



Writing Offer at Teagues Bridge



Teagues Bridge Primary School is dedicated to fostering independent writing skills in children, providing them with diverse writing opportunities for various audiences and purposes across different types of texts. The school's writing curriculum is carefully designed to cover a wide range of narrative, non-fiction, and poetry, ensuring a comprehensive and balanced learning experience. The school utilises a bespoke writing cycle that progressively builds over time, incorporating discrete SPaG (Spelling, Punctuation, and Grammar) lessons tailored to specific genres.

Teagues Bridge Writing Cycle (Years 2 – 6):



Teaching Approach:

The school employs a systematic approach to teach younger students the correlation between graphemes and phonemes, emphasising the correct formation and proportion of letters. This foundational knowledge enables them to construct simple, readable words and sentences, which in turn facilitates the application of these skills in different contexts. The goal is to equip students with the ability to write with precision and coherence, adjusting their language and style according to the specific demands of diverse contexts and audiences. They are encouraged to select appropriate vocabulary and grammatical structures that align with the requirements of the writing task.

Curriculum Specifics:

Teagues Bridge Primary's curriculum is aligned with the standards outlined in the National Curriculum, enabling students to expand their understanding of both themselves and the world around them. The unique writing curriculum caters to the individual needs of the students and the local community, providing an immersive and purpose-driven learning experience that encourages them to become successful learners. Through a thoughtfully designed range of writing exercises, children are encouraged to cultivate their curiosity, self-confidence, and comprehension of the world, engaging in purposeful writing activities that mirror real-life contexts across fiction, non-fiction, and poetry. The bespoke writing cycle integrates discrete SPaG lessons linked to specific genres.

Progression of Word Classes across the year groups:

	Tense – linked to verbs	Adverbs	Fronted adverbials	Coordinating conjunctions (FANBOYS)	Subordinating conjunctions	Noun phrases	Relative clauses (linked to nouns)	Adjectives	Pronouns	Prepositions	Relative pronoun	Passive Voice
Reception												
Year 1				and				Yes				
Year 2	Simple past and present	Yes -ly		and, <u>but</u> , so...	when, if, that, because...	Yes		Yes				
Year 3	<u>Plus</u> progressive	Time and cause -then -next	Yes	and, <u>but</u> , so...	when, if, that, because...	Yes		Yes				
Year 4	<u>Plus</u> perfect form	Time and cause -then -next	Marked with a comma	and, <u>but</u> , so...	when, if, that, because, although	Yes		Yes	To avoid repetition	To express time and cause		
Year 5	To build cohesion within paragraphs	Time and cause - perhaps - surely	Of time, place and number to link paragraphs	and, <u>but</u> , so...	when, if, that, because, although -	Yes	Add detail to a noun with who, which and that	Yes	To avoid repetition	To express time and cause	who, which, where	
Year 6	To build cohesion within paragraphs	Time and cause - perhaps - surely	Of time, place and number to link paragraphs	and, <u>but</u> , so...	when, if, that, because, although -	Yes	Add detail to a noun with who, which and that	Yes	To avoid repetition	To express time and cause	who, which, where	Passive voice

Progression of Punctuation across the year groups:

	Capital letters and full stops	Question marks and exclamation marks	Commas in a list	Apostrophes for singular possession and contraction	Inverted commas for direct speech	Apostrophes for plural possession	Internal speech punctuation	Use of commas after fronted adverbials	Brackets, dashes or commas to indicate parenthesis	Commas for ambiguity	Semi-colon, colon and dash to mark the boundary	Colons, semi-colons within a list	Hyphens	Ellipsis
EYFS	✓ (Emerging)													
Year 1	✓	✓												
Year 2	✓	✓	✓	✓										
Year 3	✓	✓	✓	✓	✓									
Year 4	✓	✓	✓	✓	✓	✓	✓	✓						
Year 5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
Year 6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Progression of Grammar across the year groups:

	Suffixes/Prefixes (STATISTICS)	Coordinating conjunctions	Subordinating conjunctions	Tense	Adjectives	Adverbs	Expanded noun phrases	Fronted Adverbials	Pronouns	Prepositions	Vary Clauses	Passive voice
EYFS	Phonetically plausible sentences can be read by themselves											
Year 1	-s, -ed, -er, -est, -un	and										
Year 2	-s, -ed, -er, -est, -ness, -ful, -ly, -un	and, but, so	when, if, that, because...	Simple past and present	Yes	Yes	Yes					
Year 3	-s, -ed, -er, -est, -ness, -ful, -ly, -un	and, but, so...	when, if, before, after, while, because...	Simple past and present Progressive	Yes	Time and cause	Yes	Yes				
Year 4	-s, -ed, -er, -est, -ness, -ful, -ly, -un	and, but, so...	when, if, before, after, while, because, although	Simple past and present Progressive Perfect form	Yes	Time and cause	Yes	Marked with a comma	To avoid repetition	To express time and cause		
Year 5	-s, -ed, -er, -est, -ness, -ful, -ly, -un	and, but, so...	when, if, before, after, while, because, although	Simple past and present Progressive Perfect form. Build up cohesion within paragraphs	Yes	Time and cause	Modified with prepositional phrases	Of time, place and number to link paragraphs	To avoid repetition	To express time and cause	might, should, will	
Year 6	-s, -ed, -er, -est, -ness, -ful, -ly, -un	and, but, so...	when, if, before, after, while, because, although	Simple past and present Progressive Perfect form. Build up cohesion within paragraphs	Yes	Time and cause	Modified with prepositional phrases	Of time, place and number to link paragraphs	To avoid repetition	To express time and cause	Variety of clauses and sentence structures	Passive voice

Modelled Write

The teacher talks aloud the thought processes as a writer with the children. They model strategies in front of the children, communicating the strategies being used. Teachers may model writing skills such as punctuation, rehearsal, proof reading, editing, word selection, sentence construction and paragraphing. This approach is used as part of every writing cycle.

Shared Write

This is a collaborative approach in which the pupils contribute their ideas and thoughts for the teacher to write. The teacher models and teaches specific writing skills and there is the opportunity for discussion to choose the most effective or suitable ideas. This approach is also used as part of every writing cycle to encourage a collaborative approach to their writing.

Encouraging Lifelong Writing:

The school's writing curriculum is designed to instil a lifelong passion for writing in all students. Emphasis is placed on teaching students how to plan, write, and revise their work effectively, enabling them to express their ideas clearly and coherently. The integration of high-quality texts in the curriculum equips students with a rich vocabulary and a comprehensive understanding of various writing techniques, allowing them to enrich their writing with intricate details and vivid descriptions.

Language Development Emphasis:

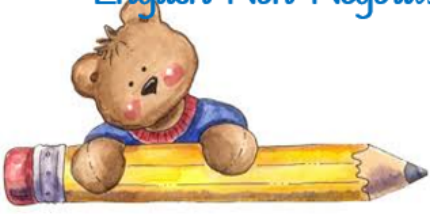

Regular writing practice at the school enhances students' transcription skills, ensuring that their written work is presented neatly, punctuated correctly, and free from spelling errors. The inclusion of speaking and listening activities in each genre's teaching sequence encourages students to articulate their thoughts and sentence structures verbally, facilitating their transition to more fluent and precise writing. The 'Talk for Writing' approach is employed to stimulate students' expression of ideas, fostering discussions that lead to the development of more sophisticated vocabulary. The school encourages drama, hot seating, freeze frames, and other activities to enhance pupils' spoken language, which, in turn, enriches their writing.

Grammar and Structural Focus:

Grammar skills are imparted to students to enable them to comprehend the impact of their writing skills on the reader and to equip them with the tools to achieve their desired effect. The teaching of grammar is contextual, empowering students to structure and

organise their writing in a manner that suits the genre they are working on, encompassing a variety of sentence structures.

Non-Negotiables for Writing:

These Non-negotiables need to be always included. They will be checked weekly by the keystone leader and as part of drop-in sessions by the <u>head</u> .	
English Non-Negotiables 	✓ 
What needs to be in books?	
Child friendly objectives to be in the front of the writing books.	
Writing moderation grids to be in the back of the children's books.	
Learning outcomes sheet to be stuck in the books at the beginning of each lesson.	
Handwriting	
Nelson handwriting to take place daily for 10 minutes.	

The non-negotiables document was introduced to staff to ensure that the books are consistent across the school. It focuses on the following areas to maintain high standards:

- What resources should be in all books
- Expectations for Handwriting sessions
- Marking approaches to maximise progress.
- Modelled, guided and shared writes.