

Writing End of Year Statements - Year 1



Working Towards the Expected Standard

Pupil is able to:

- Sit correctly at a table, holding a pencil comfortably and correctly with a tripod grip.
- Write sentences which can be read by themselves and others placing some full stops accurately.
- With support and after discussion with the class teacher, retell or write a simple, short story. Sentences are likely to be simple and repetitive in structure.
- Use simple adjectives that have been shared or modelled within sentences.
- Use capital letters for their name and the personal pronoun I.
- Use their Phase 2, Phase 3 and Phase 4 phonic knowledge to write words in ways which match their spoken sounds – some being spelt correctly and others being phonetically plausible.
- Spell **some** Year 1 common exception words
- Spell **some** words from the Year 1 spelling rules as outlined at the bottom of this document.
- Form **many** letters with the correct starting and finishing point. Letters may vary in size.
- Begin to space words accurately

Expected Standard

With limited support, pupils are able to:

- Write a sequence of sentences to form short narratives, including personal experiences and those of others (real or fictional)
- Show an understanding of different text types e.g. knowing that writing a letter is different to writing a story.
- Use simple adjectives of their own choice to describe nouns.
- Use the joining word *and*.
- Use simple past and present verbs mostly accurately.
- Use capital letters and full stops to demarcate some sentences accurately.
- Use capital letters for proper nouns.
- Use capital letters for personal pronoun (I)
- Use question marks to demarcate **some** sentences.
- Use exclamation marks to demarcate **some** sentences.
- Use their Phase 2, Phase 3, Phase 4 and Phase 5 phonic knowledge to write words in ways which match their spoken sounds – **many** being spelt correctly and others being phonetically plausible
- Add the suffixes –ing, –ed, –er –est to spell **many** words correctly
- Add the regular plural noun suffixes –s or –es
- Spell **most** Year 1 common exception words taught
- Form lower case, capital letters and digits correctly, starting and finishing in the correct place with a good level of consistency.
- Use spacing between words
- Re-read writing to check that it makes sense
- Read aloud their writing to each other and the teacher

Greater Depth within the Expected Standard

Pupil confidently and independently applies their knowledge and skills and is able to:

- Always think of the reader as they write, making precise word choices drawn from their reading or experiences.
- Use a number of features of different text types and make appropriate vocabulary choices.
- Write sequences of sentences to create short fiction and non-fiction texts that are consistent in their features and purpose.
- Always know when to use the joining word *and* in a sentence, using it appropriately and sparingly. Pupils are likely to be beginning to use other conjunctions from higher year groups such as 'but' and 'so'.
- Consistently use the full range of punctuation taught by the end of Year 1 mostly accurately.
- Consistently use their Phase 2, Phase 3, Phase 4, Phase 5 and Phase 6 knowledge and their prefix and suffix knowledge to write words in ways which match their spoken sounds, spelling most words from the Year 1 programme of study correctly.
- Improve writing after discussion with the teacher

Year 1 Common Exception Words

the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our

Year 1 Spelling Rules

Words ending –y (/i:/ or /ɪ/)	very, happy, funny, party, family
New consonant spellings ph and wh	dolphin, alphabet, phonics, elephant, when, where, which, wheel, while
Using k for the /k/ sound	Kent, sketch, kit, skin, frisky
Adding the prefix –un	unhappy, undo, unload, unfair, unlock
Compound words	football, playground, farmyard, bedroom, blackberry
Adding s and es to words (plural of nouns and the third person singular of	cats, dogs, spends, rocks, thanks, catches

verbs)	
Adding the endings–ing, –ed and –er to verbs where no change is needed to the root word	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
Adding –er and –est to adjectives where no change is needed to the root word.	grander, grandest, fresher, freshest, quicker, quickest
-tch	catch, fetch, kitchen, notch, hutch
The /v/ sound at the end of words	have, live, give