

# YEAR 1

## **Statutory requirements:**

### Spell by

- spell:
  - words containing each of the 40+ phonemes already taught
  - common exception words (see below)
  - 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
- write from memory simple sentences dictated by the teacher that include words using the GPCs (Grapheme Phoneme Correspondence ie which letters do you write to make a sound) and common exception words taught so far.
- Read by
  - 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

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## 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 – and/or others, according to the programme used