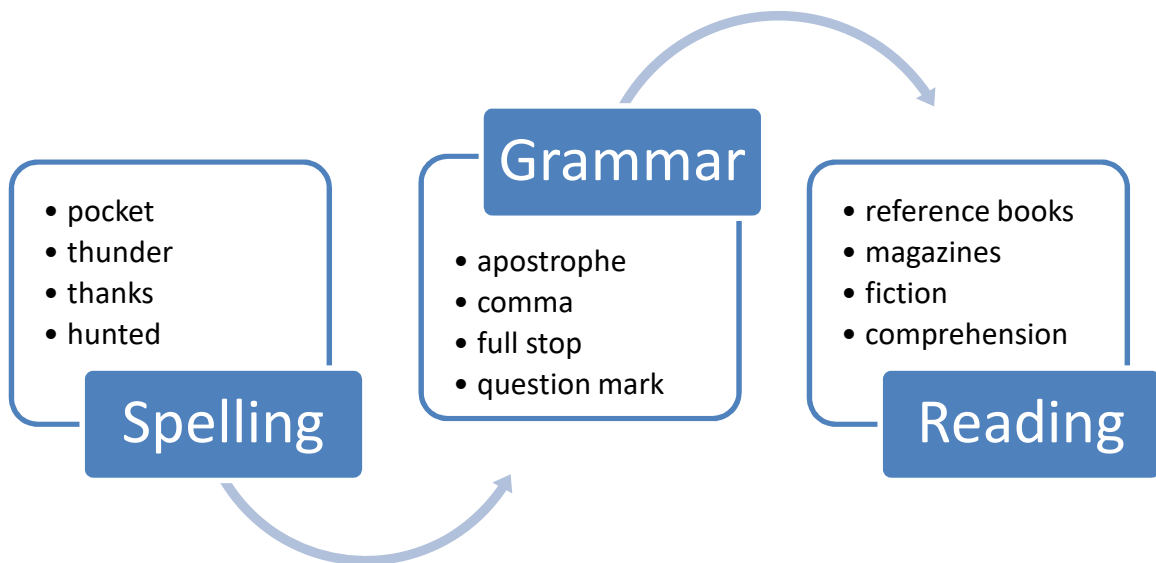


Cherry Tree Primary



English



Year One

Spelling – work for year 1

Revision of reception work

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
- guidance and rules which have been taught

Statutory requirements

The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck

The /ŋ/ sound spelt n before k

Division of words into syllables

Rules and guidance (non-statutory)

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.

Example words (non-statutory)

off, well, miss, buzz, back

bank, think, honk, sunk

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

Statutory requirements

-tch

The /v/ sound at the end of words

Adding s and es to words (plural of nouns and the third person singular of

Rules and guidance (non-statutory)

The /tʃ/ sound is usually spelt as **tch** if it comes straight after a single vowel letter.

Exceptions: rich, which, much, such.

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 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

Example words (non-statutory)

catch, fetch, kitchen, notch, hutch

have, live, give

cats, dogs, spends, rocks, thanks, catches

<i>Statutory requirements</i>	<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
verbs)	–es.	
Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word	<p>–ing and –er always add an extra syllable to the word and –ed sometimes does.</p> <p>The past tense of some verbs may sound as if it ends in /Id/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt –ed.</p> <p>If the verb ends in two consonant letters (the same or different), the ending is simply added on.</p>	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
<i>Vowel digraphs and trigraphs</i>	<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
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
ay, oy	ay and oy 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
a–e		made, came, same, take, safe
e–e		these, theme, complete
i–e		five, ride, like, time, side
o–e		home, those, woke, hope, hole
u–e	Both the /u: / and /ju: / (‘oo’ and ‘yoo’) sounds can be spelt as u–e .	June, rule, rude, use, tube, tune
ar		car, start, park, arm, garden
ee		see, tree, green, meet, week
ea (/i :/)		sea, dream, meat, each, read (present tense)
ea (/ɛ/)		head, bread, meant, instead, read (past tense)
er (/ɜ:/)		(stressed sound): her, term, verb, person
er (/ə/)		(unstressed <i>schwa</i> sound): better, under, summer, winter, sister
ir		girl, bird, shirt, first, third
ur		turn, hurt, church, burst,

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
		Thursday
Vowel digraphs and trigraphs.	Some may already be known, depending on the programmes used in reception but some will be new.	
Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
oo (/u:/)	Very few words end with the letters oo , although the few that do are often words that primary children in year 1 will encounter, for example, <i>zoo</i>	food, pool, moon, zoo, soon
oo (/ʊ/)		book, took, foot, wood, good
oa	The digraph oa is very rare at the end of an English word.	boat, coat, road, coach, goal
oe		toe, goes
ou	The only common English word ending in ou is <i>you</i> .	out, about, mouth, around, sound
ow (/aʊ/)	Both the /u:/ and /ju:/ ('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 .	now, how, brown, down, town
ow (/əʊ/)		own, blow, snow, grow, show
ue		blue, clue, true, rescue, Tuesday
ew		new, few, grew, flew, drew, threw
ie (/aɪ/)		lie, tie, pie, cried, tried, dried
ie (/i:/)		chief, field, thief
igh		high, night, light, bright, right
or		for, short, born, horse, morning
ore		more, score, before, wore, shore
aw		saw, draw, yawn, crawl
au		author, August, dinosaur, astronaut
air		air, fair, pair, hair, chair
ear		dear, hear, beard, near, year
ear (/ɛə/)		bear, pear, wear
are (/ɛə/)		bare, dare, care, share, scared
Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
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 ph in short everyday words (e.g. fat, fill, fun).	dolphin, alphabet, phonics, elephant when, where, which, wheel,

<i>Statutory requirements</i>	<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
		while
Using k for the /k/ sound	The /k/ sound is spelt as k rather than as c before e, i and y.	Kent, sketch, kit, skin, frisky
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
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

This shows the Y1 Vocabulary, Grammar and Punctuation appendix and should be used to support the planning, teaching and learning of Spelling in Year 1.

<i>Year 1: Detail of content to be introduced (statutory requirement)</i>	
Word	Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], 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 (e.g. <i>helping, helped, helper</i>) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i> , or <i>undoing: untie the boat</i>]
Sentence	How words can combine to make sentences Joining words and joining clauses using <i>and</i>
Text	Sequencing sentences to form short narratives
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	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

How can you help with reading at home?



"A little and often." Try to read with your child regularly. 10 -15 minutes, four times a week is much better than a long session only once a week.



"A time and a place." Find a quiet space to share books where you are both comfortable. Choose a time when you are not rushed and where your child is not tired.



"Read and talk." Discuss the book, its characters and events. Teachers will send home suggested questions each term to prompt discussions.



"Did you like it?" Encourage your child to share their opinion; this will start off simply with their preferences.



"Read everything and anything." Encourage your child to read a range of print in the environment; they will recognise the names of familiar shops and streets. Share poetry, non-fiction and comics.



"Mix it up." Sometimes your child may want to do all the reading; at other times it may be appropriate to share the reading. All children love to listen to stories and this is also a valuable and enjoyable learning experience.



"Is this reading?" Playing word games can be a great help in learning sounds and words. Try I spy, bingo and lotto games and snap.



"Know your child's reading habits" Encourage reading from a series of books from a favourite author, or try to read around areas of interest. Challenge the more reluctant reader to see if they can find something out.