



at BHJS...

INTENT

At Bromley Heath Junior School, we are passionate about the importance of children developing a *love* of writing and *nurture* a culture whereby children are able to express their thoughts and ideas clearly and creatively through the written word. We recognise that this is crucial in preparing them for the next stage in their education – secondary school, college and university – and as preparation for their adult lives, including potential careers. We encourage children to take *pride* in their writing and equip them with the skills to independently plan, compose, edit and improve their own writing, through confident use of the essential skills of grammar, punctuation and spelling. Through *high-quality and engaging texts*, our aim is for children to acquire a rich and varied vocabulary; a secure understanding of grammatical terms and the ability to apply them in their writing clearly, accurately and coherently, adapting their language and style within a range of contexts, purposes and audiences.

We *celebrate* the work of writers in classes and across the school, representing the diversity of our pupils and the wider world, and developing cultural capital within children's understanding of writing and writers. Ultimately, we aim to develop a love of, and a *confidence* in, writing so that children see themselves as writers and recognise the value of the written word.

"No matter what anybody tells you, words and ideas can change the world." – John Keating

- Aim of the session

- How do we teach writing at BHJS?
- How do we support and challenge our pupils?
- How do we teach spelling at BHJS?
- How can I support my child at home with writing?

How do we structure writing at BHJS?

Try it- Pink books.

- Single skill using individual sentences in context.
- Focus on recapping previous year's skills.
- Front-loaded up until Christmas.
- Consolidated and revisited throughout the year.

How do we structure writing at BHJS?

Use it- Purple Extended writing books.

- 1-3 skills developed through writing paragraphs (application of try it).
- Heavily weighted on 'Use its' after Christmas.

How do we structure writing at BHJS?

Prove it- Purple Extended writing books.

- End of unit outcome.
- Up to 6 skills (consolidation of try it/use it)
- Extended written piece over a number of days.
- Teachers model expectations and writing process

- editing
- redrafting
- planning













How do we structure writing at BHJS?

Time to Shine writing- Purple Extended writing books.

- Completely independent.
 - Opportunity to develop stamina, creativity and independence
 - No model given.
 - Children's opportunity to show a range of skills.
- editing
 - redrafting
 - planning

Coverage of genres

Year 5: End of Unit Writing Outcomes

Term / Key Question	Fiction	Non-Fiction	
Term 1	Unit 1 Treason  Alternative ending	Unit 2 Historical Non-fiction  Non-Chronological Report – Tudor Life (history link)	Unit 2a Black History Week Oracy/debate Outcome to be agreed
Term 2	Unit 3 Classics – Shakespeare The tempest / Twelfth Night   Alternative ending to Twelfth Night (changing genre in line with The Tempest)	Unit 4 Poetry: The Highwayman  Newspaper report	
Term 3	Unit 5 Windrush Child BENJAMIN ZEPHANIAH  Innovate Chapter 18, using a different point of view	Unit 6 Windrush Child BENJAMIN ZEPHANIAH  Persuasive Speech (building of monument)	
Term 4	Unit 7 Ruin –Dystopian Film unit  Full narrative	Unit 8 Street Child  Biography – Isambard Kingdom Brunel	
Term 5	Unit 9 Floodlands  Additional chapter: Zoe's escape	Unit 10 Floodlands  Discussion	
Term 6	Unit 12 How to live forever 	Unit 12 How to live forever 	

How do we ensure support and challenge in writing?

Support

- Using visuals in input and on tables
- Taking photos on the iPad/dictation
- Vocabulary list of key words
- Scaffolds - Sentence stems, phrases, key words to include, word mats
- Use of story maps
- Guided write in small groups

How do we ensure support and challenge in writing?

Challenge

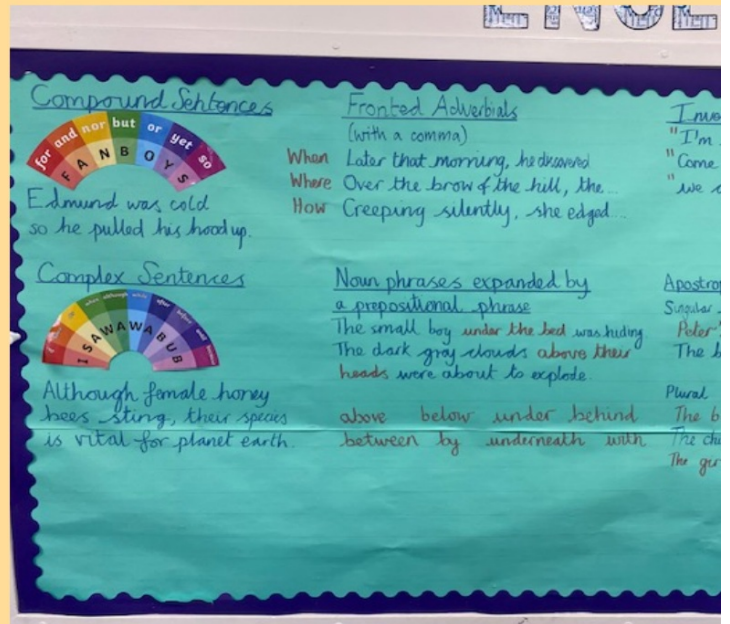
- High quality texts
- High quality teacher models
- Higher level, precise vocabulary chosen for a specific effect.
- Expectation to incorporate more year group targets
- More complex sentence structures throughout
- Guided writing groups to model more technical aspects of writing
- Mini plenaries to share ideas: gives writer immediate audience
- Summer term - exposure to year above grammar targets.
- More complex plots /awareness of audience

How to our displays support learning?

Skills board

- Year group grammar skills written up and modelled using joined handwriting.
- Children can refer to them every day.

Learning wall



- Current 'text' image displayed
- Modelled writes displayed
- High level vocabulary displayed to magpie

Assessment

- Assessments: carried out 3 times a year (term 2, 4 and 6) using end of year expectations.
- A selection of children's work is assessed against each objective as being *working towards (WTS)*, *expected (EXS)*, or *greater depth (GDS)*.
- To ensure accurate assessment, we moderate writing both internally, and externally with other local schools.

Non-negotiables

Year 3 Assessment Criteria

Non-negotiables from previous years

- Spell **some** KS1 common exception words correctly.
- Spell using the KS1 phonemes **mostly**
- Add *-er, -est, -ing, -ed, -s* where there is no change to the root word e.g. *jump, jumping, jumper*.
- Demarcate **most** sentences accurately with full stops and capital letters.
- Form letters of the correct size relative to one another.
- Use expanded noun phrases to add detail e.g. *the scary dragon, red hot flames*.
- Write sentences that make sense.

Year 4 Assessment Criteria

Non-negotiables from previous years

- Spell KS1 common exception words **accurately**.
- Demarcate sentences **accurately** with full stops, capital letters, question marks and exclamation marks.
- Use a range of adverbs for time e.g. *later, soon, next* and place e.g. *here, there, away, nearby*.
- Use simple past and present tense **mostly** accurately.
- Use a range of co-ordinating and subordinating conjunctions.

Year 5 Assessment Criteria

Non-negotiables from previous years

- Spell **some** words from the Year 3/4 word list correctly.
- Use co-ordinating and subordinating conjunctions.
- Identify main and subordinate clauses.
- Demarcate sentences accurately with full stops, capital letters, questions marks and exclamation marks.
- Use apostrophes for contractions and singular possession accurately.
- Use commas in lists and speech marks around direct speech with **some** accuracy.
- Use simple paragraphs.
- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.

Herts Essential Spelling

- New strategy ensures 4 strands each lesson sequence: *revisit, teach, practise, apply*.
- Approximately 33 teaching sequences per year.
- Teaches phonemic knowledge (smallest unit of sound); morphemic knowledge (smallest meaningful unit), etymology (word origin) and vocabulary (word meaning).
- It's a chance to teach them about the construction of language rather than giving them a list - *teaches them to fish!*

Herts Essential Spelling

- 'Dynamic Assessment' - flexibility in revisiting spellings for individual classes
- We are teaching children to spell, not just giving them spellings.
- Target children's next steps.
- Make connections between words.
- Offers differentiation for the whole class.
- It devotes more time to words they'll actually use in their sentences.

Practise, Explore, Investigate

- happy
- lock
- care
- skip
- dance
- run
- hop
- friend
- kind
- look

- complete
- believe
- appear
- describe
- continue
- experience
- imagine
- separate
- possible
- interest

*Which prefixes/suffixes
can we add to create
sets of words?*

happy:

unhappy, happiness, unhappiness, happily, unhappily, happier, unhappier, happiest, unhappiest.

How can I support my child at home?

- Use the spelling 'overview guides' shared at the start of every term - explore similar words together.
- Explicitly taught spelling patterns/rules on Monday, practised on Wednesday and applied on Friday.

ly sentences: try and write a sentence including multiple words with the spelling rule for the week.

te words in different shapes:

s
sp
spe
spel
spell



el and consonants: Colour vowels in one colour and sonants in another

spelling spelling

te the root word and then write it again with a suffix. ur the letters that have changed:

happy → happier skip → skipped

e words and colour the silent letter:

now write

ke a word search, including their spelling words for the k. Or, complete a wordsearch with their spelling words.

e your spelling words in groups based on how many ibles they have.

2. pen/cil spell/ing 3. el/e/phat ko/a/la

* Rhyming: Write down as many words as they can that rhyme with their spelling words.

spell → tell, fell, bell, shell, sell, well

* Letter: Write a letter to a friend using as many spelling words as they can.

* Hangman: Play this using the spelling words.

* Custom wordle: Play as a class using the weekly spelling word

Word ~ SPELL

T	E	A	C	H
P	O	L	E	S
S	L	E	E	P
S	P	E	L	L

. On the custom wordle website you can choose any length of word.

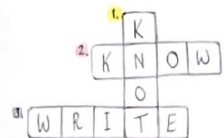
* Give children a jumbled up word and they can write it correctly.

* Crossword: Children either make a crossword with their spelling words or they could be given a crossword to complete with the definitions.

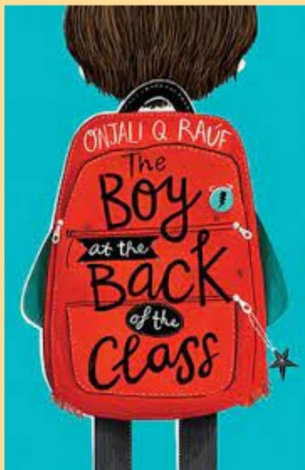
1. A fastening made by looping a piece of rope or string.

2. Being aware of something.

3. Put letters or words on paper with a pen or pencil.



* Sign language: Give children pictures to show each letter in...



Reading book

Focus: Adding the un- prefix

- Take a page of their reading book: Can your child identify the 'focus' words?