Writing End Points – Year 1

Component Knowledge

Y1:	
Pupils know that:	**Pupils know how to:**
Transcriptional fluidity continues to be the primary goal. • A sentence is a set of words that mean something. A sentence says something about someone or about a thing. • A series of sentences in sequence can tell a story, recount events or convey information. • We can remember and recall a sentence. This helps us to write the sentence. If we repeat the sentence several times, this helps us to remember all the words in the sentence. • A written sentence always begins with a capital letter and ends with a full stop. • Sometimes we can use *and* or *then* in place of a full stop. These joining words are called conjunctions.	In addition to the vital transcriptional aspects: • Orally rehearse a sentence and commit it to memory. • Recognise when a sentence makes sense. • Write three or four meaningful simple sentences in sequence. (While it is desirable that pupils write at greater length, please not at the expense of **technical accuracy and automaticity**!) • Consistently use a capital letter and a full stop to demarcate each sentence. • Leave appropriately sized spaces between words. • Join two sentences using *and* or *then* to make a compound sentence. (Y2 NC)

Composite Knowledge

Letter formation / Handwriting

Children know how to:

- sit correctly at a table, holding a pencil comfortably and correctly – BBC position.
- continue to develop tripod grip of a pencil/pen.
- write some lower case and capital letters of the alphabet in the correct direction, starting and finishing in the right place.
- form digits 0-9.

Transcription

- write from memory simple sentences dictated by the teacher that include the GPC's and common exception words taught so far.

Planning, Drafting and Editing

Children know how to:

- compose a sentence orally before writing.
- Say a sentence out loud before writing it – oral rehearsal.
- sequence sentences to form short narratives.
- read their writing to check that it makes sense to themselves and to an adult.
- to begin to independently make a change to their writing so that they make their writing better.

Audience, Purpose and Structure

Children know how to:

- use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.
- start to engage readers in stories and news telling by using adjectives to describe.
- begin to write for different purposes: poetry, instructions, letter.

Sentence Structure (Including punctuation and grammar)

Children know how to:

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- use simple sentence structures that are accurately punctuated with a capital letter and a full stop.

- use simple conjunctions (and, but) to link ideas in sentences.
- form simple compound sentences.
- use capital letters for names, places, the days of the week and the personal pronoun 'I'.
- use finger spaces.
- use full stops to end sentences.
- use question marks and exclamation marks.

Terminology

Recognise and use the terms:

- Letter
- Capital letter
- Word
- Singular
- Plural
- Sentence
- Punctuation
- Full stop
- Question mark
- Exclamation mark.

Phonic & Whole word spelling

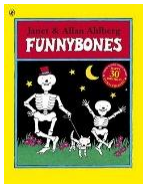
- spell words containing each of the 40+ phonemes taught
- spell common exception words
- spell the days of the week
- name the letters of the alphabet in order
- use letter names to distinguish between alternative spellings of the same sound
- spell words with simple phoneme/grapheme correspondence accurately e.g. cat, dog, red
- make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations

Other word building spelling

- use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- use the prefix un–
- use –ing, –ed, –er and –est where no change is needed in the spelling of root words
- apply simple spelling rules and guidance from **Appendix 1**

Contexts for writing (Purpose)

Autumn 1



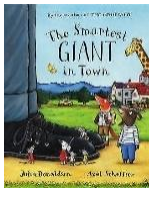


Genre

Writing to entertain- Stories

Writing to inform- instructions- making a sandwich

Spring 1

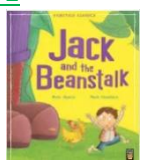


Genre

Writing to entertain- Stories- character description

Writing to inform- recount- visit to the NESM

Summer 1



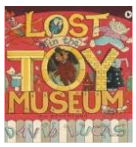
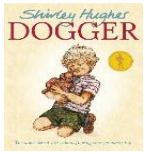
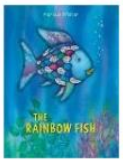


Genre

Writing to entertain- Character Description- Jack and the giant

Writing to inform- Recount- Visit to The Yorkshire Sculpture Park

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Writing to inform- instructions (making a witch's potion) **Writing to inform** -Recount- Eureka trip **Context** Funny Bones - It is suitable for a Year 1 lesson because the repetitive text supports early reading skills through oral rehearsal and retelling, while the clear storyline and engaging illustrations help develop comprehension and discussion. Little Red Riding Hood - It has a clear sequence of events, memorable characters, and repeated phrases that support comprehension and retelling.	**Context** The Smartest Giant in Town - The repetitive language and rhyming patterns support reading fluency, while the themes of kindness and generosity promote discussion and character understanding.	**Context** Jack and the Beanstalk -This traditional tale has a clear story structure, repeated events, and memorable characters, making it ideal for retelling, sequencing, and developing story language. What the Ladybird heard - The rhyming text and repeated patterns support early reading skills, while the plot encourages prediction, and discussion.
Autumn 2   **Genre** **Writing to entertain-** Stories- character description **Writing to entertain-** Poetry- Shirley Hughes poems **Context** The Lost Toy Museum - The imaginative setting and engaging characters capture children's interest. The story supports prediction, sequencing, and discussion. Dogger - Its relatable themes and clear narrative support comprehension and retelling skills.	**Spring 2**   **Genre** **Writing to entertain-** Stories **Writing to inform-** instructions- making Scottish shortbread **Context** Katie in London - The story introduces children to significant places and encourages descriptive language. It also develops vocabulary through discussion of settings. Katie in Scotland - The text provides opportunities for speaking, listening, and descriptive writing.	**Summer 2**   **Genre** **Writing to entertain-** Seaside Poetry **Writing to entertain-** Setting description- a pirate scene and a rock pool **Writing to inform-** Recount- BARC fundraiser/ charity **Context** The Rainbow Fish- Its simple plot and rich illustrations help develop comprehension, discussion, and personal response skills. Sharing a Shell - Its rhyming language supports reading fluency.