

YourStoryWorld

Whole-School Reading, Writing & AI Literacy Pack (KS1–KS2) - December 2025

Headteacher & SLT Summary

YourStoryWorld is a literacy-focused digital platform designed to improve reading engagement, writing quality and critical thinking, whilst introducing age-appropriate AI and digital literacy across KS1 and KS2.

The platform supports schools to:

- Raise reading for pleasure
- Strengthen descriptive and creative writing
- Provide structured, safe exposure to AI tools
- Collect pupil discussion and writing samples

Curriculum links

Useful connections include:

- DfE Reading Framework
- National Curriculum for English
- Reading, writing and spoken language

YourStoryWorld is **not a standalone product** — it integrates directly into existing literacy lessons, guided reading sessions, writing units and homework.

Curriculum & classroom evidence

Reading

- Encourages reading for pleasure
- Supports phonics and fluency
- Develops comprehension through structured questioning
- Audio playback supports SEND and EAL pupils

Writing

- Focus on sentence structure, vocabulary and description
- Promotes drafting, editing and reflection
- Encourages purposeful writing for an audience

Digital & AI Literacy

- Introduces AI as a tool to evaluate, not copy
- Supports ethical understanding of technology
- Encourages questioning accuracy and bias

Evidence teachers can collect

Teachers can collect examples of pupil discussion, reading and writing, alongside observations of engagement and responsible technology use.

Why This Matters Now

Schools face three growing challenges:

1. Declining reading engagement

Fewer children choosing to read for pleasure outside school hours

2. Weak descriptive writing

Pupils struggling to create vivid settings and developed characters

3. Unguided AI exposure

Increasing pupil use of AI tools without understanding how to evaluate them

YourStoryWorld addresses all three

By making pupils **want** to read, teaching how to build effective writing inputs, and showing pupils how AI can be questioned, refined and improved.

This prepares pupils not just for SATs — but for the **digital world beyond school**.

How Schools Use YourStoryWorld

Guided reading sessions

Use generated stories for comprehension practice and group discussion

English writing lessons

Model descriptive language and editing techniques with whole class

Interventions

Provide targeted support for pupils needing additional literacy practice

Homework

Engage families in purposeful reading and writing activities

Cross-curricular learning

Integrate literacy skills across history, geography and science topics

A typical teaching model:

1

Teacher introduces

Learning focus and success criteria

2

Class discusses

Prompts and vocabulary choices

3

Pupils generate

Stories with teacher guidance

4

Teacher uses outputs

For discussion, editing and comprehension

Pedagogical Approach

YourStoryWorld supports:

- Explicit teaching
- Modelling
- Shared writing
- Independent application

Teacher at the Centre

Teachers remain central to learning. The platform supports instruction, it does not replace it.

This approach aligns with evidence-based teaching methods recommended by the Education Endowment Foundation and reflects best practice seen in outstanding primary schools.

The platform provides a scaffold for high-quality literacy instruction whilst maintaining the essential role of teacher expertise, professional judgement and responsive teaching.

Improving Writing: The Key Focus

Strong writing starts with strong thinking

Teachers use the platform to:

- Model descriptive language
- Improve settings and atmosphere
- Refine character detail
- Expand vocabulary choices

Pupils learn:

- Small changes in wording have big effects
- Better prompts lead to better writing
- Editing is a normal part of writing

> "The quality of thinking directly influences the quality of writing. YourStoryWorld makes this connection visible to young learners."

By explicitly teaching the relationship between input quality and output quality, pupils develop metacognitive awareness that transfers to all writing contexts.



Teaching Prompts as a Writing Skill

1 Identify weak prompts

What information is missing here?

2 Improve clarity

How could we be more specific?

3 Add description

What vocabulary would make this more vivid?

4 Enhance detail

Which senses could we include?

Example classroom discussion:

> "What information is missing here?"
>
> "How could we improve the setting?"
>
> "What vocabulary would make this more vivid?"

Direct Link to Writing

This discussion directly strengthens writing composition skills required in the National Curriculum.

Teachers explicitly teach what makes a weak prompt versus a strong one, developing pupils' ability to plan and structure their writing effectively.

Reading & Comprehension

1

Age-appropriate language

Stories generated at suitable reading levels for each key stage

2

Optional audio playback

Supporting pupils with SEND, EAL or those building fluency

3

Comprehension questions

Structured questions to develop inference and retrieval skills

Teachers can:

- Model answers to comprehension questions
- Discuss inference and deduction
- Use responses for formative assessment
- Create evidence for pupil progress tracking
- Identify gaps in understanding
- Differentiate follow-up tasks

AI & Digital Literacy

AI can make mistakes

Technology isn't always accurate or reliable

AI reflects its inputs

Quality of output depends on quality of prompt

Humans must think critically

We must evaluate and question technology

This supports:

- Online safety
- Media literacy
- Responsible technology use

Age-Appropriate Introduction

Pupils learn about AI in a safe, structured context with clear teacher guidance and boundaries.



Safeguarding & Responsible Use

1

Child-safe content filtering

Automatic screening ensures age-appropriate material only

2

Age-appropriate language rules

Built-in parameters maintain suitable vocabulary and themes

3

Teacher-led access

All use occurs within supervised classroom contexts

4

No open internet browsing

Platform operates in controlled, secure environment

Clear Boundaries

AI is used **within clear boundaries** that prioritise child safety and well-being.



The platform meets safeguarding requirements and supports schools' duty of care whilst introducing pupils to emerging technologies responsibly.

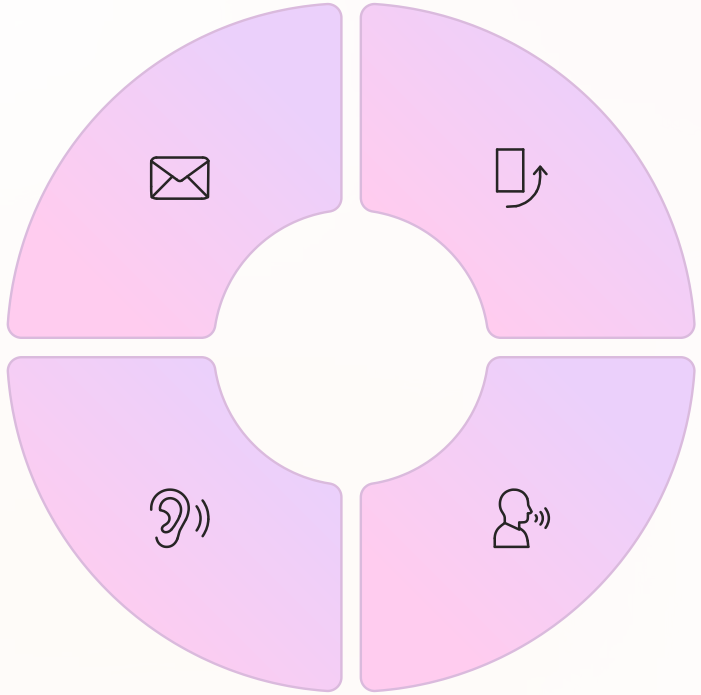
KS1 Focus: Years 1–2

Phonics

Supporting decoding and word recognition

Listening comprehension

Developing understanding through audio



Sentence fluency

Building confidence with sentence patterns

Oral storytelling

Encouraging verbal composition skills

KS1 Lesson Example

01

Objective

Describe a setting using simple adjectives

02

Teacher models

Whole class creates a prompt together, discussing vocabulary choices

03

Pupils generate

Children create a short story using the agreed prompt

04

Class discusses

Share favourite sentences and identify effective adjectives

Expected Outcomes

- Improved vocabulary range
- Greater reading confidence
- Increased enjoyment of stories
- Stronger oral language skills

Teacher Tip

Keep prompts simple at KS1. Focus on one clear element like a character or setting.



Lower KS2: Years 3–4

Focus Areas

Paragraphing

Organising ideas into logical groups

Expanded noun phrases

Adding detail and description to nouns

Setting description

Creating vivid places using sensory detail

Vocabulary precision

Choosing specific, effective words



Teaching Approach

1	2	3
Compare weak vs strong prompts	Improve descriptions collaboratively	Edit generated text together

Lower KS2: Assessment Evidence

Annotated writing

Pupils mark up generated text, identifying strengths and areas for improvement

Vocabulary banks

Create collections of effective words and phrases for future use

Oral explanation

Pupils articulate their language choices and reasoning

Assessment for Learning

These approaches provide rich evidence of pupil understanding and progress for formative assessment purposes.

Upper KS2: Years 5–6

Focus Areas

Atmosphere and tone

Creating mood through careful word choice and sentence structure

Show vs tell

Using implication rather than direct statement

Evaluating AI output

Critical analysis of generated content

Critical discussion

Articulating sophisticated judgements



Upper KS2: AI Literacy Development

Identify inaccuracies

Spot errors, inconsistencies or inappropriate content in AI-generated text

Improve weak outputs

Redraft and enhance generated writing using editing skills

Discuss limitations

Consider bias, missing detail or lack of originality in AI responses

Writing Outcomes

- Higher-quality descriptive writing
- Greater confidence in editing process
- Strong reasoning and justification skills
- Metacognitive awareness of writing craft

"Year 6 pupils demonstrate sophisticated understanding when they can explain *why* an AI-generated passage doesn't quite work."

Photocopiable Lesson Templates

Each ready-to-use template includes all essential components for effective literacy teaching:

Learning objective

Clear, measurable success criteria

Prompt used

Example prompts at appropriate level

Vocabulary focus

Key words to teach and model

Reflection questions

Discussion prompts for plenary

Evidence to keep

What to collect for assessment

Templates are fully editable and can be adapted to suit your school's planning format, ensuring seamless integration with existing schemes of work.

Time-Saving Resources

These templates reduce planning time whilst maintaining high-quality teaching standards.

Prompt Banks: Copy & Paste Examples

KS1 Example Prompt

> "A small dog explores a sunny park."

Simple subject and setting, focusing on basic description

Lower KS2 Example Prompt

> "Describe a mysterious forest using sight, sound and smell."

Introduces sensory vocabulary and atmospheric writing

Upper KS2 Example Prompt

> "Create a tense setting before a major event, focusing on atmosphere."

Develops sophisticated tone and implied meaning

Access dozens more differentiated prompts organised by year group, text type and curriculum objective.



Creating Assessment Evidence

Screenshots of prompts

Capture the thinking process behind writing choices

Annotated stories

Pupil and teacher comments on generated text

Comprehension responses

Written or verbal answers to reading questions

Pupil reflections

Metacognitive commentary on learning process



Inspection-Ready Evidence

This documentation clearly demonstrates pupil progress, curriculum coverage and quality of education.