

KS1 Literacy

This year, we have launched a slightly new approach to literacy in KS1 designed to develop strong foundations in writing and communication and nurture pupil confidence through high-quality children's literature and carefully sequenced learning experiences.

Our approach places a high-quality text at the heart of learning. Each week, children explore a new book, providing opportunities to develop vocabulary, comprehension, speaking and listening skills, sentence construction, spelling, grammar and punctuation. The books selected reflect a range of themes, experiences and cultures, and may be linked to wider curriculum learning, seasonal events, significant celebrations and culturally important occasions. Texts studied throughout the year will include:

- *How to Train Your Teacher* by Bethany Walker
- *Funny Bones* by Alan and Janet Ahlberg
- *Jabari Jumps* by Gaia Cornwall
- *Look Up!* By Nathan Bryon
- *Paper Chase* by Julia Donaldson
- *Hanna Asks for Help* by Tom Percival
- *The Grand Hotel of Feelings* by Lidia Brankovic
- *The Turtle Who Turned the Tide* by Rachel Bright
- *The Squirrels Who Squabbled* by Rachel Bright
- *The Dark* by Lemony Snicket
- *I Am (Almost) Always Kind* by Anna Milbourne

Every literacy lesson begins with handwriting practice, following the Twinkl Handwriting programme used throughout the school. This ensures consistency and progression in the development of letter formation, presentation and fine motor skills.

Weekly Structure

Monday - Grammar, Punctuation and Spelling (GPS)

Children take part in dedicated Grammar, Punctuation and Spelling lessons, where key knowledge and skills are explicitly taught and practised. These lessons provide the foundations that support children's reading and writing throughout the week.

Tuesday - Retell

Children are introduced to the week's text and engage in oral rehearsal activities to develop their understanding of the story. Through discussion and retelling, children practise sequencing events, recalling key information and developing their speaking and listening skills. Lessons also focus on prosody, attentive listening and confident

participation, helping children to internalise language structures and develop a secure understanding of the text.

Wednesday - Remember

Children write a dictated sentence linked to the week's book. This session allows pupils to apply their phonics knowledge while developing auditory memory, segmentation, spelling, grammar, punctuation and handwriting skills. Dictated sentences are carefully adapted to reflect the phonics knowledge, common exception words and age-related expectations of Year 1 and Year 2 pupils, ensuring appropriate challenge and support for all learners.

Thursday - Check

Children review and correct a sentence containing deliberate errors. This encourages them to become reflective writers by identifying and correcting mistakes with growing independence. Through this process, pupils develop comprehension, error detection, spelling accuracy, phonics application, grammar and punctuation skills, while building confidence in evaluating written work.

Friday - Write

At the end of the week, children use the knowledge and skills they have acquired to compose their own sentence linked to the text. This provides an opportunity to apply their understanding independently through idea generation, imagination, sentence construction, spelling, grammar, punctuation and self-monitoring. Children are encouraged to write with increasing accuracy, confidence and independence.

Progression Through Key Stage 1

This approach provides a strong foundation in sentence-level writing, grammar, spelling and punctuation while fostering a love of reading and storytelling. As children move through Key Stage 1, expectations are carefully increased to support their growing independence as writers.

From the spring term onwards, Year 2 pupils begin to place a greater emphasis on writing for purpose and developing writing stamina in preparation for their transition into Key Stage 2. This ensures that pupils continue to build upon the skills they have developed through their text-based learning while becoming increasingly confident in applying them across a range of writing outcomes.

Tuesday 15th September 2026

LO: To retell part of a story

Key skills:

- Sequencing
- Recalling
- Oracy and prosody
- Listening and attention

il il il il il il il il il il il il il il
it it it it it it it it it it it it it it
pit pit pit pit pit pit pit pit pit pit



wednesday 16th september

LO: To remember a dictated sentence

Key skills:

- Auditory memory
- Segmentation and spelling
- Grammar and punctuation
- Handwriting and motor skills

il il il il il il il il il il il il il il
it it it it it it it it it it it it it it
pit pit pit pit pit pit pit pit pit pit



The children were happy to their nice friends.

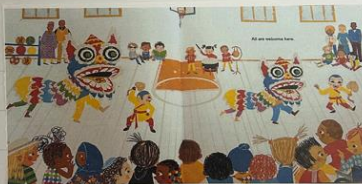
Thursday 17th september 2026

LO: To check and edit a sentence

Key skills:

- Comprehension and understanding
- Error detection and correction
- Phonics knowledge
- Grammar and punctuation

chill. chill chill chill chill chill
slip slip slip slip slip slip
ice ice ice



the children r excited and noisy while they watch the dragons dance
THE chinese dragons hav people insidht makin dem move around

The children are excited and noisy while they watch the dragons dancing.

Friday 18th september 2026

LO: To create and write my own sentence

Skills:

- Idea generation and imagination
- Orally plan my sentence before writing
- Sentence formulation and cohesion
- Phonetic knowledge and spelling
- Grammar and punctuation
- Self-monitoring

insect insect insect insect insect
ship ship ship ship ship ship
nine nine nine nine nine nine



The cheerful boy is standing on the swing and he is joyful.