

English – Year 1 – Tracker - Statutory requirement for children in Year 1		Working Towards	Almost Achieved	Achieved	
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 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	<b>develop pleasure in reading, motivation to read, vocabulary and understanding by:</b> 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 read 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				
	<b>understand both the books they can already read accurately and fluently and those they listen to by:</b> 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 is being said and done				
	predicting what might happen 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	Spelling – SEE ENGLISH APPENDIX 1 Pupils should be taught to spell: words containing each of the 40+ phonemes already taught			
		SPELL: common exception words			
SPELL: the days of the week					
name the letters of the alphabet: naming the letters of the alphabet in order and 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 <a href="#">English Appendix 1</a> write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.					
Handwriting	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	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 their understanding of the concepts set out in <a href="#">English Appendix 2</a> 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 - How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> , <b>learn Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i> ), Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i> ], including the effects of these suffixes on the meaning of the noun				
	use the grammatical terminology in English Appendix 2 in discussing their writing for Year 1 - letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark				

## APPENDIX 1 – Year 1 – Spelling

The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:

- all letters of the alphabet and the sounds which they most commonly represent - consonant digraphs which have been taught and the sounds which they represent - vowel digraphs which have been taught and the sounds which they represent - the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds - words with adjacent consonants - guidance and rules which have been taught

Statutory Requirement	Rules and Guidance	Example Words
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as <b>ff</b> , <b>ll</b> , <b>ss</b> , <b>zz</b> and <b>ck</b> if they come straight after a single vowel letter in short words. <b>Exceptions:</b> if, pal, us, bus, yes.	off, well, miss, buzz, back
The /ŋ/ sound spelt n before k		bank, think, honk, sunk
Division of words into syllables	Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.	pocket, rabbit, carrot, thunder, sunset
-tch	The /tʃ/ sound is usually spelt as <b>tch</b> if it comes straight after a single vowel letter. <b>Exceptions:</b> rich, which, much, such.	catch, fetch, kitchen, notch, hutch
The /v/ sound at the end of words	English words hardly ever end with the letter <b>v</b> , so if a word ends with a /v/ sound, the letter <b>e</b> usually needs to be added after the 'v'.	have, live, give
Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as <b>-s</b> . If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as <b>-es</b> .	cats, dogs, spends, rocks, thanks, catches
Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word	<b>-ing</b> and <b>-er</b> always add an extra syllable to the word and <b>-ed</b> sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt <b>-ed</b> . If the verb ends in two consonant letters (the same or different), the ending is simply added on.	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
Adding -er and -est to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	grander, grandest, fresher, freshest, quicker, quickest
Words ending -y (/i:/ or /ɪ/)		very, happy, funny, party, family
New consonant spellings ph and wh	The /f/ sound is not usually spelt as <b>ph</b> in short everyday words (e.g. <i>fat, fill, fun</i> ).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
Using k for the /k/ sound	The /k/ sound is spelt as <b>k</b> rather than as <b>c</b> before <b>e</b> , <b>i</b> and <b>y</b> .	Kent, sketch, kit, skin, frisky
Adding the prefix -un	The prefix <b>un-</b> is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock
Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	football, playground, farmyard, bedroom, blackberry
Common exception words	Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far. 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	
Vowel Digraphs and Trigraphs		
ai, oi	The digraphs ai and oi are virtually never used at the end of English words. rain, wait, train, paid, afraid oil, join, coin, point, soil	oo (/u:/) food, pool, moon, zoo, soon
ay, oy	<b>ay</b> and <b>oy</b> are used for those sounds at the end of words and at the end of syllables. day, play, say, way, stay boy, toy, enjoy, annoy	oo (/u/) book, took, foot, wood, good
a-e	made, came, same, take, safe	oa boat, coat, road, coach, goal
e-e	these, theme, complete	oe toe, goes
i-e	five, ride, like, time, side	ou out, about, mouth, around, sound
o-e	home, those, woke, hope, hole	ow (/aʊ/) now, how, brown, down, town
ow (/əʊ/)	own, blow, snow, grow, show	ue blue, clue, true, rescue, Tuesday
are (/ɛə/)	bare, dare, care, share, scared	ew new, few, grew, flew, drew, threw
u-e	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as <b>u-e</b> . June, rule, rude, use, tube, tune	ie (/aɪ/) lie, tie, pie, cried, tried, dried
ar	car, start, park, arm, garden	ie (/i:/) chief, field, thief
ee	see, tree, green, meet, week	igh high, night, light, bright, right
ea (/i:/)	sea, dream, meat, each, read (present tense)	or for, short, born, horse, morning
ea (/ɛ/)	head, bread, meant, instead, read (past tense)	ore more, score, before, wore, shore
er (/ɜ:/)	(stressed sound): her, term, verb, person	aw saw, draw, yawn, crawl
er (/ə/)	(unstressed <i>schwa</i> sound): better, under, summer, winter, sister	au author, August, dinosaur, astronaut
ir	girl, bird, shirt, first, third	air air, fair, pair, hair, chair
ur	turn, hurt, church, burst, Thursday	ear dear, hear, beard, near, year
ear (/ɛə/)	bear, pear, wear	

## APPENDIX 2 – Year 1 – Vocabulary Grammar and Punctuation

Year 1 Appendix 2 Vocabulary, Grammar and Punctuation – Year 1	
Word	Regular <b>plural noun suffixes</b> -s or -es [for example, <i>dog, dogs; wish, wishes</i> ], including the effects of these suffixes on the meaning of the noun <b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i> ) How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind</i> , or <i>undoing: untie the boat</i> ]
Sentence	How <b>words</b> can combine to make <b>sentences</b> Joining <b>words</b> and joining <b>clauses</b> using <i>and</i>
Text	Sequencing <b>sentences</b> to form short narratives
Punctuation	Separation of <b>words</b> with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> Capital letters for names and for the personal <b>pronoun I</b>
Terminology	letter, capital letter word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark