

LEAP MORE

Presented by
Staffroom Secrets

A SYSTEM TO
NURTURE
CONFIDENT,
INDEPENDENT
AND CREATIVE
WRITERS

LEAP MORE

LOOK AT EXAMPLES

EXCITING VOCABULARY

ARRANGE PARAGRAPHS or SENTENCES

PLAN IN DETAIL

MODEL GOOD WRITING

ON THEIR OWN

REVISE THEIR WORK

END PRODUCT



LOOK AT EXAMPLES

TO HELP YOUR CHILD WORK ON AN APPROPRIATE 'TONE AND STYLE' THEY'LL NEED TO BE EXPOSED TO EXAMPLES OF WHAT WE'RE EXPECTING THEM TO EVENTUALLY PRODUCE. THEY NEED TO IMMERSE THEMSELVES IN THE GENRE.

HERE ARE SOME IDEAS TO HELP THEM DO JUST THAT:

- ACT OUT 'MINI PLAYS', MAKE AN ADVERT, REPORT ON THE NEWS
- BE CHARACTERS FROM THE STORY & ROLE PLAY A Q&A
- MAKE A CARTOON VERSION OF WHAT YOU'VE SEEN
- RETELL THE STORY WITH SIMPLE ACTIONS
- WALK THROUGH THE STORY USING 5 STEPPING STONES

Exciting Vocabulary



LET'S MAKE IT BETTER THAN 'NICE'

Gather dynamic vocabulary from the examples you have read. Discuss ideas to add to the mix - use a thesaurus to find suitable synonyms.

Where possible, display the words you have found, so they can be referred to and implemented as the writing journey continues...

Arrange Paragraphs or Sentences

IT WILL HELP YOU PLOT
INTRO, BUILD-UP, PROBLEM,
RESOLUTION, ENDING

IF YOU ARE
WRITING FICTION,
A STORY
MOUNTAIN CAN BE
HELPFUL

PARAGRAPHS CAN
BE LIKE SCENES IN
A PLAY OR FILM

DECIDE HOW TO STRUCTURE
YOUR 5 PARAGRAPHS OR
(DEPENDING ON AGE/ABILITY)
5 SENTENCES

EACH PARAGRAPH HAS A
SPECIFIC JOB TO DO -
THEY LEAD OUR READERS
THROUGH THE JOURNEY

Plan in DETAIL

Plan: Visit Paddock Wood (persuasive writing)

	Nutshell	Vocabulary	Effect on Reader/ Emotions	Grammar/Literary Features
Paragraph 1	<ul style="list-style-type: none">Hook ReaderOverview	<ul style="list-style-type: none">CharmingSuperbFamous	<ul style="list-style-type: none">CuriousMotivated to read	<ul style="list-style-type: none">Rhetorical questionExpanded noun phraseAlliteration
Paragraph 2				
Paragraph 3				
Paragraph 4				
Paragraph 5				

Sentences or paragraphs are planned here. Grammar/literary features could include anything from capital letters and full stops to fronted adverbials and similes

Plan in DETAIL

Plan the first couple of paragraphs/sentences TOGETHER, then encourage the child/children to do the rest independently. Once they have done their planning, go through it with them to ensure they have included lots of rich and varied vocabulary from your list. Check to ensure they have a variety of good grammar/literary features too. This will ensure the writing is legible and interesting, so the reader should stay engaged... The children should have a list of what is EXPECTED at their age/ability to refer to, so they can pop something into each box. These targets can be displayed around the room or printed in their books. The grammar/literary features should have been explored in targeted sessions, in reading and previous writing. DON'T expect them to use features they have not been taught 😊

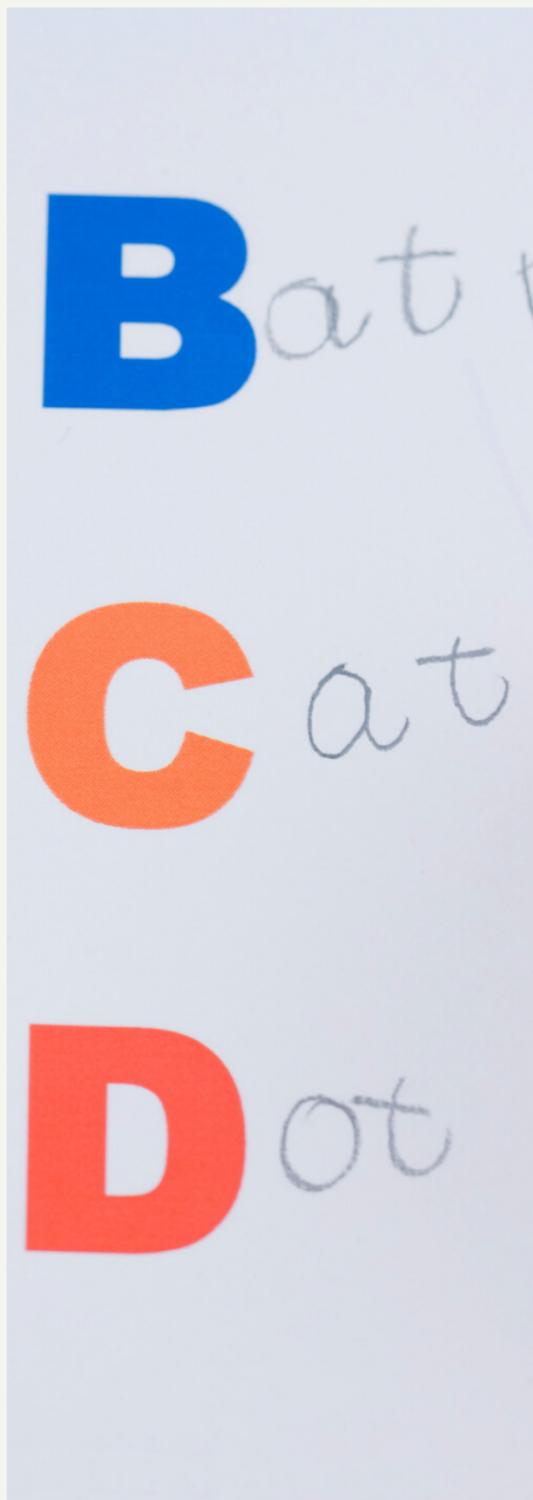
Form of punctuation	What it looks like	How to use your punctuation
Full Stop	.	Used to show the end of a sentence
Question mark	?	Are used after a question
Exclamation mark	!	Used to show strong emotion or louder speech
Comma	,	Show pause in a sentence and can be used to separate items in a list.
Colon	:	Are used at the end of a clause to show an elaboration or explanation
Semi Colon	;	Used to separate too main clauses that could make sense on their own.
Apostrophe	'	Used to show possession or when letters are missing
Inverted commas	" "	Used around the use of direct speech
Dash	-	Creates a break in a sentence, normally in informal writing.
Parenthesis	()	Used to separate information that is not essential to the meaning of the rest of the sentence
Ellipsis	...	Is used to show missing words or long pause in a sentence.

Model good writing



Make sure you think out loud (as Ed would say) so your thought process can be clearly understood. **EVERY** time you come to a full stop, **STOP!** Go back on what you've written... Now is the time to edit. Cross things out and change them; constantly go back on what you've written to review and improve. Switch up your vocabulary - question (aloud) if that's the best word to use. Check your punctuation and change sentence structures. Make it collaborative: ask children, 'What do you think?' Invite children to write down suggestions for the next sentence and then work on improving that together. Model one paragraph or a few of the sentences. Make sure you constantly refer back to your plan; tick things off when you have achieved them. Do not model the whole thing - they will get bored! By now, they should be getting eager to do their own thing!

Make sure your work is visible for them to refer to. They will use what you have done as a scaffold for their own writing.



ON THEIR OWN 🌟😊

The children now have all the tools they need to write independently: a strong sense of style, varied vocabulary, a detailed paragraph/sentence structure, an in-depth plan and the experience of writing and editing as they write. Encourage them to 'write a line, miss a line' so there is plenty of space for the editing process that comes next. They'll need reminding to **STOP** at **EVERY FULL STOP** in order to check what they have written. You'll also need to remind them to TICK OFF their plan.

TOP TIP: Children who tend to write without punctuation, who rarely use a full stop, should rainbow write. The process of changing colour for every new sentence is a visual reminder to use full stops and not ramble on and on! They are aiming to create a colourful piece of text; no single colour should dominate the page.

REVISE



When the initial writing phase is complete, it's time to revise & edit! The simple act of reading what they have written aloud usually highlights a wealth of mistakes. Children should use a different colour to make corrections - I get the children to use a 'Purple Polishing Pen' so I can see at a glance what they have improved. Once the children think their piece is PERFECT, it's time for the adult to get involved. Gently correct any remaining mistakes with good humour and patience. Don't expect perfection. If there are a significant amount of mistakes, focus on a single paragraph/sentence and get that just right! 😊



End Piece

Time to celebrate! Get that frame ready... Pull out the paper with the fancy boarder 🥰

This will be the culmination of their efforts. Be sure to celebrate all their wonderful vocabulary and grammatical features - perhaps you could highlight those in green.

Some people like to leave a comment along the lines of 2 stars and a wish: 2 fabulous achievements are recognised and a target is set for the future!



Now you're ready to **LEAP** into
action and create **MORE**
together! Take your time. It's a
marathon not a sprint! These
activities could easily last a
fortnight. Have fun in the
creative writing process 🤩