





Please find this half term's spellings on the other side of this sheet. These are linked to the spellings that the children will be learning in school each week and it is essential that they practise these at home as well as in school. The aim is for them to be able to spell them in their writing not just learn them for a spelling test.

Practise little and often is best and it is helpful to go back and revise previous spelling patterns over time. Please see below some different ideas of how to practise spellings in different ways. Thank you for your support with home learning and please come and ask if you have any questions.

<p>Look, say, cover, write, check</p>	<p>This is probably the most common strategy used to learn spellings. Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail. Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable. Cover: cover the word. Write: write the word from memory, saying the word as you do so. Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
<p>Trace, copy and replicate (and then check)</p>	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory. Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly. If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>
<p>Segmentation strategy</p>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>
<p>Quickwrite</p>	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>
<p>Drawing around the word to show the shape</p>	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> 

<p>Drawing an image around the word</p>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>
<p>Words without vowels</p>	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i>.</p> <p>f _ _ _ ld</p>
<p>Pyramid words</p>	<p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: center;">p py pyr pyra pyram pyrami pyramid</p> <p>You can then reverse the process so that you end up with a diamond.</p>
<p>Other strategies</p>	<p>Other methods can include:</p> <ul style="list-style-type: none"> • Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on. • Making up memorable 'silly sentences' containing the word • Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word • Clapping and counting to identify the syllables in a word.

Year 1 Spellings – Autumn 1

<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>	<u>Week 7</u>
s ff, ll, ss, zz and ck	The /nk/ sound & 'k' before vowels	-tch	long vowel sound /oo/ as in Zoo.	The ay digraph The ee digraph	/e/ sound spelled 'y'.
puff	bank	catch	food	day	very
bell	honk	patch	moon	say	happy
doll	tank	hutch	soon	stay	funny
grass	pink	match	boots	play	party
buzz	think	fetch	pool	feel	give
fizz	kit	witch	boom	tree	have
clock	skin	stitch	spoon	green	five
back	basket	kitchen	afternoon	meet	save
Common Exception Words	Common Exception Words	Common Exception Words	Common Exception Words	Common Exception Words	Common Exception Words
I	is	he	be	my	do
a	of	she	me	by	To
		we			

Year 1 Spellings – Autumn 2

<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
short vowel sound 'oo' as in foot.	Adding the suffixes -ing and -ed to verbs.	Words with more than one syllable	The long vowel sound /i/ spelled 'igh.	The 'ou' digraph	The /or/ sound. The vowel digraph 'or' and trigraph 'ore.'
book	hunting	sunset	high	out	forty
foot	buzzing	thunder	light	mouth	north
good	jumping	carrot	right	sound	horse
cook	shouting	pocket	tight	proud	torn
took	hunted	rabbit	fright	shout	morning
wood	buzzed	farmyard	night	about	more
shook	jumped	football	bright	count	before
brook	shouted	bedroom	midnight	found	shore
Common Exception Words	Common Exception Words	Common Exception Words	Common Exception Words	Common Exception Words	Common Exception Words
the	go	so	are	has	there
was	no	ask	full	his	they

<u>Week 7</u>	Common Exception Words				
Adding s and es to words (plurals)	dogs	boxes	apples	dishes	
	clouds	lunches	trees	peaches	
					today
					our

Year 1 Spellings – Spring 1

<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
The 'ow' digraph as in snow. The trigraphs 'air'	The /ar/ consonant digraph	The long vowel sound /e/ spelled ea.	The /oi/ and /oy/ digraphs	split digraph a-e	split digraph i_e
own	car	each	join	made	time
snow	park	lead	point	same	line
show	dark	leaf	coin	take	tide
grow	jar	real	foil	plate	slide
air	arm	beak	toy	rake	chime
pair	hard	teach	joy	came	ripe
chair	stars	peach	enjoy	safe	wipe
hair	yard	squeak	cowboy	awake	like
Common Exception Words	Common Exception Words	Common Exception Words	Common Exception Words	Common Exception Words	Common Exception Words
you	says	were	here	come	pull
your	said	where	where	some	push

Year 1 Spellings – Spring 2

<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
split digraph o_e.	/oo/ and /yoo/ sounds spelled as u-e	split digraph e-e.	The digraphs ir and ur	The vowel digraph er - Stressed	The 'ow' digraph as in cow The /ai/ digraph.
home	June	even	girl	herb	how
woke	rude	theme	shirt	verb	down
hole	tube	these	third	term	town
spoke	flume	eve	bird	germ	frown
bone	huge	delete	turn	stern	rain
hope	rule	extreme	hurt	perch	train
joke	use	athlete	burst	person	afraid
mole	tune	complete	Thursday	yesterday	wait
Common Exception Words	Common Exception Words	Common Exception Words	Common Exception Words	Common Exception Words	Common Exception Words
put	one	our	friend	there	you
love	once	school	house	they	your

Year 1 Spellings – Summer 1

<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
The 'oa' digraph	Adding -er, -est where there is no change to the root word	'oo' and 'yoo' sounds can be spelled as u-e, ue and ew	The trigraph ear	digraph 'ie' making the /aɪ/ sound as in pie	Words with 'ph'
boat	fresher	blue	ear	lie	phonics
road	quicker	true	hear	pie	dolphin
soap	higher	Tuesday	year	tie	phone
goat	faster	few	near	tied	sphere
coat	tallest	drew	clear	died	graph
cloak	hardest	new	fear	dried	elephant
toast	darkest	clue	tear	tried	alphabet
toe	quickest	rescue	spear	cried	microphone
Common Exception Words	Common Exception Words	Common Exception Words	Common Exception Words	Common Exception Words	Common Exception Words
says	were	here	come	pull	put
said	where	where	some	push	love

Year 1 Spellings – Summer 2

<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
The /or/ sound spelled with the digraph aw or au.	The un prefix	Words with 'wh'	/e/ spelled ea.	The /er/ sound spelled with 'ear' or 'are'	The digraph 'ie' making the /ee/ sound.
saw	undo	what	head	bear	chief
yawn	unlock	when	dead	wear	thief
draw	unfair	which	bread	pear	brief
crawl	untie	where	deaf	dare	field
drawn	unhappy	wheel	sweat	hare	priest
author	untrue	white	wealth	mare	shield
dinosaur	untidy	whirl	spread	care	belief
astronaut	unexpected	whisker	instead	share	handkerchief
Common Exception Words	Common Exception Words	Common Exception Words	Common Exception Words	Common Exception Words	Common Exception Words
one	our	friend	there	you	says
once	school	house	they	your	said

<u>Week 7</u>						Common Exception Words	
The vowel digraph er (unstressed)	ever	over	under	winter			
	river	sister	never	better	are	our	

