



National Curriculum 2014 Planning Document

Y1

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 ff , ll , ss , zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes. | off, well, miss, buzz, back |
| The /ŋ/ sound spelt n before k | | bank, think, honk, sunk |
| Division of words into syllables | 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 |

| <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 tch if it comes straight after a single vowel letter. Exceptions: 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 v , so if a word ends with a /v/ sound, the letter e | 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 -s . If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es . | cats, dogs, spends, rocks, thanks, catches |
| Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word | -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 /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt -ed . 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 –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 |

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 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, 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 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 |

| <i>Vowel digraphs and trigraphs</i> | <i>Rules and guidance (non-statutory)</i> | <i>Example words (non-statutory)</i> |
|-------------------------------------|---|--|
| 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/) ow (/əʊ/) ue ew | 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 own, blow, snow, grow, show blue, clue, true, rescue, Tuesday 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 ph in short everyday words (e.g. <i>fat, fill, fun</i>). | dolphin, alphabet, phonics, elephant when, where, which, wheel, 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 |