HELP ME WRITE BETTER

STUDIO™ / WRITING RESOURCES

WRITE WITH

Purpose.

Six Principles for Better Writing

A practical guide to thinking, planning, writing and revising while keeping your own voice.

YOUR WORDS. YOUR CHOICES. YOUR VOICE.

THIS GUIDE IS FOR

Writers, students and educators

Writing is more than producing words. It is how we develop ideas, make choices and find out what we mean. Use these pages to practise the process rather than rush to an answer.

Developed by the Help Me Write Better Studio™ team.
Created and developed in Barbados. Built for writers everywhere.

THE PRINCIPLES

The six principles

Six ideas. One goal: develop the writer, not simply the finished writing.

PRINCIPLE 01

Writing is thinking.

Planning, drafting and revising help you discover what you really mean.

Ask yourself: What idea am I trying to understand?

PRINCIPLE 02

The writer remains the author.

Useful support strengthens your judgement without taking over your words.

Ask yourself: Which choice is mine to make?

PRINCIPLE 03

Good writers make choices.

Decide what matters, what needs evidence, and what should come next.

Ask yourself: What deserves more explanation?

PRINCIPLE 04

Context matters.

Consider audience, purpose and what your reader already knows.

Ask yourself: Who needs to understand this?

PRINCIPLE 05

Revision develops meaning.

Revisit ideas, structure and clarity before polishing small errors.

Ask yourself: Is my central idea clear?

PRINCIPLE 06

Support builds independence.

A good scaffold helps you do more on your own the next time.

Ask yourself: What could I now do without help?

FROM IDEA TO PARAGRAPH

A paragraph begins with a decision

Stronger writing starts when we ask better questions about an idea.

FIRST DRAFT / A STARTING THOUGHT

“School gardens are good.”

BEFORE ADDING MORE WORDS, ASK:

01 **Good in what way?**

Name the benefit you actually mean.

02 **Who benefits?**

Think about students, teachers or communities.

03 **What would show it?**

Add an observation, moment or example.

04 **What connects the ideas?**

Explain why the example supports your point.

A POSSIBLE DEVELOPED START

“A school garden can teach students responsibility because they must care for living plants over time.”

This is a model of developing a claim, not a paragraph for students to copy. The writer should choose their own evidence and explanation.

THE NEXT MOVE

Continue by describing a real example and explaining how it proves the claim. Your experience and ideas should guide the paragraph.

WRITER WORKSHEET

Your writing decision sheet

A one-page worksheet. Begin with an idea, then work through these six decisions.

MY IDEA OR TOPIC

01

What am I really trying to say?

02

Who needs to understand this?

03

What should come next?

04

Which example would strengthen it?

05

Have I explained the important part?

06

What should I revise before editing?

MY NEXT MOVE

Write one sentence about what you will improve next. Make one purposeful change before checking spelling or punctuation.

TEACHING LADDER

Teach first. Assess after.

A scaffold should make the next independent attempt more possible.

The model from *Before We Assess, We Must Teach* uses a deliberate release of responsibility: demonstrate a writing move, compose with learners, then let them try it independently.

I DO — MODEL

Show a sentence or paragraph and think aloud about the decisions behind it.

↓

WE DO — CO-CONSTRUCT

Invite the class to choose details, improve explanations and test what works.

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YOU DO — WRITE INDEPENDENTLY

Remove some supports. Students make their own choices and explain why.

IN PRACTICE

PRIMARY	Word choices, paragraph choices, then independent narrative.
SECONDARY	Model a claim and evidence, analyse together, then plan an individual essay.
TERTIARY	Model an argument, practise peer review, then write independently with attribution.

FINAL REFLECTION

Keep the writer in the writing.

A final reflection before you share your work or ask AI for support.

BEFORE I FINISH, I CAN SAY...

- [ ] I understand the main idea I am trying to communicate.
- [ ] I made the important decisions about my content and structure.
- [ ] I used examples that belong to my own experience or research.
- [ ] I revised for meaning and organisation, not just surface errors.
- [ ] I can explain how any AI assistance supported my process.
- [ ] I checked my institution's rules on AI use and attribution.
- [ ] I can recognise one skill I want to improve next.

REFLECT

What is one writing decision you can now make more confidently without help?

AI SHOULD SUPPORT THE WRITER, NOT REPLACE THE WRITER.

Write with Purpose. Keep Your Voice. Keep Moving.

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