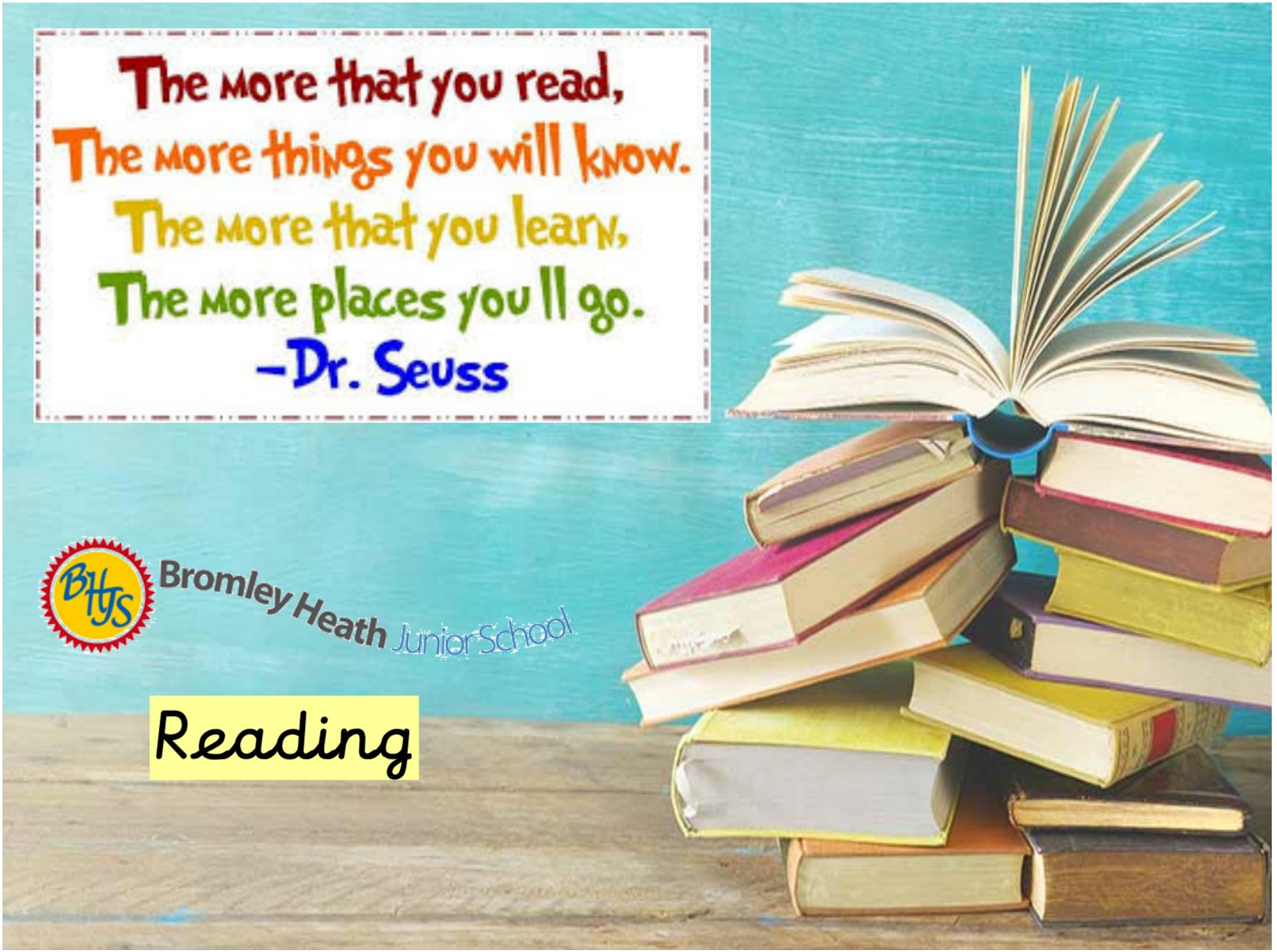
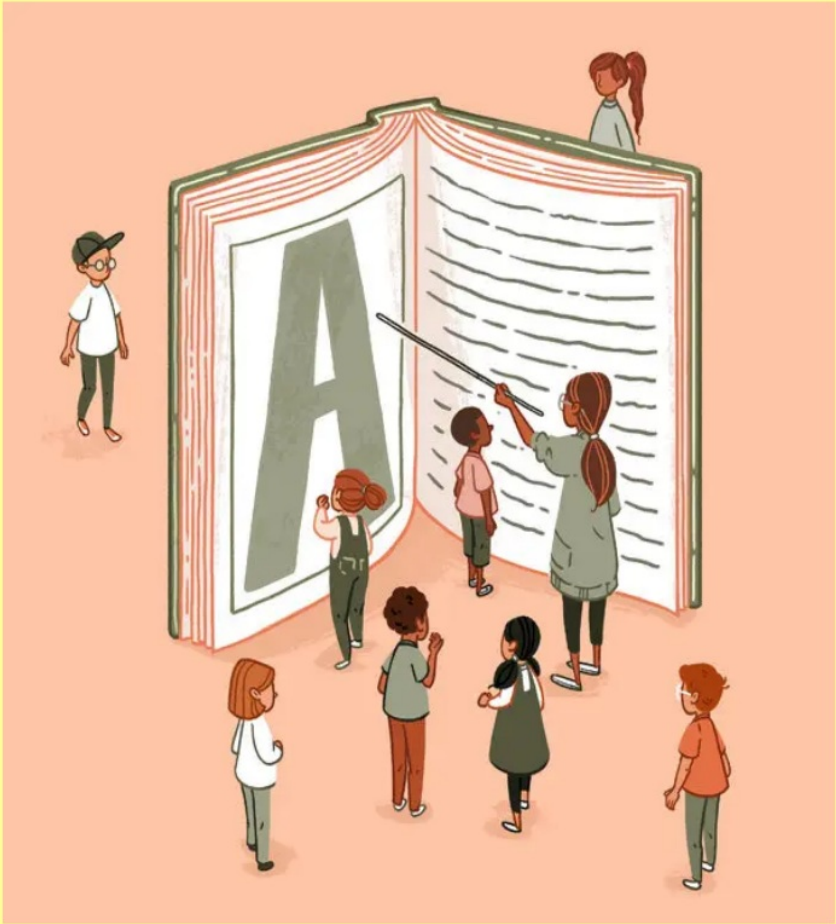
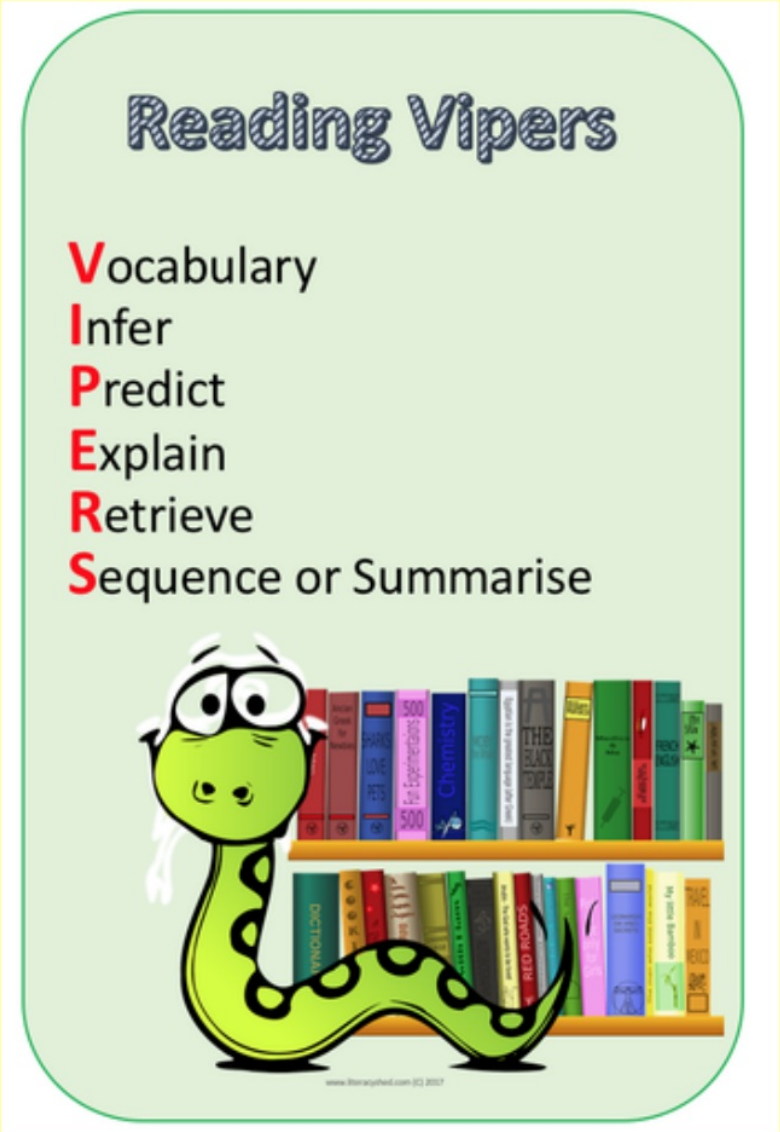

The more that you read,
The more things you will know.
The more that you learn,
The more places you'll go.
-Dr. Seuss
BHJS
Bromley Heath Junior School
Reading

How do we teach reading?

- 1:1 Reading
- Independent Reading
- Whole Class Guided Reading
- Daily Story time
- Book Buddies (Y3 & Y6)
- Termly Reading Cafe



Whole Class Guided Reading



5 sessions per week

Monday: Develop fluency of a text.
Tuesday and Wednesday: Deepen the understanding of the text.

Thursday: Develop fluency of a second text.
Friday: Deepen the understanding of the text.

Continuation of book bands from Infants

Lexile Level	Read Write Inc Bands		Badger Learning Bands	Year Group & Level			
				Emerging	Expected	Confident Exceeding	Super Confident
	Red	→	Lilac	Reception			
0 -75	Green	→	Pink		Reception		
75 - 125	Purple	→	Red	Year 1	Reception		
125 - 200	Pink	→	Yellow	Year 1	Reception		
200 - 225	Orange	→	Blue		Year 1	Reception	
225 - 300	Yellow	→	Green	Year 2	Year 1	Reception	
300 - 325	Blue	→	Orange	Year 2	Year 1		
325 - 400	Grey	→	Turquoise		Year 2	Year 1	
400 - 475			Purple		Year 2	Year 1	
475 - 575			Gold		Year 2	Year 1	
575 - 625			White	Year 3	Year 2	Year 2	
625 - 650			Lime	Year 3 Year 4		Year 2	
650 - 725			Brown	Year 4 Year 5	Year 3	Year 2	
725 - 750			Grey	Year 5 Year 6	Year 4	Year 3	Year 2
750 - 900			Dark Blue	Year 6	Year 5	Year 4	Year 3
900 - 1000			Dark Red/Burgundy		Year 6	Year 5	Year 4
1000 - 1100			Black			Year 6	Year 5
1100+			Black Plus				Year 6

How do we assess reading?

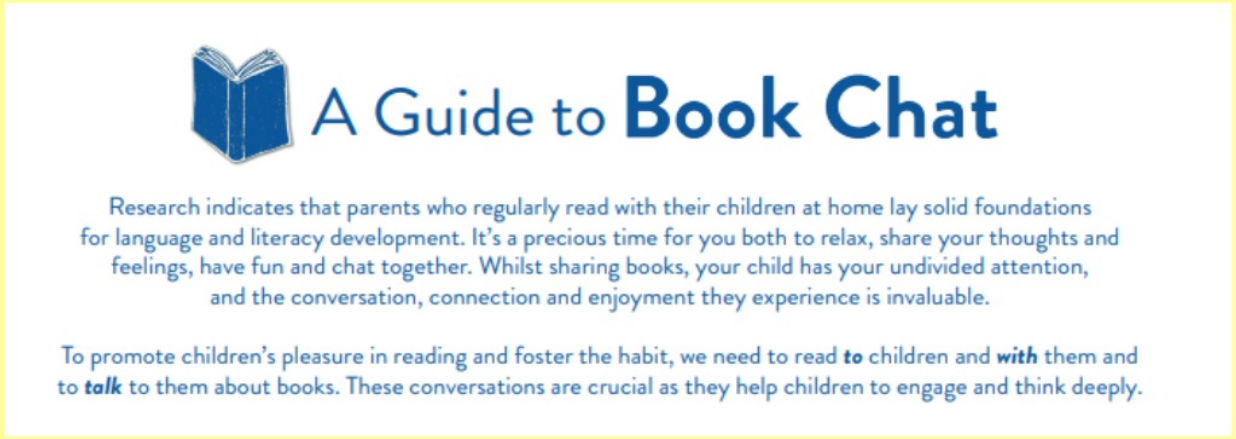
- **Reading Comprehension tests - three times per year**
- **Regularly hearing children read 1:1 banded books from school**
- **Ongoing assessment through discussions in guided reading sessions**

Additional Support:

- **Precision grids (fluency support)**
- **Dual-coded resources (vocabulary support by providing words with pictures)**
- **Phonics sessions**

How can you support reading at home?

Be a reader too!



A Guide to **Book Chat**

Research indicates that parents who regularly read with their children at home lay solid foundations for language and literacy development. It's a precious time for you both to relax, share your thoughts and feelings, have fun and chat together. Whilst sharing books, your child has your undivided attention, and the conversation, connection and enjoyment they experience is invaluable.

To promote children's pleasure in reading and foster the habit, we need to read ***to*** children and ***with*** them and to ***talk*** to them about books. These conversations are crucial as they help children to engage and think deeply.

"A parent reading to their child is the most influential, brillian thing you can do. A child being read to by the people they love, admire and respect the most is profound."

“Children reading for pleasure is really important. It connects with their educational outcomes, it improves their life chances, their confidence and their ability to achieve.

Routine

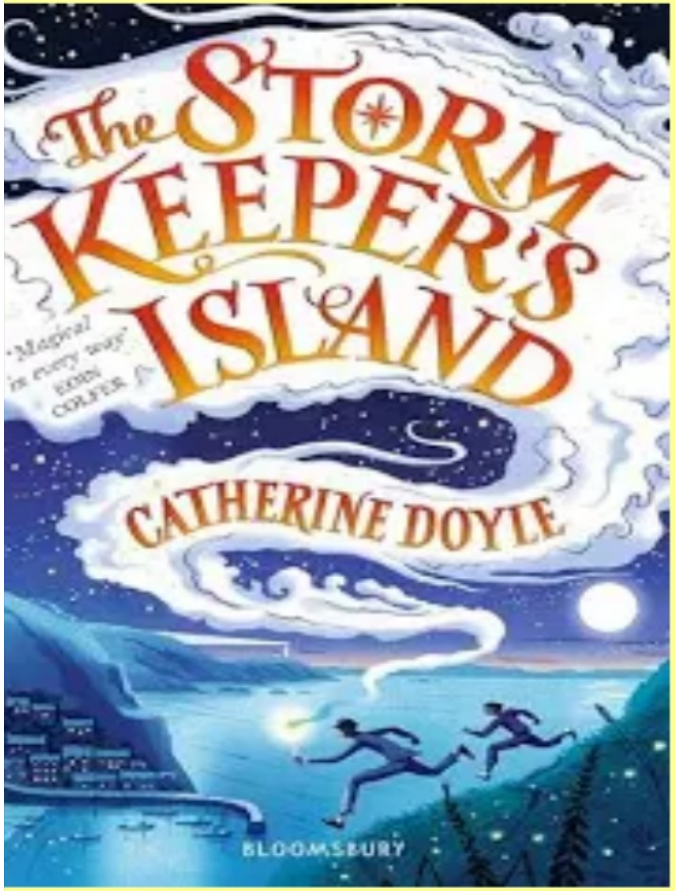
Set a time each day that your child will read and stick to it.



Read together

Hear them read and discover new vocabulary together.





Tara retreated to a corner of the sitting room, searching for a phone charger in her bag, the way a dying man would scour the desert for water.

Fionn ducked under a beam and wandered into the hallway, where the house tapered off into three more rooms and the walls seemed to bend inward, as though they wanted to tell him a secret. There were candles here too. Some were tiny – the size of his baby finger. Some were rainbow-coloured, and others had grass growing out of them. There were oddly shaped ones too – like raindrops and umbrellas and little moons pocked with craters. There were clouds so round and fluffy Fionn had to poke them to make sure they were made of wax and not vapour.

Back in the sitting room, a single candle was blazing above the mantelpiece. It was the largest in the cottage – a big waxen slab sitting snugly in a thick glass trough, as deep as Fionn's misery. It was pale grey, but in the centre,

Aromatherapy

Final gambit

Infestation

Revival blessing

Alluring voice

Avalanche

Spectral thief

Dark void

Eerie impulse

Frustration

Genesis supernova

Bitter malice

Ominous wind

Subtitles

Based on an academic study of 2,350 children, 34% became good readers with schooling alone. But when exposed to 30 minutes a week of subtitled film songs, that proportion more than doubled to 70%. There are lots of studies about the benefits of subtitles.



Top tips

Breathe at punctuation, not in the middle of sentences.
Encourage drama - not just reading words, but telling a story.
Discuss words/characters/authorial choices - for films and TV as well!



Writing at BHJS

- 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

- planning
- editing
- revising

Why do we edit and revise?

Prove it- Purple Extended writing books.

Editing:

- Check tense and sense
- Check punctuation
- Check spelling



Revising:

- Rewrite a section to improve the reader's experience of the text
- Builds critical analysis skills and thought processes

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.
  - planning
  - editing
  - revising

How do we ensure support and challenge in writing?

Support

- Using visuals
- Using technology
- Vocabulary lists and sentence stems
- Scaffolds in the room - writing boards, models, Help Desk
- Use of story maps
- Guided write in small groups
- The right level of challenge

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 internally as well as externally with other local schools.

Non-negotiables

Year 3 Assessment Criteria

previous years

nmon exception words correctly.

phonemes **mostly**

ed, -s where there is no change to the root word e.g. *jump, jumping, jumper.*

ntences accurately with full stops and capital letters.

correct size relative to one another.

phrases to add detail e.g. *the scary dragon, red hot flames.*

t 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 ex
- Use a range of adverbs for time e.g. *later, soon, next* and place e.g. *here, there, away, n*
- 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.

Spelling

- A combination of Oak National Academy spelling structures and bespoke tailoring to each class' needs.
- Constantly referring to rules of language e.g. change y to i when adding suffix
- Words linked throughout units of work - the spelling rules are present everywhere!
- Spelling rules expected to be practised at home

Spelling - Common Exception Words

- Each year group has a list of words that the government expects them to know.
- They are assessed on these words as part of their writing assessments.
- The most common errors are actually in Y1 and Y2 CEWs e.g. break, every, should, whole
- Right every time words e.g. which, were/where, there/their/they're

How can I support my child at home?

- Use the spelling 'overview guides' shared at the start of every term - explore similar words together.

- Be aware of the Common Exception Words for your child's year group and help them practise where needed.

- Take a page of their reading book: can your child identify any words that use the spelling rule?

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

te words in different shapes:



s
s p
s p e
s p e l
s p e l l

spell spell spell spell spell spell 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. our the letters that have changed:

appy → 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 ables they have.

2. pen/cil
spell/ing

3. el/e/phant
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 words.

Word ~ SPELL

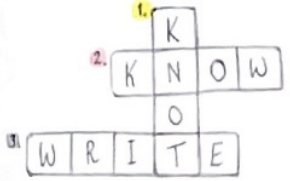
T	E	A	C	H
P	O	L	E	S
S	L	E	E	P
S	P	E	L	L

. 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 sl

The most important thing

The single best way to improve reading, writing, spelling and your child's best chances in life is to read as much as possible from a range of texts that challenge them and expand their understanding.