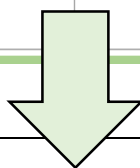


Writing End Points – Foundation Stage

| | | |
|---|---|----------------------------|
| Reception year: | | Component Knowledge |
| Pupils know that: | Pupils know how to: | |
| <p>(Content is almost entirely transcriptional – the spelling aspects of the phonics programme, other spelling content and the letter formation programme.)</p> <ul style="list-style-type: none"> • As children are immersed in quality literature and talk, they develop the language comprehension that enables them to make sense of written language and to begin to have a go themselves. | <p>In addition to the vital transcriptional aspects that give children an early facility and confidence with recognisable writing:</p> <ul style="list-style-type: none"> • Attempt, in a wide range of contexts, forming sequences of words that make sense / can be read by others. <p style="text-align: right; color: green;"><i>Phil Riozzi © February 2022</i></p> | |



| |
|---|
| Composite Knowledge |
| Letter formation / Handwriting |
| <p>Children know how to:</p> <ul style="list-style-type: none"> ➤ achieve a good posture when sitting at a table – BBC position. ➤ begin to develop tripod grip of a pencil/pen. ➤ use a range of tools competently, safely and confidently. *Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. ➤ form lower case and capital letters correctly. ➤ write recognisable letters. ➤ form lower case and capital letters correctly. |
| Transcription |
| <ul style="list-style-type: none"> ➤ Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. |
| Planning, Drafting and Editing |
| <p>Children know how to:</p> <ul style="list-style-type: none"> ➤ articulate their ideas and thoughts in simple phrases and sentences. ➤ describe events(orally) in some detail. ➤ use new vocabulary in conversation. ➤ listen to and talk about stories to build familiarity and understanding. ➤ retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. ➤ re-read what they have written to check it makes sense. |
| Audience, Purpose and Structure |
| <p>Children know how to:</p> <ul style="list-style-type: none"> ➤ use new vocabulary verbally. ➤ describe events that have happened to them to a familiar adult or peer. ➤ explain how things work and why they might happen. ➤ develop social phrases. ➤ use new vocabulary in different contexts. |

Writing End Points – Foundation Stage

- participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.

Sentence Structure (Including punctuation and grammar)

Children know how to:

- verbally, use new vocabulary.
- articulate their ideas and thoughts in verbal sentences.
- connect one idea or action to another verbally using a range of simple conjunctions (and, but, so)
- offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.
- recognise that a capital letter and full stop are needed to form an accurate sentence.

Terminology

Recognise:

- Capital letter
- Full stop

Understand that these are needed to make an accurate sentence.

Phonic & Whole word spelling

- listen to and hear the sounds in CVC, CVCC and CCVC words.
- recall &/identify the taught GPCs (the letters that represent the sounds) (including some digraphs) on a grapheme mat and use this when writing.
- spell some taught common exception/ high frequency and familiar words

Contexts for writing (Purpose)

- Child initiated writing (in role, and for purpose)
- write narratives about personal experiences and those of others (real and fictional)
- write about real events
- write poetry
- write for different purposes