

# The Write Stuff

## Teaching and Learning Guide

### EYFS



**CASTLEWARD**  
SPENCER ACADEMY

# Introduction

The approach to writing at Castleward Spencer Academy is based on the extensively researched 'The Write Stuff' program by Jane Considine. This scheme is used in schools across the country with a strong evidence base for helping pupils to learn the necessary skills for writing.



# Curriculum Drivers

**Reading** - We firmly believe that if children can read well and read widely, they will be best placed to achieve in all areas of the curriculum. By the time pupils leave Castleward, they will be able to read with accuracy and fluency, to analyse what they have read and developed an enjoyment of reading for pleasure.

**Knowledge** - Knowledge is like glue that sticks information as well as learning together. When we have prior knowledge about a topic, we understand it better. Topics are personalised to meet the needs of the pupils who attend the school, ensuring that they have opportunities to apply prior knowledge to new learning experiences and developing reasoning and problem-solving skills.

**Communication** - Pupils learn to articulate their ideas, feelings and understanding of new vocabulary in order to engage with others through spoken language. They become effective speakers and listeners empowering them to better understand themselves, each other and the world around them. Being able to effectively communicate allows pupils to develop and deepen their subject knowledge and understanding through talk in the classroom, which has been planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to communicate effectively.



## Castleward Spencer Academy Curriculum



# The Seven Guiding Principles for effective English teaching

- 1. A happy place to learn** - A learning culture that is based on trust and challenge. A sense of warmth from within the classroom and high expectations of all. Staff show an enthusiasm for the subject that they are teaching and respond sensitively to the needs of all children.
- 2. Know your stuff** - Staff need to be the experts, with a flair to communicate their knowledge in an engaging and fun way. Subject knowledge and a consistent approach are key to this, so that links can be made outside the specific context of the lesson e.g. cross curricular and life beyond the classroom.
- 3. Make it clear** - the need to plan, edit and annotate writing and the process that this involves. Showing explicitly the process that you take as a writer, talking the children through every point.
- 4. Pupils at heart** - When staff are sensitively attuned to the needs of the pupils in the classroom, there is a direct link to their engagement and the quality of the work they produce.
- 5. Links and Layers** - Pupils remember things better and longer if they discover them themselves rather than being told explicitly. Children's brains are constantly seeking connections, patterns and similarities in all areas of their learning in order to better their understanding of the world.
- 6. Talk as a tool** - Talk can be used by staff to emphasise, magnify and make links in learning. Careful modelling can make explicit what is often assumed or is less obvious. Talking through ideas helps children to shape and reshape their thinking as they go along.
- 7. Review, reflect, respond** - Making time to review work is vital, so that children who have lost their way can modify and reflect on the task in hand. Talk is targeted to individuals and differentiated to meet their needs, is the most effective means of achieving speedy impact when it comes to writing standards.

# Teaching Writing in the EYFS?

- Creating opportunities within learning areas for reading and writing.
- Allowing children to explore, experience and develop interests.
- Knowing your children and their interests.
- Bringing language together to deepen their thinking and learning.

Children need to be confident talkers before they can be confident writers.

- Ensuring that there is strong robust teaching of language that filters into both reading and writing.



# The Write Stuff by Jane Considine

## EYFS Rainbow

### FANTASTIC

Shaping thinking, talking, drama and writing.



### CATALYTIC

Quality of communication






### REALISTIC

Building upon knowledge and applying.



<b>F</b>	<b>A</b>	<b>N</b>	<b>T</b>	<b>A</b>	<b>S</b>	<b>T</b>	<b>I</b>	<b>C</b>
Feeling 	Asking 	Noticing 	Touching 	Action 	Smelling 	Tasting 	Imagining 	Checking 
<b>C</b>	<b>A</b>	<b>T</b>	<b>A</b>	<b>L</b>	<b>Y</b>	<b>T</b>	<b>I</b>	<b>C</b>
Collector of Language 	A Chatty or Formal Style 	Together Talk 	All Together Write 	Lead - Model Write 	Yes / No Talk 	Together Write 	Imaginative Talk 	Construct Sentence 
<b>R</b>	<b>E</b>	<b>A</b>	<b>L</b>	<b>I</b>	<b>S</b>	<b>T</b>	<b>I</b>	<b>C</b>
Report / Fact Files 	Explain 	Advise 	Love / Hate Review 	Instruct 	Story 	Tell (Recount) 	Impress (Persuade) 	Contrasting Views 

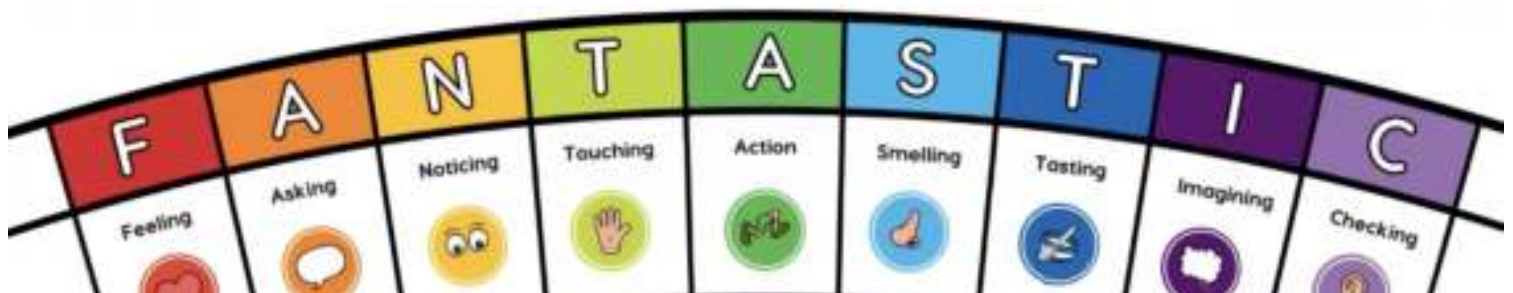
# How do the FANTASTICs work?

## How?

The FANTASTICs allow pupils to explore their perceptions through nine different lenses (Noticing, Touching, Smelling, Tasting, Checking, Asking, Feeling, Imagining & Action). These lenses sharpen children's skills - scaffolding their attempts at descriptive writing and introducing them gently to the wide range of human thoughts, feelings behaviours and motivations.

## Why?

Pupils often struggle with ideas for writing. Many have untapped reservoirs of memories, with the potential to be expanded, but flounder when asked to transfer to paper. The FANTASTICs not only help young writers to 'stop the clock' and look more closely at the world around them, they also provide a reassuring framework for their emergent creative (and non fiction) writing.



# How do the CATALYTICs work?

## How?

The CATALYTICs provide pupils with a wide range of opportunities to spark and initiate quality talk into writing. The pupils are immersed in a wide range of vocabulary throughout the provision, so that the new words can be brought to life and used in context wherever possible. It is important that pupils know the difference between formal and informal language and know how to use this when writing for a variety of different purposes. Our aim at Castleward Spencer Academy, is to nurture the uniqueness of every child by finding out as much as we can about them personally. We want to capture children's ideas and then help them showcase this as they write.

## Why?

Using the CATALYTICs pupils become aware of how characters feel and how this can be portrayed through their writing. Wherever possible, writing is based on their experiences. Staff plan in opportunities for this through visits, continuous provision and stories and never assume that the children will have experienced the concept before.

At Castleward Spencer Academy, we know the importance of talking to the children, rather than at them. When speaking to children, staff ensure that they are at eye level wherever possible and show a real interest in what they have to say. Throughout the day, staff are constantly modelling their thought process. They are also highly skilled when supporting children to develop empathy for other people's thoughts and feelings.

The use of Talk Partners is used throughout the day, so that pupils can support each other through the writing process. A clear focus on imaginative talk is also incorporated into this process, as children need to have experiences through drama and real life situations to understand and interpret different scenarios. This also helps to build on new vocabulary to further develop writing.

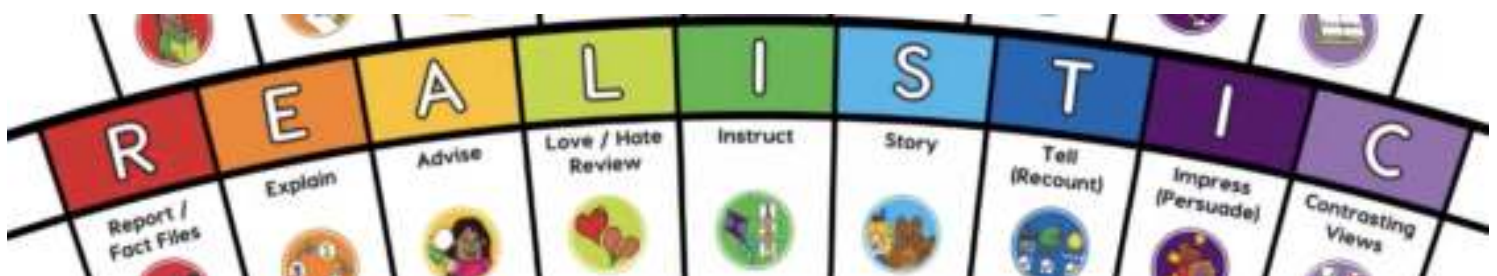
# How do the REALISTICs work?

## How?

The REALISTICs symbols are a range of different genre types that children are exposed to during their time in the Foundation Stage. The symbols are used in the learning environment to help the children become purposeful writers. At Castleward Spencer Academy, we want children to be able to confidently talk about themselves; what they like/dislike and why.

## Why?

At Castleward Spencer Academy, our aim is for all pupils to be logical thinkers, who are able to sequence and order their thoughts. Staff capture children's ideas and support them to write this down. We encourage children to write for a variety of purposes based on the experiences that they have gained both inside the classroom and beyond.




# What does it look like?

## Getting to know me


At Castleward Spencer Academy, we get to know the children through talk and the FANTASTICs symbols.

As practitioners we can scribe what a child is saying:

*First day*




I feel excited.




I say "you have a crown?"




I will see my teacher.




I think I will have fun.




I will touch my new lunch box.




I like laughing.




I will eat my orange.



I can smell the school dinners.



I like to play with Barbies.



# What does it look like?

## Getting to know me

It is vital to build positive relationships and have a clear understanding of personal interests. Children need to be sticky knowledge collectors. At Castleward we help children make links, joins and connections with what they already know.



What do you like to do?

I like...



I really like...



I love...



Drawing monsters



Building cities



Drawing



Flying planes at  
the airport



Playing games



Teaching phonics

photographs / school & home / experiences

# What does it look like?

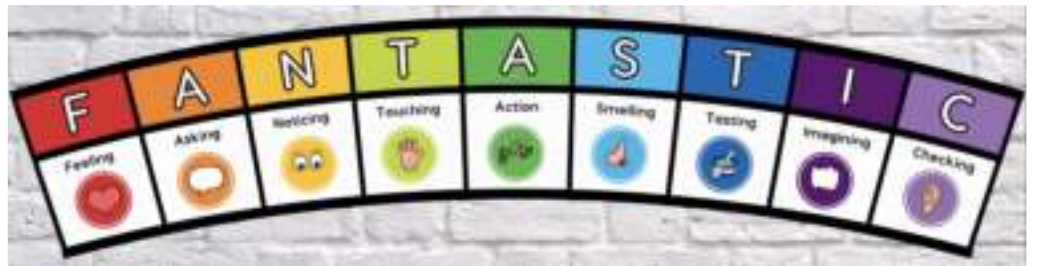
## Experiences



Non-fiction  
Experiences



The nine lenses:



The children might say...



I feel cold.



The snow is white.



The snow feels cold.



I like to run in the snow.



# What does it look like? Experiences



## Enhancing the vocabulary:

## Grandma FANTASTIC



Wet  
Snow balls  
Blizzard  
Icy

Slippery  
Crunchy  
Hard  
Soft.

Freezing  
Warm  
Excited  
Scared



Enriches words

 <p>Wet Snow balls Blizzard Icy</p>	
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## Language frame

- Model
- Attempt
- Praise

# What does it look like? Experiences



## Modelling sentences:



I feel cold. - I feel frozen.



The snow is white. - The snow is slippery.



The snow feels cold. - The snow feels soft.

Grandma FANTASTIC



Enriches words

 <p>Wet Snow balls Blizzard Icy</p>	<p>The snow is slippery.</p>
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## Language frame

- Model
- Attempt
- Praise

# What does it look like?

## Environment - Talk

**Environment:** Submerge FANTASTIC symbols within the environment to help children interact with different learning areas.



Hot  
Sweaty  
Ache  
Exhausted



Hammering  
Screwing  
Sawing  
Glueing



Broken parts  
Dusty  
Tool box  
Hard hat



Yellow  
White  
Triangle  
Crust



Smooth  
Sticky  
Rough  
Soft



Mouth watering  
Delicate  
Cheesy  
Potent

# What does it look like?

## Environment - Word Collectors

**Environment:** Submerge language within the environment.



Glug

Bubble

Sizzle

Crunch

Clank

Spit

Children can find and collect the words.  
Children come back together and  
showcase the words via drama.

### Zones of Relevance:

Understanding what is relevant in each learning area.



The pots and pans clunk together.

Clunk! Clunk! Clunk!

# What does it look like? Through Stories

**Through stories:** Extend and deepen language (synonyms & conjunctions).



Catch it!

Talk it!

Make it! → Sentences

Join it! → Conjunctions

Baby Monkey has lost his mum. How might he be feeling?

Monkey was feeling...

Me	To	You
Sad	Sad	Sad
Upset	Upset	Upset
Worried	Worried	Worried
Concerned	Concerned	Concerned



# What does it look like?

## Serve and return conversations

**Serve and return conversations:** We model how to listen and respond in order to achieve deep and enriching conversation.

### Modelling:

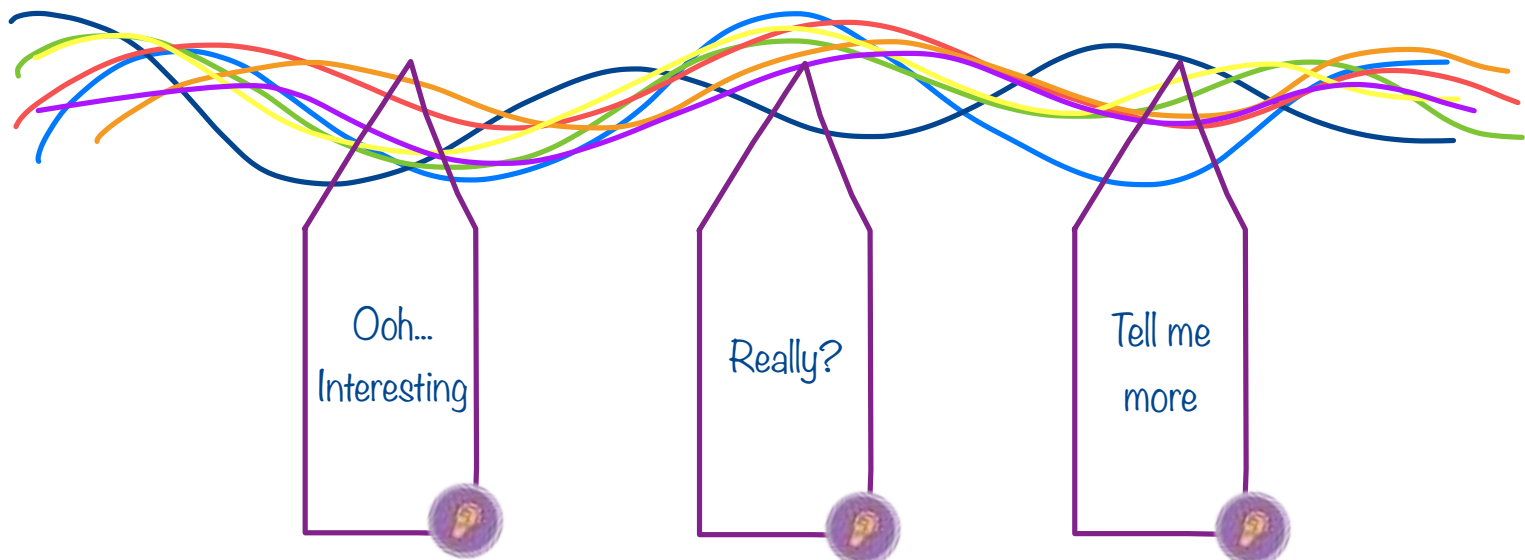
Teacher & Teacher

Teacher & Pupil



Together talk - Talk needs to be slow, we need to give the children our indivisible attention - positive, productive, warm talk. At Castleward Spencer Academy we talk with children opposed to at or to them.

Conversation rope:



Children listen out for lovely listening exchanges.

# What does it look like? Together Talk

**Together Talk:** Modelling communication skills while extending and bridging old and new language.



**Interests (Yes/No)**

Chose something that we know the child is interested in.

**Emotions**

Make it personal

**Other**

Something interesting.

	Interests	Emotions	Other	
Child A	Dinosaurs	Tearful	Storm	
Child B	Cars	Excited	Caterpillar	
Child C	Ninjas	Worried	Pineapple	

Yes or No

Feeling

Talking point

**Self regulation**

Allowing children to recognise emotions and manage feelings safely.



# What does it look like? Collector of Words

**Collector of words:** Word collecting is very deliberate and planned. Children go on language word hunts.



Say it! → Teacher

Throw it! → Teacher

Catch it! → Pupil

Wooden

Welcoming

Small

Rustic

Overgrown

Homely

Cozy

Door






Insects

# What does it look like?

## Talking Tins

**Talking Tins:** Allow knowledge and language to be orally collected and be related to themes or topics.

### Talking Tins: *Insects*

				
	Teacher	Pupil 1	Pupil 2	Pupil 3
 Definition!	Fact splat!	Fact splat!	Fact splat!	Fact splat!
A small animal that has six legs.	One or two pairs of wings	Hard shell covers body	Antennae on top of head	

Fact splats explain characteristics  
 ↓  
 Conversation/film/book/artefact/picture

Fact finding should be given high value.

Knowledge is crucial and children need to start collecting it.

Knowledge is sticky and we want children to be sticky knowledge collectors.







# What does it look like?

## Yes or No

**Yes or No:** Supports children dealing with misconceptions as well as clarify definitions and sharpens thinking.



Learning new knowledge allows for the exploration of new languages, ideas and interests.

<b>Reptiles</b>	
 Examples	Non-examples 
 Turtle ✓	 → Mammal Elephant ✗
 Snake ✓	 → Amphibian Frog ✗

# What does it look like? Imaginative Talk

**Imaginative Talk:** Allowing children to role play, take on different personalities, talk about what they want to be when they grow up, step into the shoes of others particularly characters they meet in books.



**Meaningful Moments Basket** - before you read the story  
**Book:** Lost and Found



# What does it look like?

## Imaginative Talk - Sculpting Characters

**Sculpting Characters:** Children can work in pairs, in role as characters (body language and movements).



**Book:** Lost and Found

**Characters:** A boy & a penguin

Balancing

Squawk

Umbrella



Hat

Suit case

Waddling

Standing up straight

# What does it look like?

## Imaginative talk - Communal Voice

**Communal Voice:** Children stand behind a character and create a conversation.



**Book:** Lost and Found

**Characters:** A boy & a penguin

Do you like sailing?

I can not wait to get home.



Can you swim?

Do you like to eat fish?

Use new vocabulary during role play.

# What does it look like?

## Narrative Map

**Narrative Maps & Plot Points:** Whilst teaching a Write Stuff narrative unit, a narrative map should be created, displayed and shared with pupils. A narrative map is used to display and explore the plot points. A plot point is a summarised key moment in narrative. Plot points should be slowly revealed and added to the narrative map as you progress through a unit and teach each Sentence Stacking lesson.

The story is broken down into three plot points. They are revealed one at a time though the unit. The number of plot points can vary from story to story. Each plot point should then have its own dedicated sentence.

### Jack and the Beanstalk

3 plot points - 3 sentences



# What does it look like?

## Types of writing

It is important to provide exposure to different types of writing.

Informal		Formal	
Blog	Poem	Traditional tales	Wanted poster
Diary	Cards	Letter	Speech
Postcard	Invitation	Recipes	Labels
Speech	E-mail	Directions	Newspapers
Text message		Story	Invitations
		Speech	Advert



A range of high quality text types have been chosen that link to the topics being taught across the year, please see Long Term Plan for further details.

**Breaking down a story:** Jack and the Beanstalk  
**Topic:** Growing.

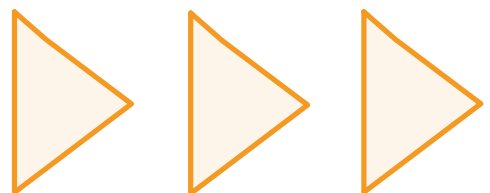
Jack and the Beanstalk

3 plot points - 3 sentences etc



Instructions on planting a bean

3 way points - 3 sentences etc



# What does it look like?

## Planning in Action

### Pupil writing process:

Word Jottings

#### Autumn Term

Children verbally suggest ideas using new modelled language. The teacher then models them into sentences. Focus on Feeling, Notice and Actions FANTASTIC's.

Sentence stems

#### Spring Term

Children continue to suggest ideas verbally but will now attempt to complete their own chottings (chatting about words and jotting ideas)

Words into own sentences

#### By the end of the Spring Term

Children attempt to write their own sentences independently with jotted words. The teacher will continue to support and scaffold where required

Sentence makers

#### Summer Term

Children have confidence in word collecting and become sentences makers.

# What does it look like?

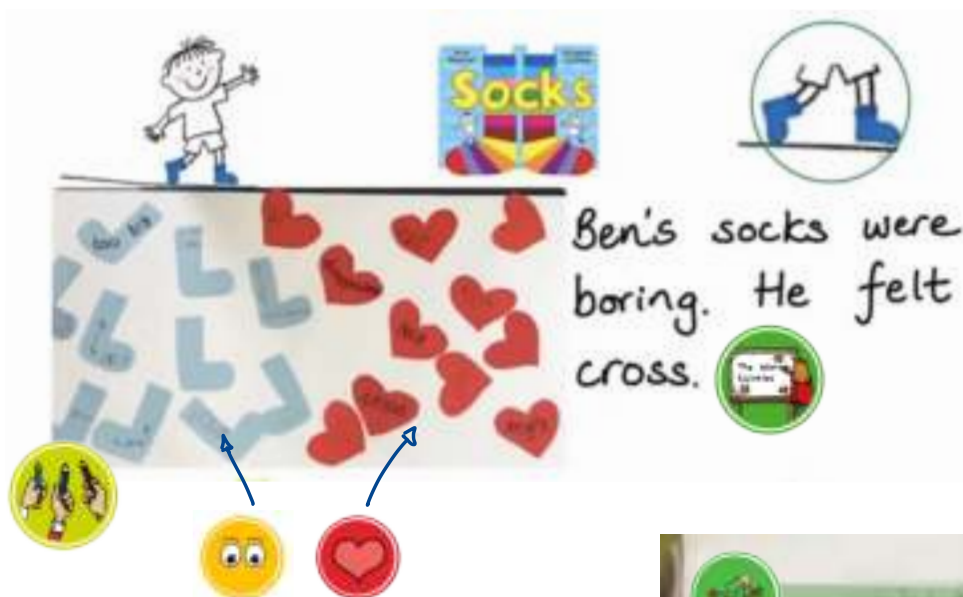
## Planning in Action

Pupil writing process:

Word Jottings

Spring Term

Children jot down words and new modelled language. The teacher then models them into sentences.



# What does it look like? Planning in Action

Pupil writing process:

Sentence stems

## Spring Term

Children continue to suggest ideas verbally but will now attempt to complete their own chottings (chatting about words and jotting ideas)



# What does it look like?

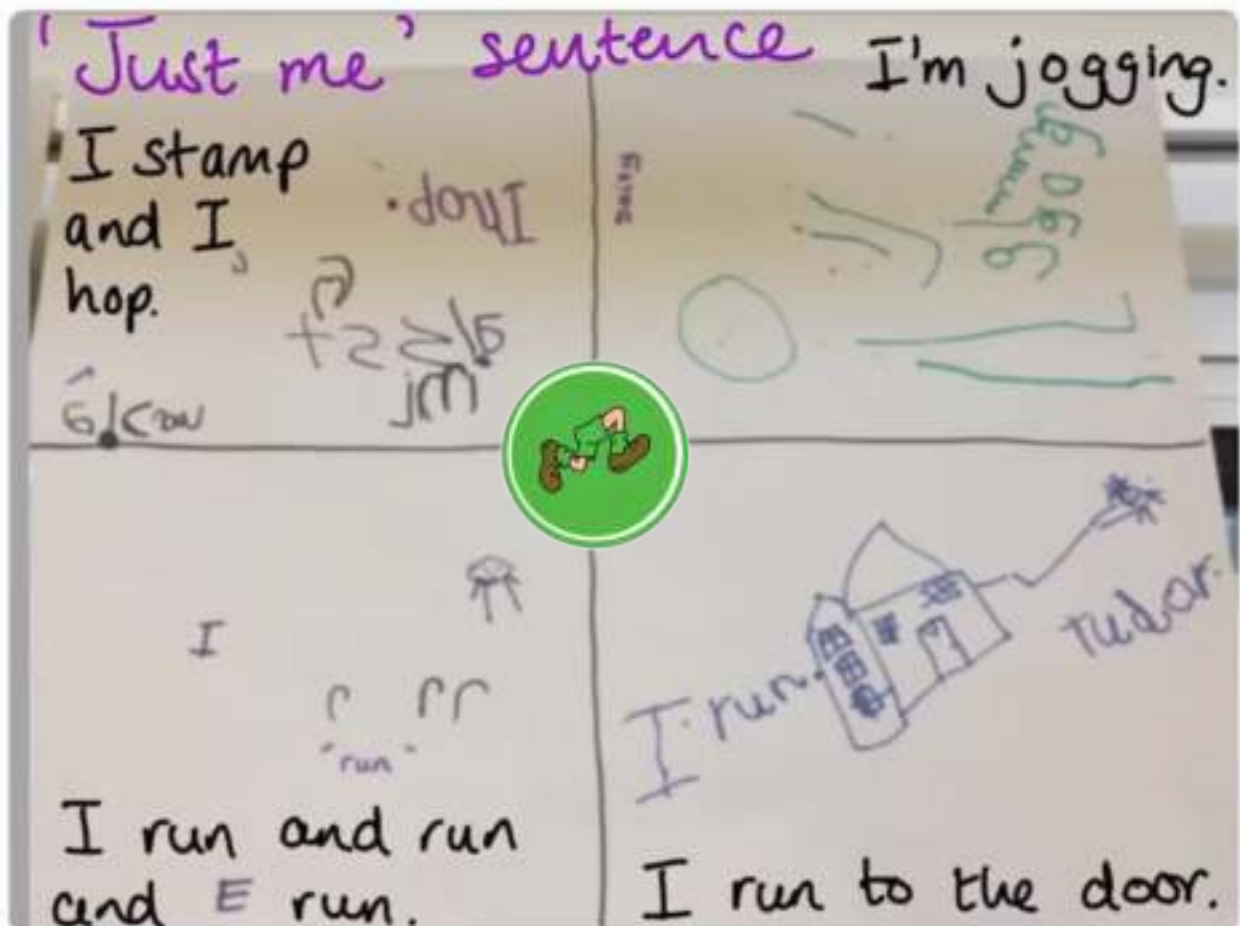
## Planning in Action

Pupil writing process:

Words into  
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Children attempt to write their own sentences independently with jotted words. The teacher will continue to support and scaffold where required



# What does it look like?

## Planning in action

Pupil writing process:

Sentence makers

Summer Term

Children have confidence in word collecting and become sentences makers.

**Thinking side template** - This would be stuck into books and the children would then write their sentence opposite.

Plot Point 1	
	
	Grandma FANTASTIC's words
<ul style="list-style-type: none"><li>- anxious</li><li>- niggly</li><li>- jittery</li><li>- on edge</li></ul>	
My fabulous words	

Jack was feeling anxious.

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# What does it look like?

## Planning - Overview

1.



All together now

Children jotting  
down words.

2.



Teacher model write

One word into  
sentences.



Construct a sentence

3.



Working together

These are possible words  
children could suggest by  
themselves. The teacher  
might model and then  
encourage children to be  
brave and have a go.

# What does it look like?

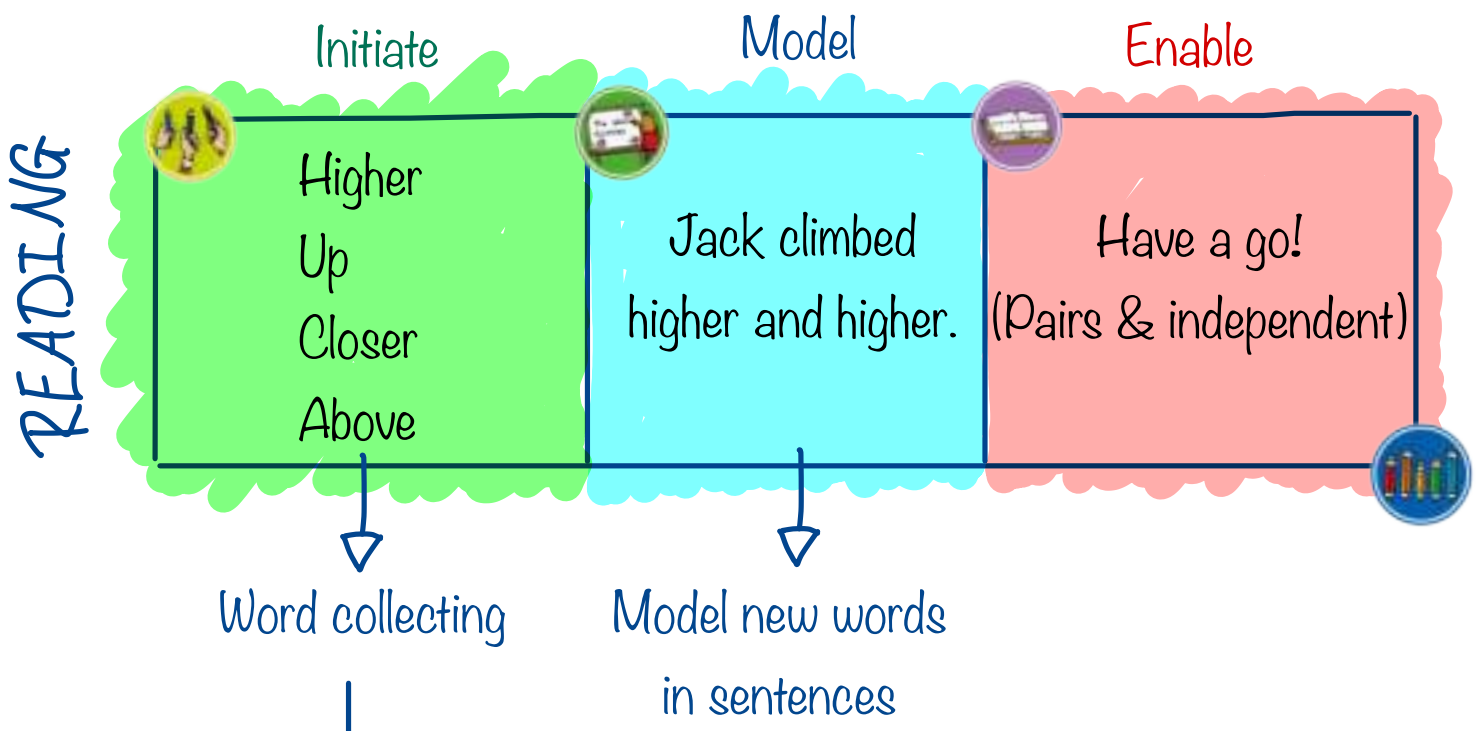
## Planning - Example Overview

### Words into sentences - Lesson Structure



**Book:** Jack and the Beanstalk.  
**Plot point:** Jack climbing the beanstalk.

### Main writing structure (Teacher):



# What does it look like?

## Meaningful Moments

**Meaningful moments:** Meaningful moments are not story baskets, (which have significant objects from the whole of the story) but are baskets that make moments in the story meaningful to children at the precise time in the story that they are needed.

**Book:** Smartest Giant In Town

Provoking talk and creating an experience: Giants new clothes...



# What does it look like?

## Rejuvenate Writing

**Non fiction** needs to be more than a recount or a set of instructions. There are postcards, blogs, text messages, advice leaflets that children can engage with.

Dear Mrs Smith,



Grandmama Fantastic

## Way Points



= Kind



= Proud



= Question



= Sign off

What does it look like?

## Rejuvenate Writing

Example:

Dear Mrs Smith,

You've been really smiley this week.

I am really pleased that you made me a cup of tea.

What is your favourite biscuit?

Have a lovely weekend,

Grandmama Fantastic

Way Points



= Kind



= Proud



= Question



= Sign off

# What does it look like?

## Working Wall

In each classroom the following should be clearly displayed so that children can access it throughout the day.

- Large EYFS Rainbow to be displayed on the teaching wall
- Plot points of the text
- Photographs, so that children can relive key experiences
- Examples of children's sentences which are named, these can be verbal that have been written by an adult.
- Key vocabulary
- Model text (part of or full)
- Posters of the lenses



# What does it look like?

## Evidence

### Learning Journals:

- An example of emergent writing per unit. This could be in the form of a picture or a sentence linked to the text.
- Photographs of the children rehearsing the story in the continuous provision.
- Verbal recounts of the children suggesting sentences for the different plot points.
- Observation notes of the children using key vocabulary independently.

