Step 15 must have been attained	Step	16, Entering Y1	17, Developing Y1	18, Secure Y1	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
	Typical attainment time	Autumn Y1	Spring Y1	Summer Y1	
	Stars routinely required	15	31	48, including all underlined KPIs with 3 stars.	

For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.

Spelling Revision from EYFS

♦ 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.

Spelling	★ B	★ P	★ E
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.			

Vocabulary, Grammar and Punctuation	★ B	★ P	★ E
Develop their understanding of the concepts set out in English Appendix 2 (Year 1):			
Word			
❖ Regular plural noun suffixes –s or –es *(eg, dog, dogs; wish, wishes),* including the effects of these suffixes on the meaning of the noun.			
❖ Suffixes that can be added to verbs where no change is needed in the spelling of root words *(eg, helping, helped, helper).*			
❖ How the prefix un– changes the meaning of verbs and adjectives (negation, *eg, unkind,* or undoing, *eg, untie the boat*).			
Sentence			
❖ How words can combine to make sentences.			
❖ Joining words and joining clauses using and.			
Text			
❖ Sequencing sentences to form short narratives. (also in composition)			
Punctuation			
❖ Separation of words with spaces;			
❖ Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.			
❖ Capital letters for names and for the personal pronoun 'I.'			
Terminology for pupils			
❖ Use the grammatical terminology in English Appendix 2 in discussing their writing *(letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark).*			

❖ Phonics Screening	Y1 pass Y1 Phonics Screening Test	Y2 pass Y2 Phonics Re-Screening Test	Y3+ equivalent exercise.	

★:B   Beginning to   ★ P   Progressing   ★ E   Embedded