



# 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

## *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. <b>Exceptions:</b> if, pal, us, bus, yes.	off, well, miss, buzz, back
The /_ / 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 <b>unclear</b> .	pocket, rabbit, carrot, thunder, sunset

<i>Statutory requirements</i>	<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
-tch	The /t_/ 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> usually needs to be added after the ‘v’.	have, live, give
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 /_z/ and forms an extra syllable or ‘beat’ in the word, it is spelt as <b>-es</b> .	cats, dogs, spends, rocks, thanks, catches

<i>Statutory requirements</i>	<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word	<p>–<b>ing</b> and –<b>er</b> always add an extra syllable to the word and –<b>ed</b> sometimes does.</p> <p>The past tense of some verbs may sound as if it ends in /_d/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt –<b>ed</b>.</p> <p>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>
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.	<p>grander, grandest, fresher, freshest, quicker, quickest</p>

## 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>
<b>ai, oi</b>	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
<b>ay, oy</b>	<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 boy, toy, enjoy, annoy
<b>a-e</b>		made, came, same, take, safe
<b>e-e</b>		these, theme, complete
<b>i-e</b>		five, ride, like, time, side
<b>o-e</b>		home, those, woke, hope, hole
<b>u-e</b>	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as <b>u-e</b> .	June, rule, rude, use, tube, tune
<b>ar</b>		car, start, park, arm, garden
<b>ee</b>		see, tree, green, meet, week
<b>ea (/i:/)</b>		sea, dream, meat, each, read (present tense)
<b>ea (/_/)</b>		head, bread, meant, instead, read (past tense)
<b>er (/_:/)</b>		(stressed sound): her, term, verb, person
<b>er (/_/)</b>		(unstressed <i>schwa</i> sound): better, under, summer, winter, sister
<b>ir</b>		girl, bird, shirt, first, third
<b>ur</b>		turn, hurt, church, burst, Thursday

<i>Vowel digraphs and trigraphs</i>	<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
<b>oo (/u:/)</b>	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
<b>oo (/_/)</b>		book, took, foot, wood, good
<b>oa</b>	The digraph <b>oa</b> is very rare at the end of an English word.	boat, coat, road, coach, goal
<b>oe</b>		toe, goes
<b>ou</b>	The only common English word ending in <b>ou</b> is <i>you</i> .	out, about, mouth, around, sound

<i>Vowel digraphs and trigraphs</i>	<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
<b>ow (/a_/)</b> <b>ow (/__/)</b> <b>ue</b>	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 own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw
<b>ie (/a_/)</b>		lie, tie, pie, cried, tried, dried
<b>ie (/i:/)</b>		chief, field, thief
<b>igh</b>		high, night, light, bright, right
<b>or</b>		for, short, born, horse, morning
<b>ore</b>		more, score, before, wore, shore
<b>aw</b>		saw, draw, yawn, crawl
<b>au</b>		author, August, dinosaur, astronaut
<b>air</b>		air, fair, pair, hair, chair
<b>ear</b>		dear, hear, beard, near, year
<b>ear (/__/)</b>		bear, pear, wear
<b>are (/__/)</b>		bare, dare, care, share, scared

<b><i>Statutory requirements</i></b>	<b><i>Rules and guidance (non-statutory)</i></b>	<b><i>Example words (non-statutory)</i></b>
Words ending –y (/i:/ or /_/)		very, happy, funny, party, family
New consonant spellings <b>ph</b> and <b>wh</b>	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 when, where, which, wheel, while
Using <b>k</b> 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 <b>–un</b>	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’ 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,