



Spelling - Year 1

National Curriculum Statutory Guidance

During year 1, teachers build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words.

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 below;*
- *write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.*

Revision of Learning from Reception

The 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*

Spelling at school

- **Monday:** Children will be taught one of the spelling rule(s) for the week. They will be given up to 10 words that use that spelling rule(s) to practise.
- **Tuesday:** Children may be given the word list to practise using their cursive handwriting as part of the multi-sensory approach to learning spellings. Children will be encouraged to use the spelling rules in their writing.
- **Wednesday:** Children will be taught a new spelling rule for the week. They will be given up to 10 words that use that spelling rule(s) to practise.
- **Thursday:** Children may be given the word list to practise using their cursive handwriting as part of the multi-sensory approach to learning spellings. Children will be encouraged to use the spelling rules in their writing.
- **Friday:** Children will be assessed whether they are able to apply the spelling rule(s) and/or they are able to spell tricky words by being given a spelling test using 10 of words from the word list given to them on Monday and Wednesday, **and** a short dictation using some of the words from the list.

Home Learning

- Please support your child with learning the spelling rules, identifying the spelling patterns, finding out the meaning of unfamiliar words and putting the spellings into sentences to support them working on developing their handwriting skill.

Spelling List – Autumn 1

Learning Intention	Spelling pattern	Spelling Tip	Spellings
To spell CVC (CaC) words	consonant 'a' vowel consonant	Use the letter names when learning to spell Say the letters in each word after you say it e.g. 'sad, S A D, sad'	1) sad 2) bag 3) hat 4) jam 5) van 6) man 7) fan 8) rat 9) tap
To spell CVC (CiC) words		Say the letters in each word after you say it e.g. 'bib, B I B, bib'	1) bib 2) lid 3) pig 4) dig 5) pin 6) bin 7) rip 8) zip 9) six
To spell CVC (CoC) words	consonant 'o' vowel consonant	Use the letter names when learning to spell Say the letters in each word after you say it e.g. 'rod, R O D, rod'	1) rod 2) sob 3) rob 4) jog 5) mop 6) dot 7) pot 8) fox 9) box
To spell CVC (CeC) words	consonant 'e' vowel consonant	Say the letters in each word after you say it e.g. 'bed, B E D, bed'	1) bed 2) red 3) peg 4) leg 5) hen 6) pen 7) ten 8) wet 9) vet

To spell CVC (CuC) words	consonant 'u' vowel consonant	Use the letter names when learning to spell Say the letters in each word after you say it e.g. 'tub, T U B, tub'	1) tub 2) mud 3) hug 4) jug 5) sun 6) pup 7) bus 8) hut 9) bun
To spell words with b and d correctly (without confusing b and d)	To say the sound (b) - lips should be pursed together in a straight line; to say the sound (d) - lips should form a circle	The letter b looks like a 'bat before a ball' The letter d looks like a 'drum before a drumstick'	1) bed 2) bib 3) bag 4) bat 5) bin 6) dad 7) dig 8) dot 9) mud
To spell CCVC words	consonant consonant vowel consonant	Say the letters in each word after you say it e.g. 'snap, S N A P, snap'	1) step 2) spot 3) snap 4) skid 5) crab 6) drum 7) pram 8) tram 9) blub
To spell CVCC words		Say the letters in each word after you say it e.g. 'plum, P L U M, plum'	1) plum 2) slug 3) flag 4) frog 5) swim 6) twig 7) grin 8) glum 9) smog

To spell CVCC words	consonant vowel consonant consonant	Say the letters in each word after you say it e.g. 'rest, R E S T, rest'	1) rest 2) gift 3) desk 4) hand 5) milk 6) tent 7) jump 8) help 9) golf
To spell CCVCC words	consonant consonant vowel consonant consonant	Say the letters in each word after you say it e.g. 'stamp, S T A M P, stamp'	1) stamp 2) crisp 3) plant 4) print 5) blend 6) tramp 7) flask 8) spend 9) frost
To use the letters ss to represent the (s) sound after a short vowel	The sound (s) is represented by the letters ss when it comes after a short vowel sound.	Use the letter names when learning to spell	1) hiss 2) glass 3) grass 4) toss 5) class 6) mess 7) kiss 8) cross 9) dress
To use the letters ll to represent the (l) sound after a short vowel		The sound (l) is represented by the letters ll after a short vowel	1) ill 2) bell 3) doll 4) hill 5) skull 6) drill 7) till 8) well 9) smell

To use the letters ck to represent the (k) sound after a short vowel	ck words	The sound (k) is represented by the letters <u>ck</u> after a short vowel	1) stick 2) truck 3) lick 4) lock 5) neck 6) black 7) duck 8) sack 9) rock
To use the letters ff and zz to represent the (f) and (z) sounds after a short vowel	ff and zz	The sound (f) is represented by the letters ff when it comes after a short vowel. The sound (z) is represented by the letters zz when it comes after a short vowel.	1) huff 2) whiff 3) fizz 4) cliff 5) sniff 6) buzz 7) cuff 8) off 9) puff

Autumn 2

Learning Intention	Spelling pattern	Spelling Tip	Spellings
To spell high frequency words	These are tricky words to spell.	Use letter names when spelling high frequency words. Look at the similarities between: • me, we, be, he and she • no, so, go • do, to • or, for • my, by • if, is	1) me 2) we 3) be 4) he 5) she 6) no 7) so 8) go 9) to 10) do 11) my 12) by 13) or 14) for 15) the 16) was 17) if 18) is
To use the letters ch to represent the (ch) sound	ch words	The sound (ch) is usually represented by the letters ch Use the letter names when learning to spell	1) pinch 2) lunch 3) chess 4) chin 5) chat 6) chick 7) chop 8) punch 9) bench
To use the letters sh to represent the (sh) sound	sh words	The sound (sh) is nearly always represented by the letters sh	1) shell 2) crash 3) ship 4) fish 5) shin 6) brush 7) shop 8) flash 9) shed

To use the letters th to represent the (th) sound	th words	Tip: The sound (th) is nearly always represented by the letters th	1) cloth 2) thick 3) path 4) tenth 5) think 6) bath 7) moth 8) thin 9) thumb
To use the letters ng to represent the (ng) sound	ng words	Tip: The sound (ng) is always represented using the letters ng	1) bang 2) sing 3) ring 4) fang 5) lung 6) wing 7) swing 8) pong 9) king
To use the letters nk to represent the (nk) sound	nk words	Tip: The sound (nk) is always represented using the letters nk	1) bank 2) stink 3) plank 4) skunk 5) pink 6) wink 7) drink 8) tank 9) sink
To spell words with the suffix s		A suffix is a letter or group of letters that goes on the end of a word and changes the word's meaning. Tip: a suffix goes on the end of a 'base word'. Spell the base word first and then add the suffix	1) shops 2) wings 3) tanks 4) ducks 5) hills 6) socks 7) rocks 8) bells 9) ships

To spell high frequency words To use letter names when learning to spell	These are tricky words to spell.	Tip: Say the letters in each word after you say it e.g. 'said, S A I D'	1) said 2) they 3) her 4) you 5) your 6) are 7) here 8) were 9) there 10) how 11) now 12) give 13) love 14) live 15) these 16) play 17) day 18) way
To use the letters ve to represent the (v) sound at the end of words To spell words with more than one syllable To use the term syllable	ve word	Tip: The sound (v) is always represented by the letters ve at the end of words Tip: A syllable is a 'beat' in a word. You can clap the syllables to count them. Write the first syllable of the word and then the second syllable	1) have 2) give 3) love 4) live 5) solve 6) shove 7) glove 8) move 9) prove 1) rabbit 2) rocket 3) kitten 4) basket 5) bucket 6) dragon 7) jacket 8) picnic 9) insect
To spell words with the suffix -ing	-ing words	Tip: a suffix goes on the end of a 'base word'. Spell the base word first and then add the suffix.	1) hunting 2) jumping 3) fishing 4) licking 5) sinking 6) singing 7) milking 8) banging 9) rocking