

## 42 Successes – ‘S’

‘S’ is all about sentence stacking.

We’re under so much time pressure as teachers, and sometimes we can fall into the trap of trying to do things too quickly.

We might ask children who are ten and eleven years old to write an explanation of a water cycle and perhaps give them one lesson to do it in English. The problem with that is, they might start off well because we’ve demonstrated how to do an introduction, but then we’ve left them for too long in the chasms of space, losing their way.

When we are teaching writing, we must never leave kids alone for too long. We’ve got to think about chunking our teaching so that we are able to say, “right, kids. For this chunk I’m going to demonstrate how to write a good introduction.” It might have two sentences. Those two sentences would have deliberate writing rules. We demonstrate them, and then we’d send the kids off to have a go.

We then bring them straight back to us when they’ve achieved that and layer the next part of the writing. And over time, from Monday into Tuesday into Wednesday, we really consider that, actually, an explanation might need to be built over a seven-day period. This way, all children will achieve high standards in writing.

And in terms of our demonstration, we are able to build models for children that are big, and bold, and have clarity. We can then say, in this lesson today, we are going to stack these four sentences and I’m going to model them, then you’re going to have a go and I’m never going to leave you on your own.

Sentence stacking is the way that we can complete work. Sentence stacking is the way that we can have a whole piece, and sentence stacking is the way that we can increase quality.