

# National Curriculum 2014 Planning Document



## Year One

# Spelling Appendix

This document contains the Y1 Spelling appendix and should be used to support the planning, teaching and learning of Spelling in Year 1.

# 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

| <i>Statutory requirements</i>                                     | <i>Rules and guidance (non-statutory)</i>   | <i>Example words (non-statutory)</i> |
|---|---|--------------------------------------|
| The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck | The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as <b>ff</b> , <b>ll</b> , <b>ss</b> , <b>zz</b> and <b>ck</b> if they come straight after a single vowel letter in short words.<br><b>Exceptions:</b> if, pal, us, bus, yes. | off, well, miss, buzz, back          |
| The /ŋ/ so before k   |   | bank, think, honk, sunk              |
| Division of words into syllables                                  | Each syllable is like pocket, rabbit, carrot, Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.  |                                      |

| <i>Statutory requirements</i>     | <i>Rules and guidance (non-statutory)</i>   | <i>Example words (non-statutory)</i> |
|-----------------------------------|---|--------------------------------------|
| -tch                              | The /tʃ/ sound is usually spelt as <b>tch</b> if it comes straight after a single vowel letter. <b>Exceptions:</b> rich, which, much, such. | catch, fetch, kitchen, notch, hutch  |
| The /v/ sound at the end of words | English words hardly ever end with the letter <b>v</b> , so if a word ends with a /v/ sound, the letter <b>e</b>                            | have, live, give                     |

| <i>Statutory requirements</i>  | <i>Rules and guidance (non-statutory)</i>  | <i>Example words (non-statutory)</i>                                      |
|--|--|---|
|  | usually needs to be added after the 'v'.   |   |
| Adding s and es to words (plural of nouns and the third person singular of verbs)                              | If the ending sounds like /s/ or /z/, it is spelt as <b>-s</b> . If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as <b>-es</b> .   | cats, dogs, spends, rocks, thanks, catches                                |
| Adding the endings <b>-ing</b> , <b>-ed</b> and <b>-er</b> to verbs where no change is needed to the root word | <b>-ing</b> and <b>-er</b> always add an extra syllable to the word and <b>-ed</b> sometimes does.<br><br>The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt <b>-ed</b> .<br><br>If the verb ends in two consonant letters (the same or different), the ending is simply added on. | hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper |
| Adding <b>-er</b> and <b>-est</b> 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                   |

## Vowel digraphs and trigraphs

Some may already be known, depending on the programmes used in Reception, but some will be new.

| <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<br>oil, join, coin, point, soil        |
| ay, oy                              | <b>ay</b> and <b>oy</b> are used for those sounds at the end of words and at the end of syllables. | day, play, say, way, stay<br>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 <b>u-e</b> .                       | 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, Thursday                                    |

| <i>Vowel digraphs and trigraphs</i> | <i>Rules and guidance (non-statutory)</i>  | <i>Example words (non-statutory)</i> |
|-------------------------------------|--|--------------------------------------|
| oo (/u:/)                           | Very few words end with the letters <b>oo</b> , 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         |

| <i>Vowel digraphs and trigraphs</i> | <i>Rules and guidance (non-statutory)</i>   | <i>Example words (non-statutory)</i>   |
|-------------------------------------|---|--|
| oa                                  | The digraph <b>oa</b> 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 <b>ou</b> is <i>you</i> .  | out, about, mouth, around, sound   |
| ow (/aʊ/)<br>ow<br>(/əʊ/) ue<br>ew  | Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as <b>u-e</b> , <b>ue</b> and <b>ew</b> . If words end in the /oo/ sound, <b>ue</b> and <b>ew</b> are more common spellings than <b>oo</b> . | now, how, brown, down, town<br>own, blow, snow, grow, show<br>blue, clue, true, rescue, Tuesday<br>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  |

| <i>Statutory requirements</i>     | <i>Rules and guidance (non-statutory)</i>   | <i>Example words (non-statutory)</i>  |
|-----------------------------------|---|---|
| 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 <b>ph</b> in short everyday words (e.g. <i>fat, fill, fun</i> ).                    | dolphin, alphabet, phonics, elephant<br>when, where, which, wheel, while  |
| Using k for the /k/ sound         | The /k/ sound is spelt as <b>k</b> rather than as <b>c</b> before <b>e, i</b> and <b>y</b> .                              | Kent, sketch, kit, skin, frisky   |
| Adding the prefix –un             | The prefix <b>un</b> –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’ attent 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 |