

Blessed Sacrament Spelling Overview - year 1

Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Spelling</p> <p>Common exception words should be taught throughout each term.</p>	<p>Revision from reception:</p> <ul style="list-style-type: none"> All letters of the alphabet and the sounds they most commonly represent. Consonant digraphs which have been taught and the sounds which they represent. (ch, sh, th) The process of segmenting spoken words into sounds before choosing graphemes to represent the sounds. (VC and CVC) Words with adjacent consonants. 	<p>Set 3</p> <p>ea – sea, dream, meat, each, read</p> <p>oi – oil, join, coin, point, soil</p> <p>a-e – made, came, same, take, safe</p> <p>i-e – five, ride, like, time, side</p> <p>o-e – home, those, woke, hope, hole</p> <p>u-e – June, rule, rude, use, tube, tune</p> <p>aw – saw, draw, yawn, crawl</p> <p>are – bare, dare, care, share, scared</p> <p>ur – turn, hurt, church, burst, Thursday</p> <p>er – her, term, verb, person (stressed), better, under, summer, winter, sister (unstressed)</p>	<p>ea – head, bread, meant, instead, read</p> <p>ie – lie, tie, pie, cried, tried, dried</p> <p>ie – chief, field, thief</p> <p>oe – toe, goes</p> <p>ue – blue, clue, true, rescue, Tuesday</p> <p>ore – more, score, before, wore, shore</p> <p>au – author, August, dinosaur, astronaut</p> <p>ear – bear, pear, wear</p> <p>e-e – these, theme, complete</p> <ul style="list-style-type: none"> 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. The past tense of some verbs may sound as if it ends in ‘ed’ (extra syllable), d or t (no</p>	<ul style="list-style-type: none"> The sounds f, l, s, z, and k spelt ff, ll, ss, zz and ck <p>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.</p> <p>off, well, miss, buzz, back</p> <ul style="list-style-type: none"> The n sound spelt n before k <p>bank, think, honk, sunk</p> <ul style="list-style-type: none"> Adding the prefix -un <p>The prefix un- is added to the beginning of a word without any change to the spelling of the root word.</p> <p>unhappy, undo, unload, unfair, unlock</p>	<ul style="list-style-type: none"> adding s and es to words (plural of nouns and the third person singular of verbs) <p>If the ending sounds like s or z, it is spelt -s. If the ending sounds like sh, ch (buzzing sound) and forms an extra syllable or ‘beat’ in the word, it is spelt as -es.</p> <ul style="list-style-type: none"> The v sound at the end of words. <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.</p> <p>have, live, give</p> <ul style="list-style-type: none"> Words ending in -y (sound like ee) <p>very, happy, funny, party, family</p>	<ul style="list-style-type: none"> Division of words into syllables <p>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 is unclear.</p> <p>pocket, rabbit, carrot, thunder, sunset</p> <ul style="list-style-type: none"> -tch <p>The ch sound is usually spelt tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.</p> <p>catch, fetch, kitchen, notch, hutch</p> <ul style="list-style-type: none"> Compound words <p>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.</p> <p>football, playground, farmyard, bedroom, blackberry</p>
	<p>School follows the RWI phonics scheme - follow the order of sounds</p> <p>ay – day, play, say, way, stay (is often used at the end of words or syllables)</p> <p>ee - see, tree, green, meet, week</p>	<p>ow – now, how, brown, down, town</p> <p>ai- rain, wait, train, paid, afraid</p> <p>oa – boat, coat, road, coach, goal (this diagraph is very rare the end of an English word)</p>				

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	<p>igh – high, night, light, bright, right</p> <p>ow- own, blow, snow, grow, show</p> <p>oo – food, pool, moon, zoo, soon (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 zoo.</p> <p>oo – book, took, foot, wood, good</p> <p>ar – car, start, park, arm, garden</p> <p>or – for, short, born, horse, morning</p> <p>air – air, fair, pair, hair, chair</p> <p>ir – girl, bird, shirt, first, third</p> <p>ou – out, about, mouth, around, sound (The only common English word ending in ou is you.</p> <p>oy – boy, toy, enjoy, annoy (often used at the end of the word or syllable)</p>	<p>ew – new, few, grew, flew, drew, threw</p> <p>ear – dear, hear, beard, near, year</p> <p>(RWI also teach ire, ure, tion, tious, cious)</p>	<p>extra syllable) but all endings are spelt -ed. If the verb ends in two consonant letters (the same or different), the ending is simply added on.</p> <p>hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper</p> <ul style="list-style-type: none"> • Adding -er and -est to adjectives where no change is needed to the root word. <p>As with verbs, if the adjectives ends in two consonants letters (the same or different), the ending is simply added on.</p> <p>grander, grandest, fresher, freshest, quicker, quickest</p>			
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Word list - year 1

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the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Weekly spelling test to include 5 spellings from the studied spelling rule and 5 from the statutory words.