

# Teaching writing at The King's School

**Ellie Farndale – Year 5 Teacher and Reading 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

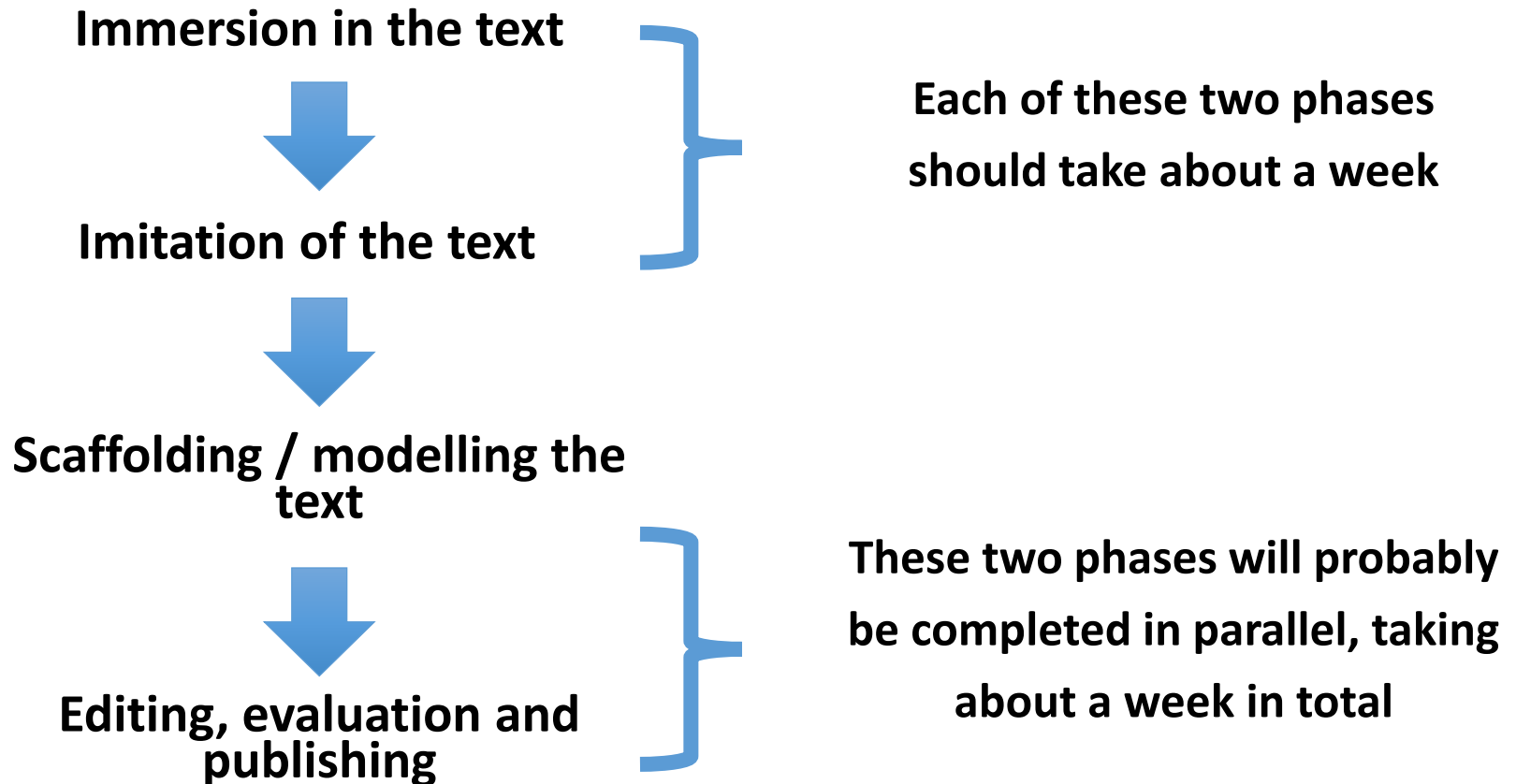
## Non-fiction

- 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



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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**

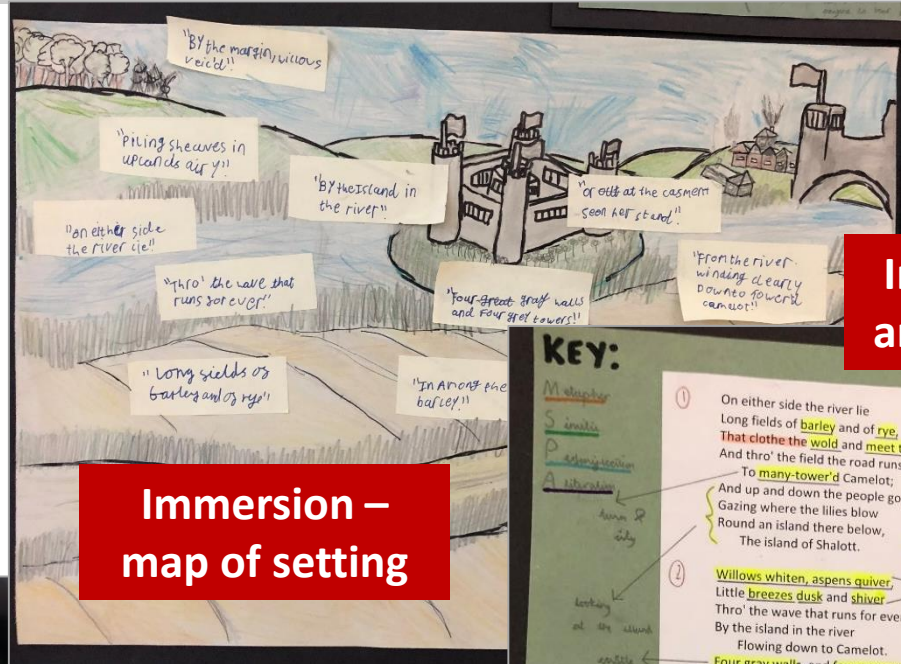


These two phases will probably  
be completed in parallel, taking  
about a week in total

# The writing process – phases 1 & 2



**Drama –  
Conscience alley**



**Immersion –  
map of setting**

**Immersion –  
annotate text**



**Drama – Freeze frame**

**KEY:**

*Melancholy*  
*Serene*  
*Pedestrian*  
*Astronaut*

① On either side the river lie  
Long fields of **barley** and of **rye**,  
**That clothe the wold** and **meet the sky**;  
And thro' the field the road runs by  
To **many-tower'd** Camelot;  
And up and down the people go,  
Gazing where the lilies blow  
Round an island there below,  
The island of Shalott.

② **Willows whiten, aspens quiver**,  
Little **breezes** **dusk** and **shiver**;  
Thro' the wave that runs for ever  
By the island in the river  
Flowing down to Camelot.  
**Four gray walls, and four gray towers**,  
**Overlook** a space of flowers,  
And the **silent** isle **imbowers**  
The Lady of Shalott.

③ By the **margin**, willow **veil'd**,  
Slide the heavy **barges** trail'd  
**By slow horses**; and unhail'd  
The shallop **flitteth** **silken-sail'd**  
**Skimming** down to Camelot:  
But who hath seen her wave her hand?  
Or at the **casement** seen her stand?  
Or is she **known** in all the land,  
The Lady of Shalott?

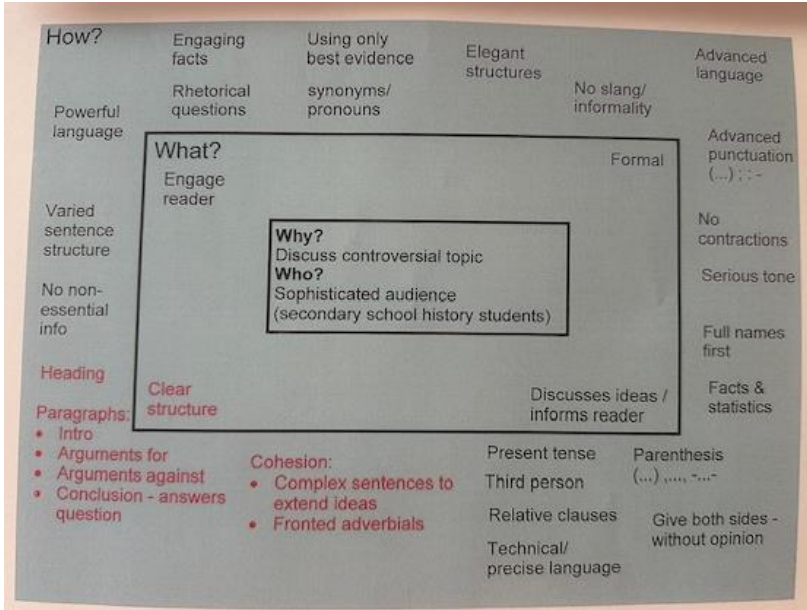
④ Only **reapers**, reaping early  
In among the **bearded** **barley**,  
Hear a song that echoes **cheerily**;  
From the river winding clearly,  
Down to tower'd Camelot:  
And by the moon the reaper **weary**,  
Piling **sheaves** in uplands airy,  
Listening, **whispers** "Tis the fairy **thrud**  
Lady of Shalott."

*expl*  
*at you as she eye can see*  
*crispy*  
*impulses (as one does)*  
*silence*  
*washing*  
*Silk*  
*Shawls*  
*garment*  
*heavy drappery*  
*cheerfully*  
*curse*  
*scrub*  
*don't want anyone to hear*



# The writing process – phases 1 & 2

## Dissecting the text type



**Punctuation and grammar are typically taught during this phase so that they can be understood and applied in context**

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.

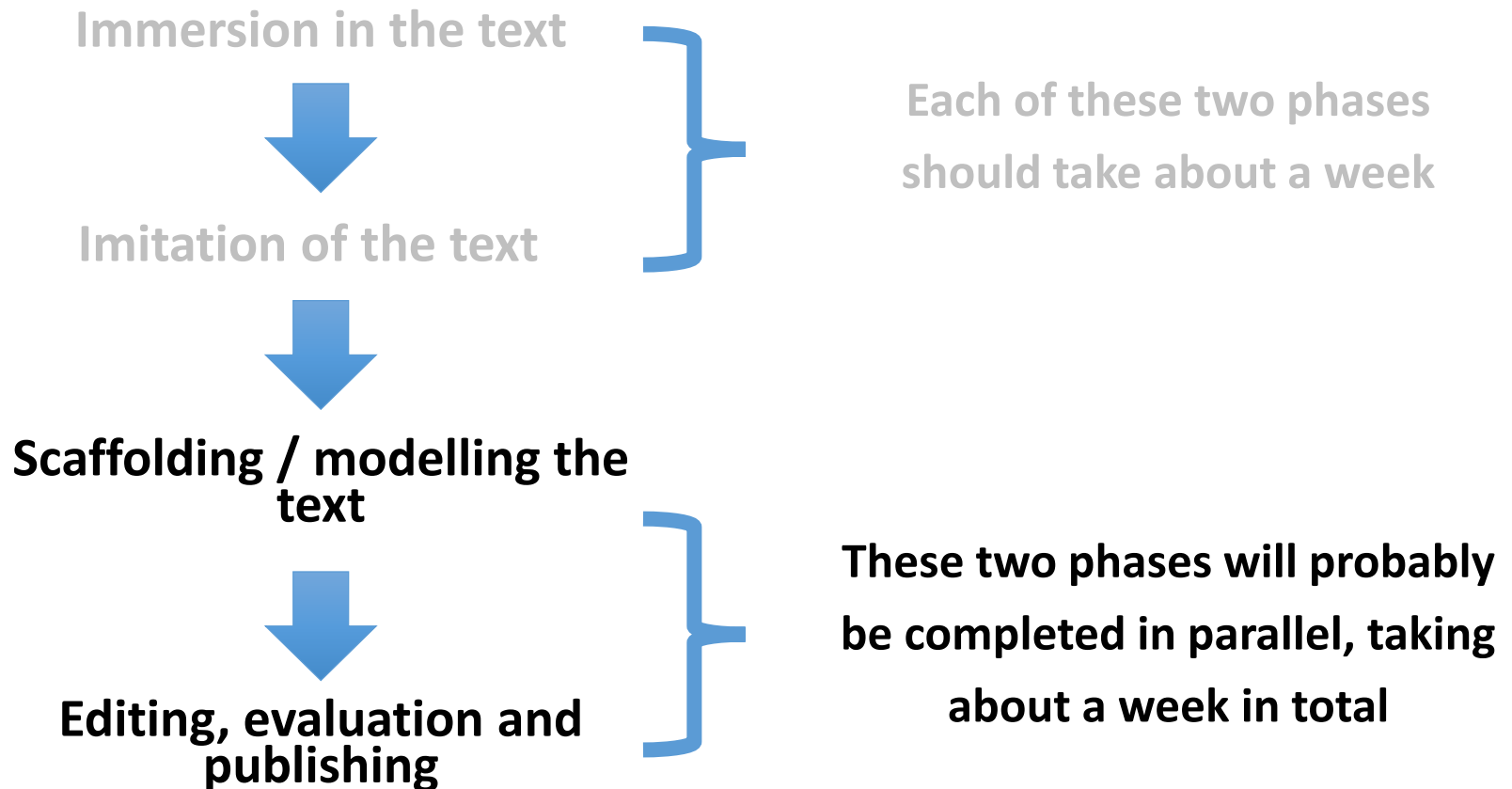
How is my mind able to tempt me to something so unimaginable, so unbelievable? Especially when my eyes see only shadows as I peer each day into the mirror, glazed with dust, that is my only companion. Can anyone see me as I sit here, day after day, trapped in my lonely castle with only my weaving to 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.

**Finding the features required to imitate the text**

# The writing process – overview



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

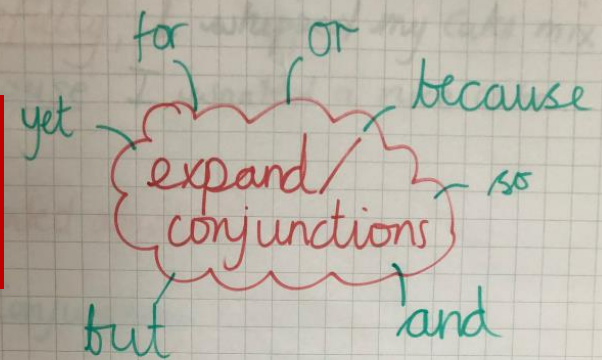




# The writing process – phases 3 & 4

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 ~~dee~~ delicious. I set out to watch the ferocious, furry animals race.

Examples of teacher modelling



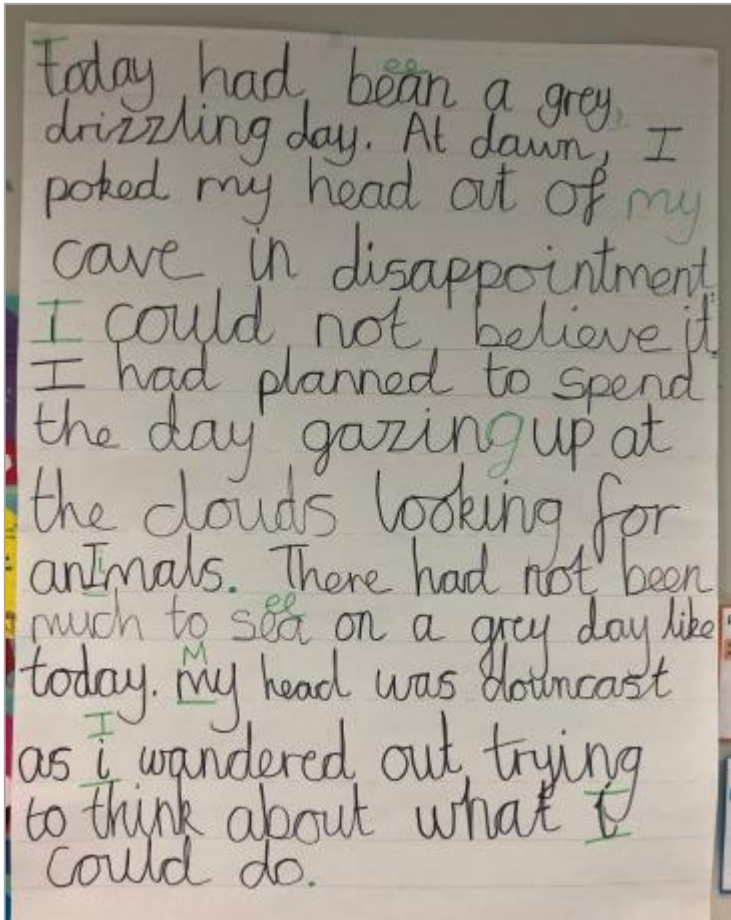
A long time ago, in a small little village, lived a young man called Peter. Peter was poor. Every day, Peter would go down to the docks and throw out his fishing



Some opportunities for typing when publishing writing

# The writing process – phases 3 & 4

## Examples of feedback and editing.



## Teacher modelling

How can we correct these sentences?

*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.

Common errors from marking used as teaching point

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...

## Whole class feedback

Capital letters!

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

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 grim 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 behind <sup>his quarry</sup>, the anonymous man slipped down the gloomy alleyway, stalking his prey like a tiger ready to pounce.

(3HP)

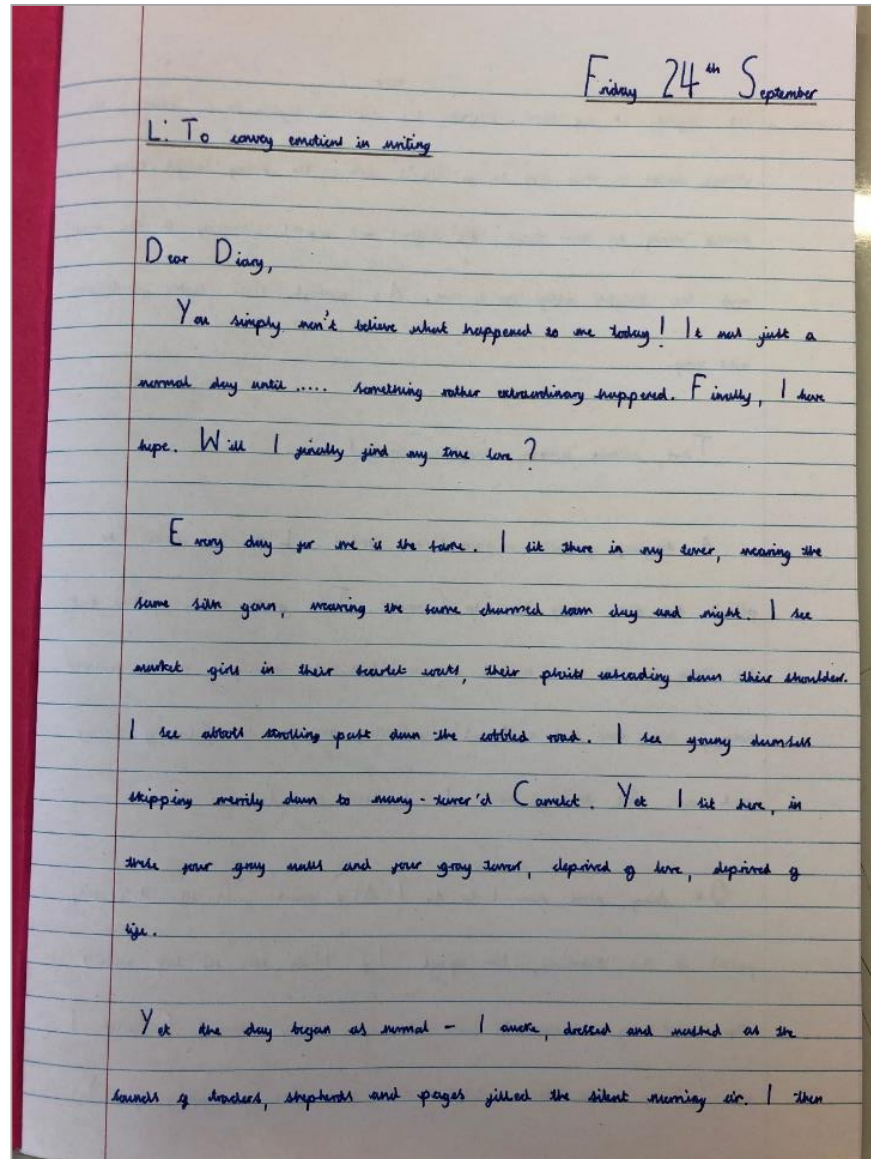
L: To describe a character

His <sup>un</sup> 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 sea <sup>G: strode</sup> man stride purposefully down the bloodcurdling alleyway, pounce. <sup>sp</sup> clenching his fists ready to be

(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.

# Spelling: long-term planning



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



## Spelling Pathway Years 2 to 6

# Spelling: medium-term planning



Children recap  
previous year group  
spelling every year.



Spelling Pathway  
Years 2 to 6

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



# Spelling: lessons



<b>Lesson</b>	Year 3, block 1, lesson 1
<b>Lesson type</b>	Revise
<b>Lesson focus</b>	<b>Suffixes from Year 2: '-s', '-es', '-er', '-ed', '-ing'</b>
<b>Resources needed</b>	Supporting Resource 3.4
<b>Teaching activity</b>	<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><b>Notes:</b></p> <ul style="list-style-type: none"><li>• A short vowel sound indicates a doubling of the consonant</li><li>• Verbs ending in 'e' have the 'e' removed before adding '-ed' or '-ing'</li></ul> <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>

No Nonsense

## Spelling

**Phonics is taught daily in EYFS and KS1**

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



# Spelling: homework



Year 6 2024-2025  
Mr Samuel and Mr Megrah

Customise

i

A green banner with an illustration of books and papers. The text 'Year 6 2024-2025' and 'Mr Samuel and Mr Megrah' is on the left. A 'Customise' button with a pencil icon is on the right. A small 'i' icon is in the bottom right corner.

## Spelling



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



Mark Samuel posted a new material: Autumn 1 Spelling Booklet



Posted 13 Sept

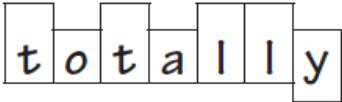
Your weekly spellings are set out in the attached document.




Autumn 1 Spelling bookle...  
PDF

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

# Spelling: strategies

<p>Look, say, cover, write, check</p>	<p>This is probably the most common strategy used to learn spellings.  <b>Look:</b> 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.  <b>Say:</b> say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.  <b>Cover:</b> cover the word.  <b>Write:</b> write the word from memory, saying the word as you do so.  <b>Check:</b> Have you got it right? If yes, try writing it again and again! If not, 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 is about developing automaticity and muscle memory.          Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt 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 feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>
<p>Segmentation strategy</p>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>
<p>Quickwrite</p>	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. 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 where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that 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"> <li>• 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.</li> <li>• Making up memorable 'silly sentences' containing the word</li> <li>• Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word</li> <li>• Clapping and counting to identify the syllables in a word.</li> </ul>

# Spelling: marking

Autumn  
term

tears in my eyes, <sup>lc</sup> ~~we~~ <sup>sp: bridged</sup> ~~tr~~used onwards towards  
the train station. I <sup>lc</sup> ~~couldnt~~ <sup>sp: couldn't</sup> ~~im~~agine what it  
would feel like <sup>sp: without</sup> ~~wi~~thout them, <sup>P</sup> just then  
I heard the horn of the train, so this was

Later in the year

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



# Spelling: targets

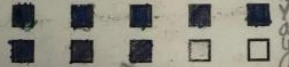
Targets on card clipped to book

SPELLING  
remembered  
excited  
caught  
interesting  
sandwich

enormous X  
enormous ✓  
position X  
position ✓  
dangerous ✓  
beautiful X  
beautiful ✓  
cautiously X  
cautiously ✓  
different ✓  
delicious X  
delicious ✓  
which  
continued

EMA

My Handwriting Points

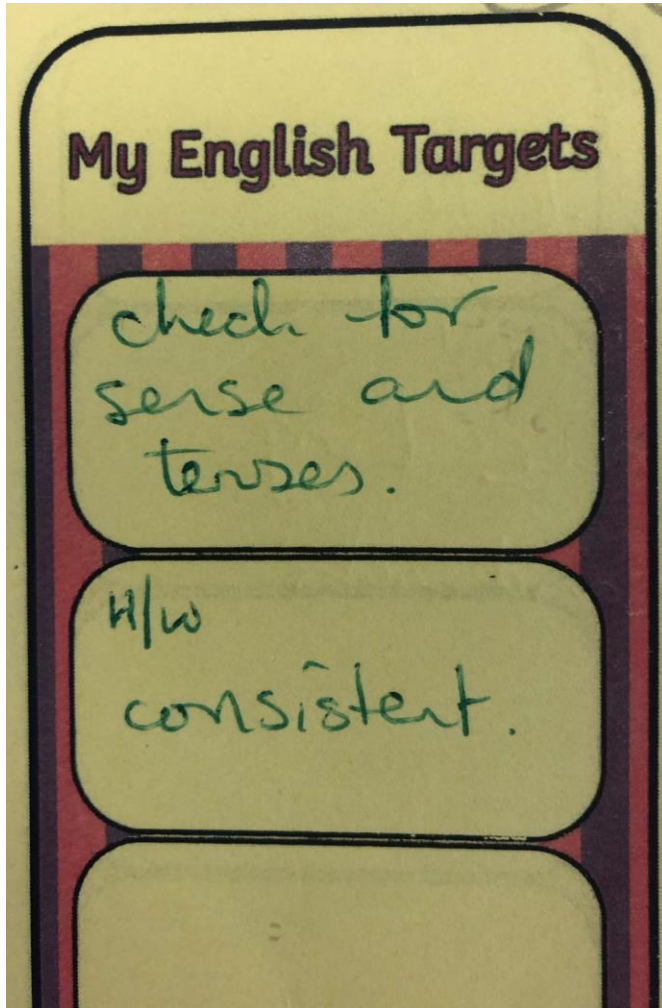


1. here and there  
2. their belongings  
3. they're beautiful  
(they are) (15)  
1 = ||  
2 = ||||  
3 = ||

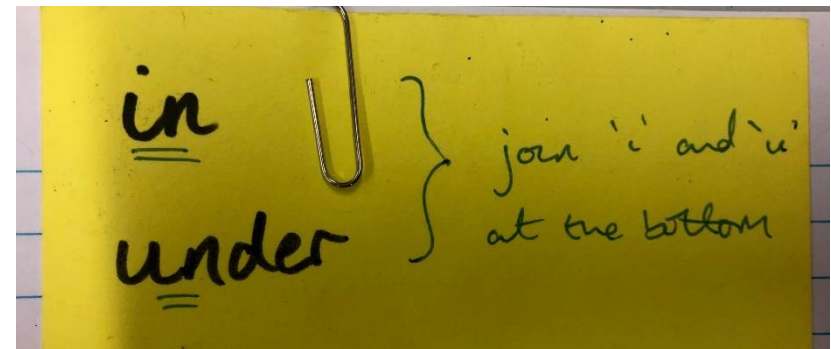
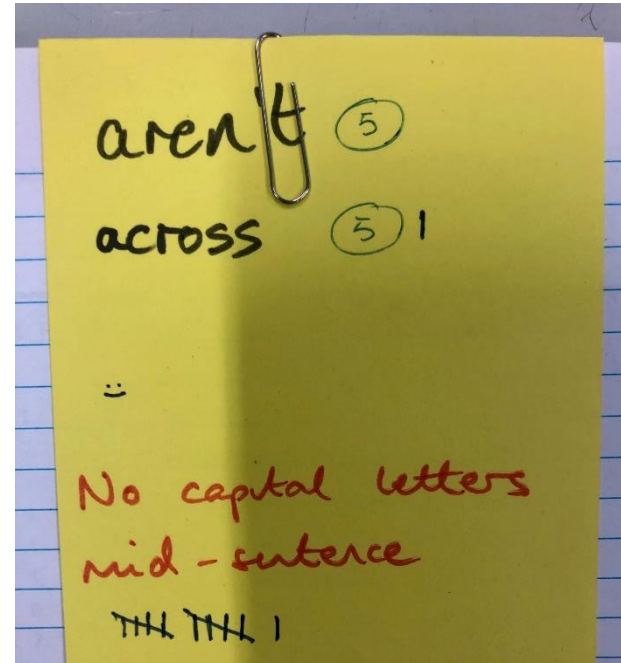
... phrases  
d, thunder-crashed and in  
into the abandoned castle,  
field  
... the single sound

Fix later words

# Writing targets



Target  
on card  
clipped  
to book



# Reading: overview



## Reading enables children to access the rest of the curriculum

- **Reading consists of two dimensions:**

Language comprehension and word reading

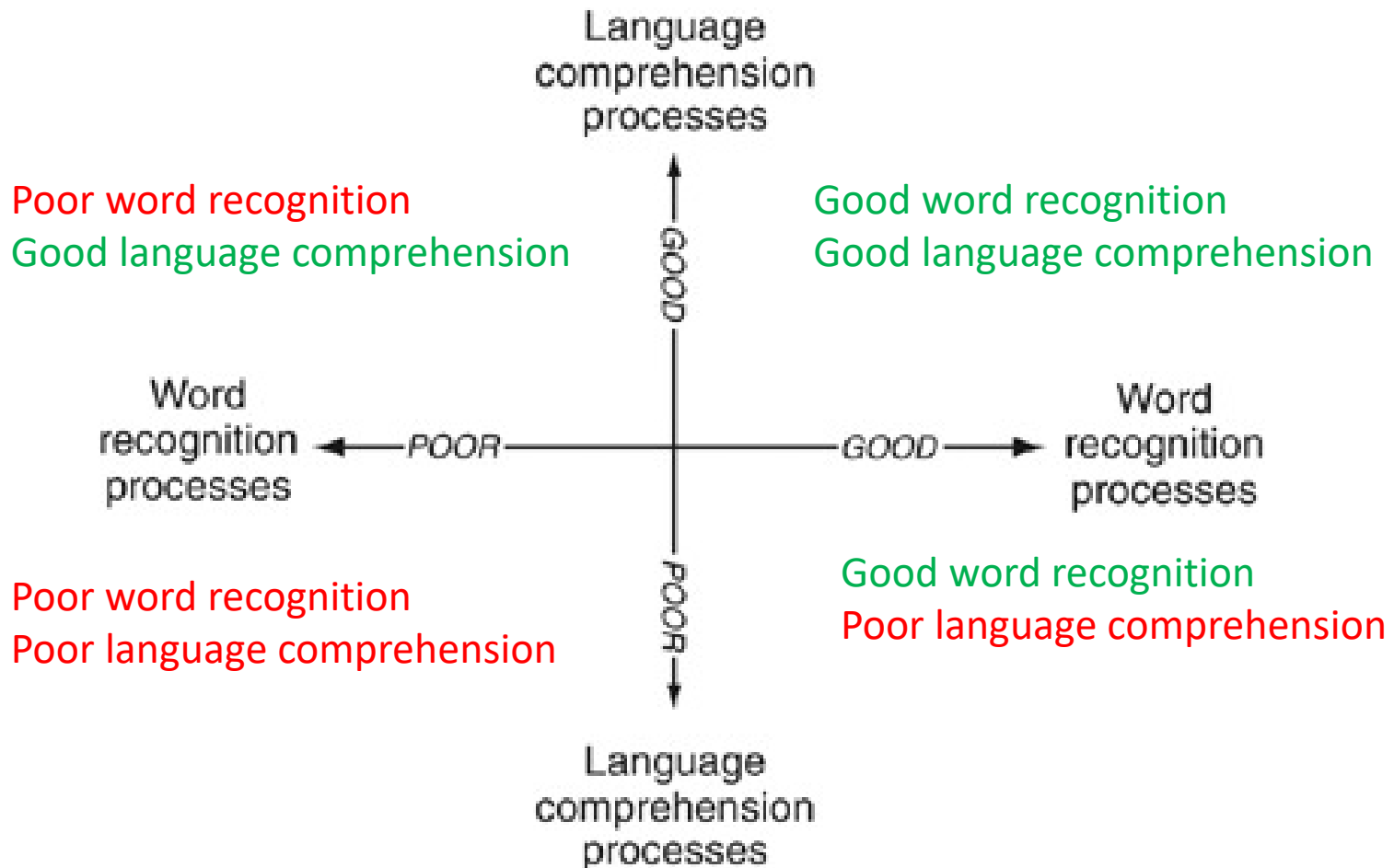
- **Early reading** –focus on word reading and phonics
- **More proficient readers** –focus on fluency, comprehension and engagement

Developing spoken language is as useful to expand their language and vocabulary.

# Simple View of Reading



The ideal is for children to be in the top right quadrant





# Reading skills

We use these symbols across the school so children recognise the skills and know what is being asked of them.



Read around the target word to see how it is being used in the text.



Touch the answer in the text before you fish it out.



Find the events in the text before you put them in order.



Use clues from the text and your own ideas to work out the answer.



Decide what is most likely to happen next in the text.



Talk about the structure of the text.



Talk about the effect of words and groups of words used in the text.



Compare the events, characters and structure of the text.



Make pictures in your head as you read.

# Reading through the Key Stages



## EYFS and KS1 (5-10 mins daily)

- Fully decodable phonics book
- Reading for pleasure book (adult to read with child)
- EYFS Changed weekly
- KS1 (Y1 and 2 at teacher's discretion once read 1-2 times)
- EYFS and Year 1 read with teacher weekly (plus with other adults)
- Yr2 once a fortnight (plus with other adults)

## KS2 (15 mins daily)

- Fully decodable phonics books (if needed)
- Reading for pleasure book (adult to read with child where possible)
- Read a range of genres
- Change books in class when ready

## Expectations

- Reading every day or at least 5 times a week
- Adult/child complete reading record –age dependent
- Book talk
- Class readers



Book  
recommendations



# 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)