

# Key Stage One

How school and parents can support children's reading and writing

# Why is teaching literacy and language a priority?

‘Language and literacy provide us with the [building blocks](#) not just for academic success, but for fulfilling careers and rewarding lives.’

*Education Endowment foundation 2023*

# Writing Framework (DFE, 2025)

- Learning to write is one of the hardest challenges pupils face at school but it is vitally important
- Learning to speak, read and write well are crucial for children and young people's success in education, life and work.
- Children first develop language through talk. Interactions with adults enable them to develop speech and their control of spoken language.
- This is vital for learning about written language, since reading and writing are acquired skills. The value of talk to children's mastery of language is as important for writing as it is for reading and pupils should be taught how to engage in dialogue that enhances learning.
- Writing places demands on working memory, requiring writers to manage everything consciously, from holding the pen correctly to forming letters legibly and then combining them accurately into words. These are the necessary precursors to expressing ideas effectively.

Composition

Poor transcriptional knowledge **but**  
strong understanding of composition

Strong transcriptional knowledge **and**  
strong understanding of composition

Transcription

Poor transcriptional knowledge **and**  
poor understanding of composition

Strong transcriptional knowledge **but**  
poor understanding of composition



# Transcription

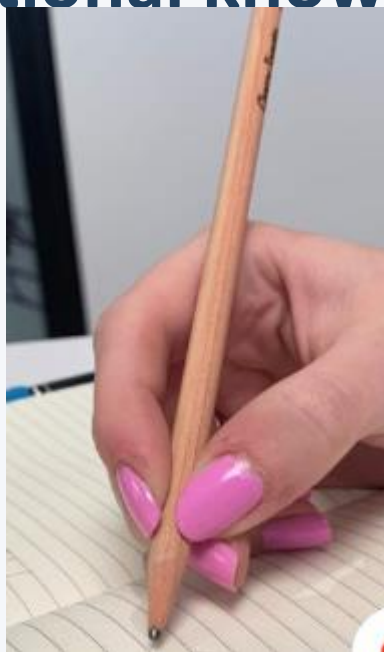
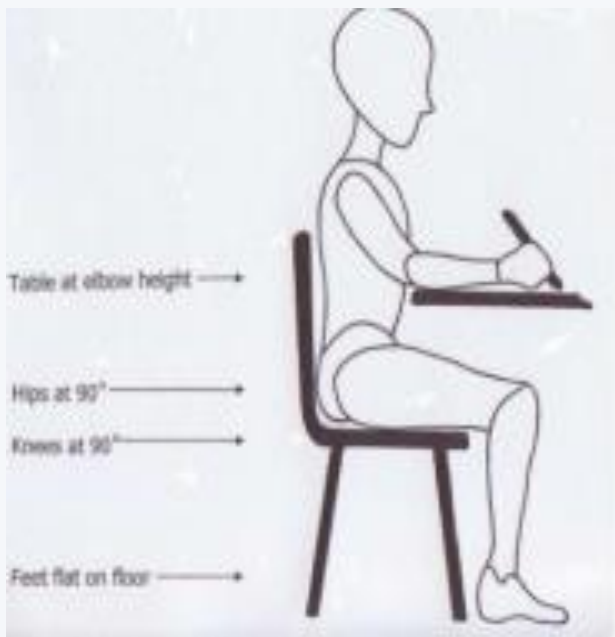
```
graph TD; A[Transcription] --> B[Pen Grip]; A --> C[Letter Formation]; A --> D["Spelling – at least a way of writing the phoneme"];
```

Pen Grip

Letter Formation

Spelling – at least a way  
of writing the phoneme

# How can we support transcriptional knowledge?



Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

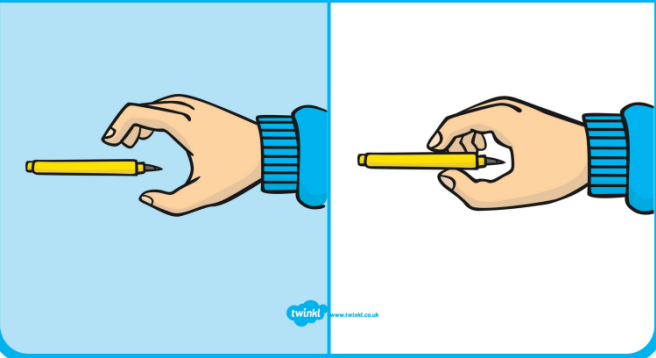
Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	y	i-e	o-e
					ai	ea	ie	oa
						e	i	o
							y	

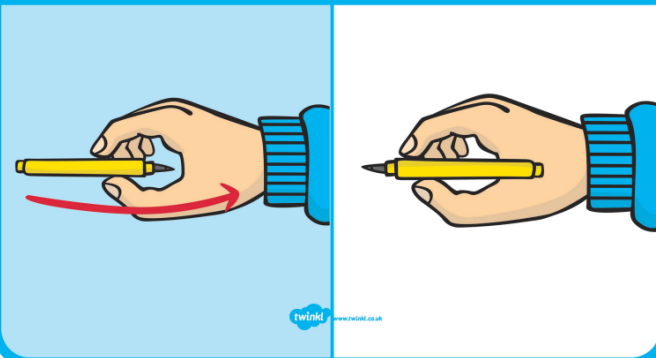
  

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

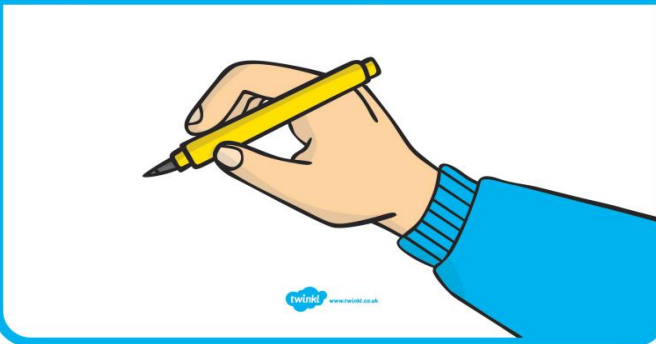
# Handwriting progression document

**1****Nip**

Pupils need to be taught explicitly how to hold a pencil.

**2****Flip**

An inefficient pencil grip can cause discomfort, which can affect motivation, fluency, legibility and create difficulty in sustaining speed.

**3****Grip**

# Letter Families – EYFS and Year 1

## Ladder Lemur Letter Family



l i u t y j

l i u t y j



## Curly Caterpillar Letter Family



c a d e s g f q o

c a d e s g f q o



## One-Armed Robot Letter Family



n m h k b p r

n m h k b p r



## Zigzag Monster Letter Family

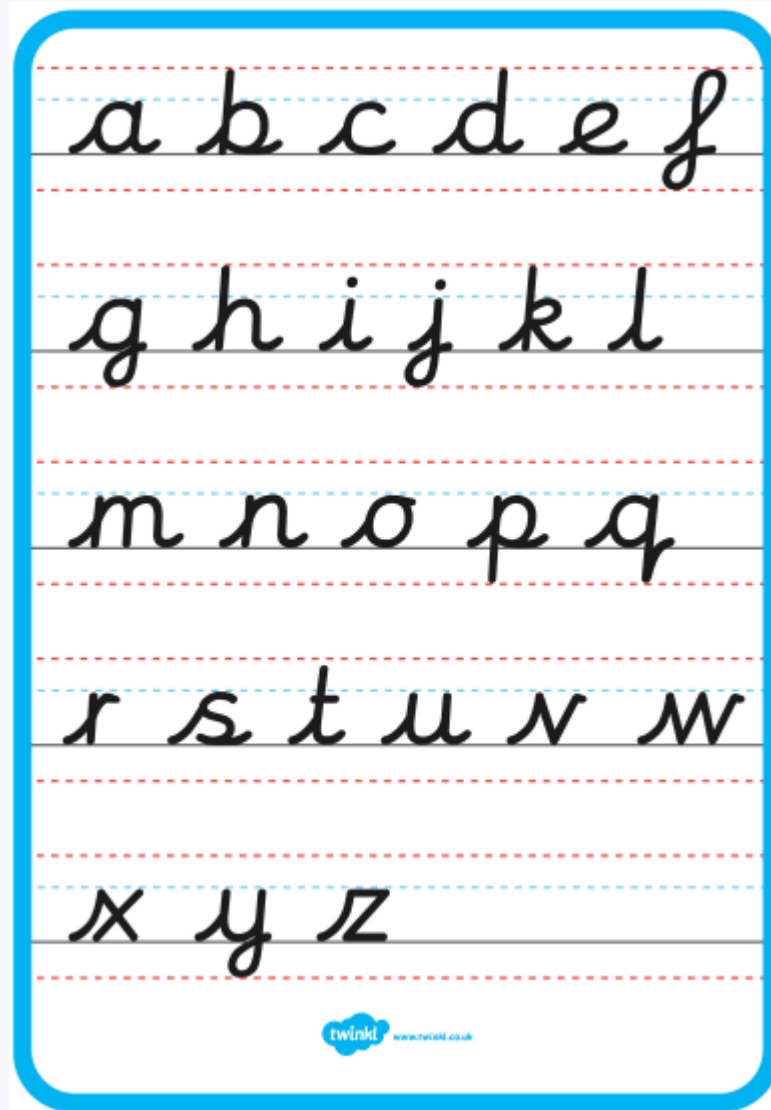


z v w x

z v w x



# Pre-cursive letters – Year 2



# EYFS Transcription Exemplification

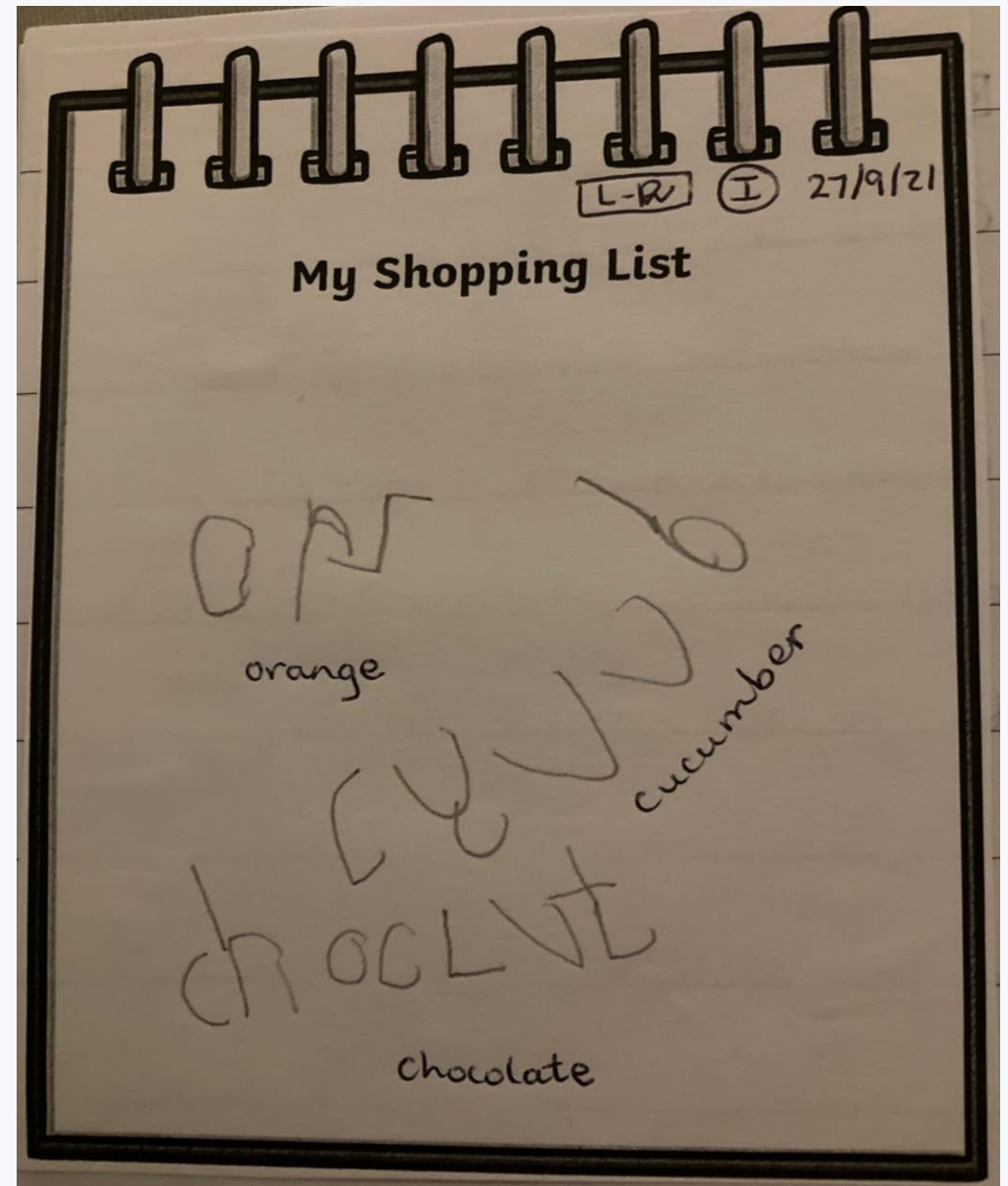
## 3-4 years

Use some of their print and letter knowledge in their early writing.

For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.

Write some or all of their name.

Write some letters accurately.

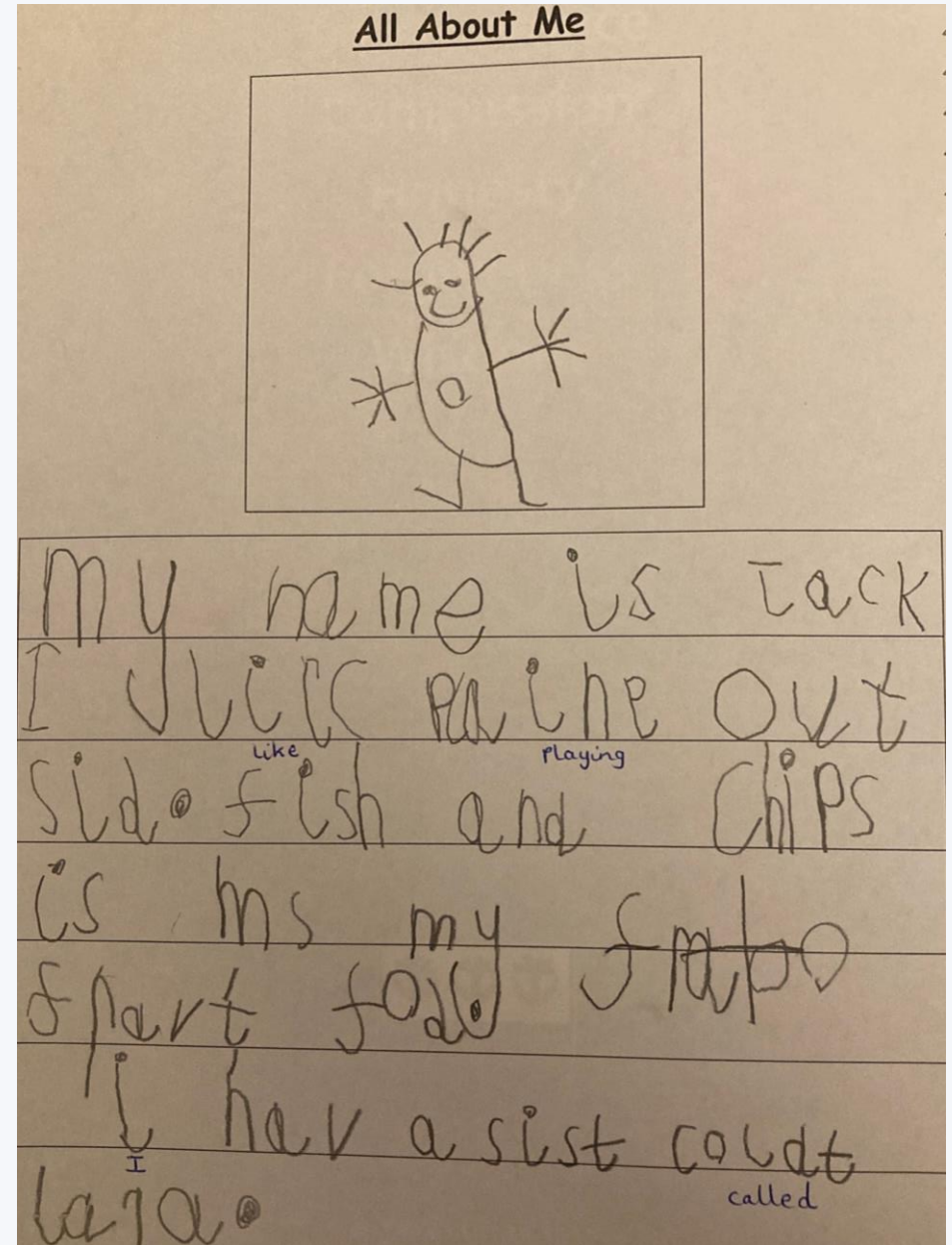


## EYFS exemplification – meeting the early learning goals

Write recognisable letters, most of which are correctly formed.

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others.





## Year 2

### Transcription Exemplification

#### A the top of the keep.

A few minutes later we arrived at the top of the keep and we drew some of Porchester Castle. It was a great view! How I wished you were there! I was clapping my hands with excitement because I was so happy that I got to the very top of the keep.

#### Down the spiral.

Later that day I went down the spiral - but on the way we saw where the prisoners used to be and they drew something and their names are still there!! I felt happy because I wanted to explore more around the castle.

#### Lunch

After going down the spiral we had lunch and I had some sandwiches, grapes, carrots, apple slices and

## Spelling Progression

By the end of EYFS, children are expected to spell words by identifying sounds in them and representing these sounds with a letter or letters.

In Key Stage One, children will continue in their phonics progression by **segmenting words**.

They will also learn a set of common exception words and how to spell the days of the week. These are words which do not follow taught spelling rules or guidance. Children may try to sound out common exception words phonetically when writing or reading.

Children should be taught that these words do not follow a specific spelling rule or pattern.

### Year 1 and 2 Common Exception Words

#### Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

#### Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

# What is Segmenting?

**Segmenting** teaches children to recognise the segments that form a word. It is when children 'stretch' out a word and then break it up into sounds, e.g. dog = d-o-g. This enables them to spell words. Segmenting is the opposite of [blending](#).

- Your child should **begin with oral segmenting**, i.e. saying the sounds in a word out loud. They don't even need to know what the written letters and sounds (graphemes) look like at this stage.
- Begin by segmenting words made up of two phonemes, such as in (i-n), then three phonemes, such as cat (c-a-t) or shop (sh-o-p), before moving on to longer words. Teach your child to listen for the sounds in words by asking them to stretch or chop up the word. They can use their fingers to count the number of sounds which they can hear.
- You should frequently model how to segment a word and encourage your child to look carefully at your mouth. This will help them to see the sounds being articulated clearly.
- To orally segment, children need to:  
say the word several times > stretch the word out > say the sounds > put the word back together (blend) to check that they have used the right sounds.



# Ways to practise spelling

## Roll and spell

Write the spelling words which you're working on next to numbers 1-6 (or 1-10 if you have a 10-sided dice). Your child should roll a dice and spell the corresponding word. You could try this activity outside and use chalk to write the words on the ground!



## Keyboard Spelling

Using a real keyboard or a printed image of a keyboard, your child should type out their spelling words. A fun alternative to writing!



## Search the Words

Hide tiny words in a picture and ask your child to search for them using a magnifying glass. Each time they find a word they should write it on a whiteboard.



## Jumbled Letters

When your child has practised spelling a word a few times, write it on a piece of paper and chop it up. Encourage them to put the word back together in the correct order.



## Rainbow Writing

Write the word once, write over it in a different colour, then again in a different colour. A fun, colourful way of learning to spell.



# Composition

```
graph TD; A[Composition] --> B[Oracy]; A --> C[Rich Vocabulary]; A --> D["Sentence and story Structure"];
```

Oracy

Rich Vocabulary

Sentence and story  
Structure

# What is Oracy?

- Oracy is the ability to express ideas, thoughts and feelings effectively through spoken language
- It includes talking, listening, discussion and presentation skills
- Oracy underpins the whole curriculum.
- Oracy underpins learning, confidence and social development

# ***What happens, then, when oracy development is stifled?***

There is research which shows that lower levels of oracy directly impact children's life chances. The Communication Trust's report found that children who struggle with language or have poor vocabulary at age five are:

- **Six times less likely to reach the expected standard** in English at age 11 than children who had good language skills at five.
- **Ten times less likely to achieve the expected level in Maths.**

Once upon a time there was a badger who <sup>was</sup> always hungry, because he worked day and night picking up rubbish in the active, adventurous park.

One early morning a boy came into the park with a ham sandwich. The starving, tremendously hungry badger gazed at the sandwich. Badger imagined how it would taste in his mouth.

"Mmm," he thought, "this is what I call an outstanding sandwich." A boy came near the sandpit to take a big, humungous bite. There was a girl nearby on a ~~some~~ dark, red slide when, oh no, the girl bumped into the boy and his delicious scrumptious sandwich fell in the sandpit! "Oh we can't eat it now," muttered the girl, "It's disgusting." The boy felt sad and so did that black and white badger.

Just then a squirrel got grabbed the sandwich covered with golden sand. She took it because she didn't mind the sand. The ginger squirrel brought it up to her tall, dark, tree to share with her pesky children. Oh, NO!!! The children couldn't share properly, ~~so~~ the sandwich fell in the pond covered with, slimy, green seaweed. "We can't eat it now," muttered the mother, ginger squirrel, "It's disgusting."

Suddenly a frog saw the sandwich and Badger leaped into the sparkling, dead pond. The slimy, dark, green frog fished out

the sandwich. He didn't mind the <sup>golden</sup> sand or the slimy, green seaweed. The bowsey frog was about to take a big, ~~humungous~~ bite when a scooter rushed and just wanted to get past, so there were black, squishy marks on the sandwich. "Oh, we can't eat it now," muttered the frog, "It's so disgusting!!!"

Suddenly a crow saw the sandwich and pecked it off the light green, delicate grass to give it to her wealthy, beautiful mum. When the crow was flying back to the sticky nest he dropped it into an ant's nest, because an electric aeroplane scared the daughter's crow. "Oh, we can't eat it now," the crow mum muttered, "It's disgusting!"



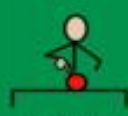







~~tactfully~~ Anyway there was a fox who grabbed the sandwich. He didn't mind the golden sand or the slimy, green seaweed or the black squishy marks or the hundreds of ants. He got the sandwich so with the lady fox he liked. The fox was going to tell him how much he liked her and cared for her, when he dropped it into a pile of tickly feathers that somehow got there. "Oh, we can't eat it now," muttered the lady fox, "It's disgusting!" So the lady fox kicked the sandwich into a flowerbed. Then she worked through some <sup>and dirt</sup> bins.

Badger ran to the flowerbed. This time there were some slugs covering the sandwich with slime and oozy, grey bubbles. Badger looked at the sandwich covered in golden sand, slimy, green seaweed, black squishy marks, hundreds of ants, tickly feathers and slugs with slime and oozy, grey bubbles. Then Badger ate up all the gross slugs.

# What are we doing at school to support your child...



Colourful Semantics Level 5

 who	 is doing	 what	 describe	 where
				
Subject	Verb	Object	Adjective	Place



ay a-e ai 	ee ea e 	igh i-e 	ow o-e oa 
oo u-e ew 	ar 	or aw 	air are 
ir ur er 	ou ow 	oi oy 	ire 
ear 	ure 	tion 	hous cious 

## What ways can you support at home...

- Give as many writing opportunities as you can
- Drawing, playing with different materials develops fine motor skills for handwriting.
- Provide paper, pens, pencils so that they can doodle
- Write labels for items around the house
- Read daily together to develop their vocabulary and inspire them to write
- Practise forming letters and shapes together
- Write birthday cards, shopping lists, thank you notes etc
- Display their writing
- Make writing FUN!