



Great Bradfords Infant & Nursery School

Writing Policy

To be ratified by the Governing Board: April 2025

Signed Headteacher: _____

Chair of Governors: _____

Review Date: April 2026

The Write Stuff Approach

As a school we have adopted “The Write Stuff” by Jane Considine to bring clarity to the mechanics of writing. ‘The Write Stuff’ follows a method called ‘Sentence Stacking’ which refers to the fact that sentences are stacked together and organised to engage children with short, intensive moments of learning that they can then immediately apply to their own writing.

This approach makes sure that all of our children are exposed to high quality texts that stimulate quality responses to reading, high quality writing and purposeful speaking and listening opportunities.

Our curriculum ensures that all children have plenty of opportunities to write for different purposes. We encourage writing through all curriculum areas and use quality reading texts to model examples of good writing. Writing is taught through a number of different strategies. We believe that children need lots of rich speaking and drama activities to give them the imagination and the experiences that will equip them to become good writers.

An individual lesson is based on a sentence model, broken in to three chunks:

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.

- **Initiate section** – a stimulus to capture the children’s imagination and set up a sentence.
- **Model section** – the teacher close models a sentence that outlines clear writing features and techniques.
- **Enable section** – the children write their sentence, following the model.

“The Write Stuff” also reinforces grammar through the use of:

- The **FANTASTICS** which are an acronym that summarise the ideas of writing



Key benefits of The Write Stuff:

- Support for teachers and support staff 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, spaces to build personal word/phrase banks and non-fiction shapes.
- Teachers have clear pathways of how to guide pupils in editing and up-levelling their work.

How does The Write Stuff improve outcomes for disadvantaged children?

As a school, we have decided that implementing one strategy well (linked to teaching as opposed to intervention) will be more effective in helping improve the outcomes of our disadvantaged and lower attaining pupils. The Write Stuff uses effective approaches (such as experience days and scaffolds) for tackling disadvantage, which is heavily supported by the EEF. Wider research shows us that disadvantaged children have lower self-esteem and feel less successful; they have a reduced vocabulary; less or different life experiences and we know relationships really matter to these pupils. We need to make it our job to help these children with these particular areas so that they become confident and independent writers. Upon leaving our school at the end of Key Stage One, the children's transition into Key Stage 2 is eased by the fact that Great Bradfords Junior School also adopt The Write Stuff programme and therefore the children will be familiar with the approach, lesson structures and programme specific phrases and vocabulary used.

How will effective implementation of The Write Stuff approach support our most vulnerable learners?

1. Experiences - every unit ensures that all children have experiences to build ideas on which to write. There are no assumptions, the experience days are varied and provide an opportunity to talk and build up a vocabulary bank which is meaningful. The experience has a direct link to the learning.
2. The Writing Rainbow scaffolds learning, providing clear ideas, tools and techniques for writing.
3. Vocabulary and words are integral to every lesson. This provides opportunities for children to be exposed to a growing number of words and begin to identify the effect and nuance they bring to the meaning of the writing.
4. High expectations of all children. A strong, high quality model will direct the children to craft high quality sentences themselves.
5. Success drives motivation and working in sentences with clear goals sets an achievable target. Building writing over time in a directed way provides the support needed to deliver independent writing at a later date.
6. The structure of the lessons into chunks prevents the working memory being overloaded and therefore offers a higher chance of success, building self-esteem and motivation.
7. Relationships are developed through the approach; talking partners, kind calling out (sharing ideas out loud without talking over somebody else) and sentence selection and appreciation all provide a positive respectful learning relationship to evolve between pupils and adults.
8. All children including our most vulnerable have a voice within the approach. The expectation to CHOT (when pupils chat about words and jot their ideas down at the same time) and kind calling out mean everyone's contribution can be valued. Kind calling out also acts as a subtle way for those who find generating their own ideas a challenge, to magpie the ideas of others.
9. Feedback through sentence stacking wall appreciation promote independence and a sense of ownership. The feedback is more likely to be well received due to the positive relationships and the sense of success and ownership.

10. The nine areas above support us as teachers to provide high quality teaching using direct instructions but setting high expectations of all. The plans and the training materials allow us to refine our practice and get the best from all our children.

How do we ensure the approach is as effective as possible?

- Classroom environments demonstrate the Write Stuff approach – Sentence Stacking displays, narrative maps, writing rainbow displays (particularly the **F A N T A S T I C**s) are used effectively to support teaching and learning.
- Staff have access to 'The Write Stuff' book and online training modules.
- Lessons follow The Write stuff planning units, which link to topics or texts which have been chosen for cross curricular links.
- Copies of the core texts for chosen units are purchased to ensure children and staff have access to a physical copy of the book in their classrooms.
- Children complete independent 'Big Write' tasks at the end of each unit of work to apply the skills they have learnt.
- 'Big Write' tasks are filed for later comparative judgement when moderating standards both in school and with colleagues from other local schools. 'Big Write' folders are also used as an effective tool to showcase progress over time.
- Evidence from writing books is displayed in a communal area to celebrate children's efforts and to showcase models of excellent writing. Teachers do not necessarily always choose the most successful example to be celebrated on the display, instead using it as an opportunity to boost the self-esteem of children who perhaps find writing a challenge.

What else do we do in each year group to improve outcomes in Writing?

Nursery

- Children hear adults read many stories and traditional tales, exposing them to story language at an early stage of their learning journey.
- Children have many opportunities to engage in small world play, dressing up and role-play, all of which aid the development of building narratives and storytelling. Adults actively model storytelling language to enhance the quality of children's play.
- Participating in circle games, singing songs and performing matching actions develop children's understanding of repetition, rhythm and rhyme.
- Children have access to opportunities for environmental printing as well as a variety of mark making materials to develop important early writing skills.
- Access to challenging climbing equipment within the outdoor space, the playing of parachute games and playing with large scale construction toys aids the development of the gross motor skills required for balance and stability when the time arrives for seated handwriting practice.
- Similarly, opportunities to play with playdough (including the use of tools such as extruders), small scale construction toys, pegs/tweezers etc. all help to develop children's fine motor skills, which aids pencil control and the ability to apply an appropriate amount of pressure on the pencil and paper.
- 'Drawing Development' throughout the year allows staff to assess children's progress with their fine motor skills, hand-eye coordination, creativity, communication, cognitive understanding, and imagination. It provides opportunities for children to express themselves and explore their world through visual representation; essentially acting as a foundation for future learning, including writing skills.

Reception

- Handwriting practice is not formally introduced until the spring term. This decision was made to give teachers the freedom to stop teaching complex writing tasks that the children are not ready for.
- Instead, '[Dough Disco](#)' sessions in the autumn term provide opportunities for children to build fine motor skills and to strengthen the finger and hand muscles needed to hold a pencil comfortably.
- Similarly, '[Squiggle While You Wiggle](#)' is also delivered in the autumn term. The programme incorporates dance, music and large movements to help children develop the fine muscle control they need for writing.
- Whole-class and small group handwriting practice sessions in the spring term, delivered alongside daily Little Wandle phonics lessons provide opportunities for teachers to model the correct letter formation ahead of the children having a go themselves.
- Within handwriting practice sessions, children have an opportunity to practice word/sentence building. Teachers deploy a range of strategies to help children hold a simple sentence in their heads ahead of writing it down in full independently.
- 'Drawing Development' snapshots throughout the year continue from Nursery in order to capture children's progress towards becoming a successful writer.
- Continuing to hear many books read by adults builds children's repertoire of known stories and a wider vocabulary range. '[Helicopter Stories](#)' are used as a storytelling tool that helps to develop creativity, communication and social skills.

Years 1 & 2

- Teaching units for writing typically last three weeks, ensuring that children build a secure understanding of the genre type being covered.
- Units of work alternate between narrative and non-narrative genres, so that children have regular experience of writing for different purposes.
- Teachers use assessment for learning strategies and their professional judgement to compliment teaching of the Write Stuff with stand-alone skills lessons that target gaps in children's understanding of punctuation and grammatical concepts.
- The [Little Wandle](#) phonics programme is delivered in Year 1. In Year 2, pupils follow the Little Wandle Spelling programme with interventions delivered to children who have not yet secured their Year 1 learning.
- The 'Look, Cover, Write, Check' approach to learning spellings is utilised in Year 1, starting in the spring term. Pupils benefit from the repetitive and structured nature of the approach and do not suffer from cognitive overload.
- In Year 2, there is an added emphasis on helping children to secure the correct spelling of common exception words, with spelling lists tailored to children's individual needs.
- Handwriting is taught each week in accordance with our handwriting policy. Where necessary, some pupils benefit from small group interventions to improve their letter formation or to strengthen fine-motor skills.