

What does Literacy look like in Key Stage 1?

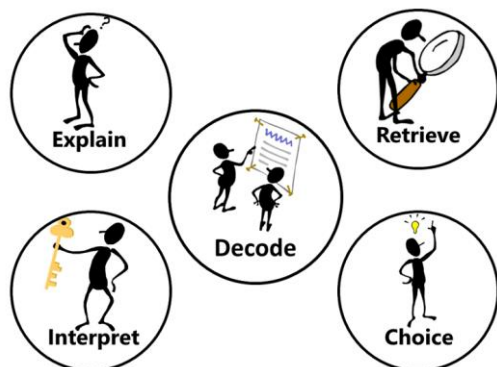
Reading

In Year 1, the daily phonics lessons (Read Write Inc Phonics) continue and are taught in ability groups. Children in Y2 continue with Read Write Inc until they are at the end of the programme. Children take part in both guided (2-3 sessions a week) and individual reading sessions and have regular story times to develop a love of reading. These reading lessons focus on fluency skills and comprehension skills following our DERIC acronym to identify different question types. The children's reading books are linked to the RWInc book stages. Children in KS1 take home 3 books a week - 1) decodable 2) one that links to their current phonics lessons 3) a reading for pleasure book of their choice.

Progression in Fluency

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Using punctuation as a guide	Reading in phrases (highlighting phrases)	Reading with an appropriate pace	Reading with expression	Reading with intonation	Reading for performance (readers' theatre approach)

DERIC



Decode is where children use their phonics skills to work out unfamiliar words

Explain questions will focus on explaining the meaning of keywords in the text.

Retrieve questions are questions where the answer is clearly in the text and the children do not need to work anything out.


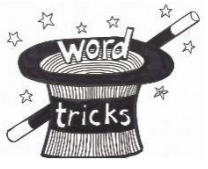
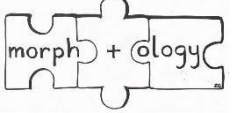

Interpret questions require the children to unlock the meaning of the text from the clues given. Interpret questions will cover inference, summarising and predicting skills.

Choice questions are always related to the choices that have been made by the author, illustrator, poet, director etc. and not the characters.

Writing

In Y1 and Y2 children have daily mixed ability Literacy lessons with an emphasis on real texts. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes and differentiated class teaching. Y1 and Y2 follow a writing cycle. Some cycles last a half term and some are shorter depending on the purpose and the audience that the children are learning about. Spelling and handwriting are taught every week in Y1 and Y2 following our spelling strategies and our Pen Pals handwriting scheme.

Spelling Strategies

	Reception	Year 1	Year 2	Y3-6
	Use your phonics	Use the syllables Say it silly		Use all the strategies as and when they are appropriate to the spelling rule and the words you are teaching. If there is a strategy that the children need more support with, then teach this one explicitly over a few lessons.
		Use a mnemonic	Create a story Is there a word within a word? What does it rhyme with?	
			What is the word made up of?	
			Write it down – does it look right?	

Pen Pals Letter Families


Letter families

Lower-case letters are introduced in the following order in four family types:

The family of long-legged giraffe letters 

l i t u j y

l i t u j y

The family of one armed robot letters 


r b n h m k p

r b n h m k p

The family of curly caterpillar letters 

c a d o s g q e f

c a d o s g q e f

The family of zig-zag monster letters 

z v w x

z v w x

Handwriting Progression in Y1 and Y2

Year 1/Primary 2

Term 1

- 1 Practising long-legged giraffe letters
- 2 Writing words with *ll*
- 3 Introducing capitals for long-legged giraffe letters
- 4 Practising one-armed robot letters
- 5 Practising long-legged giraffe letters and one-armed robot letters
- 6 Introducing capitals for one-armed robot letters
- 7 Practising curly caterpillar letters
- 8 Writing words with double *ff*
- 9 Writing words with double *ss*
- 10 Introducing capitals for curly caterpillar letters

Term 2

- 11 Practising long-legged giraffe letters, one-armed robot letters and curly caterpillar letters
- 12 Practising zig-zag monster letters
- 13 Writing words with double *zz*
- 14 Mixing all the letter families
- 15 Practising all the capital letters
- 16 Practising all the numbers 0-9
- 17 Writing words with *ck* and *qu*
- 18 Practising long vowel phonemes: *ai, igh, oo*
- 19 Practising vowels with adjacent consonants: *ee, oa, oo*
- 20 End-of-term check

Term 3

- 21 Numbers 10-20: spacing
- 22 Practising *ch* unjoined
- 23 Introducing diagonal join to ascender: *ch*
- 24 Practising *ai* unjoined
- 25 Introducing diagonal join, no ascender: *ai*
- 26 Practising *wh* unjoined
- 27 Introducing horizontal join to ascender: *wh*
- 28 Practising *ow* unjoined
- 29 Introducing horizontal join, no ascender: *ow*
- 30 Assessment

Year 2/Primary 3

Term 1

- 1 Practising diagonal join to ascender: *th, ch*
- 2 Practising diagonal join, no ascender: *ai, ay*
- 3 Practising diagonal join, no ascender: *ir, or*
- 4 Practising horizontal join to ascender: *wh, oh*
- 5 Practising horizontal join, no ascender: *ow, ou*
- 6 Introducing diagonal join to e: *ie, ue*
- 7 Introducing horizontal join to e: *oe, ve*
- 8 Introducing *ee*
- 9 Practising diagonal join, no ascender: *le*
- 10 Writing numbers 1-100

Term 2

- 11 Introducing diagonal join to anticlockwise letters: *oa*
- 12 Practising diagonal join to anticlockwise letters: *igh*
- 13 Practising diagonal join to anticlockwise letters: *dg, ng*
- 14 Introducing horizontal join to anticlockwise letters: *oo, oo*
- 15 Practising horizontal join to anticlockwise letters: *wa, wo*
- 16 Introducing mixed joins for three letters: *air, ear*
- 17 Practising mixed joins for three letters: *oar, our*
- 18 Practising mixed joins for three letters: *ing*
- 19 Size and spacing
- 20 End-of-term check

Term 3

- 21 Building on diagonal join to ascender: *ck, al, ol, at, il, ill*
- 22 Building on diagonal join, no ascender: *ui, ey, aw, ur, an, ip*
- 23 Building on horizontal join to ascender: *ok, ot, ob, ol*
- 24 Building on horizontal join, no ascender: *oi, oy, on, op, ov*
- 25 Building on diagonal join to anticlockwise letters: *od, cc, eg, ic, ad, ug, dd, ag*
- 26 Building on horizontal join to anticlockwise letters: *or, og, od, va, vo*
- 27 Introducing joins to s: *as, os, is, os, ws, ns, ds, ls, ts, ks*
- 28 Practising joining *od* and *ing*
- 29 Assessment
- 30 Capitals