

## Year One Spelling

### Statutory Requirements

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 (phase 4)
- guidance and rules which have been taught

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

<b>ff</b>	<b>2</b>	<b>ll</b>	<b>2</b>	<b>ss</b>	<b>2</b>	<b>zz</b>	<b>3</b>	<b>ck</b>	<b>2</b>
off		well		miss		buzz		back	
huff		hill		hiss		fizz		suck	
cuff		doll		mass		jazz		pick	
biff		pill		fuss		frizz		deck	
cliff		sell		less		fuzz		sock	
		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.				The /ch/ sound is usually spelt <b>tch</b> if it comes straight after a single vowel letter. <b>Exceptions:</b> rich, which, much, such.			



<b>n before k</b>	<b>5</b>	<b>Syllables</b>	<b>tch</b>	<b>5</b>		
bank		pocket	catch			
think		rabbit	fetch			
honk		carrot	kitchen			
sink		thunder	notch			
drink		sunset	hutch			
<p>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'.          If the end sounds like /s/ or /z/, it is spelt as -s.          If the ending sounds like /iz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es.</p>						
<b>V @ end</b>	<b>S plurals</b>	<b>es</b>				
glove	cats	catches				
have	dogs	matches				
live	pigs	itches				
give	hens	stiches				
nerve	cups	peaches				
<p>-ing and 'er always add an extra syllable to the word and 'ed sometimes does.          The past tense of some verbs sound as if it ends in /id/ (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</p>			<p>As with verbs, if the adjective ends in two consonant letters (the same or different), the ending is simply added on.</p>			
<b>-ing</b>	<b>-ed</b>	<b>-er</b>	<b>3</b>	<b>-er</b>	<b>3</b>	<b>-est</b>
washing	washed	washer		higher		highest
hunting	hunted	hunter		grander		grandest
buzzing	buzzed	buzzer		fresher		freshest
jumping	jumped	jumper		quicker		quickest
helping	helped	helper		smaller		Smallest
						highest
<p>When 2 vowels go out walking the first one does the talking</p>						



The digraphs ai and oi are virtually 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					
<b>ai</b>	<b>3</b>	<b>oi</b>	<b>3</b>	<b>ay</b>	<b>5</b>	<b>oy</b>	<b>5</b>	<b>a-e</b>	<b>5</b>
rain		oil		day		boy		made	
wait		join		play		toy		came	
train		coin		way		enjoy		same	
paid		point		say		annoy		take	
afraid		soil		stay		employ		safe	
<b>e-e</b>	<b>5</b>	<b>i-e</b>	<b>5</b>	<b>o-e</b>	<b>5</b>	<b>u-e</b>	<b>5</b>	<b>ar</b>	<b>3</b>
these		five		home		june		car	
theme		ride		those		rule		start	
complete		like		woke		rude		park	
athlete		time		hope		use		arm	
extreme		side		hole		tube		garden	
						time			
<b>ee</b>	<b>3</b>	<b>ea</b>	<b>5</b>	<b>ea</b>	<b>5</b>	<b>er</b> <b>(stressed)</b>	<b>5</b>	<b>er</b> <b>(unstressed)</b>	<b>3</b>
see		sea		head		her		better	
tree		dream		bread		term		under	
green		meat		instead		verb		summer	
meet		each		read		herd		winter	
		read		deaf		herb		sister	
				Very few words end with the letters <b>oo</b> , although the few that do are often words that primary children in year				The digraph <b>oa</b> is very rare at the end of an English word.	



				1 will encounter, for example, zoo.					
<b>ir</b>	<b>5</b>	<b>ur</b>	<b>3</b>	<b>oo</b>	<b>3</b>	<b>oo</b>	<b>3</b>	<b>oa</b>	<b>3</b>
girl		turn		food		book		boat	
bird		hurt		pool		took		coat	
shirt		church		moon		foot		road	
first		burst		soon		wood		coach	
third		thursday		room		good		goal	
		The only common English word ending in <b>ou</b> is <i>you</i> .							
<b>oe</b>	<b>5</b>	<b>ou</b>	<b>5</b>	<b>ow</b>	<b>3</b>	<b>ow</b>	<b>5</b>		
toe		out		now		own			
goes		about		how		blow			
foe		mouth		brown		snow			
hoe		around		down		grow			
		sound		town		show			
						shadow			
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.									
<b>ue</b>	<b>5</b>	<b>ew</b>	<b>5</b>	<b>ie</b>	<b>5</b>	<b>igh</b>	<b>3</b>	<b>or</b>	<b>3</b>
blue		new		lie		high		for	
clue		few		tie		night		short	
true		grew		pie		light		born	
rescue		flew		cried		right		horse	
		threw		tried		bright		morning	



				chief					
				field					
				thief					
<b>ore</b>	<b>5</b>	<b>aw</b>	<b>5</b>	<b>au</b>	<b>5</b>	<b>ais</b>	<b>3</b>	<b>ear</b>	<b>5</b>
more		saw		author		ais		dear	
score		draw		August		fais		hear	
before		yawn		dinosaur		pair		beard	
wore		crawl		astronaut		hair		near	
shore						chair		year	
								bear	
								pear	
								wear	
				The /f/ sound is not usually spelt as ph in short everyday words (e.g fat, fill, fun)				The /k/ sound is spelt as k rather than as c before e, i and y	
<b>are</b>	<b>5</b>	<b>-y</b>	<b>5</b>	<b>ph</b>	<b>5</b>	<b>wh</b>	<b>3</b>	<b>K before e,i,y</b>	
bare		very		dolphin		when		kent	
dare		happy		alphabet		where		sketch	
care		funny		phonics		which		kit	
share		party		elephant		wheel		skin	
scared		family				while		frisky	
The prefix un- is added to the beginning of a word without any change to the spelling of the root word. The prefix -un changes		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.		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.					



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the meaning of verbs and adjectives (negation e.g unkind, untie, undoing)				
<b>prefix -un</b>	<b>compound</b>	a	so	<b>Days of the week</b>
unhappy	football	do	by	Monday
undo	playground	to	my	Tuesday
unload	farmyard	today	here	Wednesday
unfair	bedroom	of	there	Thursday
unlock	blackberry	said	where	Friday
		says	love	Saturday
		are	come	Sunday
		were	some	
		was	one	
		is	once	
		his	ask	
		has	friend	
		I	school	
		you	put	
		your	push	
		they	pull	
		be	full	
		he	house	
		me	our	
		she	no	
		we	go	