

Parent/carer document - end of year expectations for writing



Year 1

Handwriting

- Children should be able to sit correctly at the table, holding a pencil comfortably and correctly
- They will begin to form lower-case (a) and capital letters correctly (A)
- Understand which letters belong to which handwriting families

Ladder Letters: l, i, t, u, j, y.

One-Armed Robot Letters: r, b, n, h, m, k, p.

Curly Caterpillar Letters: c, a, o, d, g, q, e, s, f.

Zigzag Monster Letters: v, w, x, z.

Phonics

- By the end of Year 1 children will sit a national phonics assessment (reading)
- At this stage, pupils will be spelling some words in a phonetically plausible way, even if sometimes incorrectly.
- Misspellings of words that pupils have been taught to spell should be corrected.
- Children will be able to spell the Year 1 common exception rules which are spellings that phonics cannot be used for.

Sound mats and common exception words are attached below

Fundamentals

- Leaving spaces between words
- Joining words and joining clauses using 'and'

I went to the park and we had a pear.

- Begin to punctuate sentences using a capital letter, full stop, question mark or exclamation mark

Where is the park?

- Using capital letters for the names of people, places, days of the week and the personal pronoun 'I'

I went to the park on Sunday.

Punctuation and grammar:

- Use the spelling rule for adding -s or -es

If the ending of a words sounds like /s/ or /z/ it is spelt as -s. If the ending sounds like /iz/ and forms an extra syllable in the word it is spelt as -es. For example: cats /s/ dogs /s/ catches /iz/
























- Using the prefix -un

Added to the beginning of a word without any changes to the root word. For example, unhappy, undo, unfair, unwise
















- Using the suffixes -ing, -ed, -er and est where no change is needed in the spelling of the words

jump---jumped, hunt---hunter, jump---jumping, fresh---freshest











Phase 2












Ss 	Aa 	Tt 	Pp 	li 	Nn 
Mm 	Dd 	Gg 	Oo 	Cc 	Kk 
ck 	Ee 	Uu 	Rr 	Hh 	Bb 
Ff 	ff 	Ll 	ll 	ss 	












Phase 3














Jj 	Vv 	Ww 	Xx 	Yy 	Zz 
zz 	qu 	ch 	sh 	th 	th 
ng 	ai 	ee 	igh 	oa 	oo 
oo 	ar 	or 	ur 	ow 	oi 
ear 	air 	ure 	er 		

Phase 5

 a	 e ea	 i y	 o a	 u o	 ai ay a-e ey a ei eigh	 ee ea e-e ey e y ie	 igh le i-e i y	 oa oe o-e ow o	 oo ue ew u-e ou
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 (y)oo ue ew u-e u	 oo u oul	 ar a al	 or aw au al our augh oor ore	 air are ear ere	 ur ir er ear or	 ow ou	 oi oy	 ear ere eer	 ure	 er u
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 f ff ph	 l ll le	 m mm mb	 n nn gn kn	 r rr wr	 s ss se c ce	 v ve	 z zz s se	 sh ch ti ci s/ss	 th	 ng
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 b bb	 c k ck ch	 d dd	 g gg	 h	 j g ge dge	 p pp	 qu	 t tt	 w wh	 x	 y	 ch tch t
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Common exception words

Here are some common exception words – words that are spelled without using the normal spelling rules – that children in England are expected to be able to spell by the end of Year 1 (age 6).

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