Teagues Bridge English Policy

Teagues Bridge Primary School
English Policy

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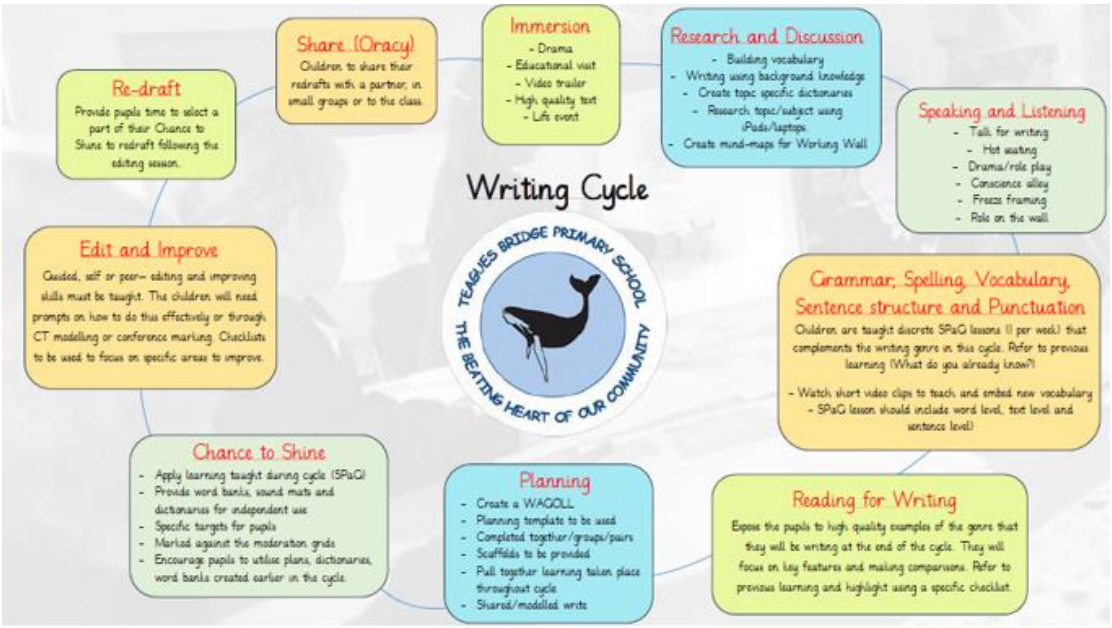
Staff Responsibility	Sarah Abdulla and Natalie Woods
Governor responsibility	Steve Reynolds

Writing

Introduction:

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, but, so…	when, if, that, because…	Yes		Yes				
Year 3	Plus progressive	Time and cause -then -next	Yes	and, but, so…	when, if, that, because…	Yes		Yes				
Year 4	Plus perfect form	Time and cause -then -next	Marked with a comma	and, but, 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, but, 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, but, 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 (ST-TUTOR-Y)	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, -es, -ing, -ed, -er, -est -un	and										
Year 2	-s, -es, -ing, -ed, -er, -est, -ment, -ness, -ful, -ly, -un	and, but, so	when, if, that, because…	Simple past and present	Yes	Yes	Yes					
Year 3	-s, -es, -ing, -ed, -er, -est, -ment, -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, -es, -ing, -ed, -er, -est, -ment, -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, -es, -ing, -ed, -er, -est, -ment, -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, -es, -ing, -ed, -er, -est, -ment, -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 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 keystage leader and as part of drop-in sessions by the head

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.

Reading

Overview

Teagues Bridge Primary School strives to cultivate a deep appreciation for reading, encouraging students to enhance their skills and reach their highest potential. We prioritise reading to ensure that our students can fully engage with the curriculum and possess the confidence and ability to apply their knowledge across various contexts. From the very beginning, we teach students how to decode words using a systematic synthetic phonics approach. Our approach to reading is not limited to specific lessons but extends across the broader curriculum. It plays a critical role in enhancing their knowledge retention and understanding of different subjects.

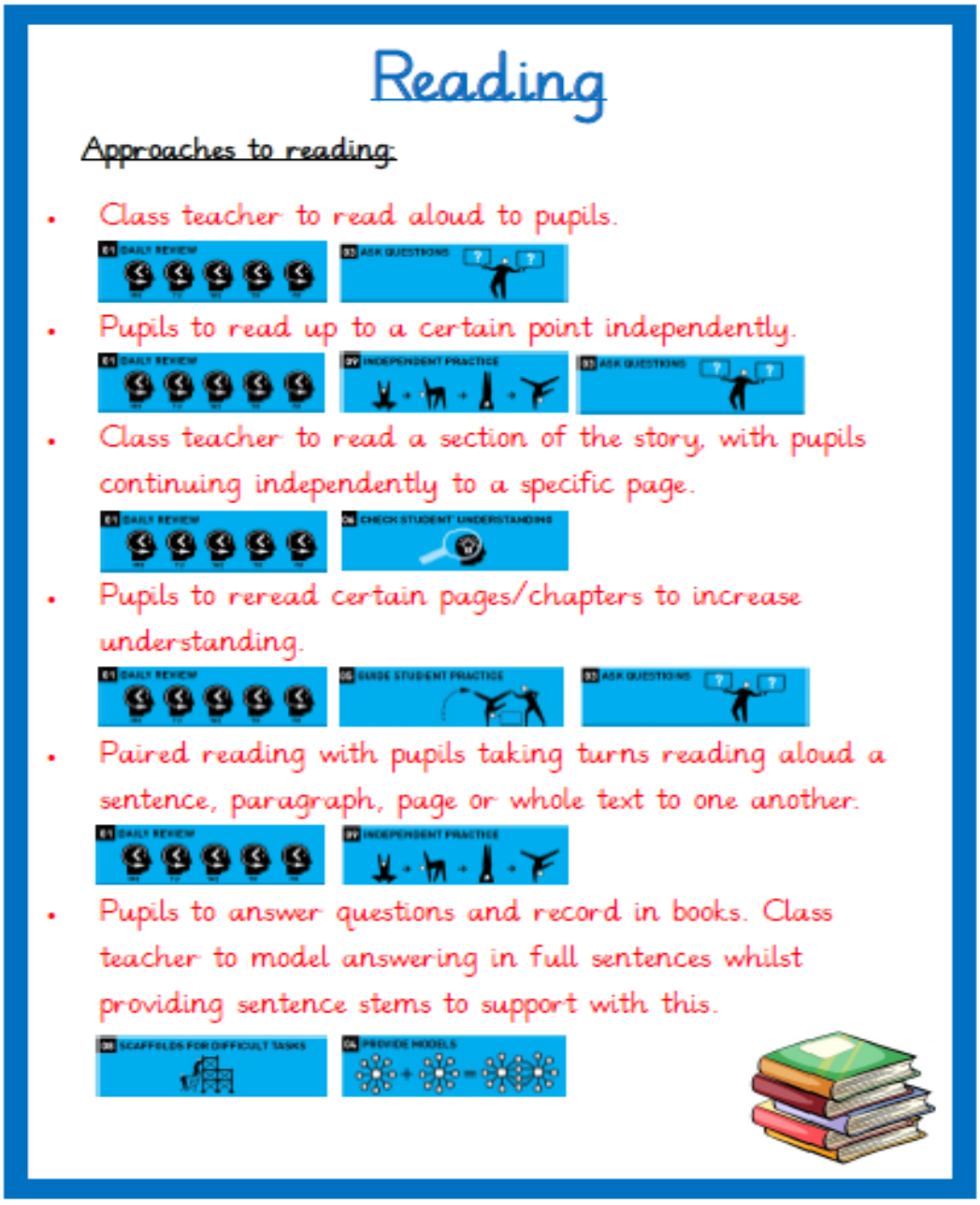
We work to foster a love of reading by having adults read to children throughout the school. We also celebrate reading within the school environment through assemblies, displays, and the library. Younger students are encouraged to regularly read books that correspond to the sounds they are learning and select books to enjoy at home. The carefully selected phonetically decodable books they take home are tailored to match their phonic stage and development. Our well-stocked book corners and school library allow independent readers to choose from a diverse range of reading materials.

Our phonics approach ensures a gradual progression of word reading from the outset and serves as a model for all those involved in supporting children's reading development. Regular professional development plays a crucial role in ensuring that adults are well-equipped to consistently support reading across the school. Students are taught to use their phonic knowledge as the first tool when encountering new words in reading, with an understanding that the automatic recognition of whole words is the primary goal. Additional targeted support is provided for certain students following regular assessments, ensuring they can keep up with the curriculum. By the end of Key Stage One, our students have developed the resilience to become successful, fluent readers.

As the children progress through the school, we continue to focus on developing their comprehension skills, with an emphasis on reading for meaning. We aim to provide ambitious models to support reading development and connect learning across the curriculum by using quality texts. Students are exposed to and engage with high-quality language in various forms in a meaningful and engaging way. They are taught how to infer, predict, clarify, question, and summarise their understanding, as well as how to understand how authors use language for effect. This approach empowers students, fostering their confidence and collaborative abilities, resulting in heightened engagement and enthusiasm.
Once students have a strong grasp of phonics and have improved their reading fluency, they transition to the Love to Read program. This whole class teaching model ensures that students receive high-quality support from the teacher while engaging with a variety of stories, poems, and non-fiction texts. This approach exposes children to both modern and classic literature, helping to expand their vocabulary and deepen their understanding of themselves and the world around them. The Love to Read

program equips students with the necessary reading skills to conduct successful research in areas of personal interest, ensuring they become confident, independent readers. Love to Read (Year 2 and KS2) focuses on enhancing students' reading fluency, comprehension, and response to both fiction and non-fiction texts.

Students are taught a range of reading techniques to help them access and understand various types of texts. Daily reading for pleasure and read-aloud sessions by the teacher contribute to fostering a love for reading and creating a positive reading experience. Reading for pleasure involves using quality texts aimed at cultivating students' love for reading.



Assessment (KS1):

Teachers continue to reflect on end-of-year assessments and implement formative assessment tools to monitor children's attainment and progress. Judgements are made immediately during the lessons enabling teachers to resolve misconceptions as they arise. Mock Phonics Screening papers are sat as an assessment tool, from which intervention plans are created to support those that need further help. Children are formally tested through the Year 1 Phonics Screening Check. At Teagues Bridge we have high expectations and intend to prepare *all* pupils to achieve well in the test, supporting vulnerable groups with focused and high-quality intervention support. At the end of Summer, Throughout Year 2, children are monitored both formatively and summatively. Teachers use spoken and written feedback to make immediate judgements about a child's understanding and can implement support when necessary.

Interventions:

Children identified as having gaps in learning access intervention sessions. Pupils in these groups are closely monitored to ensure they are making accelerated progress, and we aim to see children reaching the standard appropriate for their age. Those that do not pass the Phonics Screening Check in Year 1 receive targeted provision to close the gap amongst them and their peers. These include small group and 1:1 phonics sessions.

Assessment (KS2):

Teachers sign diaries on a weekly basis to acknowledge comments made and to ask further questions if and when appropriate. Ongoing daily formative assessments inform teachers' next steps and appropriate interventions for reading. Formal assessments in the form of NFER occur at the end of each term, in every KS2 year group, to test for reading comprehension. At the end of KS2, children sit the Reading SATs test. All data is tracked, allowing leaders to have an overview of performance.

Intervention:

As good practice, we aim for all pupils with special educational needs to follow the same educational curriculum as their peers, differentiated where necessary to meet their individual needs. Individual year groups and teachers will identify where intervention is necessary and implement strategies to ensure the children are best supported. These differ depending on age and need, supported by the SENDCo. Children who are not supported with reading at home are identified quickly and provision is put in place to ensure they read with an adult at least 3 times a week. In upper KS2, pupils take part in 'Booster' style sessions, which aim to help children bridge gaps in their learning efficiently and effectively through smaller group tasks and specific content.

Reading Areas in the Classroom

Each class will have a reading area established by the end of the first week of term. The area should be a stimulating and attractive environment which contains a range of reading material. This can include the following:

- Non-fiction books linked to the class topic
- Newspapers, comics and magazines
- Books/writing produced by the children
- Big Books
- Books which link to the genre being covered in literacy
- Picture books

Books will be organised into non-fiction, fiction and poetry and be easily accessible by the children. Children will be actively involved in the management of the reading corner. In most classrooms there is limited space so in these rooms the reading area may consist of a bookcase with the above organised in a clear and engaging way.

Ten a Term:

Each class is allocated ten high quality texts for the children to enjoy at the end of each day. We believe that being role models and reading to our pupils as much as possible, fosters a love for reading from EYFS to upper KS2.