

## Statutory requirements

### Reading – word reading

Pupils should be taught to:

- ☐ 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 the word

- ☐ read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- ☐ read other words of more than one syllable that contain taught GPCs
- ☐ read words with contractions [for example, 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

Pupils should be taught to:

- ☐ 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 the word

- ☐ read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- ☐ read other words of more than one syllable that contain taught GPCs
- ☐ read words with contractions [for example, 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.

## Writing – Spelling

Pupils should be taught to:

- ☐ 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 letter names 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 root

words [for example, helping, helped, helper, eating, quicker, quickest]

- apply simple spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using

the GPCs and common exception words taught so far.

## Handwriting

Pupils should be taught to:

- ☐ sit correctly at a table, holding a 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' (i.e. letters that are

formed in similar ways) and to practise these.

### Writing – composition

Pupils should be taught to:

- ☐ 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

Pupils should be taught to:

- ☐ develop their understanding of the concepts set out in English Appendix 2 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.