

## Writing at Glenfield 2025-2026

At Glenfield we strive to help all our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners.

We focus on the building blocks of writing: secure phonological awareness, taught in a systematic way; a focus on handwriting and good presentation skills; articulation of ideas before writing with priority given to broadening vocabulary; grammar, spelling and punctuation being applied with accuracy. We aim for our children to develop a love of language and the written word, through a high quality, text-based approach.

Opportunities are designed to write for a real purpose and in response to experience both inside and outside of the classroom. We ensure that children develop an understanding of how widely writing is used in everyday life and, therefore, how important and useful the skills are that they are learning.

We have high ambitions for all of our children. Our goal is to ensure that all children regardless of their starting points, aim for the highest standards in writing and reach their full potential.

In Year R and beyond, we focus on building writing foundations through transcription and composition with clear focus on oral composition and developing handwriting and spelling. This is followed by time for children to independently explore their ideas and express their creativity in self-initiated sessions.

In Year 1 and Year Two writing is underpinned by the Writing Framework and National Curriculum expectations. Transcription and composition skills are developed further, supported by high quality text choices. This foundation is enriched through explicit modelling and the gradual introduction of the grammatical skills outlined in National Curriculum. Our children begin to develop their authorial voice; writing captions, crafting sentences to tell stories, share facts, give instructions, and create simple, imaginative poems.

Year Two children then have opportunities to develop their understanding of the writing cycle- planning, drafting, revising and editing.

The intended impact of our writing curriculum is that children enjoy writing for a purpose across a range of genres and for a variety of audiences. The children will develop their vocabulary which can be used effectively across the curriculum as well as being able to apply, spelling, punctuation and grammar rules at an age appropriate level. By the end of Year 2 the impact of our writing curriculum is that most children meet the standards outlined in National Curriculum and are able to confidently move into the Key Stage 2 curriculum on transition to their new school.

By the time children leave Glenfield Infant School, they will:

- Make good progress from their starting point in writing.
- Have a love for writing.
- Will write for pleasure and enjoyment
- Will produce written work in all curriculum areas which is of a high standard.
- Will be confident to write for a range of different purposes.

## EYFS – The joy is based on:

EYFS	Autumn 1 7 weeks 2 days	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks 3 days
Following the children's interests – see weekly planning						
Inspiring, quality texts and 1 <sup>st</sup> hand experiences to be selected and provided to springboard writing opportunities						
Harder to read and spell words taught	I the put of is to go into pull as his	he she buses we me be push was her my you	they all are ball tall when what	said so have were out like some come there little one do children love	Review HtoRS words taught	Oh their people Mr Mrs your ask should would could asked house mouse water want very
Phonics taught	s a t p i n m d g o c k e u r ss h b f ff ll	j v w x y zz qu ch sh th ng nk ai ee igh oa -es	ao ar ur oo orow oi ear air ure er ow	Review sounds taught	CVCC CCVC CCVCC CCCVC -ed -er -est	Ph5 dip: dy ow ie ea oi ir ue aw wh ph ew oe au ey a-e e-e i-e o-e u-e c
Independent outcomes	<p style="text-align: center;">*Oral composition – whole ideas: full sentences</p> <p style="text-align: center;">*Planned group/individual writing following adult modelling to secure:</p> <p style="text-align: center;">body position, pencil grip, pressure, accurate letter formation and orientation, transcription of orally composed ideas using phonics and H2RS vocabulary</p> <p style="text-align: center;">*Child initiated writing (Adventure time)</p>					

Examples of inspiring, quality texts may include:



## KS1 – The joy is based on:

The texts and animations the joy is based upon are carefully selected to illustrate high-quality language, grammatical and technical skills, and inspire our children to think creatively and become authors. Each high-quality text has been purposefully chosen to support a clearly focused independent writing outcome, which may take the form of: **Captions** **Fiction** **Non-Fiction** **Procedural** **Poetry**

Year 1	Autumn 1 7 weeks 2 days	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks 3 days
	 <p><i>Oi Puppies!</i> by Kes Gray  <i>Tiger!</i> by An Vrombaut  <i>Tiger Trail</i> by An Vrombaut  <i>The Snail and the Whale</i> by Julia Donaldson  <i>The Queen's Hat</i> by Steve Antony  <i>Zed the Zebra</i> by An Vrombaut</p>	 <p><i>Our Tower</i> by Joseph Coelho  <i>The comet</i> by Joe Todd Stanton  <i>At the Park!</i> by Shirley Hughes (poem)  <i>The lonely Beast</i> by Chris Judge</p>	 <p><i>The Adventures of Paddington: The Great Balloon Chase</i> (text&amp;animation)  <a href="https://www.youtube.com/watch?v=0iC5NeK020g&amp;list=PL1OnewTgTgFmM1BcOYe_ha17pddentplg7hrz-1ed_geling+3d&amp;t=60s">https://www.youtube.com/watch?v=0iC5NeK020g&amp;list=PL1OnewTgTgFmM1BcOYe_ha17pddentplg7hrz-1ed_geling+3d&amp;t=60s</a></p> <p><i>Get Up, Elizabeth!</i> by Shirin Yim Bridges</p> <p><i>King Rollo and the tree</i> (animation)  <a href="https://www.youtube.com/watch?v=0iC5NeK020g&amp;list=PL1OnewTgTgFmM1BcOYe_ha17pddentplg7hrz-1ed_geling+3d&amp;t=60s">https://www.youtube.com/watch?v=0iC5NeK020g&amp;list=PL1OnewTgTgFmM1BcOYe_ha17pddentplg7hrz-1ed_geling+3d&amp;t=60s</a></p> <p><i>The Journey home</i> by Frann Preston Gannon</p>	 <p><i>Polar bears</i> (national geographic kids) by Laura Marsh</p> <p><i>Greta and the giants</i> by Zoe Tucker</p>	 <p><i>Seaside Poems</i> collected by Jill Bennett</p> <p><i>The storm whale</i> by Benji Davies</p> <p><i>The secret of Black rock</i> by Todd Stanton</p> <p><i>The Big Book of the blue</i> by Yuval Zommer</p>	 <p><i>Funnybones</i> by Janet &amp; Allan Ahlberg</p> <p><i>The girl and the dinosaur</i> by Hollie Hughes</p> <p><i>The dinosaur department store</i> by Lily Murray</p> <p><i>Rexy and the hungry birds</i> (animation)  <a href="https://www.youtube.com/watch?v=0iC5NeK020g&amp;list=PL1OnewTgTgFmM1BcOYe_ha17pddentplg7hrz-1ed_geling+3d&amp;t=60s">https://www.youtube.com/watch?v=0iC5NeK020g&amp;list=PL1OnewTgTgFmM1BcOYe_ha17pddentplg7hrz-1ed_geling+3d&amp;t=60s</a></p>
Written outcomes	<p>Captions to inform and describe (texts 1-4)  Retelling 3<sup>rd</sup> person  Retelling 3<sup>rd</sup> person</p>	<p>Retelling 1<sup>st</sup> person  Retelling 1<sup>st</sup> person  Poem  Retelling 3<sup>rd</sup> person</p>	<p>Retelling 3<sup>rd</sup> person  Instructions  Retelling: Diary entry, 1<sup>st</sup> person</p>	<p>Retelling 3<sup>rd</sup> person  Retelling 3<sup>rd</sup> person  Information page</p>	<p>Poem  Instructions  Retelling in 1<sup>st</sup> person  Information page</p>	<p>Retelling 3<sup>rd</sup> person  Retelling: Diary entry, 1<sup>st</sup> person  Information - Lost poster!  Retelling 1<sup>st</sup> or 3<sup>rd</sup> person</p>
Appendix 2 focuses New Recapped	<p>How words combine to make sentences.  Separation of words with spaces.  CL fs ! to demarcate sentences.  Suffixes added to verbs -ed</p>	<p>How words combine to make sentences.  Separation of words with spaces.  CL fs ! to demarcate sentences.  Suffixes added to verbs -ed  Sequence sentences to form short narratives.  Capital letter for names and personal pronoun !</p>	<p>How words combine to make sentences.  Separation of words with spaces.  CL fs ! to demarcate sentences.  Suffixes added to verbs -ed  Sequence sentences to form short narratives.  Capital letter for names and personal pronoun !  Joining words and joining clauses using <b>and</b>.  Plural noun suffixes -s -es</p>	<p>How words combine to make sentences.  Separation of words with spaces.  CL fs ! to demarcate sentences.  Joining words and joining clauses using <b>and</b>.  Sequence sentences to form short narratives.  Capital letter for names and personal pronoun !  Plural noun suffixes -s -es  Suffixes added to verbs -ed -ing -er  Prefix -un</p>	<p>How words combine to make sentences.  Separation of words with spaces.  CL fs ! to demarcate sentences.  Joining words and joining clauses using <b>and</b>.  Sequence sentences to form short narratives.  Capital letter for names and personal pronoun !  Plural noun suffixes -s -es  Suffixes added to verbs -ed -ing -er  Prefix -un</p>	<p>How words combine to make sentences.  Separation of words with spaces.  CL fs ! to demarcate sentences.  Joining words and joining clauses using <b>and</b>.  Sequence sentences to form short narratives.  Capital letter for names and personal pronoun !  Plural noun suffixes -s -es  Suffixes added to verbs -ed -ing -er  Prefix -un</p>
	<p>Editing: tier 1 letter formation, finger spaces, punctuation</p>	<p>Editing: tier 1 letter formation, finger spaces, punctuation, missing words</p>	<p>Editing: tier 1 letter formation, finger spaces, punctuation, missing words, spelling of focus vocabulary</p>		<p>Editing: continue tier 1, develop tier 2 – rewrite a sentence to improve sense and coherence</p>	

