

PRACTICAL STRATEGIES TO DEVELOP IDEAS, VOCABULARY AND COMPOSITION

Wednesday 10.6.26

WHY ARE WE HERE?

We have invested heavily in developing writing through:

- Investment in high-quality texts, visualisers and developed curriculum documents
- Consistent writing sequence, teaching, planning and assessment approaches
- Shared expectations for planning, modelling and editing
- Curriculum development and CPD with Jeannie
- The next step is ensuring that pupils are given meaningful and cross-curricular opportunities to generate ideas, develop vocabulary and rehearse language before writing.

Year	Writing EXS+
2024	69%
2025	81% (<i>externally moderated</i>)
2026	80%
Expected 3-year Average	76.6%/72% Nat
2023-25 3-Year Average	69%/72% Nat

THEN VS. NOW

Then	Now
Different approaches in different classes	Shared writing journey
Variable expectations	Consistent expectations
Writing seen mainly in English	Writing across the curriculum
Assessment uncertainty	Secure assessment systems/TAF statements
Staff working individually	Staff developing practice together
69% EXS+	81% EXS+ (2025)

ST. LUKE'S WRITING JOURNEY

**WAGOLL → Gathering Content → Planning → Drafting & Editing →
Publishing**

Today's strategies sit within different stages of this process.

CONSCIENCE ALLEY

What is it?

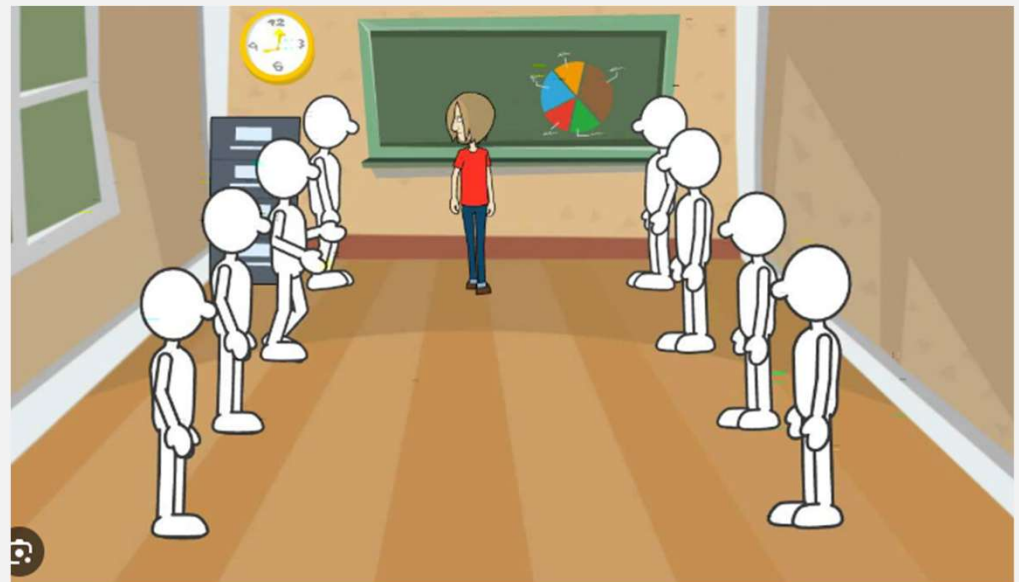
- A drama-based strategy that allows pupils to explore a dilemma from multiple perspectives. One pupil takes on the role of a character and walks between two lines of pupils who offer contrasting advice or viewpoints.

How does it work?

- Present a dilemma.
- Split the class into two groups.
- Each group prepares advice from a different viewpoint.
- The character walks through the alley listening to arguments.
- Pupils discuss which viewpoint was most convincing.

Why use it?

- Develops reasoning and justification.
- Encourages empathy.
- Deepens understanding of character motives.
- Generates ideas before writing.
- Great for a balanced argument and persuasive writing



HOT SEATING

What is it?

- A pupil or adult takes on the role of a character and answers questions from the class.

How does it work?

- Select a character.
- Pupils prepare questions.
- Character answers in role.
- Responses are discussed and recorded.

Why use it?

- Develops inference.
- Encourages deeper character understanding.
- Builds vocabulary.
- Supports oral rehearsal.



ROLE ON WALL

What is it?

- A visual strategy used to explore character traits, motivations and emotions.

How does it work?

- Draw a large character outline.

Outside:

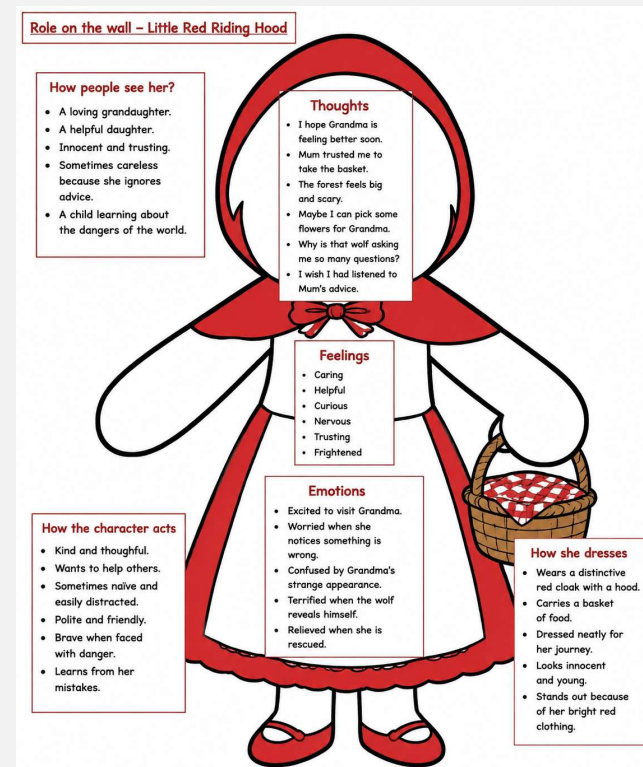
- Appearance
- Actions
- What others think

Inside:

- Feelings
- Thoughts
- Motivations
- Secrets

Why use it?

- Promotes deeper character understanding.
- Supports inference.
- Helps pupils gather evidence from texts.



FREEZE FRAME

What is it?

- Pupils create a still image to represent a key moment from a text or event.

How does it work?

- Read or discuss a significant moment.
- Pupils create a frozen scene.
- Discuss body language, facial expressions and positioning.
- Explore what is happening and why.
- Use laminated speech bubbles/thought bubbles to hold over the characters heads to promote discussion amongst the children.

Why use it?

- Encourages close reading.
- Supports inference.
- Deepens understanding of events and relationships.

FREEZE FRAME DRAMA

Freeze the action and bring the moment to life!

WHAT IS FREEZE FRAME?

A freeze frame is when you suddenly freeze in a position to show a moment in time.

HOW TO DO IT

- ★ Act out a scene.
- ★ When the teacher calls "FREEZE!" stop and hold your pose.
- ★ Show how your character is feeling and what is happening.
- ★ Use your body, face and space.

TIPS

- ★ Think about your character.
- ★ Show emotion with your face and body.
- ★ Use levels – high, middle, low.
- ★ Hold still and be silent.
- ★ Make your freeze clear and interesting.

REMEMBER

A good freeze frame tells a story without words!

Be creative, be expressive and have fun!

THINK ABOUT...

- ★ Where are you?
- ★ What has just happened?
- ★ What are you feeling?
- ★ What might happen next?

EXAMPLES

- ★ A character finds a surprise.
- ★ A heroic moment.
- ★ A problem or dilemma.
- ★ A moment of joy or sadness.
- ★ A tense or exciting moment.

THOUGHT TRACKING

What is it?

- A strategy used alongside a freeze frame where pupils verbalise what a character may be thinking at a specific moment.

How does it work?

- Create a freeze frame.
- Tap a pupil on the shoulder.
- They speak aloud as the character.
- Record key phrases and vocabulary.

Why use it?

- Develops empathy.
- Makes inference explicit.
- Builds vocabulary.
- Supports internal monologue writing.

THOUGHT TRACKING ★

Let's track what a character is thinking!

WHAT IS THOUGHT TRACKING?
Thought tracking is figuring out what a character is thinking at different points in a story.

HOW TO DO IT

- ★ Choose a character.
- ★ Stop at key points in the story.
- ★ Think about what the character might be thinking.
- ★ Use clues from the text, their actions and how they feel.
- ★ Explain and share your ideas.

USEFUL STEMS

- ★ I think...
- ★ Maybe...
- ★ I wonder...
- ★ I imagine...
- ★ I predict...
- ★ It seems like...
- ★ I believe...

THINK ABOUT...

- ★ What has just happened?
- ★ How is the character feeling?
- ★ What do they want?
- ★ What might they do next?

REMEMBER: There are no wrong answers! It's about using clues and your imagination.

TOP TIP!
Good readers stop, think and track the character's thoughts as they read!

★ BE CURIOUS... BE A DETECTIVE... TRACK THOSE THOUGHTS! ★

MIRRORING

What is it?

- A paired activity where one pupil leads movements and expressions whilst the other mirrors them.

How does it work?

- Pupils work in pairs.
- One pupil leads.
- The other copies movements precisely.
- Discuss emotions, relationships and intentions.

Why use it?

- Explores character relationships.
- Encourages observation.
- Develops emotional vocabulary.
- Supports descriptive writing.

MIRRORING

One leads, the other mirrors – a powerful way to explore movement and expression.

WHAT IS IT?



A paired activity where one pupil leads movements and expressions whilst the other mirrors them.

HOW DOES IT WORK?

- 1 Pupils work in pairs.
- 2 One pupil leads.
- 3 The other copies movements precisely.
- 4 Discuss emotions, relationships and intentions.

EXAMPLE STARTERS

- Happy to see each other
- Angry and frustrated
- Nervous and unsure
- Comforting a friend
- Celebrating good news
- Tired at the end of the day

LEADER
Creates movements and expressions.



MIRROR
Watches carefully and copies exactly.

WHY USE IT?

- Explores character relationships.
- Encourages observation.
- Develops emotional vocabulary.
- Supports descriptive writing.

DISCUSS AND THINK

- What is the relationship between the characters?
- How do their movements show how they feel?
- What is the leader trying to communicate?
- How does it change if the mirror becomes the leader?

TOP TIPS

- Make eye contact with your partner.
- Mirror exactly – be a reflection!
- Use your whole body and face.
- Swap roles so everyone gets a turn.

CLASSROOM EXAMPLE – FRIENDS REUNITED AFTER A LONG TIME



Leader shows the emotion and movement – Mirror copies – Then swap roles!

SECRET DIARY

What is it?

- Pupils write a diary entry revealing thoughts and feelings that a character would not share publicly.

How does it work?

- Explore the character.
- Discuss hidden thoughts.
- Write from a first-person perspective.

Why use it?

- Develops empathy.
- Encourages deeper character exploration.
- Supports internal voice.

SECRET DIARY ENTRY

Step into your character's world and write what they can't say out loud.

WHAT IS IT?

Pupils write a diary entry revealing thoughts and feelings that a character would not share publicly.

HOW DOES IT WORK?

- Explore the character.
- Discuss hidden thoughts.
- Write from a first-person perspective.

WHY USE IT?

- Develops empathy.
- Encourages deeper character exploration.
- Supports internal voice.

EXAMPLE STARTERS

- Dear Diary, today was one of the hardest days...
- I wish I could tell someone, but I just can't...
- Sometimes I pretend I'm okay, but really...
- If only they knew what I was thinking...

CLASSROOM EXAMPLE

Retelling Little Red Riding Hood from Red's perspective.

Dear Diary,
I thought the woods would be fun, but it's much scarier than I imagined. Why did I talk to that wolf? Mum warned me, but I didn't listen...

TOP TIPS

- Use "I" and write in the present tense.
- Be honest – what is the character really thinking or feeling?
- Include secrets, worries or hopes.
- Use detail to show emotions and experiences.

THINGS TO CONSIDER

- What does the character keep hidden?
- What are they afraid of?
- What do they wish others knew?
- What do they hope will happen?
- How do they see themselves?

REMEMBER

A secret diary entry gives us a glimpse into a character's private world – their true thoughts, feelings and fears.

MULTIPLE PERSPECTIVES

What is it?

- Exploring an event from different viewpoints.

How does it work?

- Select an event.
- Assign different viewpoints.
- Discuss how experiences differ.
- Compare responses.

Why use it?

- Develops understanding of audience and viewpoint.
- Encourages critical thinking.
- Strengthens inference.

★ ≡ MULTIPLE PERSPECTIVES ≡ ★

See the story through different eyes.

WHAT IS IT?

- Exploring an event from different viewpoints.

HOW DOES IT WORK?

- Select an event.
- Assign different viewpoints.
- Discuss how experiences differ.
- Compare responses.

WHY USE IT?

- Develops understanding of audience and viewpoint.
- Encourages critical thinking.
- Strengthens inference.

≡ **CLASSROOM EXAMPLE** ≡

Retelling Little Red Riding Hood from different perspectives.

RED RIDING HOOD'S PERSPECTIVE



- I'm taking food to Grandma. I hope she feels better soon.
- She is kind and helpful.
- She feels excited and a little nervous.
- She trusts the wolf.



THE WOLF'S PERSPECTIVE



- He is cunning and clever.
- He wants to outsmart Red Riding Hood.
- He sees an opportunity.
- I'm hungry. I need a plan to trick her and get to Grandma's first.

GRANDMA'S PERSPECTIVE



- Someone's at the door. I hope it's Little Red Riding Hood.
- She is old and feeling unwell.
- She is expecting a visit.
- She is unaware of the danger.

THE WOODCUTTER'S PERSPECTIVE



- He is brave and determined.
- He wants to help.
- He acts to save the day.
- I heard noises. I hope I'm not too late to help!

THINGS TO THINK ABOUT



How do their feelings differ?



What do they know that others do not?



How does their perspective change the story?

REMEMBER

★ Everyone sees the world differently. Understanding different perspectives helps us to be better thinkers and storytellers.




What's another perspective we could explore?

FLASHBACK

What is it?

- A strategy that explores events that happened before the main story.

How does it work?

- Identify a key moment.
- Ask pupils what happened beforehand.
- Discuss and develop ideas.
- Record possible backstories.

Why use it?

- Deepens character understanding.
- Develops narrative structure.
- Encourages inference.

HOW TO WRITE FLASHBACKS

BEGIN WITH A TRIGGER
FROM THE SENSES



USE SPECIFIC AND
CONCRETE DETAILS



USE DIALOGUE TO
FURTHER GROUND THE
SCENE



USE ACTION LINES TO
MOVE THE SCENE
FORWARD



START WITH A STRONG
OPENING IMAGE



MAKE SURE THE
FLASHBACK SERVES A
PURPOSE



DON'T INFO-DUMP IN
FLASHBACKS



BE CAREFUL WITH
VOICE-OVER
NARRATION



END WITH A STRONG
CLOSING IMAGE



...
WWW.NEILCHASEFILM.COM

FLASHFORWARD

What is it?

- A strategy used to predict and explore future events.

How does it work?

- Pause at a key moment.
- Predict what happens next.
- Justify predictions.
- Compare ideas.

Why use it?

- Develops reasoning.
- Encourages prediction.
- Strengthens narrative understanding.

>>> HOW TO WRITE FLASH FORWARDS →

A flash forward gives the reader a glimpse of what might happen in the future.

1 JUMP AHEAD

Move the story forward in time. Show a moment in the future.



2 BE VIVID

Use strong imagery and descriptive details.



3 CREATE IMPACT

Show something important, exciting, mysterious or full of emotion.



TOP TIP!

Use flash forwards sparingly. A little goes a long way!

WHAT HAPPENS NEXT?



EXAMPLE STARTERS

- Years later...
- In the far future...
- One day, when all was said and done...
- By the time they were old and grey...
- The world had changed...
- Looking back, they couldn't believe...
- In a place they had only dreamed of...

4 RAISE QUESTIONS

Make the reader curious. Leave them wondering how it got there.



5 KEEP IT RELEVANT

Make sure it links to the story and the characters.



6 RETURN SMOOTHLY

Come back to the present and continue the story.



REMEMBER

A flash forward is a peek into the future – use it to surprise, excite and inspire!



★ TAKE YOUR READER ON A JOURNEY INTO THE FUTURE! ★

TEXT MESSAGE RETELL

What is it?

- A story or event is retold through a series of text messages.

How does it work?

- Identify key events.
- Convert events into messages.
- Sequence messages logically.
- Discuss language choices.

Why use it?

- Supports sequencing.
- Makes narrative structure visible.
- Engages reluctant writers.

TEXT MESSAGE RETELL

Retell a story or event through a series of text messages.

WHAT IS IT?

A story or event is retold through a series of text messages.

HOW DOES IT WORK?

- 1 Identify key events.
- 2 Convert events into messages.
- 3 Sequence messages logically.
- 4 Discuss language choices.

WHY USE IT?

- ★ Supports sequencing.
- 👁️ Makes narrative structure visible.
- 💖 Engages reluctant writers.

CLASSROOM EXAMPLE

Retelling The Three Little Pigs through text messages between the pigs.

THINGS TO THINK ABOUT

- Which events are most important?
- What would each character say?
- What emojis could show feelings?
- How does the language show character and mood?

TOP TIPS

- ✓ Keep messages short and clear.
- ✓ Use emojis to show emotion.
- ✓ Make sure the order makes sense.
- ✓ Think about who is sending each message.

SNOWBALLING

What is it?

- A collaborative discussion strategy where ideas are gradually expanded through increasingly larger groups.

How does it work?

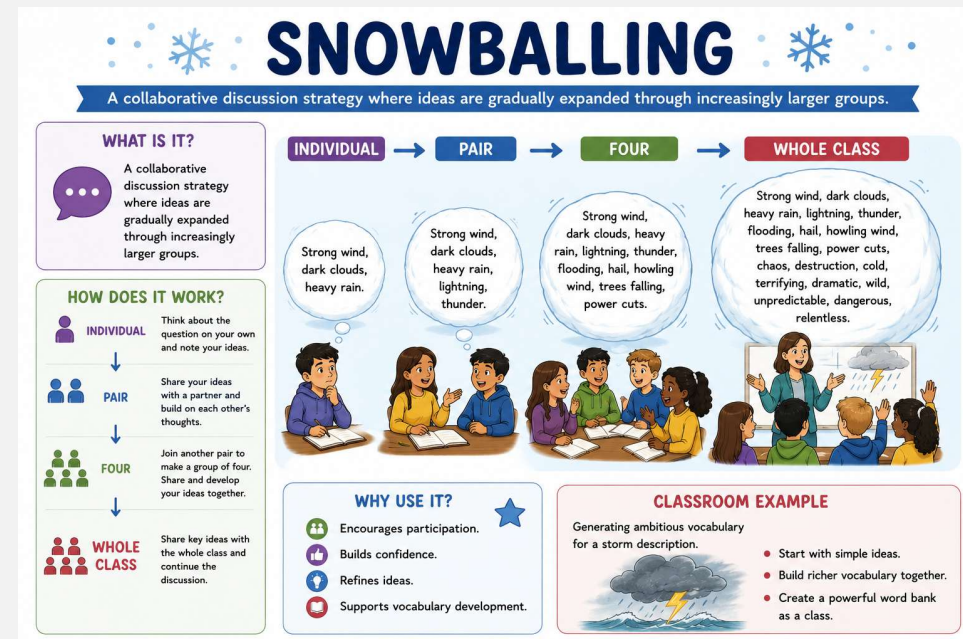
- Individual → Pair → Four → Whole Class

Why use it?

- Encourages participation.
- Builds confidence.
- Refines ideas.
- Supports vocabulary development.

Classroom Example

- Generating ambitious vocabulary for a storm description.



HUMAN GRAPH

What is it?

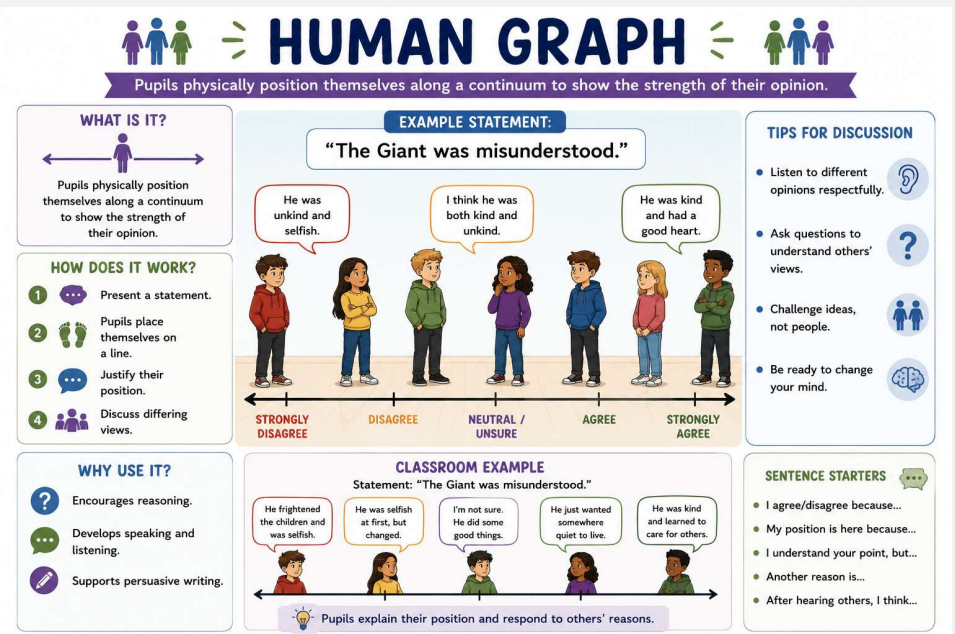
- Pupils physically position themselves along a continuum to show the strength of their opinion.

How does it work?

- Present a statement.
- Pupils place themselves on a line.
- Justify their position.
- Discuss differing views.

Why use it?

- Encourages reasoning.
- Develops speaking and listening.
- Supports persuasive writing.



SIX WORD STORIES

What is it?

- A strategy where pupils summarise a story, character or event using only six words.

How does it work?

- Introduce a text, character or theme.
- Challenge pupils to summarise it in exactly six words.
- Discuss choices and alternatives.
- Expand into sentences, paragraphs or plans.

Why use it?

- Encourages precision.
- Promotes vocabulary choices.
- Develops summarising skills.

★ = SIX-WORD STORIES = ★

A strategy where pupils summarise a story, character or event using only six words.

WHAT IS IT? A strategy where pupils summarise a story, character or event using only six words.	EXAMPLES STORY: THE TEMPEST Storm rages. Magic brings peace and forgiveness. (6 words) EXPAND IT: After a terrible storm, Prospero uses magic to bring peace and everyone forgives each other.		CLASSROOM EXAMPLE After reading a picture book...
HOW DOES IT WORK? 1 Introduce a text, character or theme. 2 Challenge pupils to summarise it in exactly six words. 3 Discuss choices and alternatives. 4 Expand into sentences, paragraphs or plans.	CHARACTER: HARRY POTTER Brave boy discovers truth, friendship, and destiny. (6 words) EXPAND IT: Harry learns he is a wizard, faces danger, makes loyal friends, and discovers his destiny.		1 Read and discuss the story. 2 Challenge: Write the story in exactly six words. 3 Share and discuss different versions. 4 Choose favourite and explain why. 5 Expand into a sentence, paragraph or plan for more writing.
WHY USE IT? - Encourages precision. - Promotes vocabulary choices. - Develops summarising skills.	THEME: NATURE Nature heals, inspires, connects us all. (6 words) EXPAND IT: Nature has the power to heal, to inspire wonder, and to remind us we are all connected.		1 Read and discuss the story. 2 Challenge: Write the story in exactly six words. 3 Share and discuss different versions. 4 Choose favourite and explain why. 5 Expand into a sentence, paragraph or plan for more writing.
SIX-WORD STORY STARTERS • In the end, ... • The most important thing is ... • I'll never forget ... • One decision changed everything. • Because of that, ... • I realised that ...			
TOP TIP ★ Every word counts – make them powerful!			

SENSORY STATIONS

What is it?

- A strategy that immerses pupils in a setting, object or experience through the senses.

How does it work?

- Create stations linked to:
 - Sight
 - Sound
 - Smell
 - Touch
 - Taste
- Pupils move around the stations recording vocabulary and observations.

Why use it?

- Develops descriptive vocabulary.
- Supports reluctant writers.
- Creates shared experiences.
- Enhances descriptive writing.



SENSORY STATIONS

A strategy that immerses pupils in a setting, object or experience through the senses.

WHAT IS IT?

A strategy that immerses pupils in a setting, object or experience through the senses.

HOW DOES IT WORK?

- Create stations linked to:
 - Sight
 - Sound
 - Smell
 - Touch
 - Taste
- Pupils move around the stations recording vocabulary and observations.

WHY USE IT?

- Develops descriptive vocabulary.
- Supports reluctant writers.
- Creates shared experiences.
- Enhances descriptive writing.

Set up different stations around the classroom.
Pupils explore using their senses, then record words and phrases.

SIGHT	SOUND	SMELL	TOUCH	TASTE
 What do you see? - colours - shapes - patterns - movement	 What do you hear? - birds calling - water flowing - leaves rustling - insects buzzing	 What do you smell? - damp earth - rainforest flowers - decaying leaves - fresh rain	 What can you feel? - rough bark - smooth leaves - cool water - soft moss	 What can you taste? - sweet - sour - juicy - sharp

Pupils record vocabulary, phrases and observations at each station.
Use their notes to help with descriptive writing.

EXAMPLE VOCABULARY COLLECTED				
SIGHT vibrant, lush, green, dense, towering, winding, shadowy, colourful, wild	SOUND squawking, howling, whispering, rushing, dripping, buzzing, chattering, croaking	SMELL damp, earthy, musty, floral, rotten, fresh, rain-soaked	TOUCH rough, smooth, slimy, spiky, wet, waxy, soft, prickly	TASTE sweet, tangy, juicy, sour, sharp, refreshing, exotic

CLASSROOM EXAMPLE

Creating sensory stations for a rainforest writing unit.



Pupils use their notes to write detailed descriptions, poetry, diary entries or stories set in the rainforest.

ISPACE

What is it?

- A vocabulary and sentence-building strategy that supports pupils in generating ambitious language choices.
- The acronym iSPACE provides pupils with six language categories to draw upon when writing:
- **I** – ING words
- **S** – Similes
- **P** – Prepositions
- **A** – Adverbs
- **C** – Conjunctions
- **E** – ED words

How does it work?

- Pupils roll a dice.
- Each number corresponds to an iSPACE category.
- Pupils select vocabulary from that category.
- Vocabulary is incorporated into a sentence or paragraph.
- Additional rolls can be used to build complexity.

Why use it?

- Encourages ambitious vocabulary choices.
- Supports sentence development.
- Provides scaffolding for reluctant writers.
- Promotes variety in sentence construction.
- Makes editing and redrafting more interactive.



iSPACE

A vocabulary and sentence-building strategy that supports pupils in generating ambitious language choices.

WHAT IS IT?

A vocabulary and sentence-building strategy that supports pupils in generating ambitious language choices.

The acronym **iSPACE** provides pupils with six language categories to draw upon when writing:

THE iSPACE CATEGORIES

I ING words	S Similes	P Prepositions	A Adverbs	C Connectives	E ED words
Action and feelings in progress e.g. whispering, crashing, shimmering	Make vivid comparisons e.g. like a storm as brave as a lion	Add detail about place, time or direction e.g. beneath the bed in the distance through the fog	Describe how, when or how often e.g. silently, suddenly, carefully	Join ideas and build cohesion e.g. however, therefore, meanwhile	Describe feelings and emotions e.g. terrified, exhausted, inspired

WHY USE IT?

- ★ Encourages ambitious vocabulary choices.
- 💬 Supports sentence development.
- 👤 Provides scaffolding for reluctant writers.
- ✏️ Promotes variety in sentence construction.
- 🔄 Makes editing and redrafting more interactive.

HOW DOES IT WORK?

- Pupils roll a dice.
- Each number corresponds to an iSPACE category.
- Pupils select vocabulary from that category.
- Vocabulary is incorporated into a sentence or paragraph.
- Additional rolls can be used to build complexity.

EXAMPLE IN ACTION

Roll 1 1	I ING words	whispering	→	Whispering, the wind crept through the trees.
Roll 2 2	S Similes	like a ghost	→	Whispering, the wind crept through the trees like a ghost.
Roll 3 3	P Prepositions	through the forest	→	Whispering, the wind crept through the trees like a ghost through the forest.
Roll 4 4	A Adverbs	eerily	→	Whispering, the wind crept eerily through the trees like a ghost through the forest.
Roll 5 5	C Connectives	meanwhile	→	Meanwhile, whispering, the wind crept eerily through the trees like a ghost through the forest.
Roll 6 6	E ED words	haunted	→	Meanwhile, whispering, the wind crept eerily through the trees like a ghost through the forest, leaving the valley feeling haunted .

EXAMPLE USE

Use iSPACE to improve a boring sentence during editing.

The house was old.

↓

Use iSPACE rolls to add detail, atmosphere and emotion!

BEST USED DURING:

- ✓ Drafting
- ✓ Editing
- ✓ Sentence starters
- ✓ Vocabulary building
- ✓ Independent writing

JIGSAW WRITING

What is it?

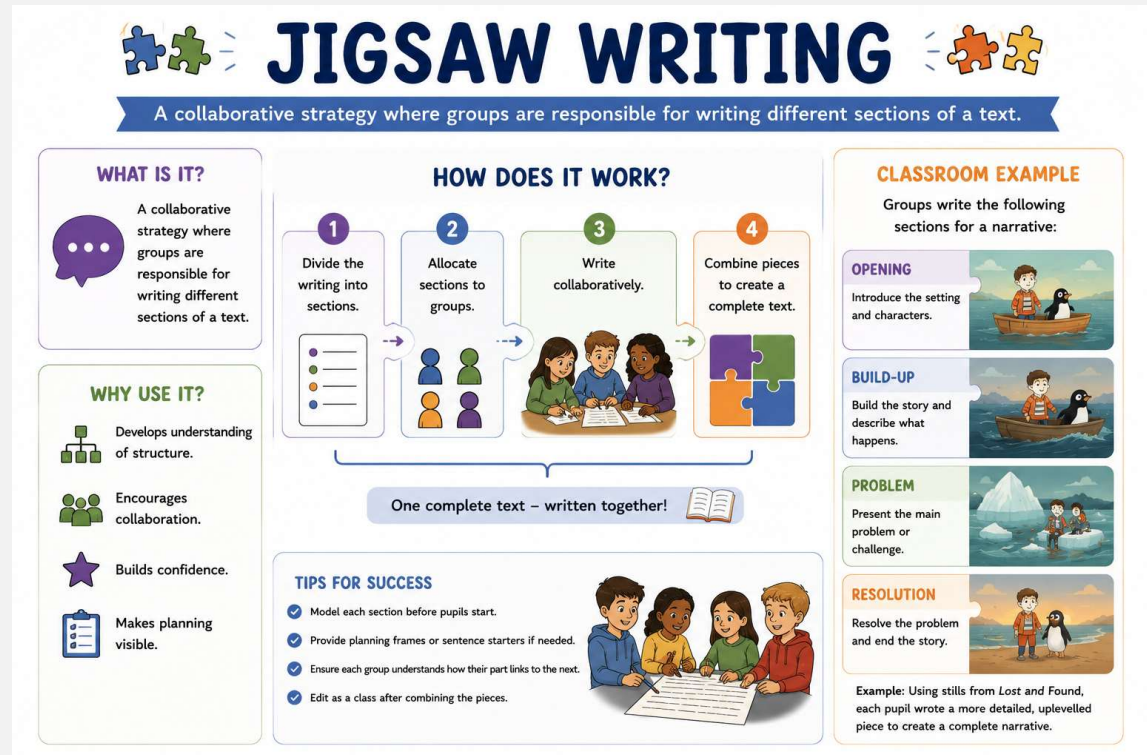
- A collaborative strategy where groups are responsible for writing different sections of a text.

How does it work?

- Divide the writing into sections.
- Allocate sections to groups.
- Write collaboratively.
- Combine pieces to create a complete text.

Why use it?

- Develops understanding of structure.
- Encourages collaboration.
- Builds confidence.
- Makes planning visible.



SLOW WRITING

What is it?

- A structured approach where pupils write sentences according to specific criteria.

How does it work?

- For example:
- Sentence 1:
- Begin with an adverbial.
- Sentence 2:
- Include a fronted adverbial.
- Sentence 3:
- Include dialogue.
- Sentence 4:
- Include a relative clause.

Why use it?

- Encourages deliberate choices.
- Develops sentence variety.
- Reinforces grammar knowledge.
- Improves composition.



SLOW WRITING



A structured approach where pupils write sentences according to specific criteria.

WHAT IS IT?

A structured approach where pupils write sentences according to specific criteria.

HOW DOES IT WORK?

- Choose or create criteria for sentences.
- Explain the focus of each sentence.
- Pupils write each sentence slowly and carefully.
- Review and refine to build a strong paragraph.

WHY USE IT?

- Encourages deliberate choices.
- Develops sentence variety.
- Reinforces grammar knowledge.
- Improves composition.

EXAMPLE CRITERIA & SENTENCES

SENTENCE 1:
Begin with an adverbial.

SENTENCE 2:
Include a fronted adverbial.

SENTENCE 3:
Include dialogue.

SENTENCE 4:
Include a relative clause.

Silently, the wind crept through the abandoned village.

In the distance, a dog howled, sending shivers down my spine.

"Who's there?" I whispered, my voice trembling.

The creaky door, which hadn't moved in years, slowly opened.

TOP TIP: Go slowly, think carefully, and check each sentence meets the criteria before moving on.

EXAMPLE CRITERIA IDEAS

- Begin with an adverbial
- Include a fronted adverbial
- Include dialogue
- Include a relative clause

- Use a metaphor
- Use a powerful verb
- Start with a short sentence
- End with a cliffhanger sentence

CLASSROOM EXAMPLE

Writing a suspense paragraph using agreed criteria.



- Pupils agree on sentence criteria linked to suspense.
- Write each sentence slowly, focusing on the target.
- Combine sentences to create a suspenseful paragraph.
- Read aloud, improve and refine.

BEST USED DURING:

Drafting & Composing
(Builds strong sentences before building a text)

SENTENCE ESCALATOR

What is it?

- A strategy used to gradually improve a simple sentence through deliberate additions and refinements.

How does it work?

- Start with:
- "The dog ran."
- Add:
- Adjectives
- Adverbs
- Clauses
- Figurative language
- Precise vocabulary
- Until the sentence becomes:
- "The exhausted greyhound sprinted desperately across the rain-soaked field."

Why use it?

- Develops sentence construction.
- Encourages editing.
- Demonstrates the writing



SENTENCE EXPANDING



A strategy used to gradually improve a simple sentence through deliberate additions and refinements.

WHAT IS IT?



A strategy used to gradually improve a simple sentence through deliberate additions and refinements.

HOW DOES IT WORK?

START WITH:

"The dog ran."



1 ADD ADJECTIVES

Add describing words.

"The dog ran."

"The grey dog ran."



2 ADD ADVERBS

Add how, when or where.

"The grey dog ran."

"The grey dog ran quickly."



3 ADD CLAUSES

Add extra information.

"The grey dog ran quickly."

"The grey dog ran quickly across the field."



4 ADD FIGURATIVE LANGUAGE

Add comparison or imaginative detail.

"The grey dog ran quickly across the field."

"The grey dog ran like the wind across the field."



5 USE PRECISE VOCABULARY

Choose stronger, more specific words.

"The grey dog ran like the wind across the field."

"The exhausted greyhound sprinted desperately across the rain-soaked field."



FINAL SENTENCE:

"The exhausted greyhound sprinted desperately across the rain-soaked field."

TIPS FOR SUCCESS

- Take one step at a time.
- Discuss the effect of each addition.
- Encourage word choices that are precise and powerful.
- Read the final sentence aloud and reflect.



WHY USE IT?



Develops sentence construction.



Encourages deliberate editing.



Demonstrates how small changes create strong impact.



Builds vocabulary and confidence.



Supports understanding of grammar and style.

CLASSROOM EXAMPLE

Improving setting sentences in a story:



Pupils start with a basic sentence and expand it step by step to create atmosphere and detail.

ANOTHER EXAMPLE

"The cat sat."

"The cat sat."

"The fluffy cat sat quietly."

"The fluffy cat sat quietly on the mat."

"The fluffy, ginger cat sat quietly on the warm mat by the fire."

DICTOGLOSS

What is it?

- A strategy where pupils listen to a short text and then reconstruct it collaboratively.
- **How does it work?**
- Read a passage aloud.
- Pupils note key words and phrases.
- Reconstruct the text in pairs or groups.
- Compare with the original.

Why use it?

- Develops listening skills.
- Improves sentence structure.
- Builds vocabulary knowledge.
- Reinforces grammar.

Classroom Example

- Reconstructing a model paragraph from a WAGOLL.



BEEHIVING

What is it?

- A structured planning strategy where a page is divided into sections (often six) and pupils generate ideas using different writing techniques or grammatical structures.

How does it work?

- Divide a page into six sections.
- Assign a writing focus to each section, for example:
 - Personification
 - Similes
 - Metaphors
 - Relative Clauses
 - Adverbial Phrases
 - Expanded Noun Phrases
- Pupils generate examples linked to the setting, character or event they are preparing to write about.
- The completed "beehive" becomes a vocabulary and sentence bank that can be drawn upon during drafting.

Why use it?

- Provides a structured approach to planning.
- Encourages ambitious language choices.
- Supports retrieval of previously taught grammar.
- Reduces cognitive load during drafting.
- Gives pupils a bank of ready-made ideas.
- Supports both lower and higher attainers.



BEEHIVE PLANNING



A structured planning strategy where a page is divided into sections (often six) and pupils generate ideas using different writing techniques or grammatical structures.

WHAT IS IT?

A structured planning strategy where a page is divided into sections (often six) and pupils generate ideas using different writing techniques or grammatical structures.

HOW DOES IT WORK?

1
DIVIDE THE PAGE



Divide a page into six sections.

2
ASSIGN A WRITING FOCUS



Assign a writing focus to each section.

3
GENERATE EXAMPLES



Pupils generate examples linked to the setting, character or event they are preparing to write about.

4
CREATE A BANK OF IDEAS



The completed "beehive" becomes a vocabulary and sentence bank that can be drawn upon during drafting.

EXAMPLE BEEHIVE – SETTING: A STORMY SEA

PERSONIFICATION	SIMILES	METAPHORS
- The sea screamed in anger. - The sky wept relentlessly. - The wind howled furiously.	- The waves were as tall as houses. - The sea churned like a boiling cauldron. - The clouds were like dark, heavy blankets.	- The sea was a raging monster. - The wind was a knife slicing through the air. - The night was a black velvet cloak.
RELATIVE CLAUSES	ADVERBIAL PHRASES	EXPANDED NOUN PHRASES
- The ship, which was old and fragile, creaked in protest. - The waves, which crashed over the deck, soaked everything.	- Without warning, the storm hit. - In the dead of night, the ship was attacked. - Above the raging sea, the gulls screamed.	- The dark, icy, relentless sea stretched endlessly. - The ancient, wooden ship battled the storm. - The heavy, black clouds filled the sky.

This bank of ideas and sentences can be used during drafting to improve vocabulary, sentence variety and impact.

EXAMPLE IN ACTION

PERSONIFICATION	SIMILES	METAPHORS
The house whispered in the wind. The shadows crept silently across the walls.	Creaky floorboards groaned in agony like old bones. The moon was like a watchful eye.	The house was a hungry beast. The darkness was a thick, suffocating blanket.
RELATIVE CLAUSES	ADVERBIAL PHRASES	EXPANDED NOUN PHRASES
The door, which was barely hanging on, swung open. The window, which was cracked and broken, let in the ghostly light.	Without warning, a chill ran through the room. In the dead of night, a scream shattered the silence.	The crumbling, ivy-covered mansion loomed ahead. The rusty, iron gate creaked open slowly. The dusty, cobweb-filled corridor stretched into the unknown.



The beehive gives pupils a strong bank of vocabulary and sentence structures, making their writing more descriptive, varied and engaging.

BEST USED DURING:

- Planning (generating ideas and structures)
- Sentence-level work (embedding grammar)
- Drafting (using the bank of ideas)
- Editing (improving vocabulary and variety)
- Independent writing

CHARACTER SUITCASE

What is it?

- Pupils explore a character by considering what they might carry in a suitcase, bag or pocket.

How does it work?

- Choose a character.
- Select items they may carry.
- Justify choices.
- Discuss what the items reveal.

Why use it?

- Encourages inference.
- Deepens character understanding.
- Generates discussion and vocabulary.



CHARACTER SUITCASE



Pupils explore a character by considering what they might carry in a suitcase, bag or pocket.

WHAT IS IT?

 Pupils explore a character by considering what they might carry in a suitcase, bag or pocket.

WHY USE IT?

-  Encourages inference.
-  Deepens character understanding.
-  Generates discussion and vocabulary.
-  Supports descriptive writing and empathy.

HOW DOES IT WORK?

1
CHOOSE A CHARACTER.



Select the character you want to explore.

2
SELECT ITEMS THEY MAY CARRY.



Choose objects they might have with them in their suitcase, bag or pocket.

3
JUSTIFY CHOICES.



I chose this because...
It shows that...
This might mean...

Explain why each item is important to the character.

4
DISCUSS WHAT THE ITEMS REVEAL.



Share ideas and explore what the items tell us about the character.

CLASSROOM EXAMPLE

What would Paddington Bear carry in his suitcase?



- Marmalade sandwich – he loves marmalade!
- Note from Aunt Lucy – to remember home.
- Hat – to keep warm and dry.
- Toothbrush – he is polite and thoughtful.
- Book – he enjoys stories and learning.
- Old suitcase – a gift from Aunt Lucy.

These items show that Paddington is kind, polite, curious and a little homesick.

TIPS FOR SUCCESS

- ✓ Model the strategy with a familiar character.
- ✓ Provide a range of possible items to inspire ideas.
- ✓ Encourage pupils to think beyond the obvious.
- ✓ Use sentence stems to support justifications.
- ✓ Display ideas and revisit during writing tasks.

Sentence stems

- I think this item is important because...
- This item shows that...
- This suggests that the character might...

BEST USED DURING:

- Reading (Exploring characters)
- Planning (Generating ideas)
- Writing (Developing character description and narrative)

OPINION LINE

What is it?

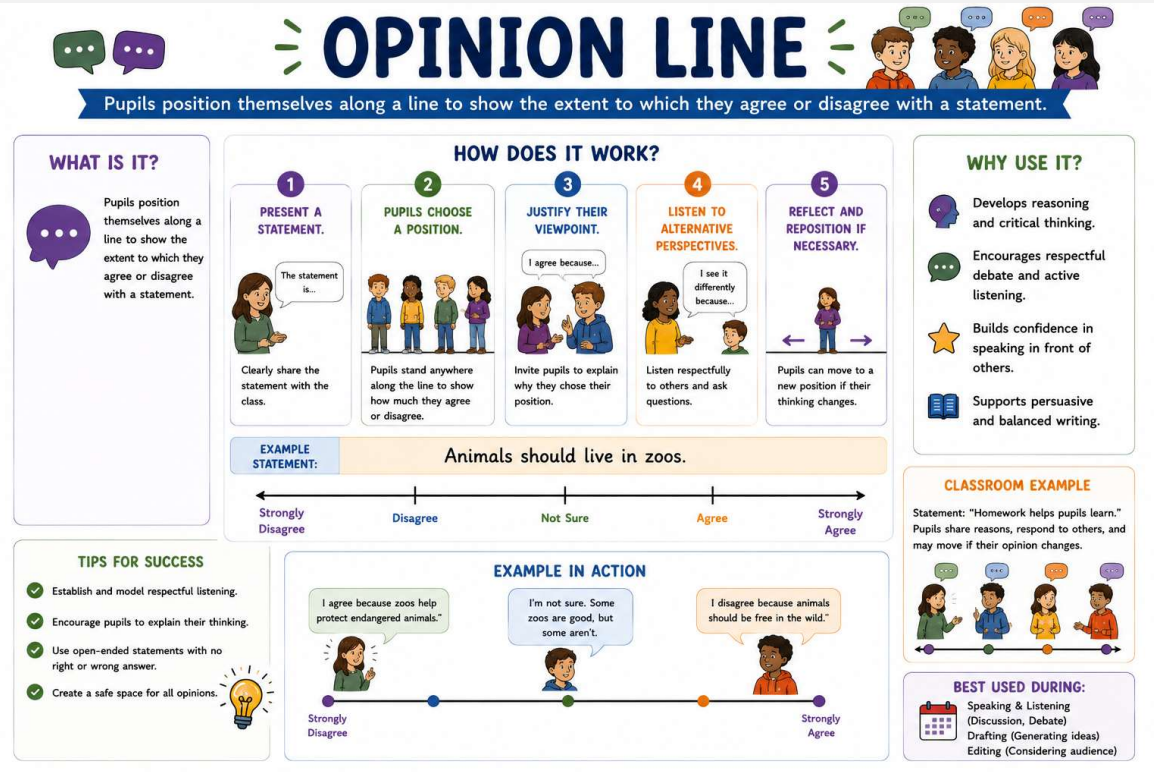
- Pupils position themselves along a line to show the extent to which they agree or disagree with a statement.

How does it work?

- Present a statement.
- Pupils choose a position.
- Justify their viewpoint.
- Listen to alternative perspectives.
- Reflect and reposition if necessary.

Why use it?

- Develops reasoning.
- Encourages respectful debate.
- Builds confidence in speaking.
- Supports persuasive and balanced writing.



SCEM GRID

What is it?

- A planning strategy that encourages pupils to develop ideas across four key elements of narrative writing: setting, character, event and mood.

How does it work?

- Create a four-box grid:
- Sound, colour, emotion, movement
- Pupils gather vocabulary, phrases and sentence ideas under each heading before writing.

Why use it?

- Develops descriptive vocabulary.
- Encourages careful observation.
- Supports atmosphere and mood.
- Helps pupils move beyond simple adjective choices.
- Provides a scaffold for descriptive writing.



SCEM GRID

A vocabulary-generation strategy that encourages pupils to explore a setting or scene through four different lenses: **Sound**, **Colour**, **Emotion** and **Movement**.



WHAT IS IT?

A vocabulary-generation strategy that encourages pupils to explore a setting or scene through four different lenses: **Sound**, **Colour**, **Emotion** and **Movement**.

HOW DOES IT WORK?

1

PROVIDE AN IMAGE, SETTING OR SCENE.



2

DIVIDE A PAGE INTO FOUR SECTIONS.

SOUND	COLOUR
EMOTION	MOVEMENT

3

PUPILS GATHER VOCABULARY, PHRASES AND SENTENCES UNDER EACH HEADING.



4

USE THE IDEAS TO PLAN AND ENHANCE WRITING.



WHY USE IT?

- Supports vocabulary generation.
- Encourages deeper observation.
- Develops atmosphere and mood.
- Helps pupils move beyond simple description.
- Provides a scaffold for reluctant writers.

EXAMPLE SCEM GRID – A STORMY COAST

SOUND - The waves crashed relentlessly. - Howling wind screamed through the cliffs. - Seagulls cried overhead. - Rain lashed against the windows. - Thunder rumbled in the distance. <i>The roar of the sea drowned out everything else.</i>	COLOUR - Grey clouds swirled overhead. - The sea was a deep, stormy blue. - White foam exploded against the rocks. - The cliffs were dark and rugged. - A flash of silver lightning lit the sky. <i>Shades of grey, blue and black blended together.</i>
EMOTION - Eerie and unsettling - Isolated and small - Anxious and on edge - In awe of nature's power - Hopeful for calm <i>A feeling of danger hung in the air.</i>	MOVEMENT - Waves crashed and retreated. - Clouds raced across the sky. - Rain slanted in the wind. - Sea spray whipped against the rocks. - Lightning flashed and vanished. <i>The wind howled and nothing stayed still.</i>

CLASSROOM EXAMPLE

Image/Setting: A stormy coast
 Year Group: Year 5
 Purpose: To generate ambitious vocabulary and build a rich description before writing a story opening.



 **TOP TIP:** Encourage pupils to include figurative language, precise vocabulary and varied sentence openers in each section.

SILENT CONVERSATION

What is it?

- A collaborative discussion strategy where pupils communicate entirely through writing rather than speaking.
- A question, statement or image is placed in the centre of a large sheet of paper and pupils respond, question, challenge and build upon one another's ideas in writing.

How does it work?

- Present a discussion prompt.
- Pupils write an initial response.
- Pupils move around the table reading the responses of others.
- They add comments, questions, agreements or challenges.
- The discussion develops entirely through written interaction.
- Review the final discussion before moving into writing.

Why use it?

- Encourages all pupils to contribute.
- Gives quieter pupils a voice.
- Allows thinking time before responding.
- Develops reasoning and justification.
- Supports pupils who may be reluctant to speak in front of others.
- Creates a bank of ideas before writing.



SILENT CONVERSATION



Oracy without speaking. Ideas, questions and thinking shared in writing.

WHAT IS IT?

A collaborative discussion strategy where pupils communicate entirely through writing rather than speaking.

A question, image or statement is placed in the centre of a large sheet of paper and pupils respond by writing comments, questions and ideas around it.



HOW DOES IT WORK?

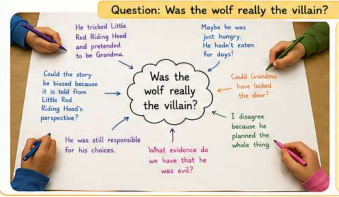
1. Place a stimulus in the centre of the page.
Example: "Was the wolf really the villain?"
2. Pupils silently record their thoughts.
3. Pupils read and respond to others' comments by:
 - Agreeing
 - Challenging
 - Building upon ideas
4. The discussion develops through written dialogue.
5. Use the completed conversation as a stimulus for speaking, debate or writing.

WHY USE IT?

- Encourages participation from quieter pupils.
- Develops reasoning and critical thinking.
- Builds confidence before whole-class discussion.
- Generates a range of viewpoints.
- Supports inference and evidence-based thinking.
- Creates a bank of ideas for writing.

CLASSROOM EXAMPLE

Question: Was the wolf really the villain?



Use the discussion as a basis for:

- Class debate
- Role on the wall
- Persuasive writing
- Narrative from another perspective

BEST USED DURING

- Gathering Content
- Planning
- Debate & Discussion
- Perspective Writing

TOP TIP

- Use different coloured pens so pupils can clearly see who is responding to whom.
- Encourage pupils to ask as many questions as they make statements. This often leads to richer discussion and stronger writing outcomes.

★ Silent Conversation gives **every pupil** a voice on paper and **powerful ideas** for their writing. ★