

Teaching writing at The King's School

Karen Verge – Deputy Head and English Lead
Mark Samuel – Year 6 Teacher and Writing Lead

Writing outcomes (1)



When teaching a unit of writing, we begin with two key questions:

1. What is our writing outcome for this unit?

- Fiction
- Non-fiction

2. What is the...

- Purpose
- Audience

...of the piece of writing?

Writing outcomes (text types)



Fiction

- Letter (formal or informal)
- Diary entry
- Narrative (story/ recount)
 - First/ third person
- Poetry
- Play/ film script

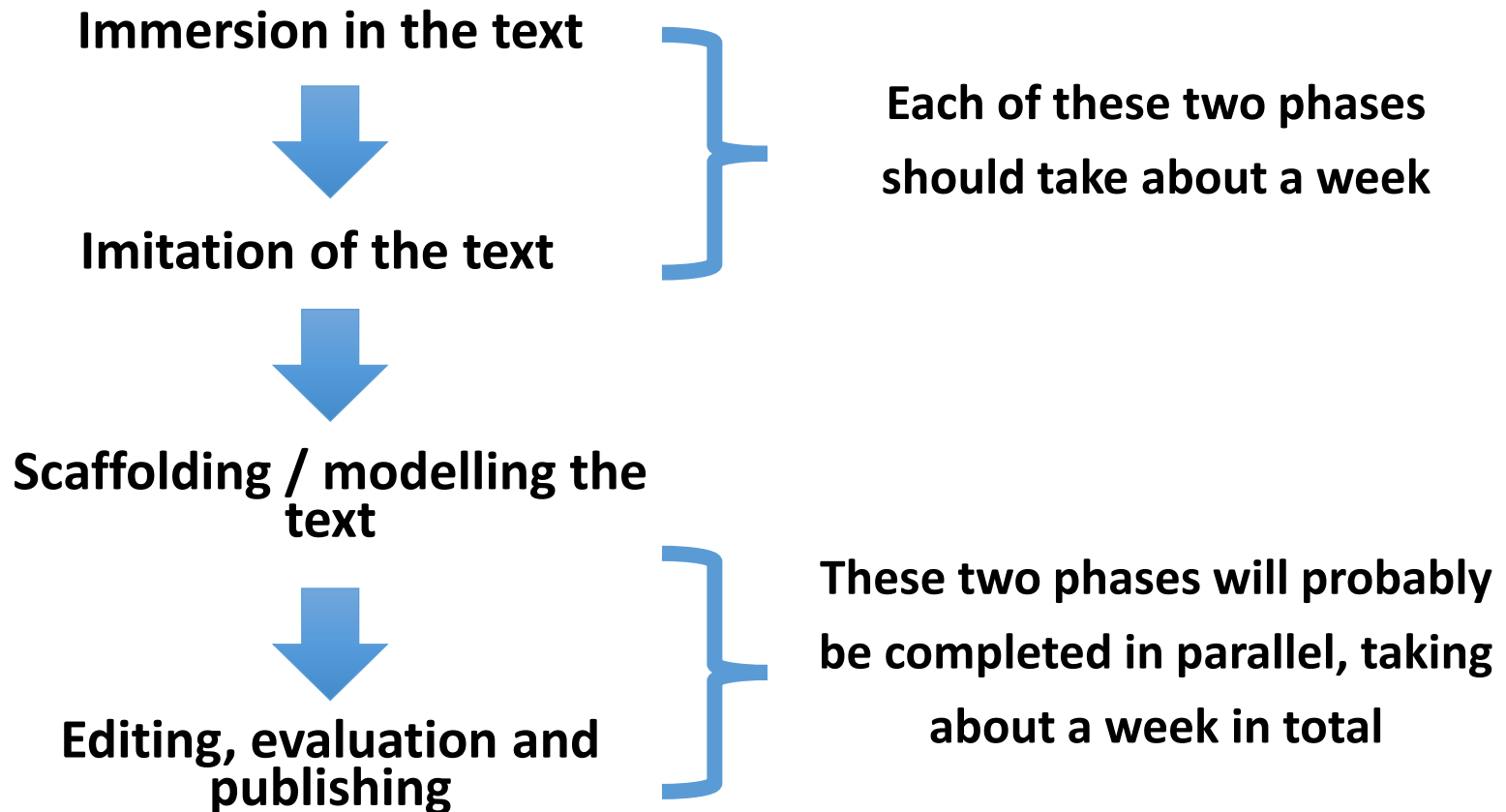
Non-fiction

- Journalistic article
- Information text (e.g. non-chronological report, travel guide)
- Explanatory text
- Instructional writing
- Persuasive writing (text/ speech/ letter/ leaflet/ brochure)
- Balanced argument/ discussion
- Précis (summary)
- Biography/ autobiography
- Reviews (book/ film etc)
- Letter

The writing process – overview



**The writing process comprises 4 phases
and takes approximately 3 weeks**



The writing process – overview

**The writing process comprises 4 phases
and takes approximately 3 weeks**

Immersion in the text



Imitation of the text



Scaffolding / modelling the
text



Editing, evaluation and
publishing

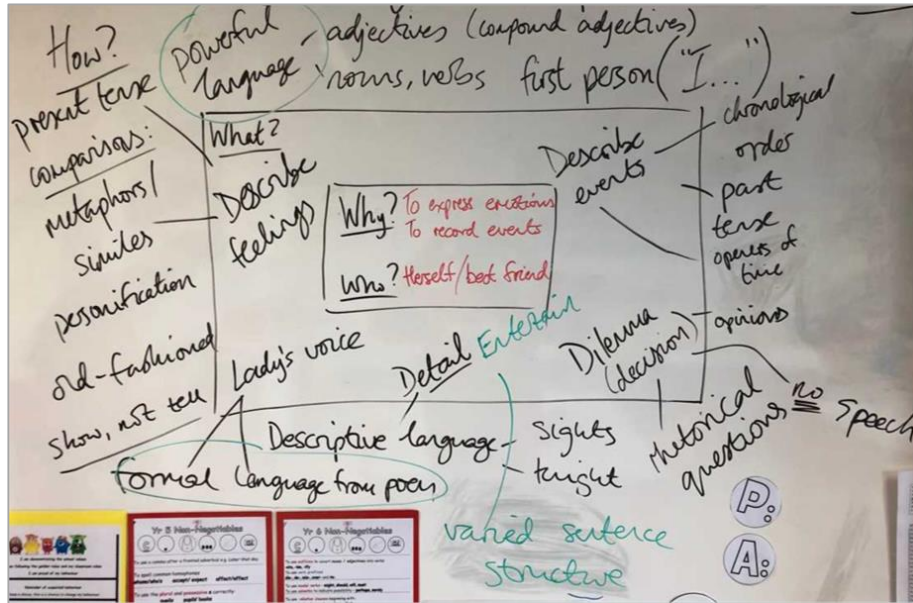


Each of these two phases
should take about a week



These two phases will probably
be completed in parallel, taking
about a week in total

The writing process – phases 1 & 2



Planning tool

– dissecting the text type

finding the features required to imitate the text

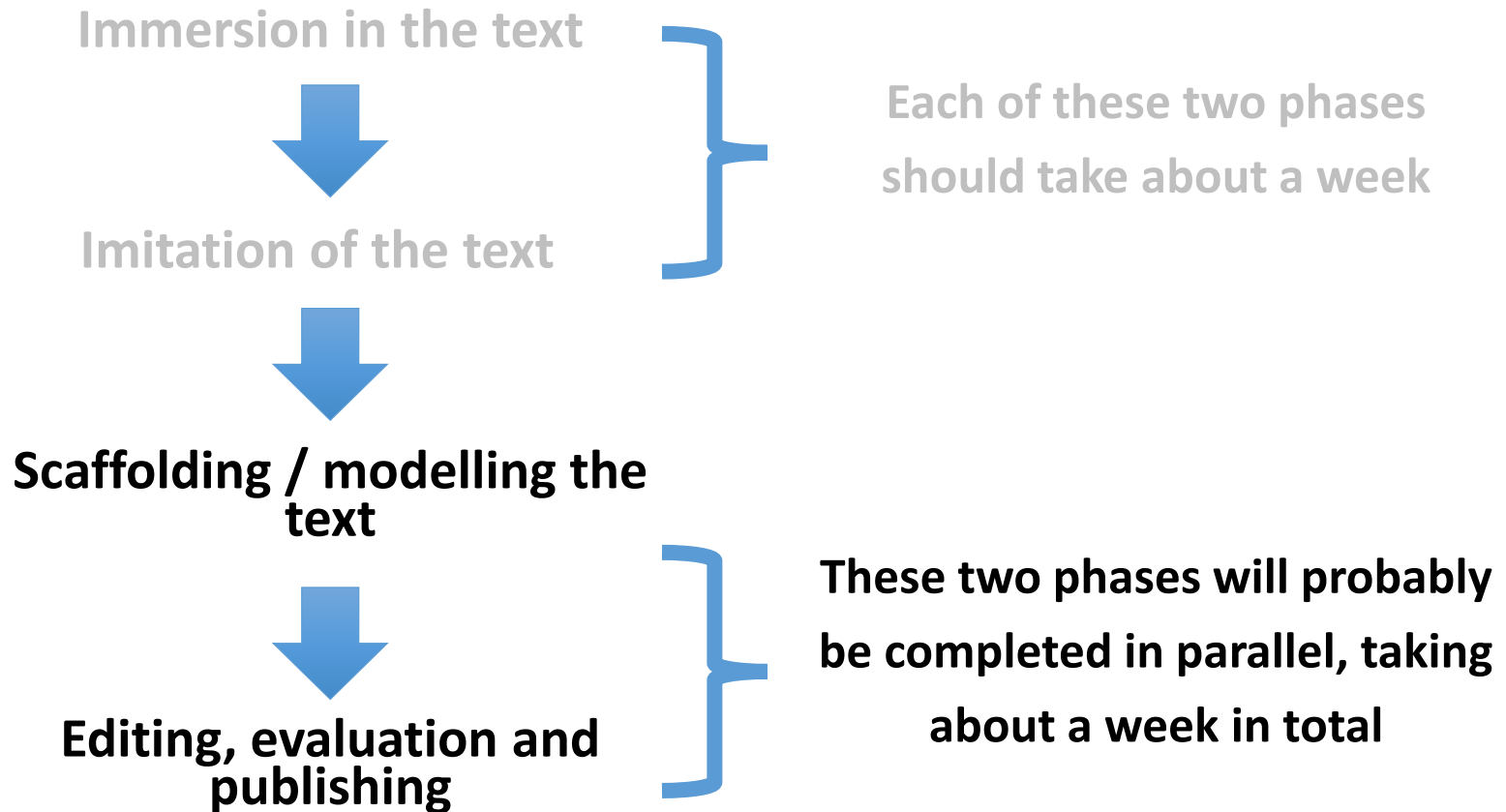
From the very moment I awoke, with a different melody on my lips, I knew that something good – no, something wonderful – was to happen today. But is it merely thoughts of hope swirling through my imagination or will my life change forever? Perhaps I shouldn't hope – it is just too painful. () ,) - -

How is my mind able to tempt me to something so unimaginable, so unbelievable? Especially when my eyes see only shadows as I peer each day into the mirror, glazed with dust, that is my only companion. Can anyone see me as I sit here, day after day, trapped in my lonely castle with only my weaving to occupy my thoughts? Am I just a shadow, an imitation of life isolated from the outside world full of joy and laughter? My skin burns like fire as I write this. These thoughts are poisoning me.

The writing process – overview



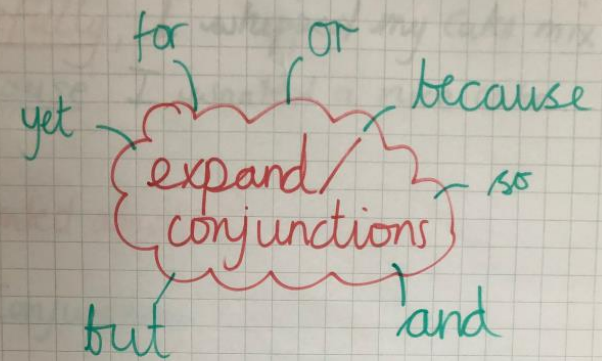
**The writing process comprises 4 phases
and takes approximately 3 weeks**



The writing process – phases 3 & 4

Excited, I Sprung out of bed and rushed to see what was for breakfast. Suprised, I ~~se~~ smelt my favourite food, dried fish. I hadn't realised my dad had been fishing. I gobbled up my scrumptious fish, it was ~~de~~ delicious. I set out to watch the ferocious, furry animals race.

Examples of teacher modelling.



A long time ago, in a small little village, lived a young man called Peter. Peter was poor. Every day, Peter would go down to the docks and throw out his fishing

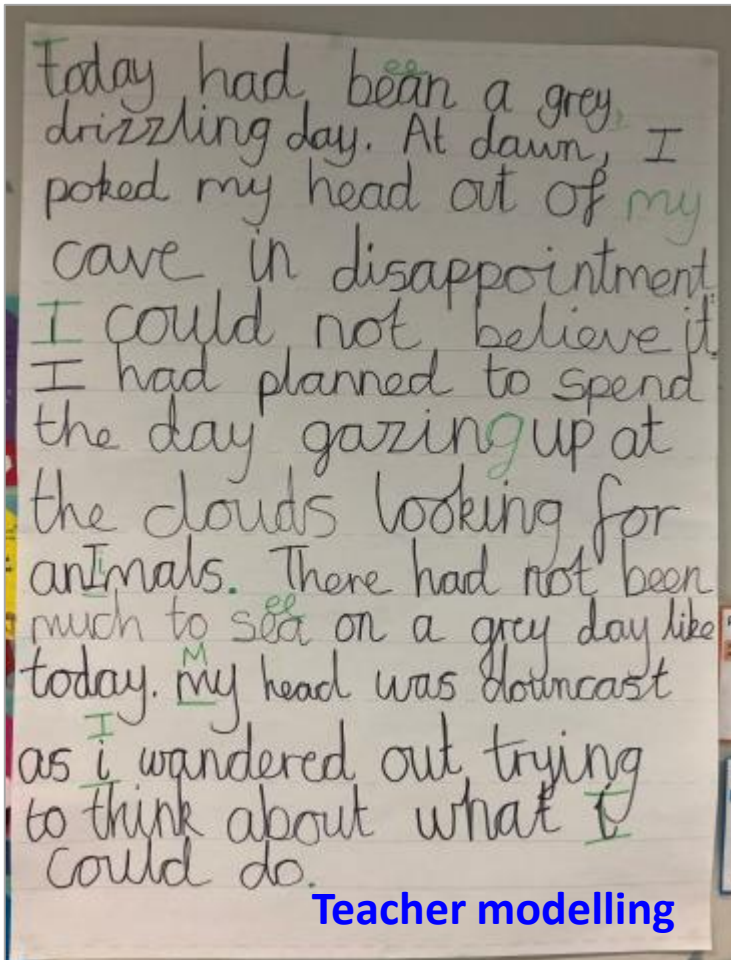


Some opportunities for typing when publishing writing.

The writing process – phases 3 & 4

Common errors from marking

Examples of feedback and editing.



Teacher modelling

How can we correct these sentences? **used as teaching point**

their

Through my mirror, I watch as the pages stroll by in there faded jackets.

I was seated at my loom, weaving the same reflected images.

As I awoke from my slumber, little did I know something incredible was going to happen.

I looked at the mirror and **shockingly**, I saw a dazzling knight.

A melody filled my ears with delight - it was as if an angel had come down from Heaven.

As I looked, I felt lonely. Couples **were** passing by going to **market** together, while little children **were** playing hide-and-seek.

L: To select appropriate grammar and vocabulary

WILF:

- Respond to marking
- Read ahead before you write
- Read through to check spelling, grammar and punctuation:
 - > caps and stops
 - > speech marks
 - > commas

Our editing code KS2

Sp	I need to check my spelling mistake
C	I need to add a capital letter
LC	I need to use a lower case letter
P	I need to check my punctuation
G	I need to correct my grammar
M	I need to make the meaning clearer
^	I need to check if I have missed something out
V	I need to think of a better choice of word
J	I need to start a new paragraph by indenting
✓✓	I need to smile as this is very good work

Conclusion:

It is this newspaper's opinion that...

Capital letters!

- RMS Titanic
- Southampton Belfast
- North Atlantic
- Canada Newfoundland
- White Star Line/ White Star Fleet

Whole class feedback

Spelling:

- iceberg
- panicking
- champagne
- spilled
- catastrophe
- passenger

- lookout
- bananas
- inquiry
- government
- captain
- Carpathia
- Californian

Speech marks at end of quote!

Bill Smith, a first / third class passenger, told us, "..."

The writing process – phases 3 & 4

Children in KS2 write a line, miss a line to enable editing and teacher feedback

2021 Thursday 21st October

To describe character

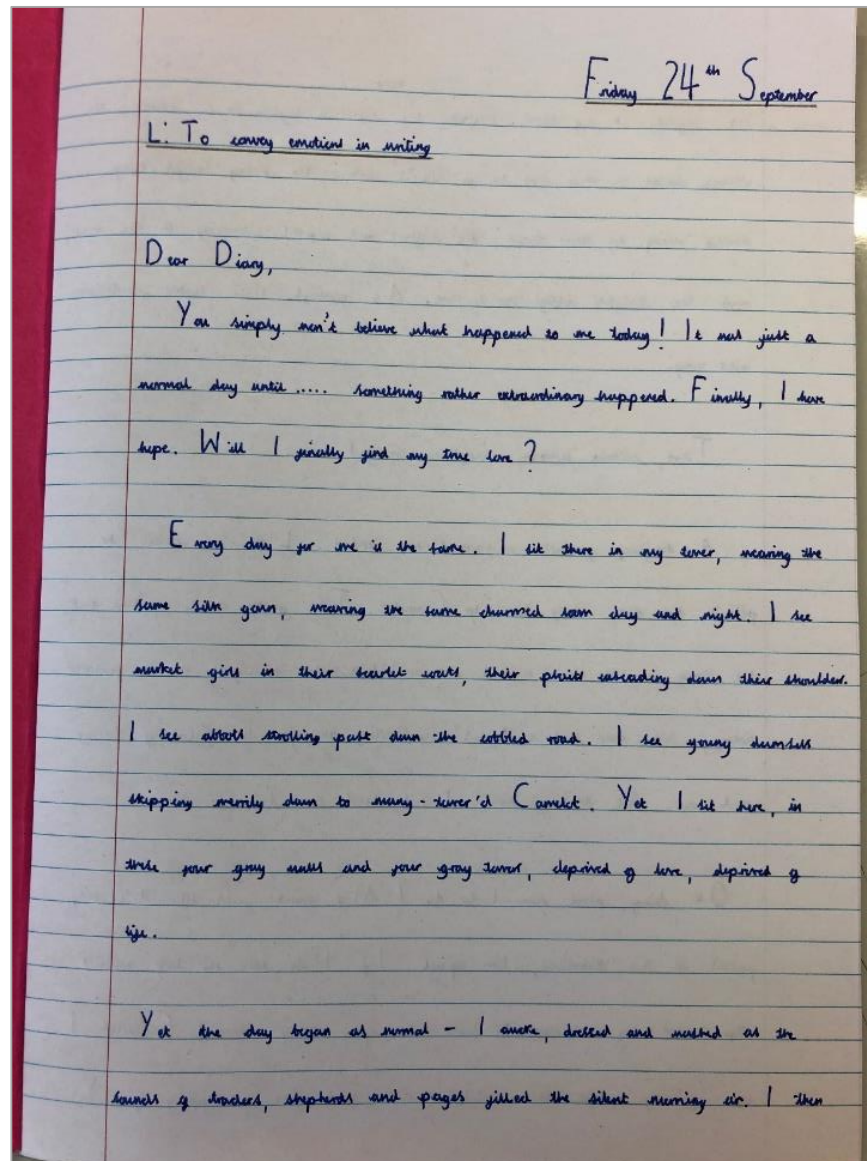
The brim of his ebony fedora - tipped over his depressing eyes - prevented anyone from witnessing his deathly gaze, masking his deathly threatening countenance. His dark and marked overcoat concealed threats unheard of. Pursuing his greatest enemy, the man lifted his hat. His face was a grisly void, refusing to expose emotions - he had lips hiding possibly the most dreadful information. His bloodshot, scarlet eyes evoked a sense of danger, inviting palpitations of fear into my reverberating, pounding heart. Still trailing from ^{his quarry} behind, the anonymous man slipped down the gloomy alleyway, stalking his prey like a tiger ready to pounce. (3HP)

L: To ~~describ~~ describe a character

His ^{un} concerned, dead look expression showed not a glimmer of emotion as his steady, threatening eyes shot a sensitive glare across the alleyway, sending shivers up my spine. He wore a raven-black fedora combined with an ink-black raincoat, concealing untold secrets. Then trailing, the ^{G: strode} man stride purposefully down the bloodcurdling alleyway, pouncing. ^{sp} clenching his fists ready to ^{sp} (3HP)

Children in KS1 have larger line spaces to enable editing and teacher feedback

The writing process – phases 3 & 4



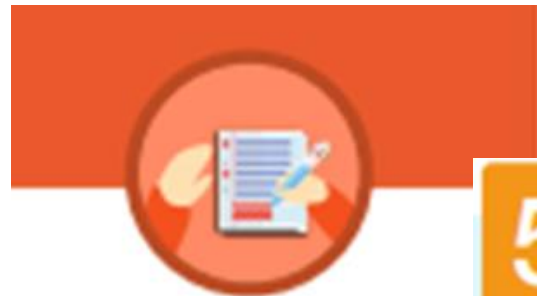
Example of a published piece of writing from Year 6.

Year 6 have a published writing book which is in addition to their English book.

How we support writing in school

- Edit and improve
- Whole class feedback
- Teacher chat (TC)
- Some written feedback
- Mostly verbal feedback

Research taken from Education Endowment Foundation (EEF)



- Written methods of feedback, including written comments, marks, and scores, can improve pupil attainment; however, the effects of written feedback can vary.

5

Carefully consider how to use purposeful verbal feedback



- Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback.

Spelling



Year 3	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<p>Common exception words Revise year 2 Statutory word list</p> <p>Homophones <i>(brake/break, grate/great, eight/ate, weight/wait, son/sun)</i></p> <p>Suffixes from Year 2 (<u>'-s'</u>, <u>'-es'</u>, <u>'-er'</u>, <u>'-ed'</u>, <u>'-ing'</u>)</p> <p>Revise prefix 'un-' Teach prefix 'dis-' <i>(disappoint, disagree, disobey)</i></p> <p>Revise Yr2 contractions <i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i></p> <p>words with the /er/ sound spelt 'ei' (<i>vein</i>), <u>'eigh'</u> (<i>eight</i>), <u>'aigh'</u> (<i>straight</i>) or <u>'ey'</u> (<i>they</i>)</p>	<p>Common exception words Statutory word list Personal spelling lists</p> <p>Revise homophones and near homophones <i>quite/quiet, night/knight, new/knew, not/knot, they're/there/their</i> and others as relevant</p> <p>Revise Year 2 prefixes and suffixes Prefixes <u>'mis-'</u> and <u>'re-'</u></p> <p>The /z/ sound spelt 'y'</p> <p>Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt <u>'-que'</u> (French in origin)</p> <p>Proofreading teacher identify common errors to address with class. Find errors in own work with <u>'sp'</u> in margin.</p>	<p>Common exception words Statutory word list Personal spelling lists</p> <p>Suffixes from Year 2 '-ness' and <u>'-ful'</u> following a consonant</p> <p>Suffixes '-less' and '-ly'</p> <p>Prefixes 'sub-' 'tele-'</p> <p>From Yr 2: apostrophe for contraction</p> <p>Words with the // sound spelt 'ch' (mostly French in origin) as well as <u>'s'</u>, <u>'ss(ion/ure)'</u></p>	<p>Common exception words Statutory word list Personal spelling lists</p> <p>Revise homophones and near homophones</p> <p>Revise elements of last term that are not secure.</p> <p>Prefixes 'super-' and 'auto-'</p> <p>Words with the /k/ sound spelt 'ch' (Greek in origin) ache, anchor, Christmas, school, choir, echo</p> <p>Proofreading find errors in own work with <u>'sp'</u> in margin. Use the first 2 or 3 letters of a word to check spelling in a dictionary.</p>	<p>Common exception words Statutory word list Personal spelling lists</p> <p>Plurals and previously taught suffixes <u>'-ed'</u>, <u>'-ing'</u>, <u>'-s'</u>, <u>'-es'</u>, <u>'-ness'</u>, <u>'-ful'</u>, <u>'-less'</u> and <u>'-ly'</u></p> <p>Revise from Year 2: apostrophe for contraction</p> <p>Rare GPCs (/z/ sound) (gym, cygnet, myth, pretty, women, pyramid, mystery, Egypt, build)</p> <p>Revise from Years 1 and 2: vowel digraphs <u>'ee'</u> sound family <u>ee</u>, <u>ea</u>, <u>e-e</u>, <u>ie</u>, <u>v</u>, <u>ey</u></p>	<p>Common exception words Statutory word list Personal spelling lists</p> <p>Homophones (including heel/heal/he'll, plain/plane, groan/grown and rain/rein/ reign)</p> <p>Revise elements of last term that are not secure.</p> <p>The /n/ sound spelt 'ou' young, double, touch</p> <p>Proofreading find errors in a range of sentences in aspects taught throughout the year.</p>

No Nonsense

Spelling

Spelling Pathway
Years 2 to 6

Spelling

Children recap previous year group spelling every year.



Spelling Pathway
Years 2 to 6

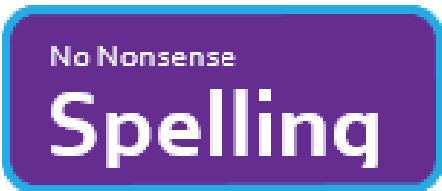
Year 3	AUTUMN 1
	<p>Common exception words Revise year 2 Statutory word list</p> <p>Homophones <i>(brake/break, grate/great, eight/ate, weight/wait, son/sun)</i></p> <p>Suffixes from Year 2 <i>('-s', '-es', '-er', '-ed', '-ing')</i></p> <p>Revise prefix 'un-'</p> <p>Teach prefix 'dis-' <i>(disappoint, disagree, disobey)</i></p>



Spelling



Lesson	Year 3, block 1, lesson 1
Lesson type	Revise
Lesson focus	Suffixes from Year 2: '-s', '-es', '-er', '-ed', '-ing'
Resources needed	Supporting Resource 3.4
Teaching activity	<p>Display a range of verbs and, as a class, add the above endings. Talk through why there needs to be spelling changes for some of the verbs. Show the chart in the Supporting Resource. Pupils record the verbs adding on endings. They check with partners that they are correct, then share as a class.</p> <p>Notes:</p> <ul style="list-style-type: none">• A short vowel sound indicates a doubling of the consonant• Verbs ending in 'e' have the 'e' removed before adding '-ed' or '-ing' <p>Show what happens when you double the consonant and when you take off an 'e'. Pupils make notes about this in their spelling journals.</p>



Phonics is taught daily in EYFS and KS1

Spelling is taught for 10-15 minutes 3-5 times a week.

Marking spelling

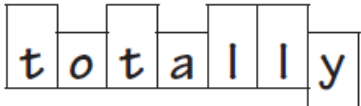
Autumn
term


tears in my eyes, ^{lc} ~~As~~ ^{sp: bridged} ~~we~~ ~~tr~~ ~~used~~ onwards towards
the train station. I ^{lc} ~~couldnt~~ ^{sp: couldn't} ~~I~~ ~~magne~~ what it
would see like ^{sp: without} ~~without~~ them, ^p ~~just~~ then
I heard the horn of the train, so this was

Later in the year

Monday 7th February ^{Parties,}
~~Party~~
^p In summary, it is clear that a number of ~~people~~
^{sp: p} contributed to the sinking of the ~~the~~ Titanic, ^{which} ~~with~~

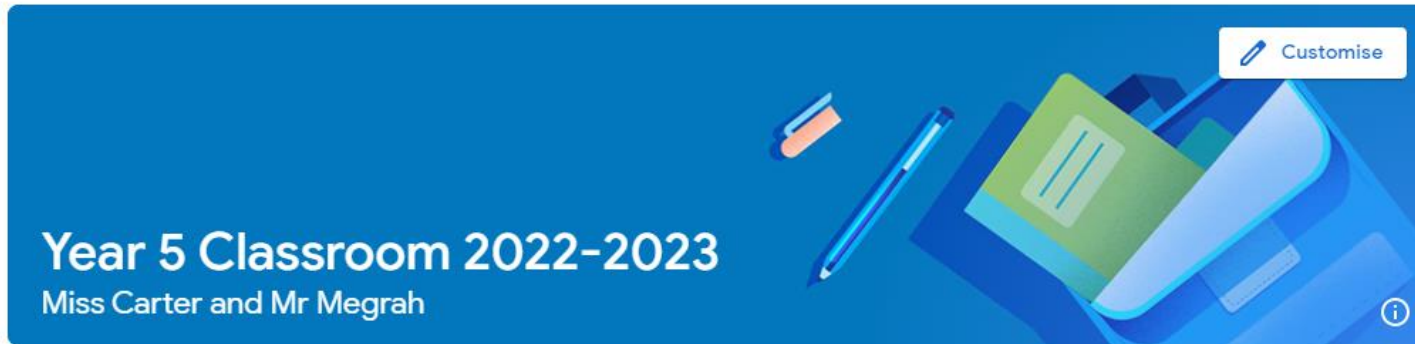
Spelling

<p>Look, say, cover, write, check</p>	<p>This is probably the most common strategy used to learn spelling. Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail. Say: say the word as you look at it, using different ways of saying it if that will make it more memorable. Cover: cover the word. Write: write the word from memory, saying the word as you write. Check: Have you got it right? If yes, try writing it again and start again – look, say, cover, write, check.</p>
<p>Trace, copy and replicate (and then check)</p>	<p>This is a similar learning process to 'look, say, cover, write, check' but about developing automaticity and muscle memory. Write the word out on a sheet of paper ensuring that it is spaced out and it is large enough to trace over. Trace over the word and then check that you have spelled it correctly. If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and then miss out the tracing and copying or the tracing alone and check the words.</p>
<p>Segmentation strategy</p>	<p>The splitting of a word into its constituent phonemes in order to support spelling.</p>
<p>Quickwrite</p>	<p>Writing the words linked to the teaching focus with speed. The aim is to write as many words as possible within a time limit. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>
<p>Drawing around the word to show the shape</p>	<p>Draw around the words making a clear distinction in size for ascenders and descenders. Look carefully at the shape of the letters in each box. Now try to write the word making sure you get the same shape.</p> 

<p>Drawing an image around the word</p>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>
<p>Words without vowels</p>	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word field:</p> <p>f _ _ _ ld</p>
<p>Pyramid words</p>	<p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: center;">p py pyr pyra pyram pyrami pyramid</p> <p>You can then reverse the process so that you end up with a diamond.</p>
<p>Other strategies</p>	<p>Other methods can include:</p> <ul style="list-style-type: none"> • Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on. • Making up memorable 'silly sentences' containing the word • Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word • Clapping and counting to identify the syllables in a word.

Spelling activities

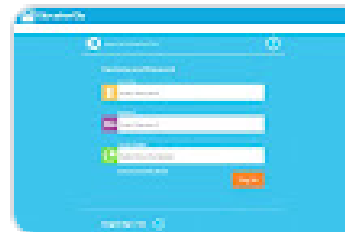
Spelling homework



Year 5 Classroom 2022-2023
Miss Carter and Mr Megrah

Customise

i

A blue banner with a white 'Customise' button in the top right corner. The banner features an illustration of school supplies: a blue pen, a blue pencil, a green notebook, and a blue folder. The text 'Year 5 Classroom 2022-2023' and 'Miss Carter and Mr Megrah' is written in white on the left side. A small white circle with an 'i' icon is in the bottom right corner.

Log In to EducationCity
<https://ec1.educationcity.com/?>

All homework can be found on Google
classroom on the classwork tab

How to help at home



“
READ

*read and read
some more!*”

- Read different genres/ authors/ types of material
- Talk about reading
- Ask questions
- Discuss reading
- Spelling homework
- Education City

How to help at home



No expectation to learn writing at home

If you chose to do some writing:

- Think about the audience and purpose
e.g. postcard, letter, journal
- Discuss how to use more appropriate vocabulary
- Check for sense and meaning
- Check spellings (no more than 3)