

Ideas for writing and reading



KS1 - Writing





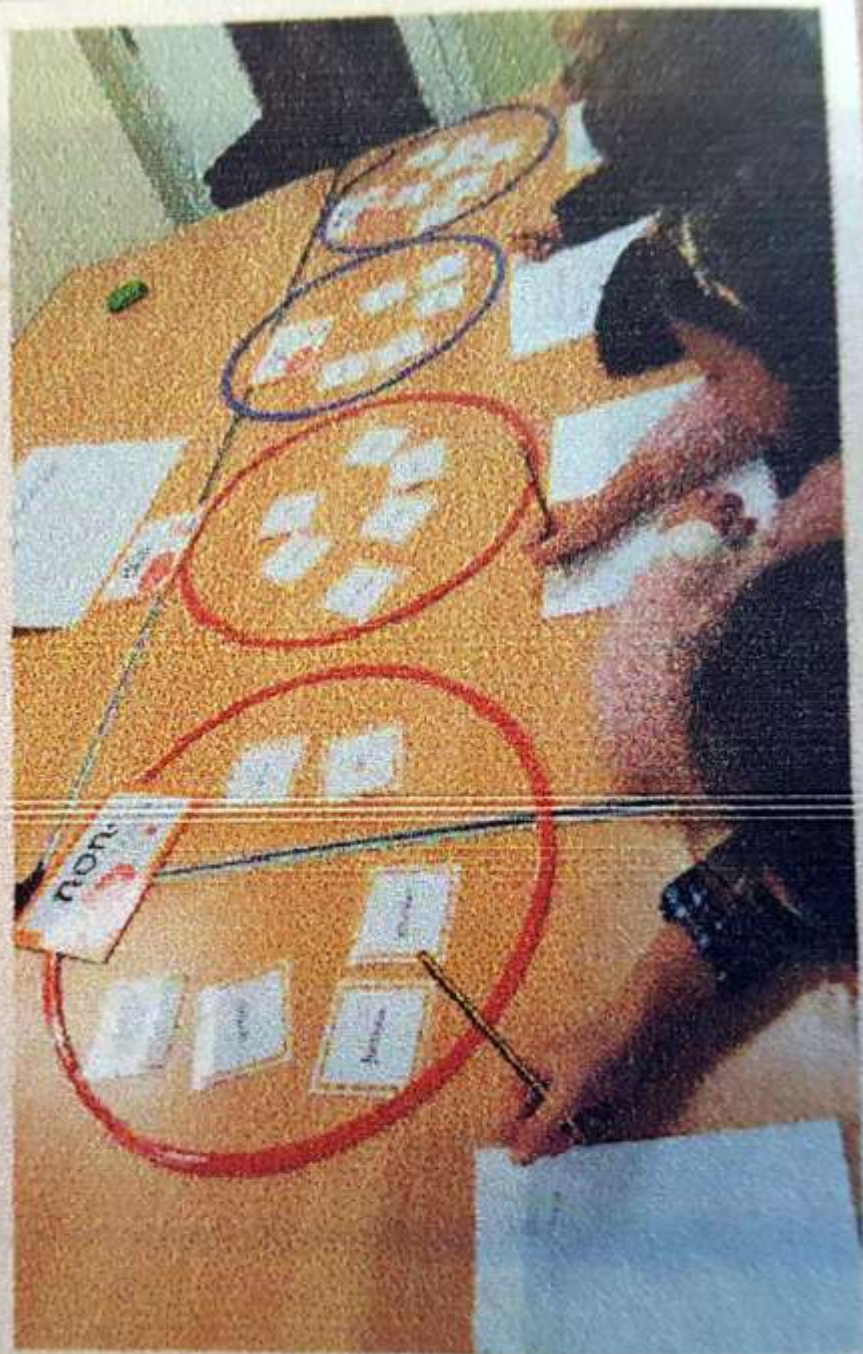
Poetry writing

I am a candle
flame.
It soft glow
It colour light
A hot flame
A silent flame

Adjective	Nouns	Verb	Adverbs
soft	flame	swinging	slowly
silent	light	swaying	gently
slow	glow	prancing	silently
shimmering	candle	flickering	fractionally



Word fun for spelling!



Finding a text to bring learning to life

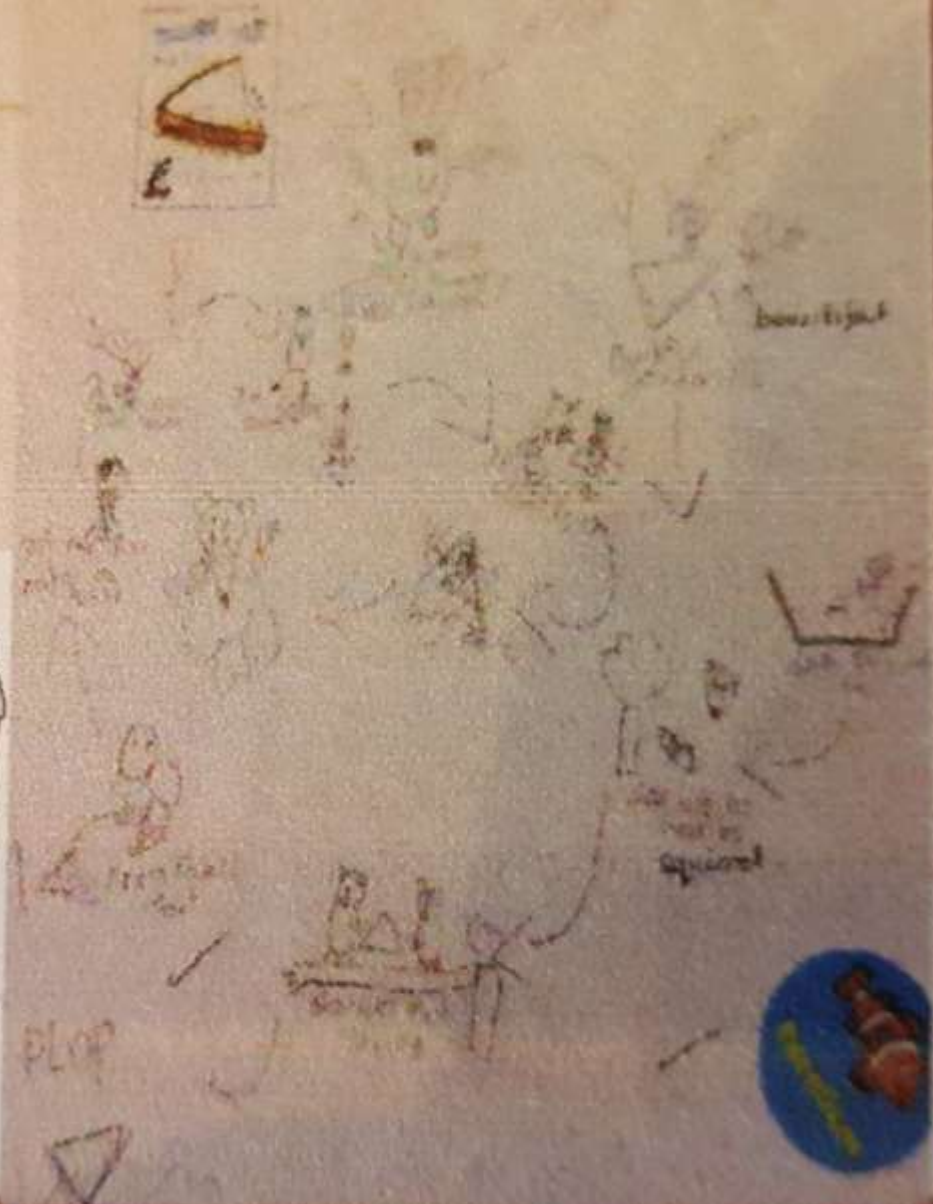


Story-mapping



The Disgusting Sandwich

54 To plot the places in the story.





Disgusting!

THE DISGUSTING SANDWICH

Write a collection of adjectives to describe the sandwich.

Adjective	Adjective	Adjective
Disgusting	Yucky	Ugly

NOUNS

ADJECTIVES

VERBS

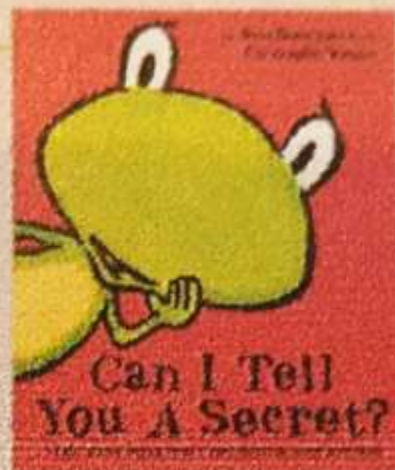
Writing in
role - all the
features!



10. B. K. - 1) He thought that you are like the butterfly flying in
 towards the light to give you the greatest satisfaction.
 2) you are a devoted individual, deeply, the answer to give you the
 results. (p. 17-18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838,

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Quality texts for specific skills

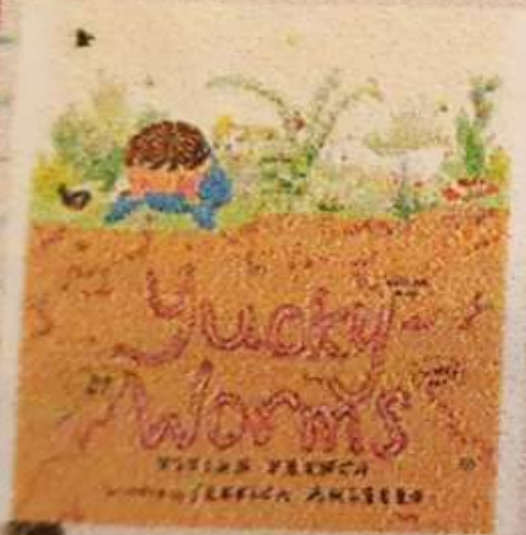
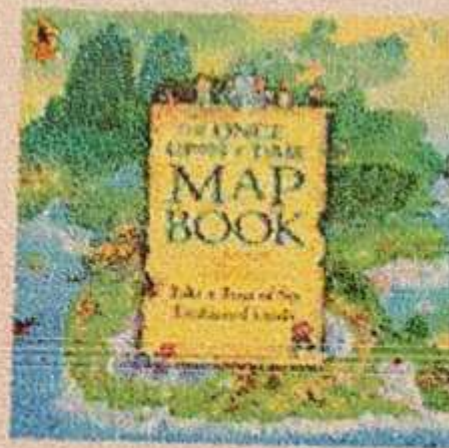


Specific teaching Tenses (& suffixes)

MysDiggi x Sainsbury's advert - Food
Dancing (Yum Yum Yum)' Video



Inspiring non-fiction writing in KS1!





Understanding non-chronological report

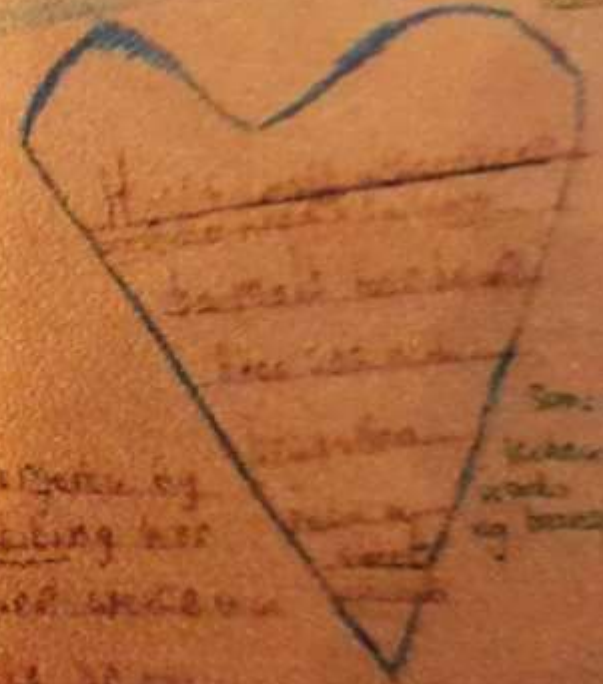
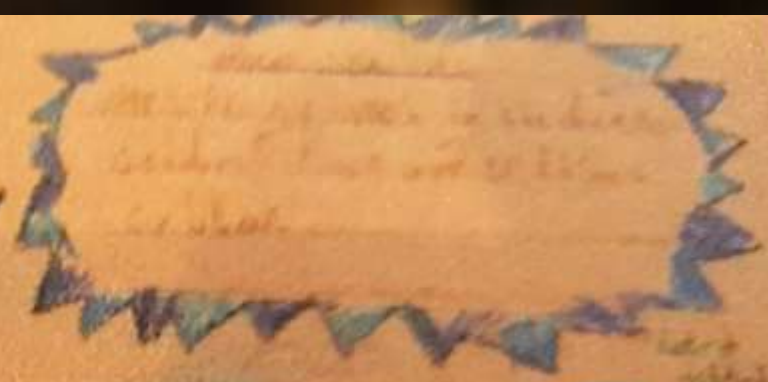
- Really understanding how a chronological text is organised
- Recreation of a snow monster



I have heard of a party
 going to meet some of the
 most intelligent of the
 E.I. and I am looking forward
 to her latest work.
 Love her to the moon.

The reason I
 am writing to you
 is because I am
 so interested in
 your work.

I have heard
 that you are
 going to the
 moon.



I am going to
 the moon by
 the way of
 the moon.

I have heard
 that you are
 going to the
 moon.

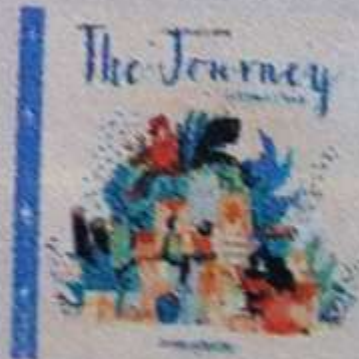
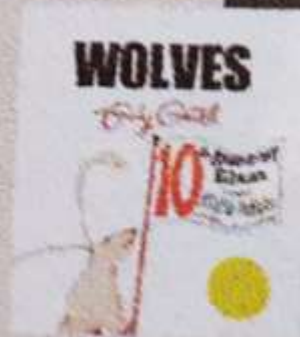
KS1 - Reading



Approximate book banding linked to age-related expectations

	EMERGING	DEVELOPING	SECURE
<u>Yr 1</u>	<u>Approx</u> Phonics Phase: 4/5 Blue/Green	<u>Approx</u> Phonics Phase: 5 Green/Orange	<u>Approx</u> Phonics Phase: 5 Turquoise/Purple
<u>Yr 2</u>	Purple/Gold	Gold/White	White/Lime
<u>Yr 3</u>	lime	lime/brown	brown
<u>Yr 4</u>	brown/grey	grey	grey
<u>Yr 5</u>	Blue	Blue	Blue
<u>Yr 6</u>	Red	Red	Red

Finding great picture books



huge

small

immense

miniscule

HAT

huge

colossal

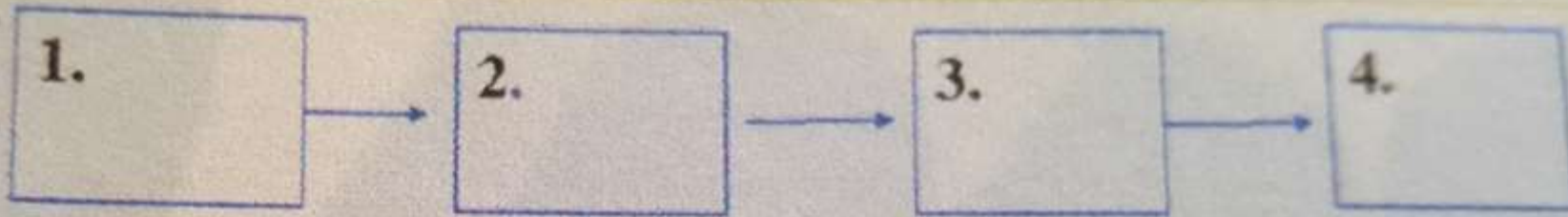
tiny

vast

massive



Sequencing/summarising



- Draw 4 pictures depicting what they have read
- Picture key words, use speech bubbles & thought bubbles to capture the essence
- Create a title for the text/Generate a headline in 10 words or less to summarise the extract
- Fill in the missing section.

Summarising and sequencing for children who find it difficult

The story takes place in.....

The problem occurs when.....

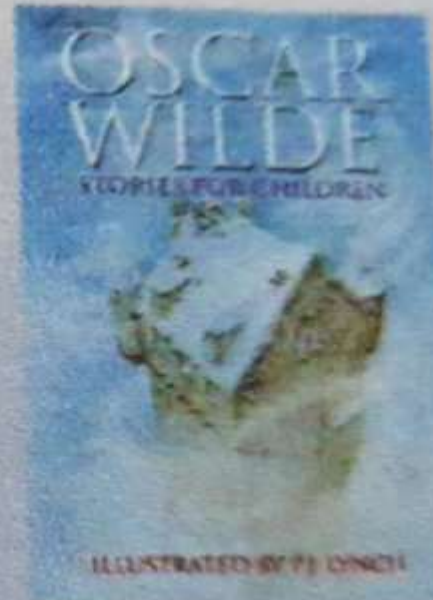
After that.....

In a little while.....

Then.....

Next.....

The problem is solved when.....

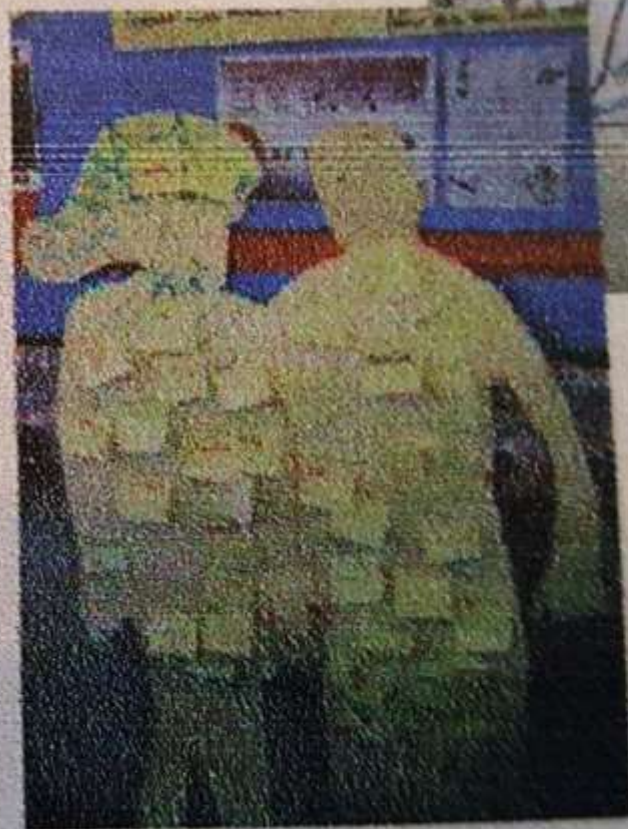
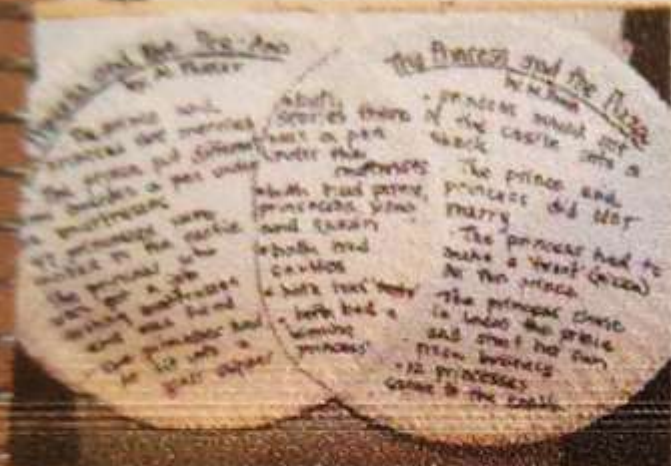


Learning about characters!

What are we reading with them to help them develop their understanding of characters?



Ways of responding to the text



Inference skills

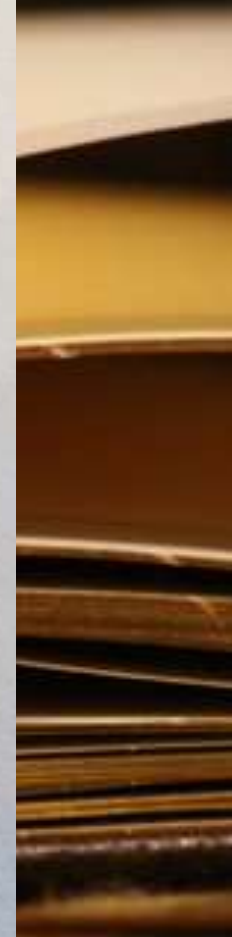
Gorilla +
Browne



Where are the people
sitting?
Is this a nice place to live?
What makes someone a
good parent?

The Journey -
Sanna





Developing question skills

- What are you using to help children develop their questioning skills?



www.pobble365

www.guardianeyewitness

www.lovereadings4kids



KS2- Writing





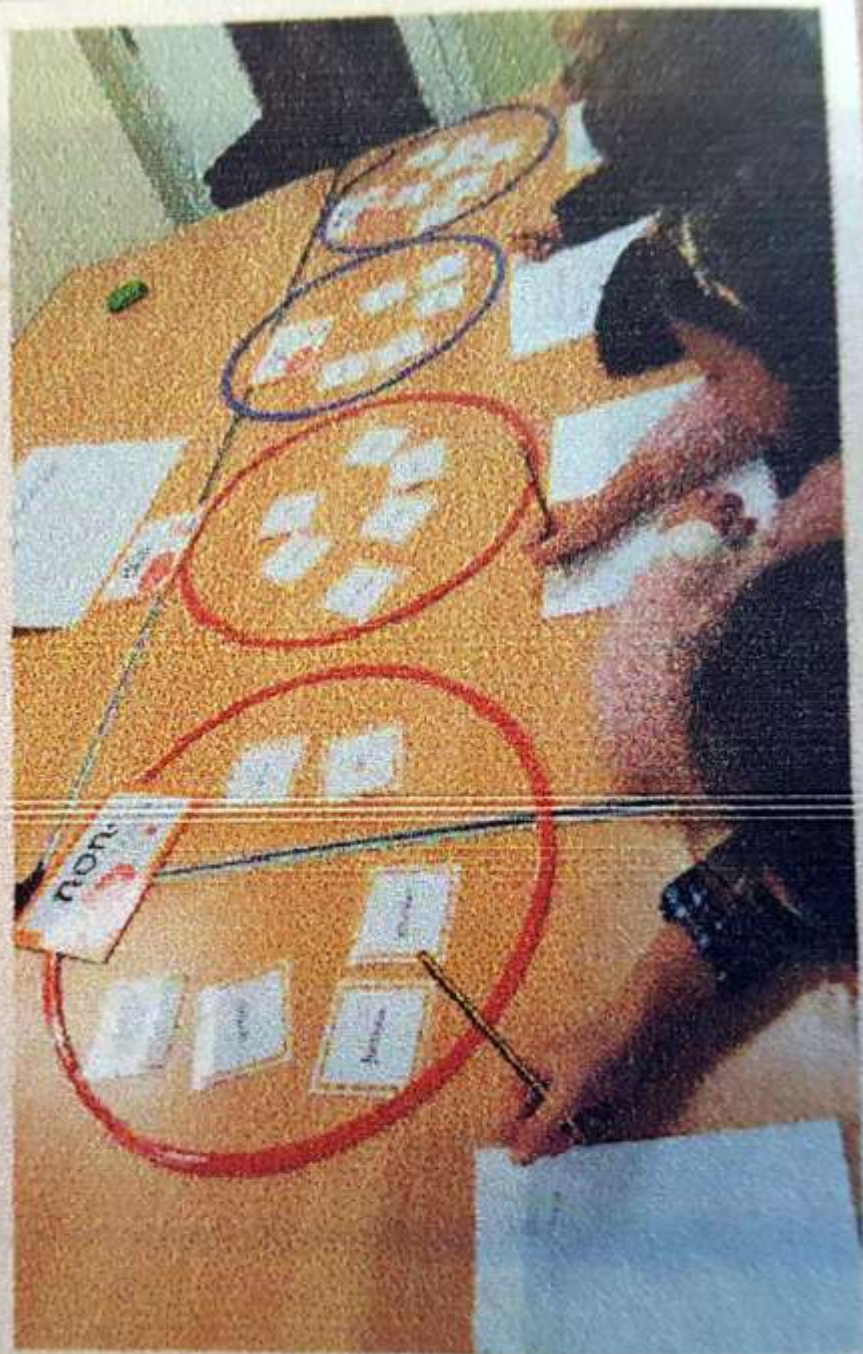
Poetry writing

I am a candle
flame.
It soft glow
It colour light
A hot flame
A silent flame

Adjective	Nouns	Verb	Adverbs
soft	flame	swinging	slowly
silent	light	swaying	gently
slow	glow	prancing	silently
shimmering	candle	flickering	fractionally



Word fun for spelling!



Creating interesting pieces of writing

This sentence has five words. Here are five more words. Five-word sentences are fine. But several together become monotonous. Listen to what is happening. The writing is getting bored. The sound of it drones. It's like a stuck record. The ear demands some variety.

Now listen. I vary the sentence length and I create music. Music. The writing sings. It has a pleasant rhythm, a lilt, a harmony. I use short sentences. I also use sentences of medium length. Sometimes when I am certain the reader is rested, I will engage him with a sentence that turns with energy and builds with all the impetus of a crescendo, the roll of the drums, the crash of the cymbals - sound that say listen to this, it is important.

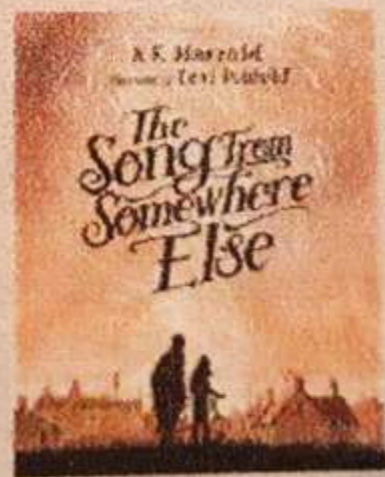
So write with a combination of short, medium and long sentences. Create a sound that pleases the reader's ear. Don't just write words. Write music.

Gary Provost

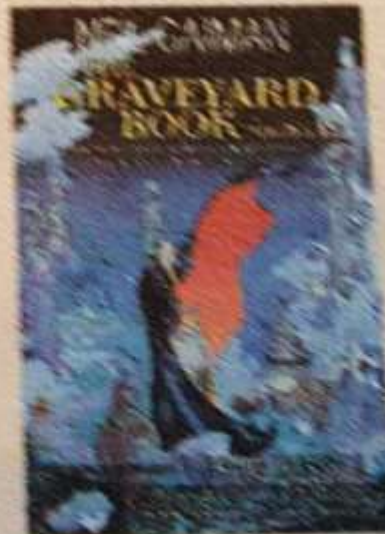
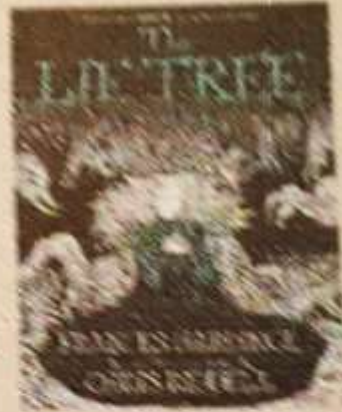
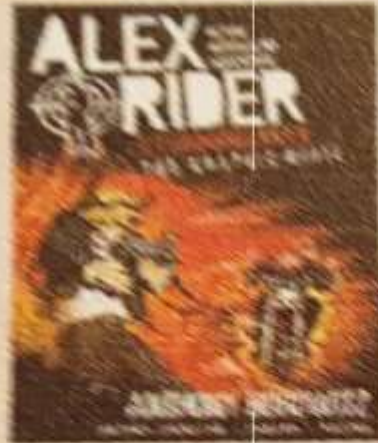
May glared from under her blanket
of bed and found the most hardest
As she played the shell she made stars
Beneath the photograph May found a thing
Nervously May turned the key in the lock
She opened the chest
the cover was missing
As she touched it she felt excited
May walked to the beach the night was dark
It was cold and dark but May was not
She splashed with the water
She thought she was magical
turned into a glowing seal
The seals were
The jellyfish were
The seaweed was
In the distance she saw the lights of the city



Story telling inspiration



Creating atmosphere and integrating
dialogue to convey character and
advance action



The Island

- Using drama to explore more demanding texts and themes

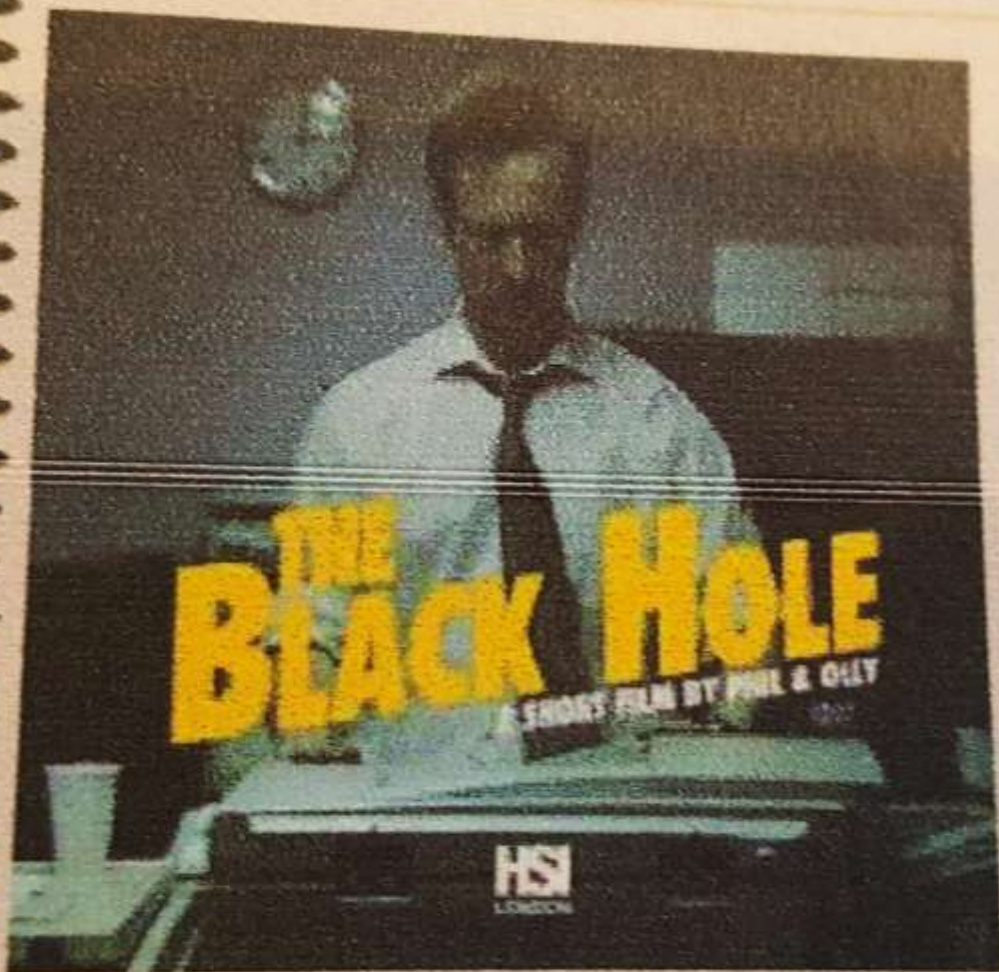


Recreating the scene
Conscience alley

Speech bubbles
Town meetings



Using adverbs, prepositional phrases and expanded noun phrases effectively to add detail, qualification and precision



Using a short film, that has no dialogue, to explore the subtleties of language.

Finding great texts to support editing skills

Looking at how to teach these skills to children



The drafting & editing process

2. The first step is to identify the problem.

22

1000 1000 1000

1870



125

[illegible]

2. 11. 1947

the person is a ...
has ...
...
...

What is the price, volume?

It is almost true to say that the American people are much more than ever before in the position of a great world power, and that the world is now more than ever before in the position of a great world power.

Q: How can I replace policy?

Feb. 24 - January

How can I use a system pattern to break my own strategy?

1992-1993

the authority ship control against rules
to study as the names books up rules
the known as study as they may
the known of the cloud rules away

You have tried to write eight variations on
one and include some rhyme, with
you right

I want show that all of your work
now work and is completed account

hired high and hired low
 all the same money as thou
 a poor man to be sure
 to make me live the poor

KS2- Reading



Approximate book banding linked to age-related expectations

	EMERGING	DEVELOPING	SECURE
<u>Yr 1</u>	<u>Approx</u> Phonics Phase: 4/5 Blue/Green	<u>Approx</u> Phonics Phase: 5 Green/Orange	<u>Approx</u> Phonics Phase: 5 Turquoise/Purple
<u>Yr 2</u>	Purple/Gold	Gold/White	White/Lime
<u>Yr 3</u>	lime	lime/brown	brown
<u>Yr 4</u>	brown/grey	grey	grey
<u>Yr 5</u>	Blue	Blue	Blue
<u>Yr 6</u>	Red	Red	Red



What did we learn from the reading 2016 tests?

- New content domains
- Emphasis on fiction over non-fiction
- **Vocab, vocab, vocab.....**
- Find and copy
- Multiple choice level of difficulty
- Sequencing questions
- True or false statements
- Prediction using the text
- Retrieval & inference are at the heart of the test
- *Explain, find examples....*

According to the text...

Suggest

- 2 mark questions look like 3 markers
- Prediction using evidence from the text
- Plot less obvious
- Pupils need to summarise whilst reading
- Stamina to actually complete the test

Broad reading repertoire!

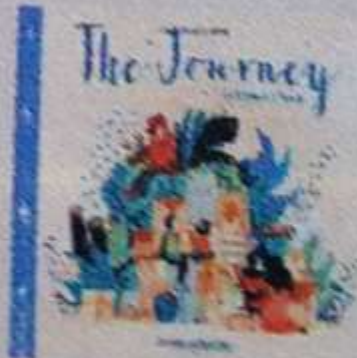
Guided reading for comprehension



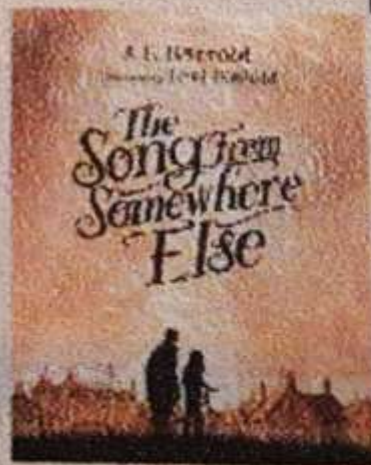
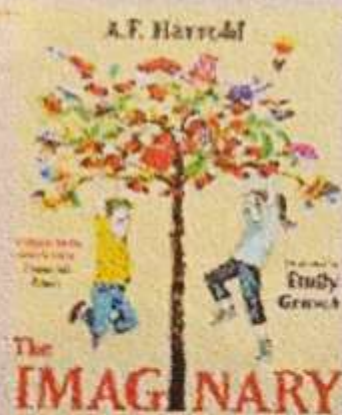
- Clarification
 - Predicting
 - Making the questions
 - Summarising
 - Visualisation
-
- ✓ Looking question (Literal)
 - ✓ Clue question (Text-based)
 - ✓ Thinking question (Inductive)



Finding great picture books



Giving them something to
challenge them as readers



7 Number the sentences below from 1 to 4 to show the order they happened in the story.

The dinosaurs have come for you.

William was told to get help.

His brother came to rescue William.

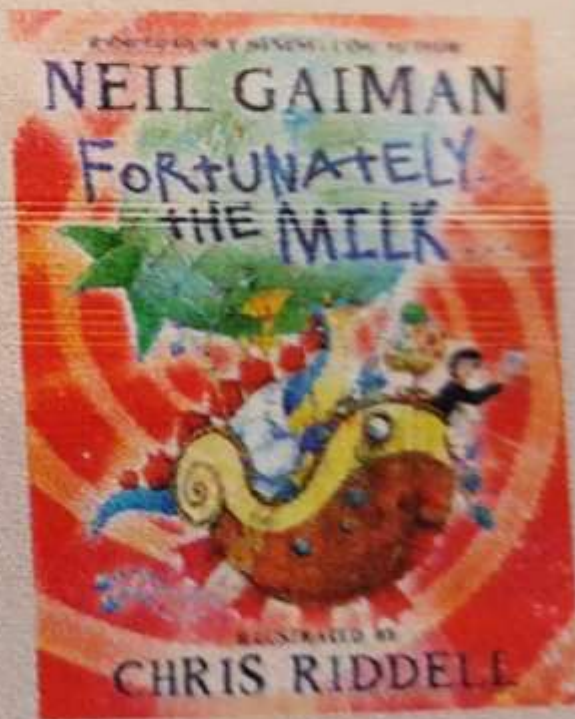
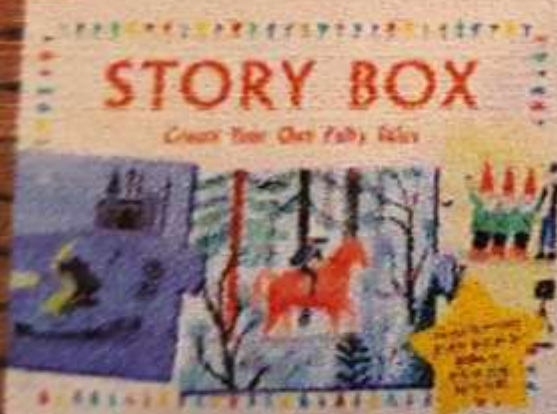
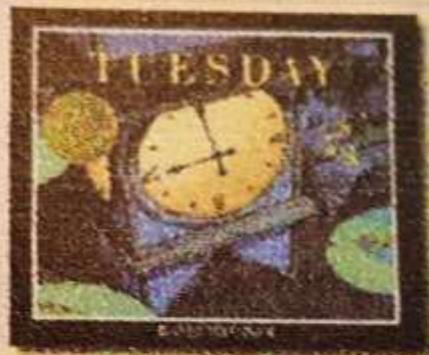
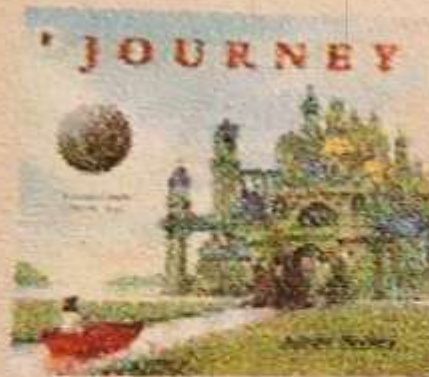
The boat hit some rocks.

William went to live on his boat.

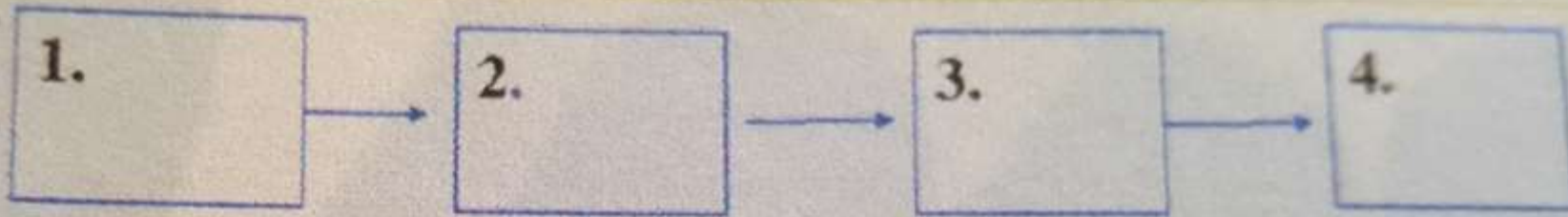
☐
☐
☐
☒

Sequencing skills

Summarising



Sequencing/summarising



- Draw 4 pictures depicting what they have read
- Picture key words, use speech bubbles & thought bubbles to capture the essence
- Create a title for the text/Generate a headline in 10 words or less to summarise the extract
- Fill in the missing section.

Summarising and sequencing for children who find it difficult

The story takes place in.....

The problem occurs when.....

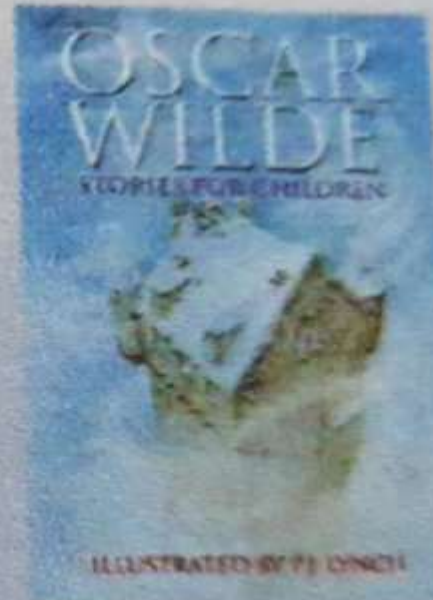
After that.....

In a little while.....

Then.....

Next.....

The problem is solved when.....



Retrieval chart 1

Event	Outcome
Select the most important events	What happened as a result?
1.	
2.	
3.	

Event	Character affected. How?	Character's action



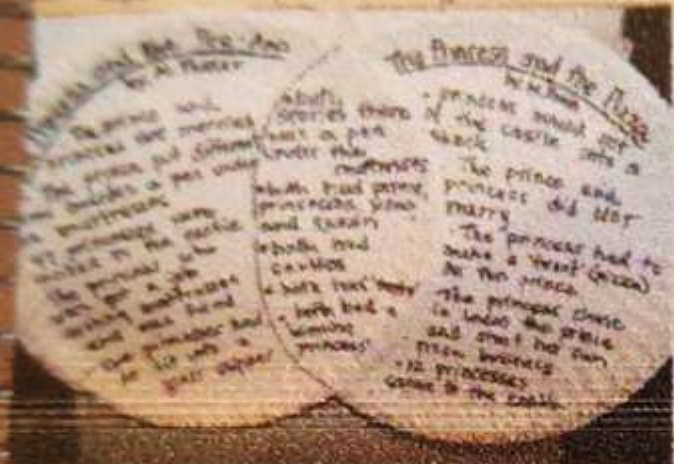
Retrieve & record Really understanding!

HANSEL AND GRATEL

The cake was made of cake, and it was the good that Hansel kept in a large piece and pulled it down, while Gratel pushed out a round piece in the middle, and she was in with some cake. So when the oven opened, and a very old woman leaning on a cane came slinking out of the house, Hansel and Gratel were so tremendously frightened that they dropped what they had in their hands. But the old woman, wiggled her head and said, 'Well now, dear children, who brought you here? Just come inside and stay with me. Nobody's going to harm you.'



Ways of responding to the text



Developing question skills

- What are you using to help children develop their questioning skills?



www.pobble365

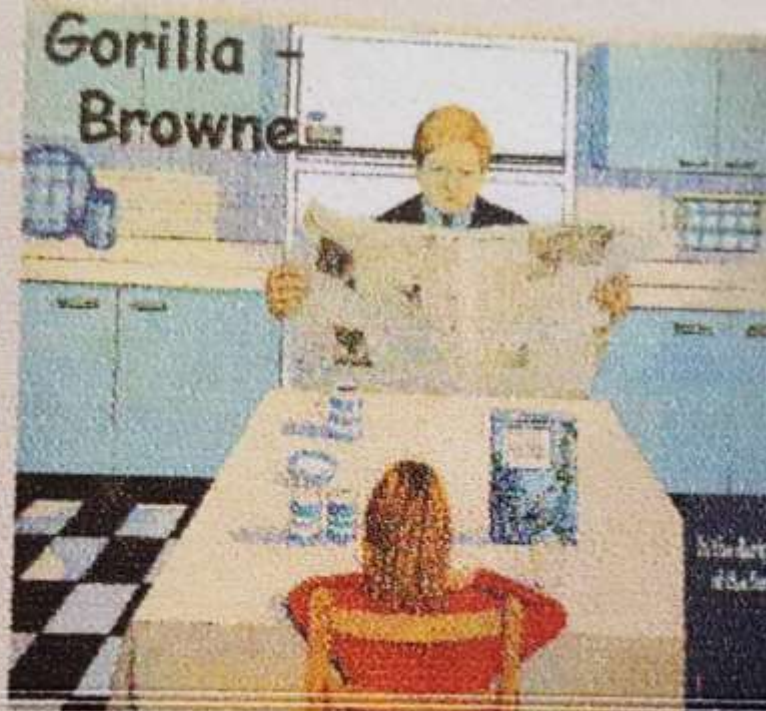
www.guardianeyewitness

www.lovereadings4kids



Inference skills

Gorilla +
Browne



Where are the people
sitting?

Is this a nice place to live?

What makes someone a
good parent?

The Journey -
Sanna



