

Details of the Year 1 statutory requirements. Pupils will be taught to:

Reading - word reading

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in a word
- read words containing taught GPCs and -s, -es, -ing, -ed, and -est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions (eg. I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading

Reading - comprehension

- **Develop pleasure in reading , motivation to read, vocabulary and understanding by:**
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - being encouraged to link what they read or hear to their own experiences
 - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - recognising and joining in with predictable phrases
 - learning to appreciate rhymes and poems, and to recite some by heart
 - discussing word meanings, linking new meanings to those already known
- **Understand both the books they can already read accurately and fluently and those they listen to by:**
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - discussing the significance of the title and events
 - making inferences on the basis of what has been read so far

- **Participate in discussion about what is read to them, taking turns and listening to what others say**
- **Explain clearly their understanding of what is read to them**

Writing - Transcription

- **Spell :**
- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week
- **Name the letters of the alphabet:**
- naming the letters of the alphabet in order
- using letters to distinguish between alternative spellings of the same sound
- **Add prefixes and suffixes:**
- using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un-
- using -ing, -ed, -er and -est where no change is needed in the spelling of the root word (eg. helping, helped, helper, eating, quicker, quickest)
- **Apply simple spelling rules and guidance as listed in the spelling appendix for Year 1**
- **Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far**

Writing - Handwriting

- sit correctly at a table, holding pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting families (eg. letters that are formed in similar ways) and to practise these

Writing - composition

- **Write sentences by:**
- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- Discuss what they have written with the teacher or other pupils
- Read aloud their writing clearly enough to be heard by their peers and the teacher

Writing - vocabulary, grammar and punctuation

- **Develop understanding of the concepts set out in the grammar appendix by:**
- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for Year 1 in [English Appendix 2](#)
- **Use the grammatical terminology in [English Appendix 2](#) in discussing their writing**