Writing Information Session

Thursday 22nd October 2026

The Aims for this information session:

Writing: What we teach, how writing is taught across the school, how to support at home

Spelling: What we teach, how spelling is taught across the school, how to support at home

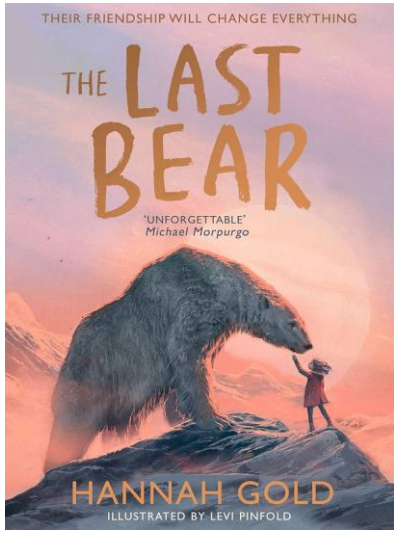
A love of writing

Writing at Oakfield is taught in an engaging way. This includes the use of picture books, video clips and chapter books.

Writing is a collaborative process. Children are not left unsure of what to write or missing the key vocabulary. We teach the writing process in a slow and explicit way to our children to ensure children feel able to write.

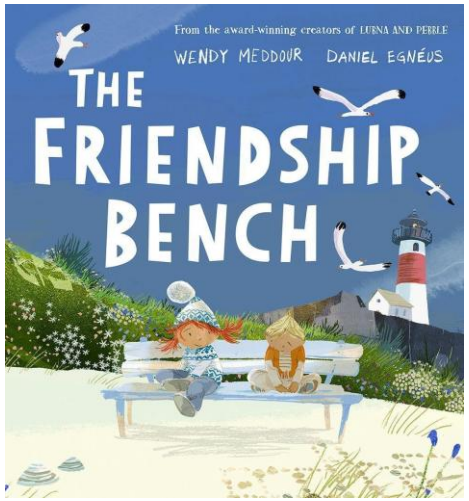
Opportunities for independent writing is valued. Children can be creative and write their own pieces.











Writing in school

Writing:	• Daily 1 hour writing lessons • Opportunities for writing in foundation subjects • Handwriting lessons
Spelling:	• Phonics lessons taught across KS1 • Spelling patterns explored in year 2 • Spelling lessons taught 3 times a week across KS2

Writing lessons



English Lesson

A writing lesson takes place each day. There are opportunities for children to be exposed to modelled writing as well as an application opportunity.



Sentence Stacking Lesson

A sentence stacking lesson is a process that is not rushed, and 3 quality sentence are produced by the end of the lesson.



Experience Lesson

Experience days are enriching memorable experiences to help support writing creatively. For non-fiction, these help provide children with the relevant information.



Independent Writing Sequence

Independent writes provide the opportunity for children to showcase what they have learnt. This is where writing is assessed in greater detail by the teacher.

Writing Rainbow

- **The zones of writing**



Three Zones of Writing:

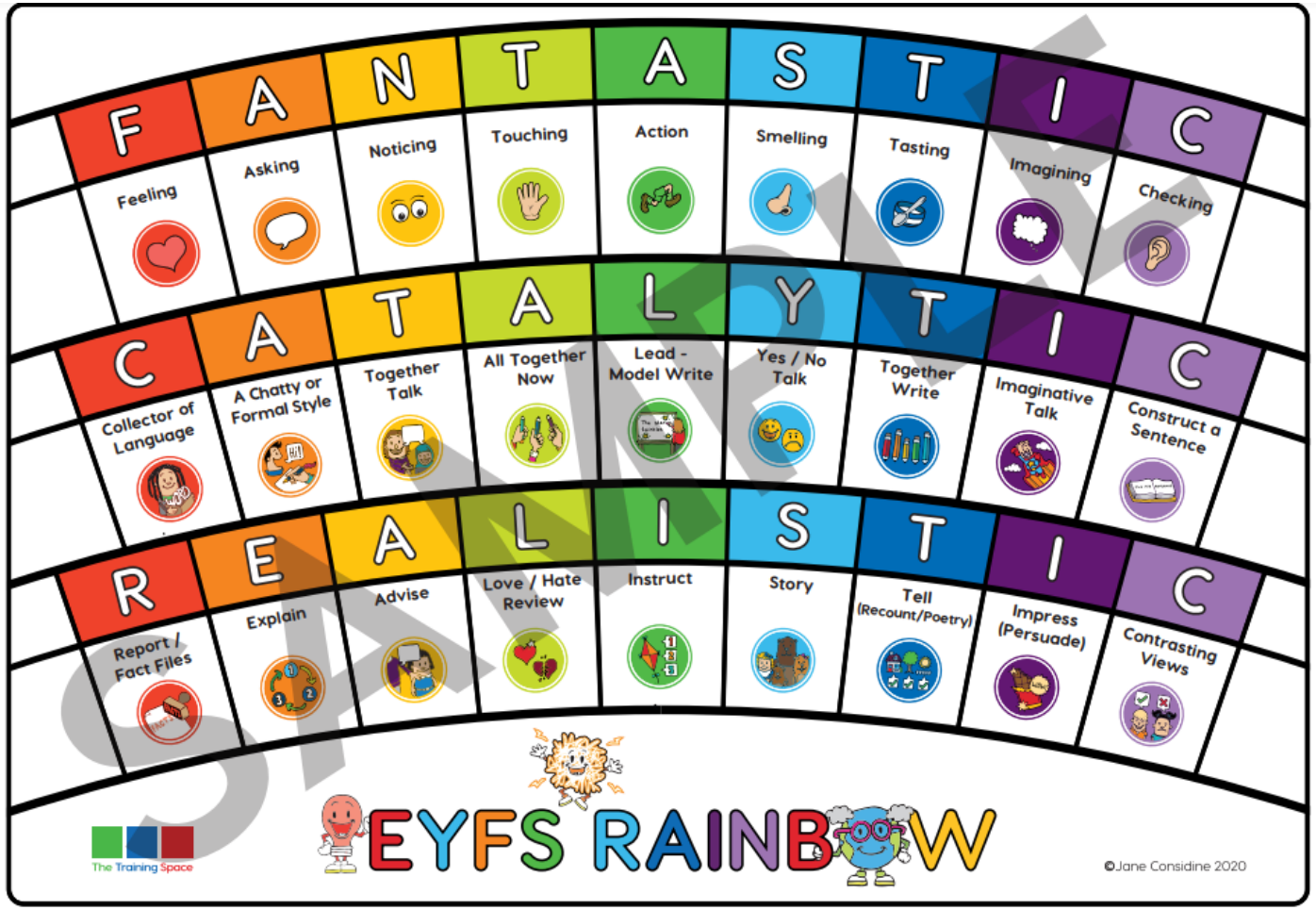
Ideas- Basics for a successful piece of writing

Tools- Grammar skills

Techniques Writing techniques to add impact

EYFS Writing Rainbow

- **The zones of writing**



Three Zones of Writing:

Ideas- Basics for a successful piece of writing

Opportunities for talk. Build on language to produce writing

Structures of writing

In the autumn term, children focus on:

- Basic skills- letter formation
- Writing from experiences
- Learning the lenses

The Ideas of Writing



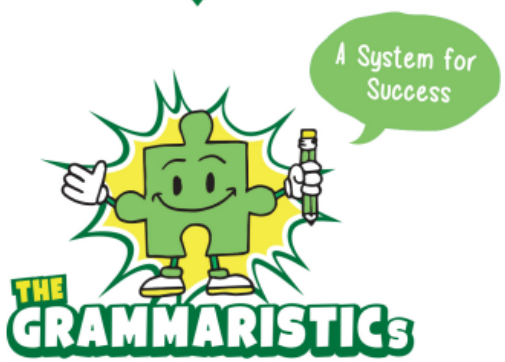
Vocabulary



The Tools of Writing



Grammar



The Techniques of Writing



Literary Devices



Initiate



Adjectives

- Share the gorilla image with the class and make a list of its facial features – lips, eyes, nose, cheekbones, skin, ears, forehead.
- Collect ideas for facial expressions – smile, grin, frown, look, stare, wink.
- Gather a bank of positive adjectives for the gorilla – soft, gentle, friendly, warm, kind, loving, open, caring, sparkling, magical.

Initiate

- Learning chunk are broken into 3 components
- Initiate is a stimulating and engaging part of the lesson where children gather ideas and as a class children build up a repertoire of language.
- This is a collaborative part of the lesson that can be explored through video clips, soundscapes or drama. Children are encouraged to 'kind call out' to create a buzz of language, which they will then chot (chat and jot) down on their thinking side.
- This part of the lesson collects vocabulary to use in the modelling stage.

Model



Adjectives

Teacher model: The gorilla looked at Hannah with a smile; warm, kind. He gave her a wink; funny, curious. His eyes twinkled; sparkling, magical.

Model

This is the stage that focuses on the teacher modelling.

We model how to use the vocabulary collected and how to use this in our sentence to have the desired impact.

The teacher will think out loud about the intent of the sentence (positive or negative)

Enable



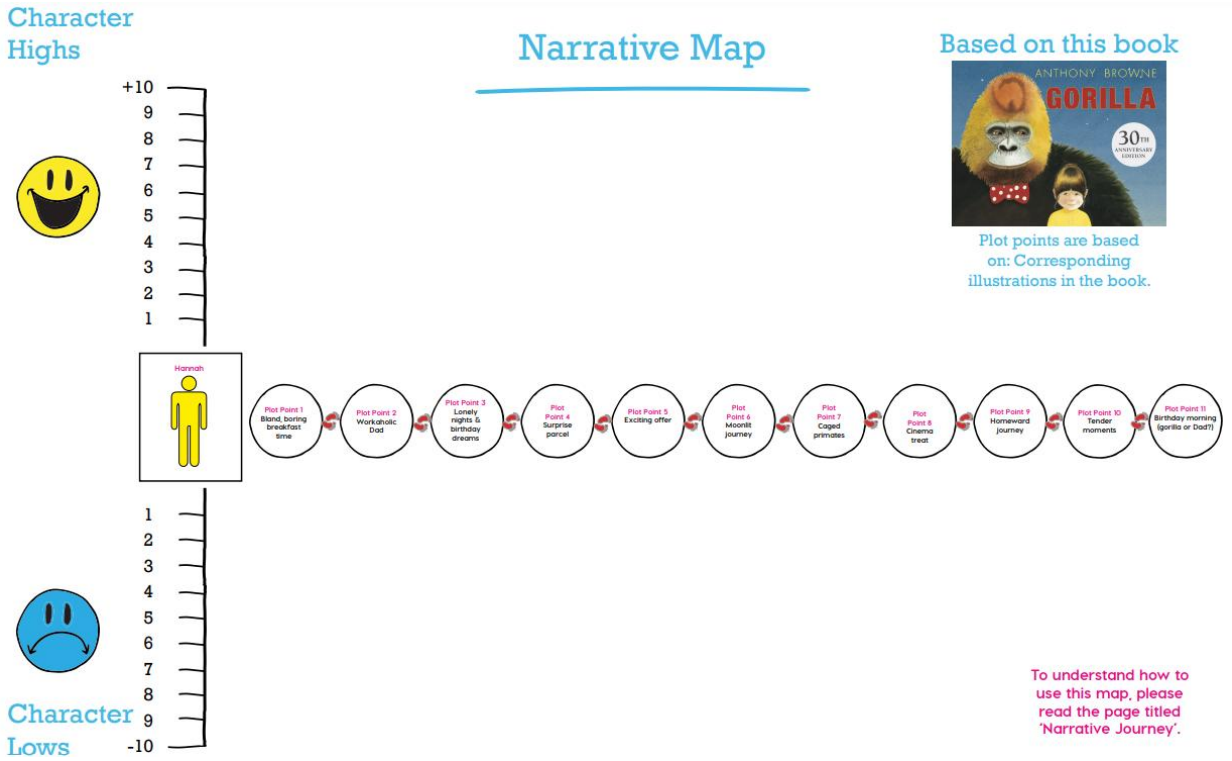
Adjectives

Follow the model, using two adjectives for each facial feature/ expression.
HA: Deepen the moment.

Enable

- Children have the opportunity to apply their learning to their own independent sentences.
- Children are encouraged to write with the focus lens in mind, but they can add more their initial ideas.
- There are opportunities for children to deepen the moment- refer back to the writing rainbow.

Independent write



Children have the opportunity to write with independence.

Children will use the shared writing approach to plan their own narratives.

These writing pieces are often provided with a focus, but children can choose the lens focus.

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Handwriting

Handwriting lessons are taught regularly with the focus on letter formation, pre- cursive and cursive writing.

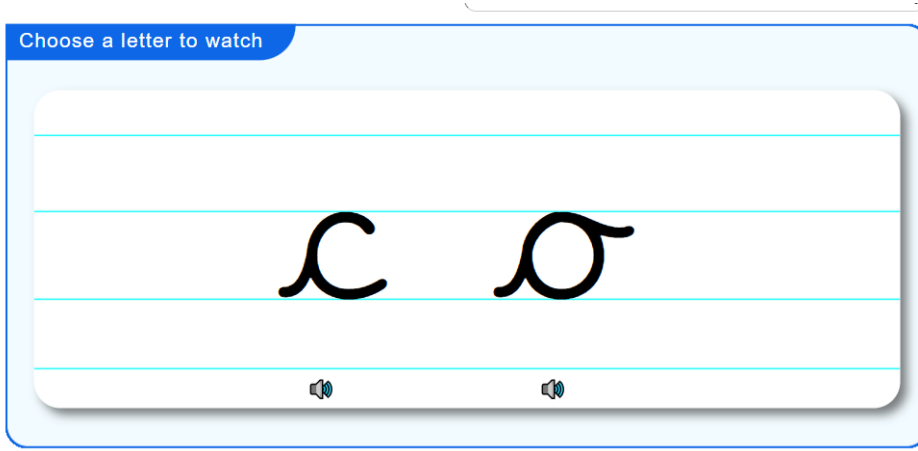
EFYS- Letter formation – print

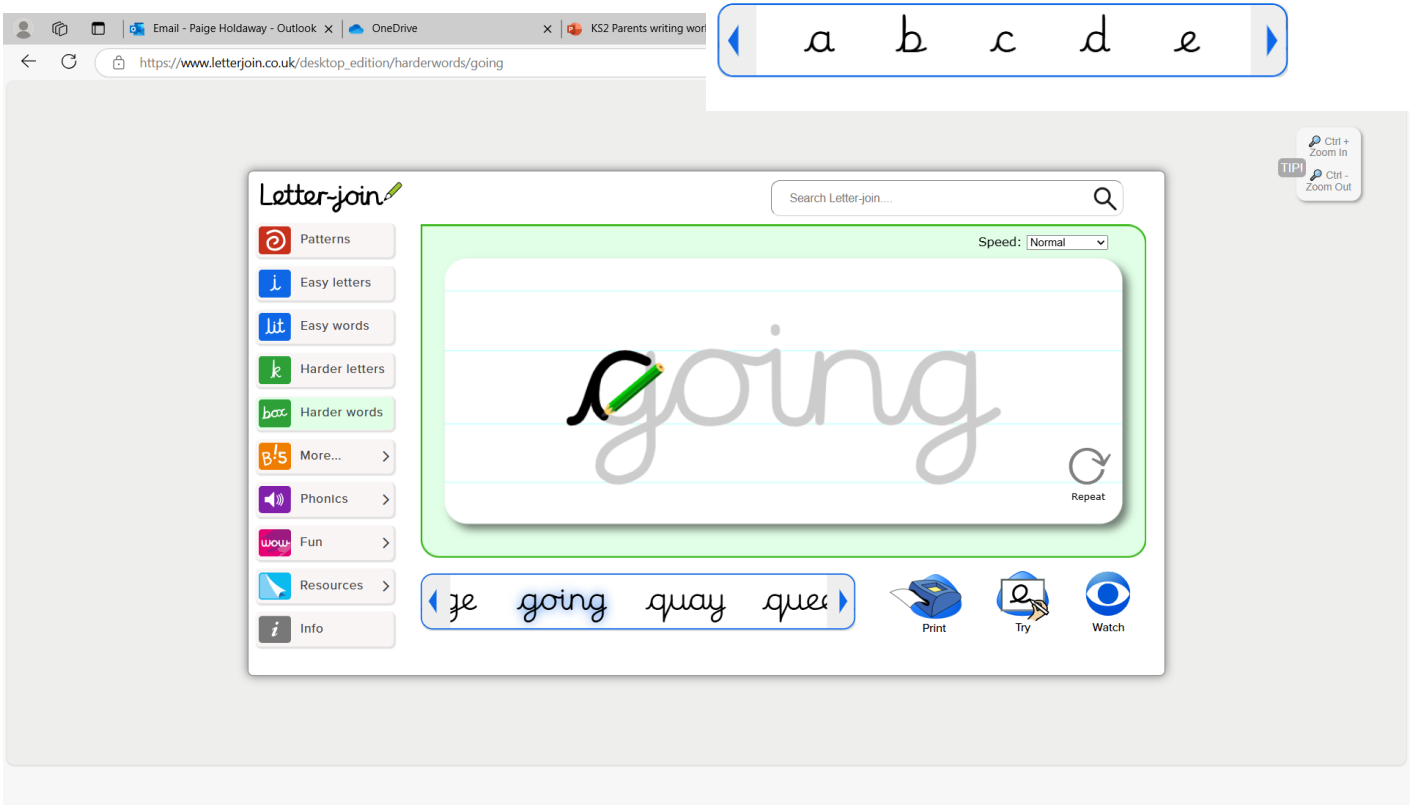
Year 1- Pre-cursive

Year 2- Pre-cursive to cursive

Year 3-6- Cursive writing

Handwriting is modelled and children are given time to practise their letter formation and joins.





Spelling





“Spellings must be taught, not caught.”

Jane Considine
Author ofThe Spelling Books

Spelling- Bridge to spelling and Little Wandle (year 2)

- Year 2 children will be taught how to spell words every day using the graphemes they have been taught so far.
- They will practise writing a dictated sentence.
- Handwriting is referred to but is taught at other times of the day.



How we teach spelling

- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



Bridge to spelling

Autumn 2	Coverage
Week 1	What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?
Week 2	Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?
Week 3	Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?
Week 4	When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?
Week 5	Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?

Term		Unit	Coverage	Prickly spellings	Homophones
Spring 1	Week 1	1	Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	once two	knight/night
	Week 2				
	Week 3	2	Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	any many	one/won
	Week 4				
	Week 5	3	Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?	*Review*	where/wear
Spring 2	Week 1	4	The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?	who whole	our/hour
	Week 2				
	Week 3	5	Why do I swap the 'y' for an 'i' when I add the suffix -es?	people friend	quite/quiet
	Week 4	6	Why do some words have the spelling 'ey' for the sound /ee/?	move improve	see/sea
	Week 5	7	Why do some words end -le, -al, -il or -el?	*Review*	to/too/two

KS2 Spelling

WEEK 1- INVESTIGATION



- Children are given a hypothesis.

- They will investigate to see if they think it is true, false or sometimes true.

Deep- Slow- Pattern Finding



Investigation



"i before e except after c" only helps when the letters make an /ee/ sound. If they make another sound, don't use the rule.

Believe it or not?

Do you think this hypothesis is correct?

True	False	Sometimes

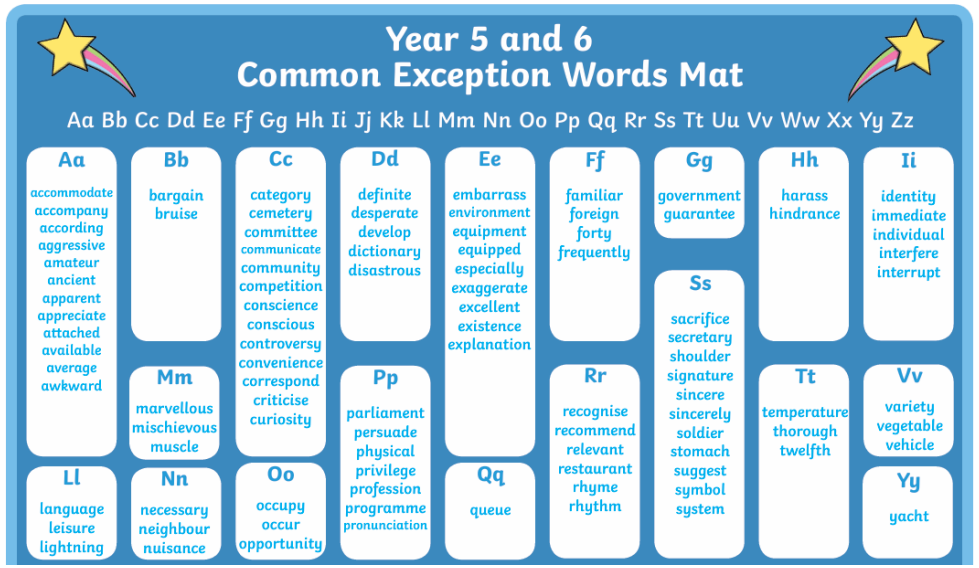
Week 1 - Go Grapheme Grafters

The first part children work as a class looking at 10 words, identifying the tricky parts, the spelling pattern and words that can be associated (e.g. edible and **in**edible) .

The GGGS will be words with follow the national curriculum spelling pattern and common exception words.

GGGs will be taught through phonemes, chunking (syllables) and sound association.







Spell Check

- At the end of the two weeks, the children are read each word in a sentence and **attempt to spell the words correctly**.
- This is a progress check, **not a test**. It is up to us to shape the children's attitude and approach to this activity.
- small wins celebrated
- mistakes discussed as learning opportunities

SPELLING ACTIVITIES Week 2

Daily Fast Tasks



Monday- Quick!

Tuesday- Stick!

Wednesday- Flick!

Thursday- Tick!

Friday- Click!

Quick 10

Day 1 – organising sounds





"i before e except after c" does help when the letters make an /ee/ sound. Sort the words into the correct table column.

deceive	receive	conceive	ancient
eight	perceive	their	ceiling
vein	conceit	receipt	foreign
deceit	conscience	ancient	beige

Makes the 'ee' sound	Does not make the 'ee' sound

Flick 10

Day 3- silent letters from CEW



Write the spelling word. Use a standout colour to write the silent letter in.

parliament	**environment**	**government**	**leisure**
restaurant	**receipt**	**thistle**	**solemn**

What other words can you think of with silent letters?

Pronunciation Poem

I take it you already know
of tough and bough and cough and dough?
Others may stumble, but not you,
on hiccough, thorough, laugh and through.
Well done! And now you wish, perhaps,
to learn of less familiar traps?

Beware of heard, a dreadful word,
that looks like beard and sounds like bird.
And dead -- it's said like bed not bead --
and for goodness' sake don't call it deed!
Watch out for meat and great and threat
(They rhyme with suite and straight and debt)

A moth is not the moth in mother,
nor both in bother, broth in brother.
And here is not a match for there,
nor dear and fear for bear and pear.
And then there's dose and rose and lose --
just look them up -- and goose and choose,
and cork and work and card and ward,
and font and front and word and sword,
and do and go and thwart and cart --
come, come I've hardly made a start.
A dreadful language? Man alive.
I'd mastered it when I was five.

How can adults support at home?

- Discussing new vocabulary with your children
- Encourage jotting ideas and having the opportunities to write their own ideas down. (Birthday cards, thank you notes, instructions, shopping lists)
- Notice interesting words. Notice how a sentence starts. Notice what makes a character or setting interesting.
- Regular reading routine- reading for pleasure is proven to be one of the best ways to support your child in their writing.
- Spelling- alphabet letters, hangman/house, boggle

Any questions?

