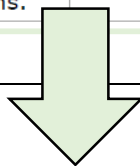


Writing End Points – Year 1

Y1:		Component Knowledge
Pupils know that:	Pupils know how to:	
<p>Transcriptional fluidity continues to be the primary goal.</p> <ul style="list-style-type: none"> • 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 <i>and</i> or <i>then</i> in place of a full stop. These joining words are called conjunctions. 	<p>In addition to the vital transcriptional aspects:</p> <ul style="list-style-type: none"> • 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 <i>and</i> or <i>then</i> to make a compound sentence. (Y2 NC) <p style="text-align: right;"><i>Phil Riozzi © February 2022</i></p>	



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.

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:

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

Writing End Points – Year 1

- 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)

- **Writing to entertain- Stories**
- **Writing to entertain- Poetry**
- **Writing to entertain- Character Description**

- **Writing to inform- Recount (Daily news)**
- **Writing to inform- instructions**
- **Writing to inform/ entertain- letter**
- **Writing to inform- Recount (Trip)**