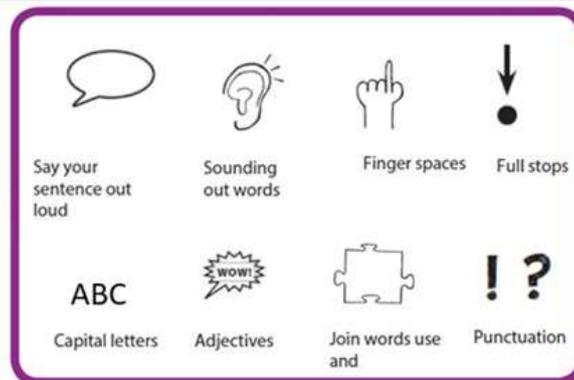


Year 1 End of Year Writing Expectations

By the end of year, a Year 1 child should be showing the following elements within their writing:



In class, we use these statements to give the children individual writing targets. While we are working from home, we would like the children to try and keep this checklist in mind. We do not expect every statement in every piece of writing – but the more the better. These targets have been built on from EYFS learning. These targets are in order of expectations throughout the year with saying their sentence and sounding out being the first steps to become a writer, progressing through using finger spaces, full stops and capital letters, before then building on a basic sentence with the addition of adjectives, using ‘and’ and a range of punctuation.

It is vital in these early stages of writing that children become confident with their own writing and phonics abilities and use their phonics in their writing, rather than relying on an adult to spell words for them. This is why we like them to make plausible attempts at sounding out words for example we would rather see a child spell snow ‘snoa’ using an oa sound they do know than simply copying the correct spelling. This then allows yourselves and us to explain that we use the ‘ow’ spelling more frequently when we hear an ‘oa’ sound at the end of a word.

The National curriculum states

“At this stage pupils will be spelling some words in a phonically plausible way, even if sometimes incorrectly. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds.”

It would be great if you can support your child with this at home. If they are hesitant and ask for a spelling, get them to have a go first on a scrap piece of paper and then talk about how they have spelled it and correct if necessary.

This link <https://video.link/w/HM0Gb> is a great video to explain the process of learning to write. It is aimed more at children who are just beginning to build sentences, but the principles are the same and will give you an idea of how your children have got to where they are. Get your children to sound out the unfamiliar words using their fingers so they know how many sounds they need. We would develop this further and expect once children know their phase 5 sounds (we have taught all of these in school) they would be using the different spelling rules as well eg. we would ask them to think about the ai for play and think of an alternative way, supporting them to use the ‘ay’ digraph instead.

The following videos may help support your understanding of some of the statements:

Capital Letters: <https://video.link/w/jhaGb>

Full Stops: <https://video.link/w/xhaGb>

Exclamation Marks: <https://video.link/w/piaGb>

Question Marks: <https://video.link/w/diaGb>

Conjunctions e.g. ‘and’: <https://video.link/w/dJ8Fb>

Adjectives: <https://video.link/w/LjaGb>