

Woodhouse Primary School - Overview of Spelling Objectives

Year 1

Green = Objectives from Appendix 1 (Spelling)

Blue = Objectives from Appendix 2 (Vocabulary, Grammar and Punctuation)

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 spelling

- the days of the week (taught in Numeracy)
- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound
- *write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. – ongoing objective to support teaching of spelling – ongoing objective*

Spell words containing each of the 40+ phonemes already taught:

- The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck (off, well, miss, buzz, back)
- The /ŋ/ sound spelt n before k (bank, think, honk, sunk)
- Division of words into syllables (pocket, rabbit, carrot, thunder, sunset)
- -tch (catch, fetch, kitchen, notch, hutch)
- The /v/ sound at the end of words (have, live, give)
- Words ending –y (very, happy, funny, party, family)
- New consonant spellings ph and wh (dolphin, alphabet, phonics, elephant when, where, which, wheel, while)
- Using k for the /k/ sound (Kent, sketch, kit, skin, frisky)
- Compound words (football, playground, farmyard, bedroom, blackberry)

- ai (rain, wait, train, paid, afraid)
- oi (oil, join, coin, point, soil)
- ay (day, play, say, way, stay)
- oy (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 (June, rule, rude, use, tube, tune)
- ar (car, start, park, arm, garden)
- ee (see, tree, green, meet, week)
- ea (sea, dream, meat, each, read (present tense))
- ea (head, bread, meant, instead, read (past tense))
- er (stressed sound): her, term, verb, person)
- er (unstressed *schwa* sound): better, under, summer, winter, sister)
- ir (girl, bird, shirt, first, third)
- ur (turn, hurt, church, burst, Thursday)
- oo (food, pool, moon, zoo, soon)
- oo (book, took, foot, wood, good)
- oa (boat, coat, road, coach, goal)
- oe (toe, goes)
- ou (out, about, mouth, around, sound)
- ow (now, how, brown, down, town)
- ow (own, blow, snow, grow, show)
- ue (blue, clue, true, rescue, Tuesday)
- ew (new, few, grew, flew, drew, threw)
- ie (lie, tie, pie, cried, tried, dried)
- ie (chief, field, thief)
- igh (high, night, light, bright, right)
- or (for, short, born, horse, morning)
- ore (more, score, before, wore, shore)

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- aw (saw, draw, yawn, crawl)
- au (author, August, dinosaur, astronaut)
- air (air, fair, pair, hair, chair)
- ear (dear, hear, beard, near, year)
- ear (bear, pear, wear)
- are (bare, dare, care, share, scared)

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
 Adding s and es to words (plural of nouns and the third person singular of verbs) - cats, dogs, spends, rocks, thanks, catches
 Regular **plural noun suffixes** –s or –es [for example, *dog, dogs; wish, wishes*], including the effects of these suffixes on the meaning of the noun - cats, dogs, spends, rocks, thanks, catches

- 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]
VERBS
 Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word - hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
Suffixes that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping, helped, helper*)
ADJECTIVES
 Adding –er and –est to adjectives where no change is needed to the root word - grander, grandest, fresher, freshest, quicker, quickest

- Using the prefix un–
 Using the prefix un– and how the **prefix un–** changes the meaning of **verbs** and **adjectives** [negation, for example, *unkind, or undoing: untie the boat*] unhappy, undo, unload, unfair, unlock

Common exception words

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

First 100 HFW

(Not on the Y1 spelling appendix but important)

Phase 2

a	an	as	at	if	in
is	it	of	off	on	can
dad	had	back	and	get	big
him	his	not	got	up	mum
but	the	to	I	no	go
into					

Phase 3

will	that	this	then	them	with
see	for	now	down	look	too
he	she	we	me	be	was
you	they	all	are	my	her

Phase 4

went	It's	from	children	just	help
said	have	like	so	do	some
come	were	there	little	one	when
out	what				

Phase 5

don't	old	I'm	by	time	house
about	your	day	made	came	make
here	saw	very	put	oh	their
people	Mr	Mrs	looked	called	asked
could					

Woodhouse Primary School - Overview of Spelling Objectives

Term 1 – Autumn

Revisit

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
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- 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 phonics

- ai (rain, wait, train, paid, afraid)
- oi (oil, join, coin, point, soil)
- ay(day, play, say, way, stay)
- The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck (off, well, miss, buzz, back)
- a-e (made, came, same, take, safe)
- e-e (these, theme, complete)
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- o-e (home, those, woke, hope, hole)
- u-e (June, rule, rude, use, tube, tune)
- ar (car, start, park, arm, garden)
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- ow (now, how, brown, down, town)
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- ie (lie, tie, pie, cried, tried, dried)
- ie (chief, field, thief)
- igh (high, night, light, bright, right)
- air (air, fair, pair, hair, chair)
- ear (dear, hear, beard, near, year)
- Words ending –y (very, happy, funny, party, family)

Common exception words

Phase 2, 3, 4 High Frequency words are revisited

Strategies at the point of writing

Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies:

- Segmentation
- Using a GPC chart
- Using spelling journals, word banks, the environment, a working wall.
- Word sort
- Which one looks right?

Proofreading

After writing, teach pupils to:

- Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage.
- Check writing for mistakes in common exception/tricky words.
- Ensure that guidance on marking is used to support children's proofreading.

Learning and practising spellings

Teach children how to learn and practise spellings including words taught in new knowledge, common exception or tricky words and individual target words.

- Identify the tricky part of the word
- Segmentation strategy
- Look, Say, Cover, Write, Check
- Rainbow write
- Saying the word in a funny way

Woodhouse Primary School - Overview of Spelling Objectives

Term 2 – Spring

Revisit

Graphemes taught so far

Year 1 phonics

- or (for, short, born, horse, morning)
- ore (more, score, before, wore, shore)
- aw (saw, draw, yawn, crawl)
- au (author, August, dinosaur, astronaut)
- ue (blue, clue, true, rescue, Tuesday)
- ew (new, few, grew, flew, drew, threw)
- ou (out, about, mouth, around, sound)
- ir (girl, bird, shirt, first, third)
- ur (turn, hurt, church, burst, Thursday)
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- -tch (catch, fetch, kitchen, notch, hutch)
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- New consonant spellings ph and wh (dolphin, alphabet, phonics, elephant when, where, which, wheel, while)
- the days of the week (taught in Numeracy)
- Division of words into syllables (pocket, rabbit, carrot, thunder, sunset)
- Compound words (football, playground, farmyard, bedroom, blackberry)

Suffixes

- Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
Adding s and es to words (plural of nouns and the third person singular of verbs) - cats, dogs, spends, rocks, thanks, catches
Regular **plural noun suffixes** –s or –es [for example, *dog, dogs; wish, wishes*], including the effects of these suffixes on the meaning of the noun - cats, dogs, spends, rocks, thanks
- Using the prefix un–
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Common exception words

Phase 5 High Frequency Words and Year 1 common Exception words

Strategies at the point of writing

Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies:

- Segmentation
- Using a GPC chart
- Using spelling journals, word banks, the environment, a working wall.
- Word sort
- Which one looks right?

Proofreading

After writing, teach pupils to:

- Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage.
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Learning and practising spellings

Teach children how to learn and practise spellings including words taught in new knowledge, common exception or tricky words and individual target words.

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- Segmentation strategy
- Look, Say, Cover, Write, Check
- Rainbow write
- Saying the word in a funny way

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Term 3 – Summer

Revisit

Graphemes taught so far linked to phase 5 phonics assessment gaps (Letters and Sounds)

Year 1 phonics

- The /ŋ/ sound spelt n before k (bank, think, honk, sunk)
- Using k for the /k/ sound (Kent, sketch, kit, skin, frisky)
- ea (head, bread, meant, instead, read (past tense))
- er (unstressed *schwa* sound): better, under, summer, winter, sister)
- The /v/ sound at the end of words (have, live, give)

Suffixes

- 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]

VERBS

Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word - hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper

Suffixes that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping, helped, helper*)

ADJECTIVES

Adding –er and –est to adjectives where no change is needed to the root word - grander, grandest, fresher, freshest, quicker, quickest

Common exception words

Phase 5 high frequency words revised and Year 1 common exception words

Strategies at the point of writing

Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies:

- Segmentation
- Using a GPC chart
- Using spelling journals, word banks, the environment, a working wall.
- Word sort
- Which one looks right?

Proofreading

After writing, teach pupils to:

- Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage.
- Check writing for mistakes in common exception/tricky words.
- Ensure that guidance on marking is used to support children's proofreading.

Learning and practising spellings

Teach children how to learn and practise spellings including words taught in new knowledge, common exception or tricky words and individual target words.

- Identify the tricky part of the word
- Segmentation strategy
- Look, Say, Cover, Write, Check
- Rainbow write
- Saying the word in a funny way