

Statutory Requirements (Revision of reception work)

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

Year 1

Statutory Requirements	Rules/guidelines (non-statutory)	Example words (non-statutory)
The /ng/ sound spelt n before k		bank, pink, think, honk, chunk, sunk
Vowel digraphs and trigraphs ai oi ay oy a-e e-e i-e o-e u-e ar ee ea (/ee/) ea (/e/) er (stressed sound) er (unstressed schwa sound) ir ur oo oo oa oe ou ow (/ou/) ow (/oa/) ue ew ie (/igh/) ie (/ee/) igh or ore aw au	Some should already be known, depending on the programmes used in reception, but some will be new. The digraphs ai and oi are never used at the end of English words. ay and oy are used for those sounds at the end of words and at the end of syllables. Both the /yoo/ and /oo/ sounds can be spelt u-e. Saying the /er/ in butter etc. as a clear /er/ sound (as in her) helps in remembering how to spell it. Very few words end with the letters oo, although the few that do are often words that primary children in year 1 will encounter, e.g. zoo. The digraph oa is very rare at the end of an English word. The only common English word ending in ou is you. Both the /oo/ and /yoo/ sounds can be spelt as u-e, ue and ew. If words end in the /oo/ sound, ue and ew are more common spellings than oo.	rain, sail, train, paid, snail oil, boil, join, coin day, play, say, way, Sunday, stay boy, toy, enjoy, annoy made, came, same, take, late these, theme kite, bite, like, time, slide, bike home, those, note, bone, hole June, rule, rude, use, cube, tune car, star, park, arm, garden see, tree, green, meet, week leaf, sea, dream, meat, read (present tense) head, bread, ready, instead, read (past tense) (stressed sound): her, term, verb, person (unstressed schwa sound): butter, letter, summer, winter, greener, better girl, bird, shirt, skirt, third turn, burn, curl, hurt food, cool, moon, zoo, spoon book, look, foot, wood, good boat, coat, road, soap toe, goes out, about, cloud, round, sound now, how, cow, down, town blow, snow, grow, slow, show blue, clue, true, rescue, argue new, few, grew, chew, drew, threw lie, pie, cried, tried, fried chief, field, thief high, night, light, bright, right for, fork, born, horse more, sore, before, wore saw, draw, yawn, crawl author, August, dinosaur, astronaut

air ear ear (/air/) are (/air/)		air, fair, pair, stairs, chair ear, dear, hear, clear, near bear, pear, wear bare, dare, care, share, stare
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
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 ff , ll , ss , zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.	off, well, miss, buzz, back
Words ending -y (/ee/ or /i/ depending on accent)		very, happy, sorry, carry, party
New consonant spellings ph and wh	The /f/ sound is not usually spelt as ph in short everyday words (e.g. fat, fill, fun).	dolphin, alphabet, phonics, elephant when, where, which, wheel, whisk
Using k for the /k/ sound	The /k/ sound is spelt as k rather than as c before e, i and y.	Kent, sketch, skeleton, kit, skip, husky
-tch	The /ch/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: 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 v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.	have, live, give
Adding the prefix -un	The prefix un- is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock
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 -s . If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es .	cats, dogs, spends, rocks, thanks, catches
Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word	-ing and -er always add an extra syllable to the word and -ed 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 -ed . 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
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, laptop, 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