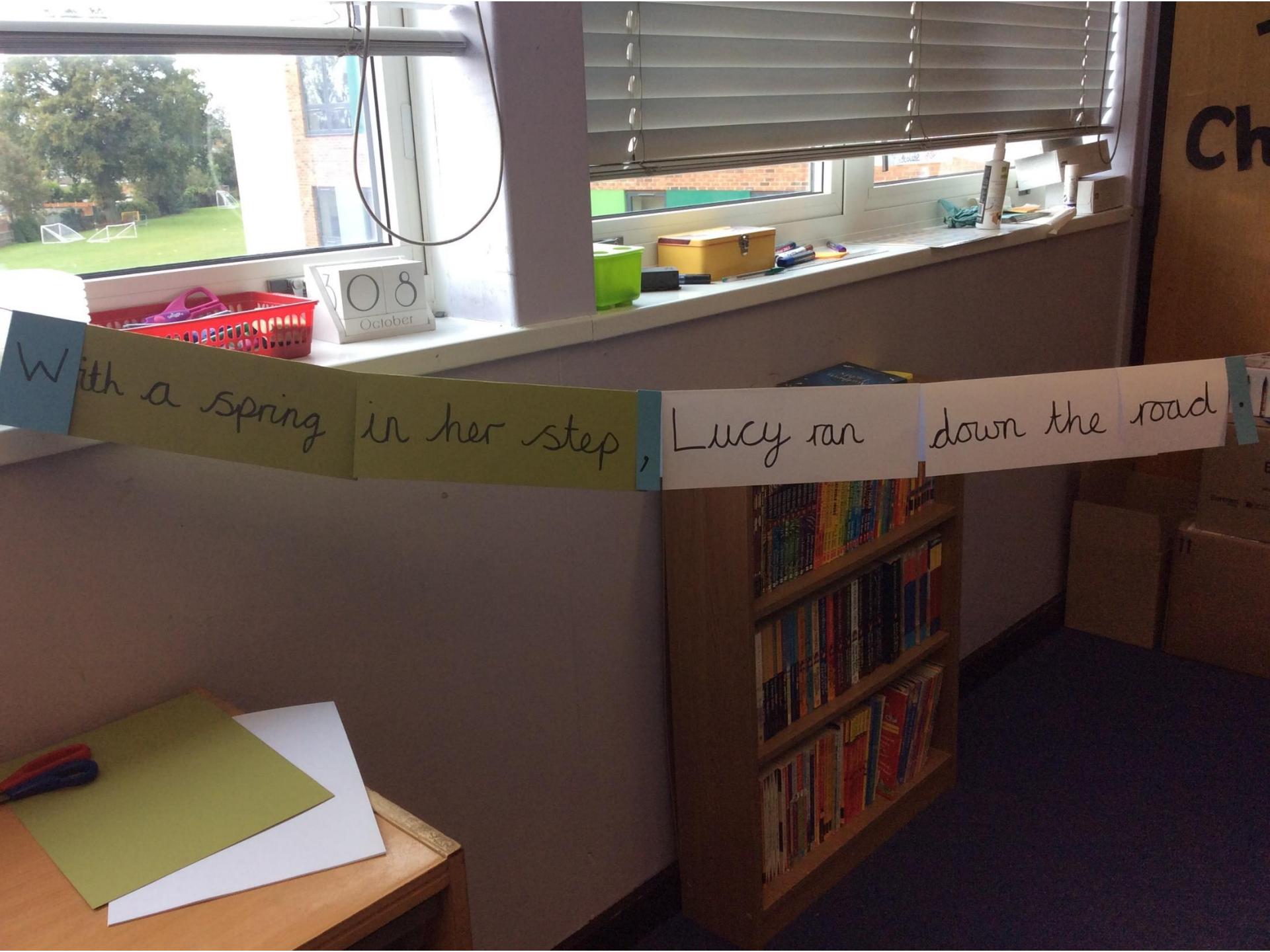


P a d d o x

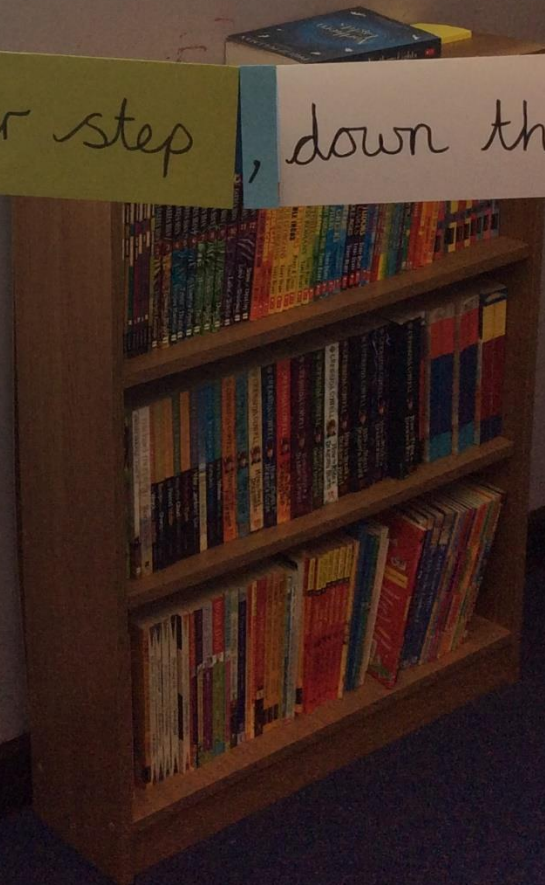
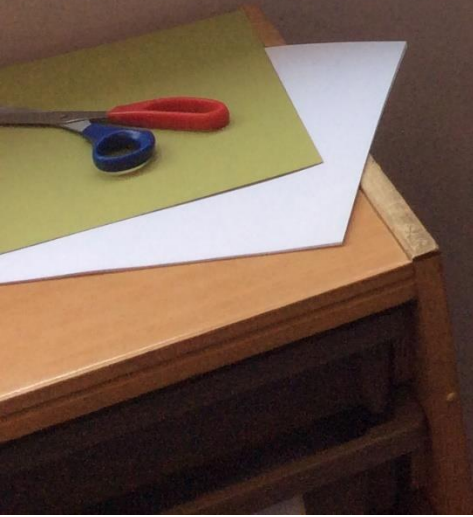
Lucy ran down the road .



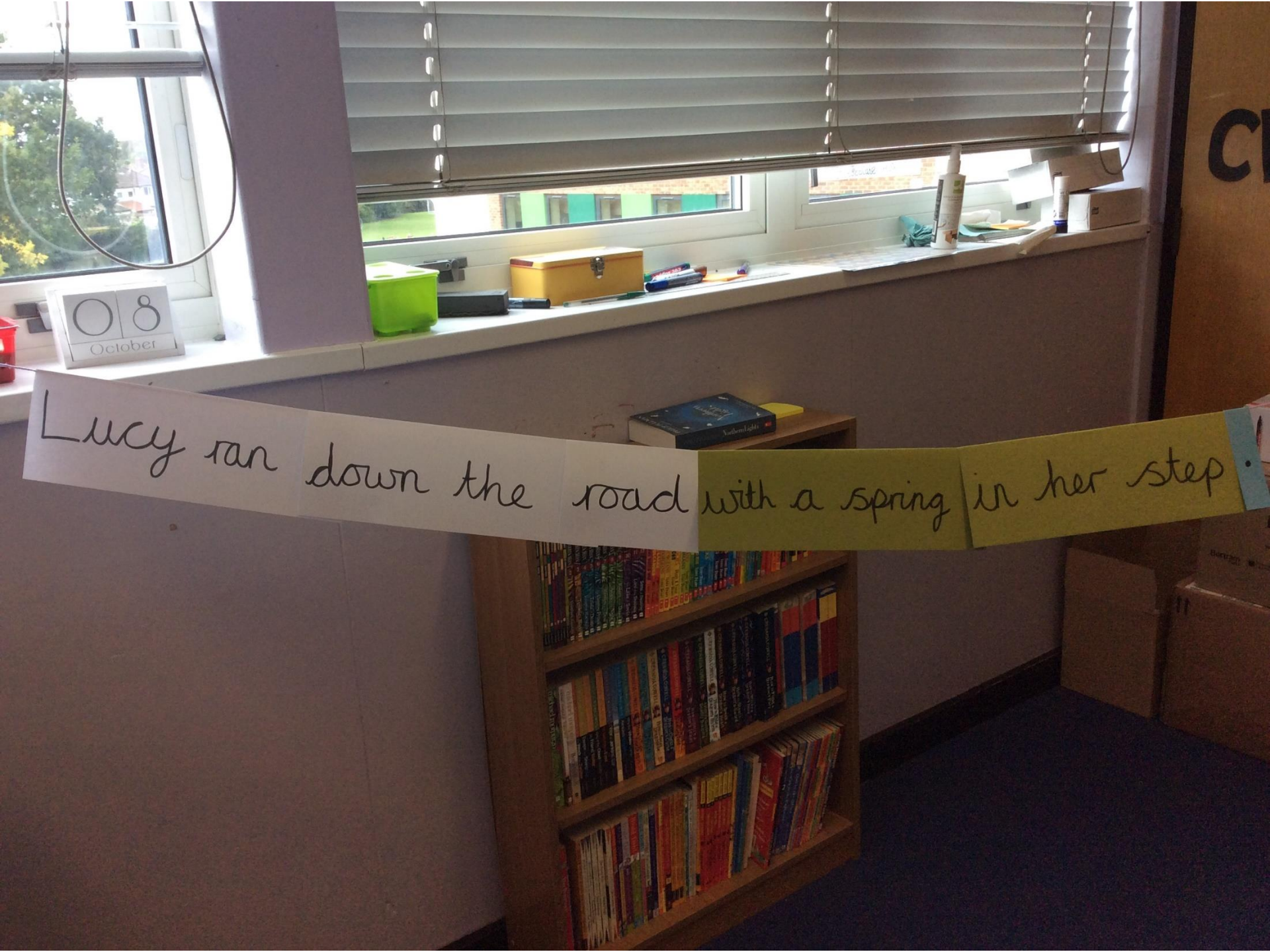
With a spring in her step, Lucy ran down the road.



Lucy ran, with a spring in her step, down the road.



Lucy ran down the road with a spring in her step.



With a spring in her step, Lucy ran down the road.

Lucy ran, with a spring in her step, down the road.

Lucy ran down the road with a spring in her step.

GRAMMAR

STRUCTURE AND STYLE

A

Adverbs
and
Adverbial
phrases

B

Basics

C

Complex
Sentences

D

Dialogue
and
Contracted
Forms

P

Purpose

P

Paragraphs

P

Passive
or
Active Voice

P

Past
and
Present
Tense

P

Punctuation

Elastics

- How?
carefully
- Where?
over the bridge
- When?
at midnight
- How often?
hardly ever
- Why?
obviously

Nouns
(Pronoun, Proper Noun)
Verbs
(auxiliary verb, modal
verb)
Adjectives
Adverbs
Prepositions
Articles
Phrases
Conjunctions

Subordinating Clauses
'ing' 'ed' 'ly'
• 'ed' ending words as clause
starters
e.g. mortified, trapped
• 'ly' ending words as clause
starters
e.g. cautiously, nervously
• 'ing' ending words as clause
starters
e.g. glancing, waiting
• Embedded clauses
e.g. who, which, that, what,
where, whose, when
• Concession + fire or there
verbs within five sentences

Use speaker's original
words in inverted
commas to mark
beginning and end
of speech
• Move - the story on
• Make - intrigue/
interest
• More - about a
character
Learn 75 contracted
forms (contractions to
be taught through direct
speech as informal)

Engagement
Devices

- Questions
- Data
- Impact Line

Structure

- Headings
- Sub-Headings
- Fact splits

Change of
• time
• place
• event
• person

Block Method
• cohesion within
paragraph linking
phrases, clauses,
sentences.

Active

Subject + verb +
rest of idea
e.g. Charlie broke
the window

Passive

Verb acts on
subject
e.g. The window
was broken

Verbs

Consistent use of
present tense
vs
past tense

Identify verb
chains
e.g. have been
dreaming

All punctuation types
e.g.

- inverted commas
- possessive apostrophe
- contractions
- semi-colon, colon, dash
- bullet points
- hyphens

F

Feeling



A

Asking



N

Noticing



T

Touching



A

Action



S

Smelling



T

Tasting



I

Imagining



C

Checking



Grammar Rainbow



Techniques



- Children need to see **lots** of good writing from published authors.
- They need to learn about the things they do and what works well in order to be able to spot how they achieve their aims in their writing.
- Children can then start to replicate and mimic their styles before branching out on their own.





- Authors try to use vivid and precise words and phrases that appeal to the senses.
- Pupils need to be encouraged to use their imaginations to form 'mental images' from authors' work so they can do this themselves later on.



Techniques



- When children understand the repertoire of devices at their disposal, and are able to use them in a skilled way, they can become competent, confident writers.

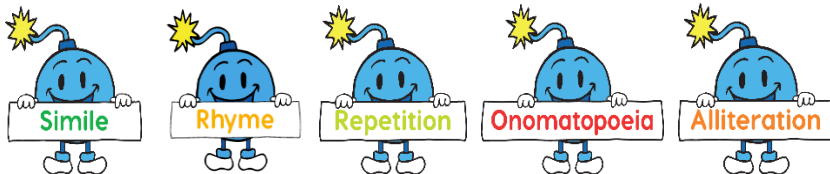


Techniques →



- Key Stage One:

- Onomatopoeia
- Alliteration
- Rhyme
- Repetition
- Simile



- Key Stage Two:

- Onomatopoeia
- Alliteration
- Rhyme
- Repetition
- Simile
- Metaphor
- Pathetic fallacy
- Pun
- Personification
- Symbolism



Writing in EYFS – Fantastic Foundations

Fantastic Foundations - The Write Stuff in the Early Years, allows children's language to be nurtured through developing ideas, strengthening talk and widening writing opportunities.

Fantastic Foundations is based on three guiding principles:

1. Understanding of the uniqueness of each child
2. Nurturing deep talk and developing listening
3. Providing a rich repertoire of real and imagined experiences to ignite writing





P a d d o x

Types of writing at Paddox

- We write a range of genres at Paddox.
- They will be fiction, non-fiction and poetry.



P a d d o x

Types of writing at Paddox

Fiction	Non-fiction	Poetry
Story writing Diary entry Play scripts Myths and legends Fairy tales Fables Traditional tales	Letters Biography Autobiography Balanced arguments Persuasive writing Newspapers (years 5 and 6 only) Explanation texts Instructional texts Non-chronological reports Recounts	Free verse Structured poems Visual poems

How to support your child

- When working at home, try to use the language of the Write Stuff:
- FANTASTICS
- Grammaristics
- Boomtastics



How to support your child

- When out and about, ask your child to describe their setting, using different FANTASTICS

e.g. in the supermarket:

I can see people eagerly stretching up to reach the top shelves.



How to support your child

- When reading, ask which **grammaristics** have been used in different sentences.
- If you notice a **boomtastic**, such as a simile, ask if your child has spotted it too.
- Do authors have a favourite **boomtastic**?





Paddox

How to support your child

- You could build up a bank of vocabulary that you have gathered together as a family.



Assessing Writing at Paddox

- HNM – has not met expected standard
- WTS – working towards expected standard
- EXS – working at expected standard
- GDS – working at greater depth
- The children will be assessed using the national curriculum objectives/ expectations.
- Tests as well as children's work in books will be used to assess.