



Spelling Toolkit

Year 1





Statutory Requirements with suggested timelines

Term 1

Revision of Reception work

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
- The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck
- Consonant digraphs 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;
- Division of words into syllables-
- New consonant spellings ph and wh
- Rules and guidelines which have been taught

Term 2

- Alternative pronunciations for the digraphs and trigraphs already taught
- The /v/ sound at the end of words
- -tch
- The /ŋ/ sound spelt n before k

Term 3

- Compound words
- Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word
- Adding -er and -est to adjectives where no change is needed to the root word
- Adding s and es to words (plural of nouns and the third person singular of verbs)
- Adding the prefix -un
- Using k for the /k/ sound
- Words ending -y (/i:/ or /ɪ/ depending on accent)
- Common exception words



Introduction

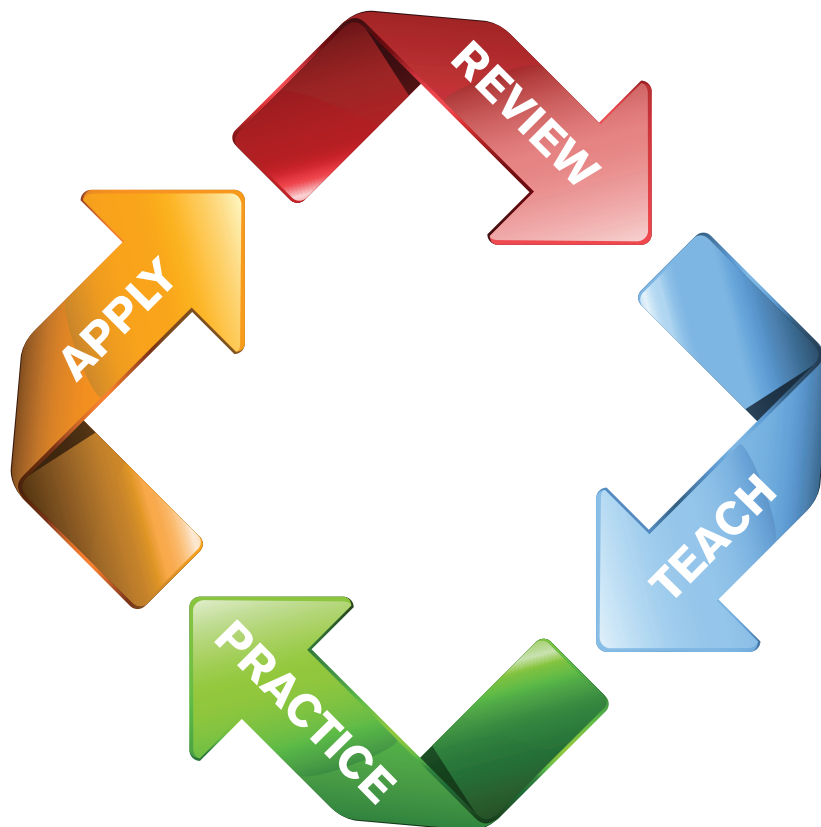
This has been produced by the English Team to support teachers in ensuring coverage of the statutory requirements for the National Curriculum.

There is a suggested teaching sequence for each spelling convention with page numbers of where to find the supporting children’s resources for each sequence. Ways to capture assessment are listed by year group in the Appendix.

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The Spelling Cycle



Games suggested in the Spelling Toolkit

Which One?

Write a word 3 ways and the children have to identify which is the correct spelling.

Find My Family

Children have a sticker with a word on and they have to find other children with words from the same word family.

Treasure Hunt

Children choose 2 cards that are face down, if they are a match they are treasure so go into the treasure box.

Teacher Definitions/Guess My Word

Children can see the words and the teacher or child gives a definition for the children to decide which word the teacher or child is defining.

Snowball

Children think of a word and write it down on scrap paper. Scrumple the paper up and throw into the middle of the circle or table, open the paper and see if they can think of another of the words to add to the paper. Scrumple and repeat depending on the number of words in this spelling convention/group.

Which One Fits?

Verbal, or written sentences, with a missing word. Children choose a word from the list that will fit in the sentence.

Quickwrite

Children write all the different words they can remember with the chosen spelling convention in one minute, or repeat the same word/s as many times as possible in a minute.

Which Hoop?

Children sort the words into the correct hoops, 2,3 or 4 depending on convention. Can use small PE hoops with the words cut out on card, or drawn hoops for the children to write the words in.

Word Hunt

Use the books on their tables to look for as many examples of the words as possible and keep a tally.

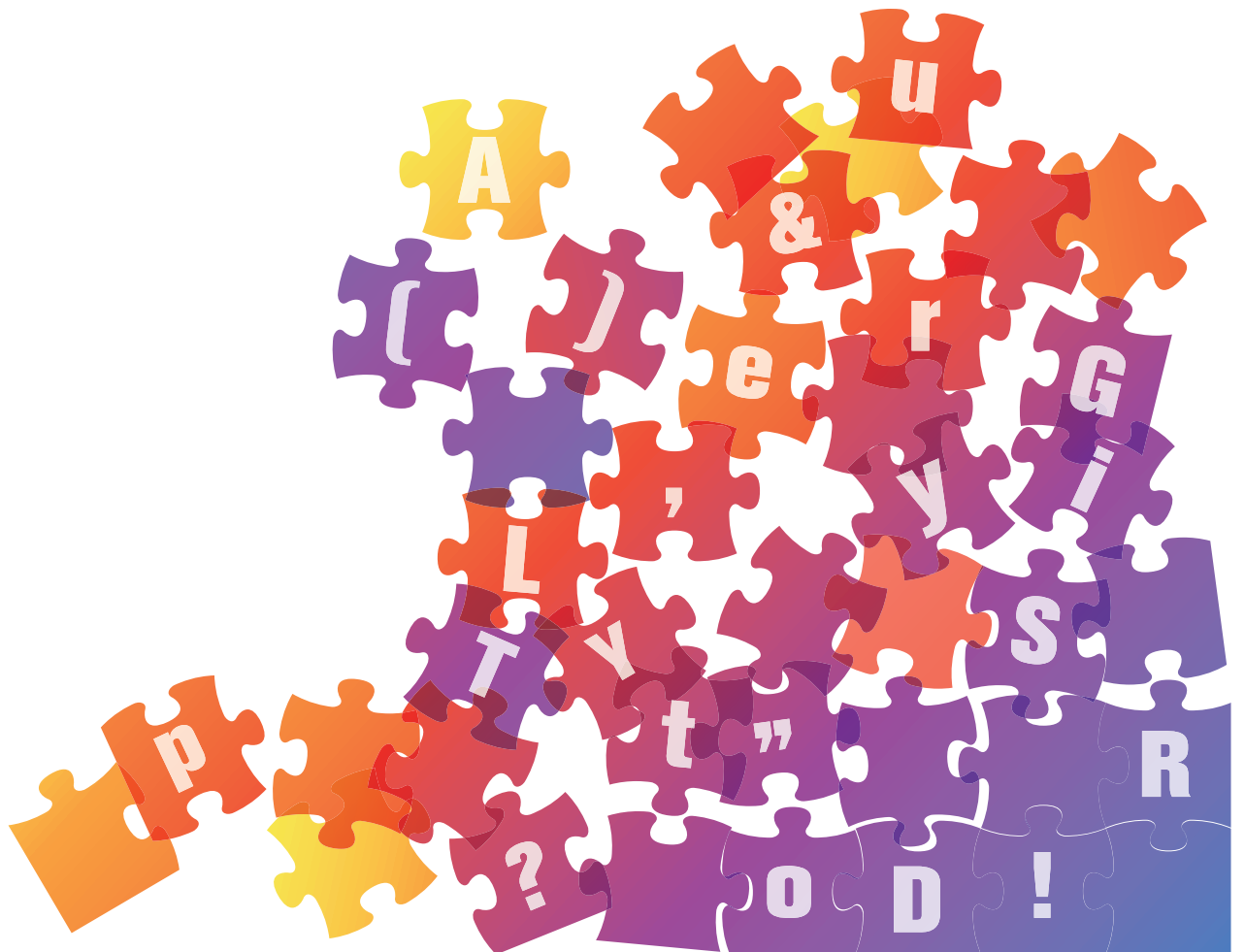
Human Words

1 letter on each card, children sort themselves into the right order and agree/get support from the other children.





Term 1



ff

+ Resources p 60

e.g. off, staff, stuff, cliff, stiff



Revisit – Quickwrite all the words they can remember with ff at the end.

Teach – rule – usually spelt ff if they come straight after a single vowel letter in short words. Exception is if same sound but only 1 f.

Practise – text mark the single vowel in the words to see if they follow the rule.



Apply – tell a partner a sentence with each word in and then write it down.

– tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



ll

+ Resources p 61

e.g. tall, stall, call, fall, well, sell, tell, fell, fill, kill, till, pull, cull, full, dull, doll, loll, roll, toll, yell

Revisit – play Snowball Game to write all the words they can remember with ll at the end.

Teach – rule – usually spelt ll if they come straight after a single vowel letter in short words. Exception is pal- same sound but only 1 l.

Practise – sort into groups by the vowel in the word to see if they follow the rule.

Apply – tell a partner a sentence with rhyming words in and then write it down.

Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



SS

+ Resources p 62

e.g. hiss, kiss, miss, pass, less, class, press,
cross dress, loss, across, mess, miss, moss,
toss, boss

Revisit – play Rhyme It game to write all the words they can remember with ss at the end.

Teach – rule – usually spelt –ss if they come straight after a single vowel letter in short words. Exceptions us, bus, yes.

Practise – sort into groups by the vowel in the word to see if they follow the rule.

Apply – tell a partner a sentence with rhyming words in and then write it down.

Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.

ZZ

+ Resources p 63

e.g. **fizz, buzz, whizz, fuzz, frizz, jazz**

Revisit – play Right From Wrong game to write all the words they can recognise with zz at the end.

Teach – rule – usually spelt zz if they come straight after a single vowel letter in short words.

Practise – make up a picture to go with each word.

Apply – tell a partner a sentence with 1 word in and then write it down (also could introduce using with an exclamation mark as fizz, buzz and whizz lend themselves to this).

Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



ck

+ Resources p 64

e.g. pick, stick, kick, tick, pack, back, rack, sack, sock, luck, quack, quick, peck, truck, track, lick

Revisit – play Photograph Game to write word wrong with ‘ck’ sound at the end e.g trak. Look at it, take a photo in head and discuss why it looks wrong, then take a photo of it looking right.

Teach – rule – usually spelt ck if they come straight after a single vowel letter in short words.

Practise – sort into groups by the vowel in the word to see if they follow the rule.

Apply – tell a partner a sentence with rhyming words in and then write it down.

Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.

oo- long vowel sound

+ Resources p 65

e.g. too, zoo, food, fool, pool, moon, soon,
spoon

Revisit – Quickwrite all the words they can think of with long oo sound.

Teach – rule – usually in middle, exceptions too and zoo.

Practise – play Hoop Game –oo or –oo-.

Apply – make up a nonsense poem using rhyming words.

Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



ur

+ Resources p 66

e.g. turn, burn, hurt, church, lurch, burst,

Thursday



Revisit – children tell you all words they know with ur in to build up list.

Teach – sounds like stressed er, but this family uses ur for the sound. Add to initial list.

Practise – Quickwrite all the words and say them.

Apply – make up a silly story using these words.



Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



ar

+ Resources p 67

e.g. car, star, start, part, park, lark, mark, far, arm, farm, charm, harm

Revisit – recall words with ar in.

Teach – rule – can be at beginning, middle or end of words but always long a sound.

Practise – play Which Hoop? –ar, ar- or –ar-. Children have to place the words in the correct hoop.

Apply – sort words into columns and see if one position is more common(middle) or least common(beginning).

Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



Vowel digraphs and trigraphs

Focus on the ones the children didn't cover in Reception or are less secure in.

ai and oi



+ Resources p 68

e.g. rain, wait, train, paid, laid, afraid, join, coin, boil, soil, point, joint, foil, pain, gain

Revisit – Which Ones Right? e.g. rane, rayn or rain.

Teach – rule – usually only spelt oi and ai in the middle of words.



Practise – play Treasure Hunt to sort words into the 2 groups.

Apply – make up a nonsense poem using rhyming words



Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



ay and oy

+ Resources p 69

e.g. **boy, toy, enjoy, annoy, play, say, day, pray, stay, way, away, pay**

Revisit – Quickwrite all the words they can think of ending in ay or oy.

Teach – rule – usually only spelt ay and oy at the end of words or syllables (boy, enjoyed).

Practise – play Find My Family to sort into groups and say the words.

Apply – make up a nonsense poem using rhyming words.

Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



ee

+ Resources p 70

e.g. meet, sheet, feet, fleet, been, seen,
green, see, tree, fee, week, seek, sleek, peek



Revisit – Snowstorm all the words they can think of with ee in.

Teach – rule – always next to consonant.

Practise – play Find My Family to sort into groups and say the words.



Apply – make up a nonsense poem using some of the words in rhyming pairs.

Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



ea (long e sound)

+ Resources p 71

e.g. read, knead, bead, sea, pea, dream, clean, meat, seat, cheat, each, teach, reach

Revisit – Quickwrite all the words they can think of with the long e sound spelt ea.

Teach – play Which Hoop? ea-, -ea or –ea-

Children have to place the words in the correct hoop.

Practise – sort the words into families.

Apply – make up a nonsense poem using rhyming pairs.

Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



OU

+ Resources p 72

e.g. out, about, scout, sprout, snout, mouth, round, around, sound, pound, found



Revisit – Quickwrite all the words they can think of with ou in.

Teach – rule – only found at end of you, usually at beginning or in middle of words.

Practise – play Find My Family to sort into groups and say the words.



Apply – make up a nonsense poem using rhyming words.

Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



igh

+ Resources p 73

e.g. high, night, fight, bright, fright, sight, light

Revisit – Snowstorm all the words they can think of with igh in.

Teach – another grapheme for the i phoneme.

Practise – look say cover write check words.

Apply – make up sentences using these words.

Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



ie- i sound

+ Resources p 74

e.g. lie, tie, pie, cried, tried, died, dried



Revisit – Think Pair Share words with i sound at the end of words.

Teach – rule – usually only spelt ie at the end of words or syllables (lie, tried).

Practise – look say cover write check words.

Apply – make up nonsense sentences using the words.



Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



ir

+ Resources p 75

e.g. girl, twirl, bird, third, shirt, flirt, first, thirst

Revisit – Snowstorm any words know with ir in.

Teach – sounds like stressed er, but this family uses ir for the sound.

Practise – play Find My Partner to sort into groups and say the words.

Apply – make up a nonsense poem using rhyming words.

Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



ue, ew


+ Resources p 76

e.g. blue, clue, true, rescue, Tuesday


 new, few, grew, flew, drew, threw, chew, blew

Revisit – Quickwrite all the words they can think of with oo or yoo sound in.

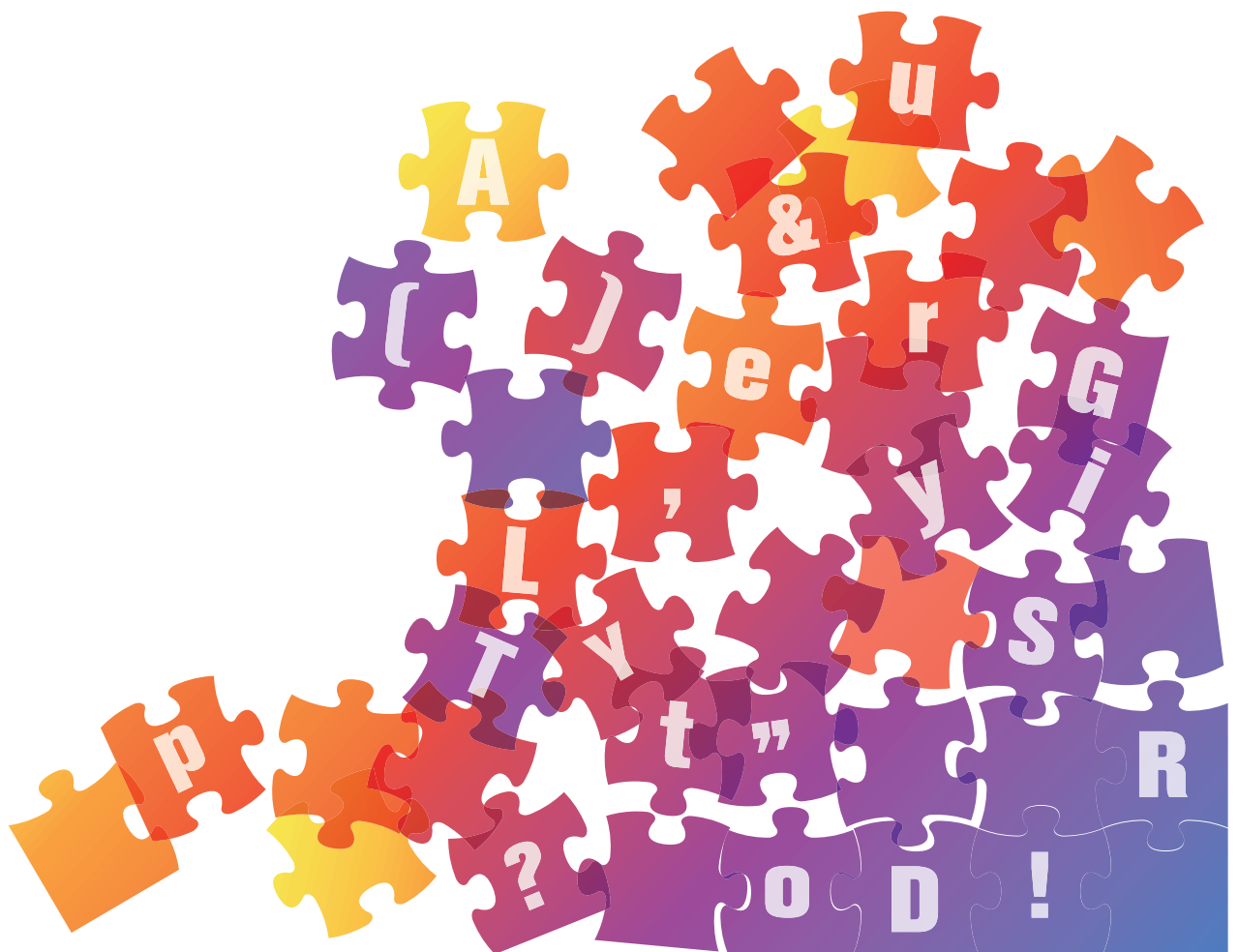
Teach – rule – oo and yoo sounds can be spelt as u-e, ue or ew. If ends in oo sound ue and ew are more common than oo.

 **Practise** – play Find My Family to sort into groups and say the words.

Apply – make up a nonsense poem using rhyming words.

 **Assess** – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.

Term 2



ph and wh words

+ Resources p 78

e.g. phone, phonics, alphabet, dolphin,
elephant, who, what, where, when, why,
which, wheel

Revisit – tell a partner all the words they know with ph or wh in them.

Teach – rule – usually not spelt ph in short words (fat, fill, fun).

Practise – play Find My Family to sort into ph and wh groups and say the words.

Apply – work in pairs to say what word means for other child to guess the word and use in a verbal sentence.

Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.

oa

+ Resources p 79

e.g. **boat, coat, float, moat, road, toad, coach, goal, foal**

Revisit – teacher writes list of all words children remember with oa in.

Teach – rule – very rare to see oa at the end of words.

Practise – Quickwrite the words and say them.

Apply – make up an acrostic poem using one of the words- can become a mnemonic for remembering how to spell it.

Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



oe

+ Resources p 80

e.g. toe, toes, goes



Revisit – team point for anyone who can think of any words with oe in.

Teach – look say cover write check each word.

Practise – put into sentences.

Apply – tell partner how to spell each word and use in sentence.



Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



a-e

+ Resources p 81

e.g. game , same, lame, fame, plate, gate, slate, skate, cage, bake, cake, take, shake, care, share, bare, fare, made, fade, jade, safe

Revisit – Snowstorm all the words they can think of with a in the middle and e at the end.

Teach – rule – changes vowel sound from short to long and you don't sound the e. Exception words from different languages e.g café originally accented e is pronounced.

Practise – play Find My Family to sort into groups and say the words.

Apply – make up verbal sentences with partner and then write down at least three sentences.

Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



e-e

+ Resources p 82

e.g. **theme, scene, complete, scheme, these**



Revisit – Snowstorm all the words they can think of with e in the middle and e at the end.

Teach – rule – changes vowel sound from short to long and you don't sound the e.

Practise – Quickwrite the words and reinforce saying without the e and then with, to hear long vowel sound.

Apply – make up a nonsense poem using these words.



Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



i-e

+ Resources p 83

e.g. like, bike, strike, life, wife, ride, side, stride, wide, hide, hive, five, alive

Revisit – Which One's Right? Lik, like or liek.

Teach – rule – changes vowel sound from short to long and you don't sound the e. Exception live can be short or long, so have to get from context of sentence e.g I live in Liverpool of The boy found a live snake in the park.

Practise – sort into groups and say the words, find the most common letter between i and e.

Apply – make up verbal sentences, then write at least 3.

Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



o-e

+ Resources p 84

e.g. phone, lone, scone, shone, those, chose, hole, stole, pole, mole, home, some



Revisit – Quickwrite all the words they can remember with o-e.

Teach – rule – changes vowel sound from short to long and you don't sound the e. Exceptions scone (regionally said with short), some and shone.

Practise – play Find My Family to sort into groups and say the words.



Apply – make up a nonsense story using some of the words.



Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



u-e

+ Resources p 85

e.g. **cute, June, rule, rude, use, tube, tune**

Revisit – play Noisy Letters. Each child has a word on a card and has to find others with same word.

Teach – rule – changes vowel sound from short to long and you don't sound the e.

Practise – write and say words without the e, then with the e to hear difference.

Apply – make up sentences using some of the words to show able to use in context correctly.

Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



OW

+ Resources p 86

e.g. cow, how, now, brown, town, clown,
frown, own, blow, snow, slow, grow, show,
tow

Revisit – Quickwrite all the words they can think of with ow in.

Teach – can sound like ow or o.

Practise – sort words into ow and o sounds.

Apply – make up a nonsense poem using rhyming words.

Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.

er- unstressed

+ Resources p 87

e.g. bigger, stronger, quicker, better,
summer, winter, sister

Revisit – Quickwrite all the words they can think of ending in er.

Teach – rule – unstressed schwa sound at end of words.

Practise – Quickwrite and say the words.

Apply – make up verbal sentences using words and then write down favourite 3 sentences.

Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



er-stressed

+ Resources p 88

e.g. her, term, verb



Revisit – Which One's Right? Hur or her? Verb or vurb?

Turn or term?.

Teach – rule – these stress the er vowel sound.

Practise – use in sentences to show understanding in context.

Apply – make up an acrostic poem for 1 or 2 of the words.



Assess – tell the children that you will be giving them a

reward for every time they use and spell the words correctly over the next couple of weeks.



ie- e sound

+ Resources p 89

e.g. chief, relief, grief, thief, field, shield

Revisit – Quickwrite all the words they can think of with e sound in the middle of words.

Teach – rule – usually only spelt ie in the middle of words.

Practise – play Treasure Chest to sort into 2 groups and say the words.

Apply – make up a nonsense story using rhyming words.

Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



ear – ear or er sound

+ Resources p 90

e.g. dear, hear, beard, near, year, clear, fear,
spear, pear, bear, wear



Revisit – Quickwrite all the words they know with ear in.

Teach – put the words into the 2 sound columns.

Practise – play Hoop Game to sort into sound families and say the words.

Apply – make up verbal sentences with a partner and write 3 sentences.



Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



air

+ Resources p 91

e.g. air, fair, pair, hair, chair, flair

Revisit – Snowstorm air words.

Teach – rule – usually only spelt air at the end of words.

Practise – play Treasure Chest to match words to pictures and say the words.

Apply – make up a nonsense poem using rhyming words.

Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



tch

+ Resources p 92

e.g. catch, latch, batch, match, hatch, hutch, ditch, stitch, fetch, witch, scratch



Revisit – play Snowball game to write all the words they can remember with tch at the end.

Teach – rule – tch used only after a single vowel which does not sound out the letter name.

Practise – sort into groups by the vowel in the word and say the vowel as it is sounded in the word to see if the



words follow the rule.

Apply – Quickwrite 10 tch words.

Assess – tell the children that you will be giving them a



reward for every time they use and spell the words correctly over the next couple of weeks.



nk

+ Resources p 93

e.g. think, pink, clink, sink, brink, blink, stink, link, tank, sank, blank, frank, junk, trunk, bunk, sunk, honk

Revisit – play Which One’s Right? Write nk word with nck, nc and nk at end for children to choose which one’s right.

Teach – rule – usually spelt nk if they come straight after a single vowel letter in short words.

Practise – sort into groups by the vowel in the word to see if they follow the rule.

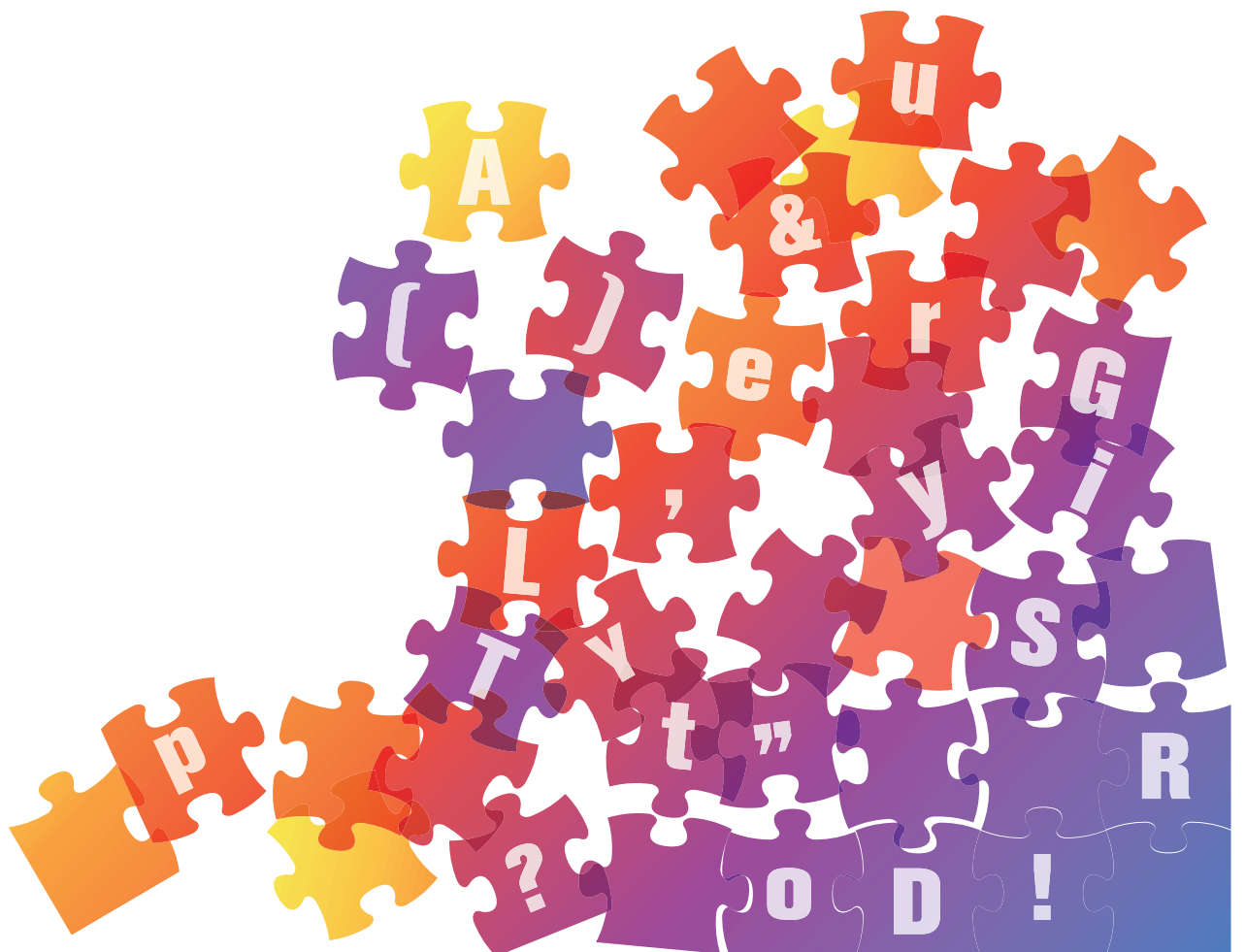
Apply – Quickwrite the words in vowel families.

Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.





Term 3



are-air sound

+ Resources p 96

e.g. **bare, dare, care, stare, scare,**
share, scared




Revisit – Think Pair Share words with the air sound in, but spelt are. Note in columns air words(pair) and are words.

Teach – usually only spelt are at the end of words.

Practise – look say cover write check.

Apply – make up a nonsense poem using rhyming words.

Assess – tell the children that you will be giving them a

 reward for every time they use and spell the words correctly over the next couple of weeks.



or

+ Resources p 97

e.g. for, fort, short, sport, born, torn, horse, worn, morning

Revisit – Quickwrite all the words they can think of ending in ay or oy.

Teach – rule – usually spelt or in the middle of words.

Exception is for.

Practise – play Crossing The River to spell and say the words.

Apply – make up an acrostic poem using 1 word. Can use as a mnemonic to help spell it.

Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



ore

+ Resources p 98

e.g. **sore, more , score, before, wore, shore, tore, spore**



Revisit – Snowstorm words they know with ore in.

Teach – rule – usually only spelt ore at the end of words or syllables.

Practise – play What's My Word? One child gives definition of word for partner to say and spell.

Apply – make up sentences to show understanding in context.



Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



aw

+ Resources p 99

e.g. **claw, saw, raw, draw, yawn, crawl**

Revisit – Think Pair Share words with aw in.

Teach – look say cover write check words.

Practise – teacher gives definition, children write word.

Apply – make up a nonsense poem using rhyming words.

Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



au

+ Resources p 100

e.g. **author, dinosaur, astronaut, August**



Revisit – class list of words with au in.

Teach – use syllables to help chunk up the words to spell them independently.

Practise – look say cover write check words.

Apply – use in sentences to show understanding in context.



Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



Ending in v

+ Resources p 101

e.g. love, live, gave, give, have, active, hive, dive, thrive

Revisit – play Photograph Game to write word wrong with ‘v’ sound at the end e.g liv. Look at it, take a photo in head and discuss why it looks wrong, then take a photo of it looking right.

Teach – rule – English words don’t end in v. exception spiv
The e at the end is not pronounced. The e is there because the words would otherwise end in v. sort the words into the split digraphs that they are by whether or not the vowel phoneme changes e.g. give no change, gave changes phoneme from short a to long a-e.

Practise – race your partner to write all 8 words.

Apply – put each word into a sentence verbally then write down 3 of your favourite ones.

Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



Syllables

+ Resources p 102

e.g. dog, cat, me, you, he, cow, quiet, orange, table, expensive, interesting, unrealistic



Revisit – Discuss what syllables are and then play

Snowball game to write all the words they can remember with 1 syllable.

Teach – clapping syllables to sort words into 1,2,3 and 4 syllable groups. e.g. dog, green, quite 1.

quiet qui-et, orange or-ange, table ta-ble 2.

expensive ex-pen-sive 3. interesting in-ter-est-ing 4.



unrealistic un-re-a-lis-tic 5.

Practise – sort into groups by the number of syllables in the word to check understanding.



Apply – ask a partner to clap out a 1,2 or 3 syllable word.

Assess – tell the children that you will be giving them a

reward for every time they use and spell the words correctly over the next couple of weeks.



Compound words

+ Resources p 103

e.g. football, playground, farmyard, bedroom, blackberry, carport

Revisit – Think Pair Share what they remember about compound words and any examples.

Teach – two words that don't change when put together (carport).

Practise – play Treasure Chest to find two separate words they can use to make a compound word.

Apply – use the words to write sentences.

Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



Verb + ing, ed or er

+ Resources p 104

e.g. fill, kill, pull, dull, loll, roll, yell, hunt, buzz, jump, camp, stamp



Revisit – Quickwrite all the verbs they can remember.

Discuss those that stay the same if add –ing, –er or –ed.

Teach – rule –er and –ing always add extra syllable to word and –ed sometimes does (hunt-ed). If the verb ends in 2 consonants (same or different- buzz or hunt), ending is just added on.



Practise – sort into groups by the ending and clap out the syllables to see if they follow the rule.

Apply – tell a partner one of the verbs and then write it down with –er, –ing and –ed ending.



Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



Adding er and est to adjectives

+ Resources p 105

e.g. grand, fresh, quick, thick, slick, black, old, cold, bold

Revisit – Quickwrite all the adjectives they can remember.

Discuss those that stay the same if add –er or –est.

Teach – rule –er and –est always add extra syllable to word.

If adjective ends in two consonants (same or different), add ending –er or –est.

Practise – sort into groups by the ending and clap out the syllables to see if they follow the rule.

Apply – tell a partner one of the adjectives and then write it down with –er and –est ending.

Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



Plurals s and es

+ Resources p 106

e.g. boy, girl, table, pen, party, army, baby, lady, cat, dog, spend, rock, thank, catch



Revisit – Which Ones Right?- e.g. armys, armies or armyes? Boys, boyes or boies.

Teach – rule – just add an s or change y to an i and add es
Exception (ca)tch sound - catches.

Practise – play Treasure Hunt to sort words into the 2 groups and then write the plural form for each of the words.



Apply – sort the words into the columns and find the odd one out.

Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



Prefix –un

+ Resources p 107

e.g. **unhappy, unfair, untidy, undo, unload, unlock, unimportant, unsteady, unable**

Revisit – Think Pair Share words with un and note on whiteboard, then discuss as class.

Teach – rule – un added doesn't change root word (happy, unhappy), but changes meaning to opposite.

Practise – give the root word definition for the children to tell you the word you are thinking of.

Apply – choose some of the words to write in sentences to show understanding in context.

Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



k for the /k/ sound

+ Resources p 108

e.g. Kent, sketch, kit, kin, kill, skin, skill,
skip, kettle, sky, skyscraper



Revisit – class list of all the words we can remember in 1 minute. Note any with correct sound, but c not k e.g. scrape, scrap in a separate column.

Teach – rule – k not c if before e, i or y.

Practise – play Find My Family to sort into i, e or y groups and say the words.



Apply – make up nonsense sentences using as many of the words as they can.

Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



Words ending -y (/i:/ or /I/ depending on accent)

+ Resources p 109

very, happy, ready, steady, funny, party, family, thirsty, hungry, tummy, mummy, sunny, runny, scary, easy

Revisit – Quickwrite all the words they can think of ending with the i sound.

Teach – if it's the i sound at the end of a word, most commonly spelt y.

Practise – play Find My Family to sort into single or double consonant before the y groups and say the words.


Apply – make up a story beginning using some of the words.

Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



Common exception words


+ Resources p 110



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

Revisit – think of any words that don't follow usual patterns- might have been taught as tricky words.


Teach – rule – these do not always follow the usual gpc rule.



Practise – play Find My Family to sort into groups and say the words.

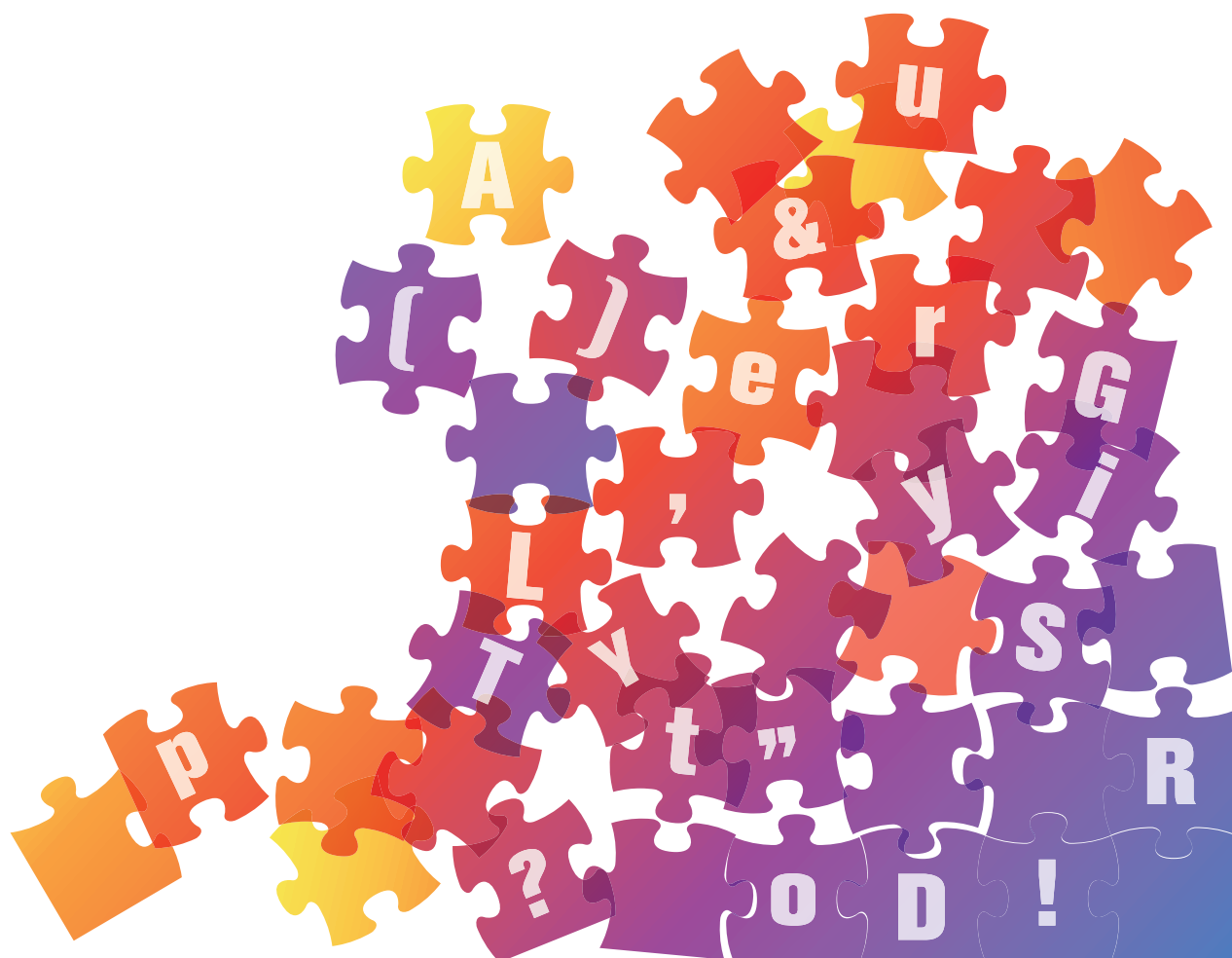


Apply – make up a nonsense poem using rhyming words.



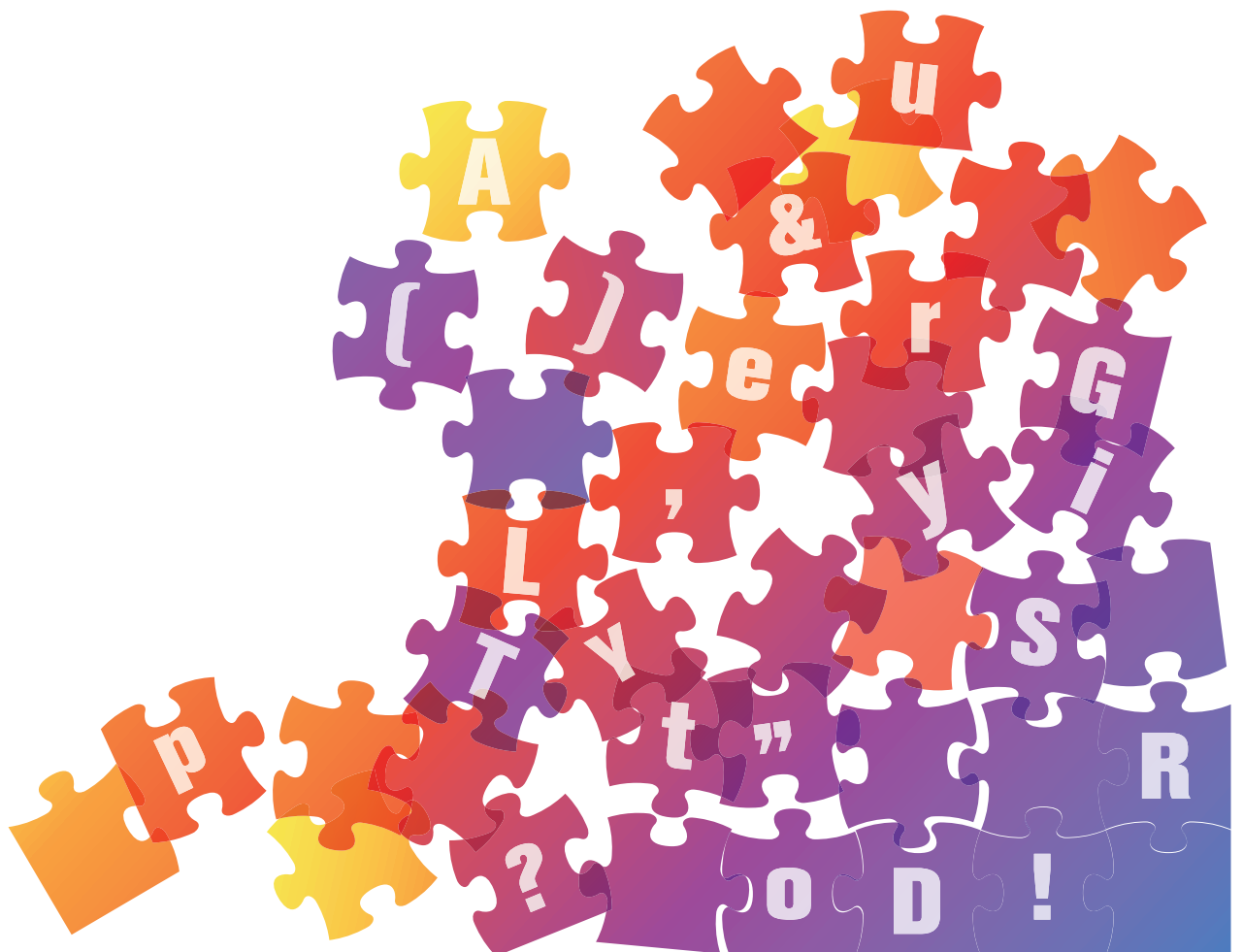
Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.

Pupil Resources
For the Spelling Toolkit
Year 1



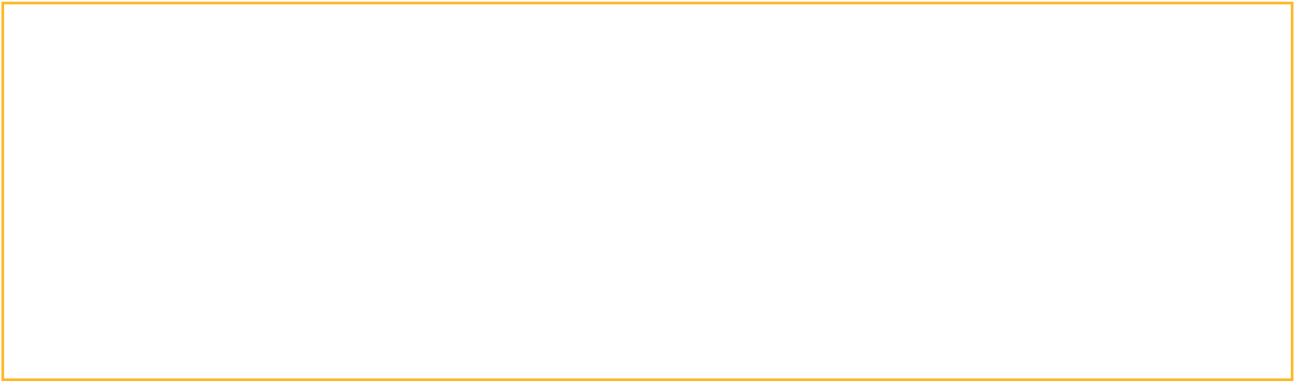


Term 1



ff words

1. Make a list of all the ff words you can find or think of.



2. Now highlight the vowel in each word (a,e,i,o,u).

3. Have a go at telling a partner a sentence with each word in.

4. Have a go at writing a sentence with each word in.



ll words

1. Make a list of all the ll words you can find or think of.

2. Sort these words into groups by vowel-

tall, stall , call, fall, well, sell, tell, fell, fill, kill, till, pull, cull, full, dull, doll, loll, roll, toll, yell.

a	e	i	o	u
tall	tell	till	toll	pull



ss words

hiss, miss, pass, less, class, press, cross, dress, loss,
across, mess, miss, moss, kiss, toss, boss.

Put these words into the right vowel column –



a	e	i	o	u



zz words

Draw a picture or shape to help you remember each of these words –

fizz

buzz

whizz

fuzz

frizz

jazz



ck words

Put these words into their vowel family –

pick, pack, tick, back, kick, rack, stick, sack, sock, luck, quack, quick, peck, truck, track, lick.



a -

e -

i -

o -

u -



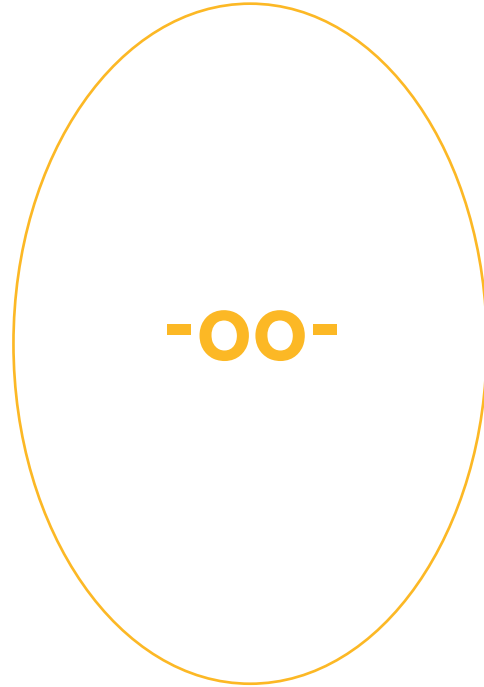
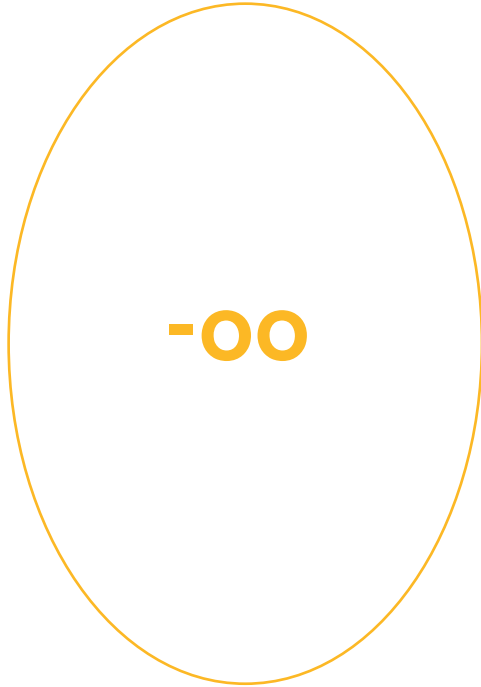
2. Next tell a partner a sentence with rhyming pairs in and then write it down e.g. Pick up a stick.



oo

too, zoo, food, fool, pool, moon, soon, spoon.

Write the words in the correct hoop.



Make up a nonsense poem using rhyming words.



ar

car, star, start, part, park, lark, mark, far, arm, farm, charm, harm.

start	middle	end

2. Which is the most popular?



ou

out, about, scout, sprout, snout, mouth, south, round, around, sound, pound, found

1. Sort these words into groups and say the words.



Three overlapping yellow ovals containing the words:

- out
- outh
- ound



2. Make up a nonsense poem using rhyming words



ie

lie, tie, pie, cried, tried, died, dried

1. Look, say, cover, write, check words.



word	write	check
lie		
tie		
pie		
cried		
tried		
died		
dried		

2. Make up sentences using the words.









ue, ew

blue, clue, true, rescue, Tuesday

new, few, grew, flew, drew, threw, chew, blew



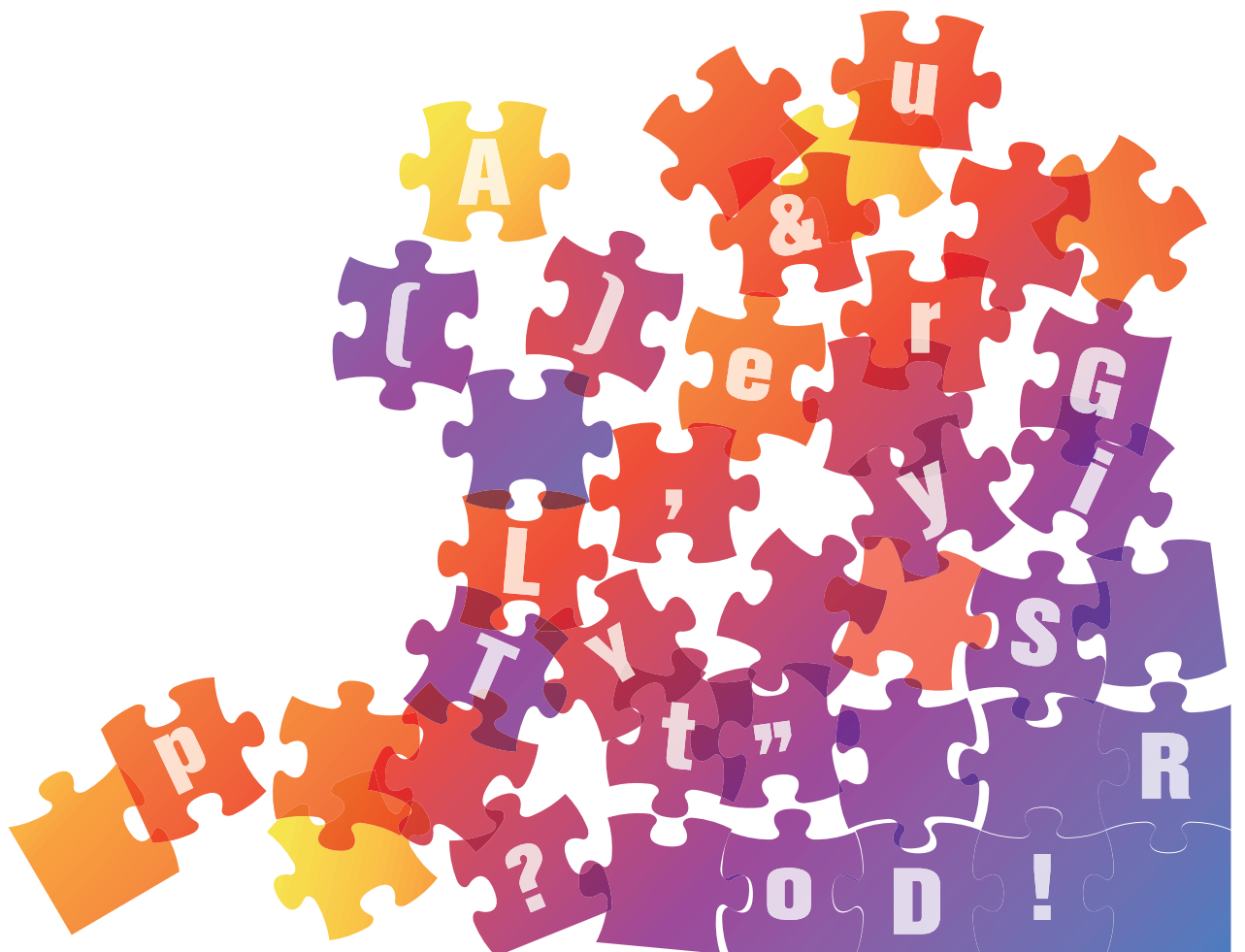
ue	ew

1. Make up a story using some of these words.





Term 2



ph and wh words

phone, phonics, alphabet, dolphin, elephant

who, what, where, when, why, which, wheel



ph	wh



1. Work in pairs to say what each word means for your partner to guess the word and then use in a sentence.



oe

toe, toes, goes

Put the words into sentences.

1. _____

2. _____

3. _____

Tell your partner how to spell each word and read your sentence to them.

a-e

game, same, lame, fame, plate, gate, slate, skate, cage,
bake, cake, take, shake, care, share, bare, fare, made, fade,
jade, safe

Write 3 sentences using some of these words.

1. _____

2. _____

3. _____



e-e

theme, scene, complete, scheme, these

Make up a nonsense poem using these words e.g.

I think there is a theme,

When I look down at the scene.











i-e

like, bike, strike, life, wife, ride, side, stride, wide, hide, hive,
five, alive,

k	f	d	v

1. Sort the words into the right groups.
2. Which letter has the most?
3. Make up some sentences and then write at least 3.

1. _____

2. _____

3. _____



OW

cow, how, now, brown, town, clown, frown,
own, blow, snow, slow, grow, show, tow



ow phoneme	o phoneme

Make up a nonsense poem using rhyming words.





er

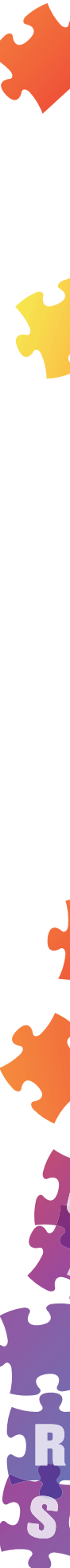
bigger, stronger, quicker, better, summer, winter, sister

Make up sentences using words and then write down your favourite 3 sentences.

1. _____

2. _____

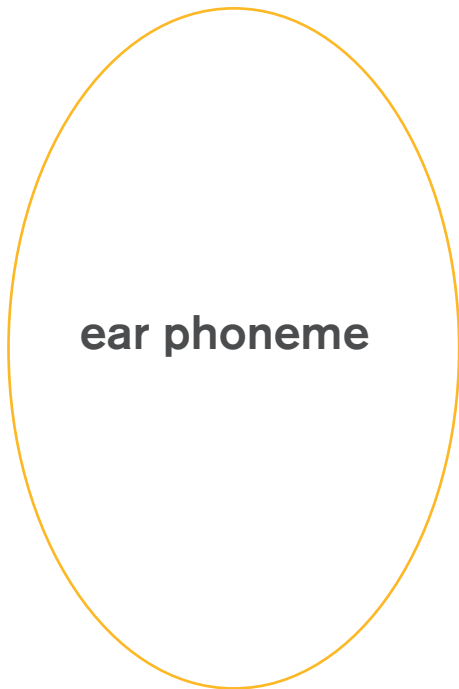
3. _____



ear – ear or er sound

dear, hear, beard, near, year, clear, fear, spear, pear, bear, wear

1. Put them into the right family.



2. Make up sentences with a partner and write 3 of them.



tch

catch, latch, batch, match, botch, hatch, hutch, ditch,
stitch, fetch, witch, scratch, hitch, patch, retch

1. Sort these words into vowel families –



a –

e –

i –

o –



u –

2. Next say the vowel in each word. What do you notice?



nk words

think, pink, clink, sink, brink, blink, stink, link, tank, sank,
blank, frank, junk, trunk, bunk, sunk, honk

1. Put these words into the right column –

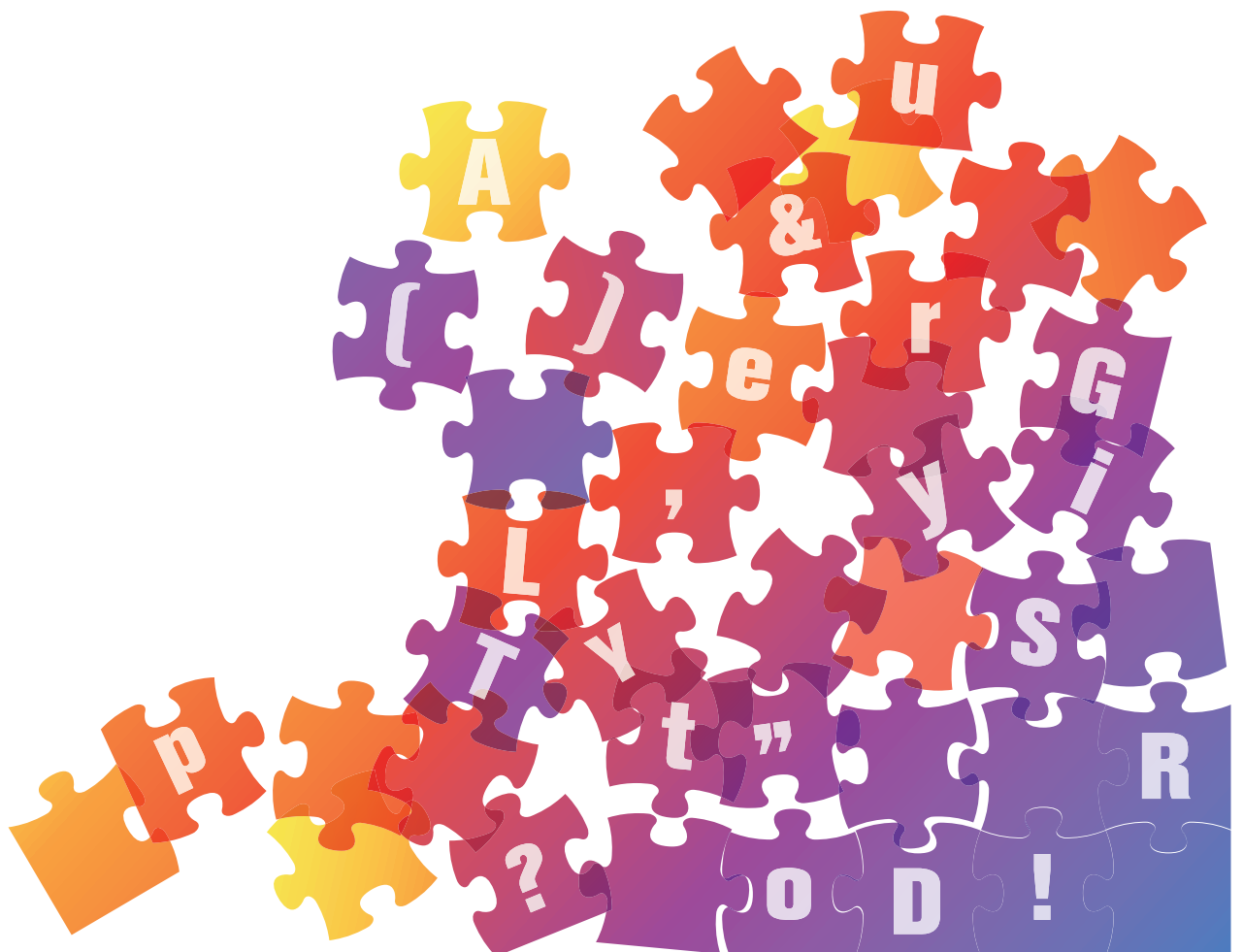
a	e	i	o	u

2. Now tell your partner the spelling rule for nk words.





Term 3



ore

**sore, more , score, before, wore, shore,
tore, spore**

1. Play What's My Word? Tell your partner what the word means for your partner to say and spell.

2. Make up sentences to show how to use some of the words.











Words ending in v

love, live, gave, give, have, active, hive,
dive, thrive,

1. Race your partner to write all 9 words.

2. Use each word in a sentence, then write down 3 of your favourite ones.



syllables

call, quiet, table, fall, expensive, tell, America, another, fill, Australia, interesting, apple, visitor, doll, delightful, people, orange, wonderful.

1. Sort these words into groups by syllables-



1	2	3	4




2. Ask a partner to clap out a 1,2 or 3 syllable word.







Verb + ing, ed or er

fill, kill, pull, dull, loll, roll, yell, hunt, buzz,
jump, camp, stamp



ll	zz	mp	nt

- 
1. Sort into groups by the ending.
 2. Clap out the syllables to see if they follow the rule.
 3. Tell a partner one of the verbs and then write it down with -er, -ing and -ed ending.
- 
- 
- 

Adding er and est to adjectives

grand, fresh, quick, thick, slick, black, old, cold, bold

nd	sh	ck	ld

1. Sort into groups by the ending.
2. Clap out the syllables.
3. Tell a partner one of the adjectives and then write it down with –er and –est ending.
4. Clap out the syllables - Do they follow the rule?



Plurals s and es

door, poppy, hand, fly, rabbit, penny, spy,
clock, nappy, key, football, sty



+s	Change y to i+es



Which of these words doesn't follow this rule?



k

Kent, sketch, kit, kin, kill, skin, skill, skip, kettle, sky, skyscraper



i	e	y



1. Sort into i, e or y groups and say the words.
2. Make up nonsense sentences using as many of the words as they can.







Words ending – y

very, happy, ready, steady, funny, party, family, thirsty, hungry, tummy, mummy, sunny, runny, scary, easy

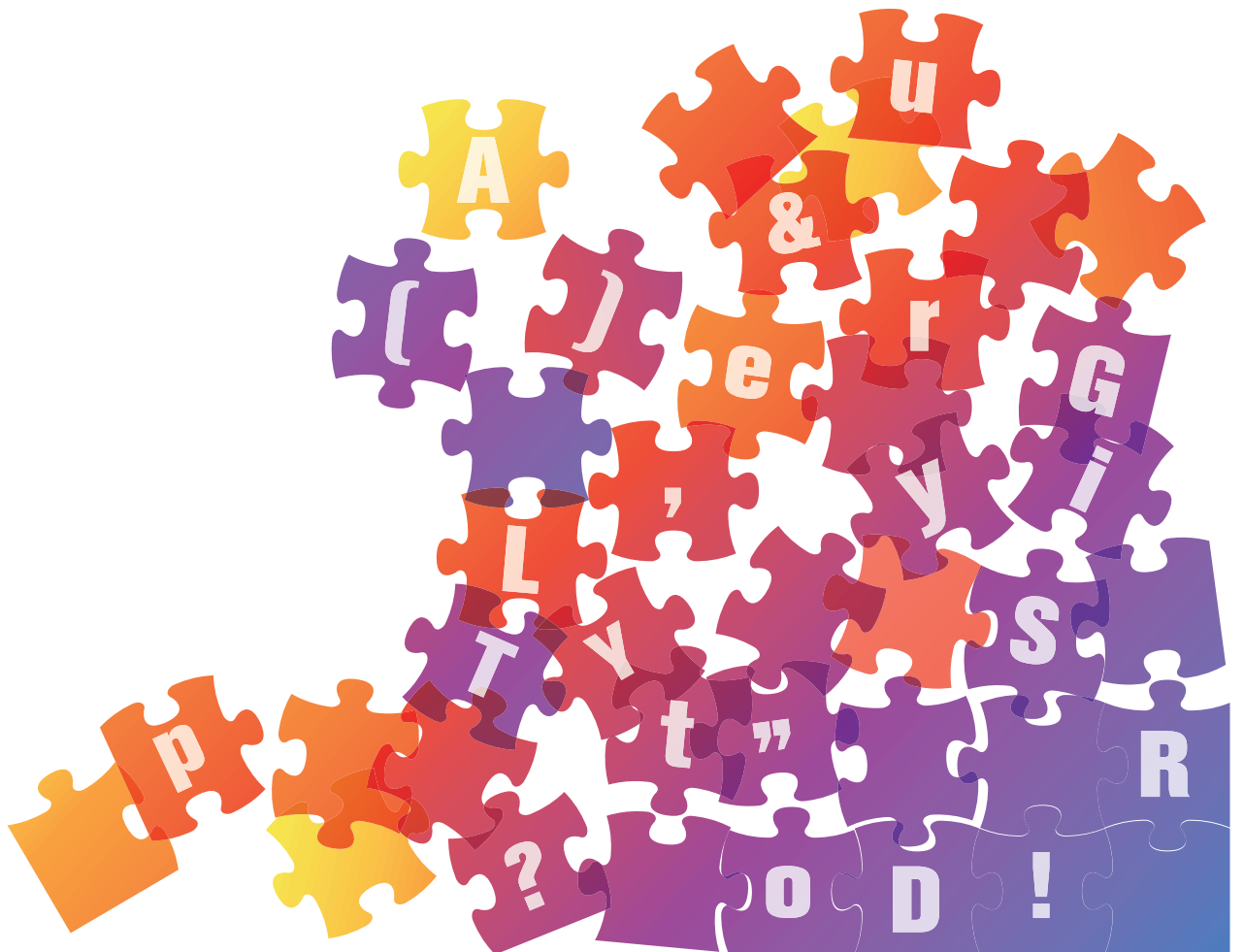
1. Choose some of the words to write in sentences to show you understand how to use them.

1 consonant before y	2 consonants before y
easy	happy

2. Make up the beginning of a story using some of the words.



Appendix



Year 1 Term 1 Words

ff

word	read	spell	apply
off			
stiff			
staff			
stuff			
cliff			

ll

word	read	spell	apply
tall			
stall			
call			
fall			
sell			
tell			
fell			
fill			
kill			
till			
pull			
cull			
well			
full			
dull			
doll			
loll			
roll			
toll			
yell			

SS

word	read	spell	apply
hiss			
boss			
toss			
moss			
miss			
mess			
across			
loss			
dress			
cross			
press			
class			
less			
pass			
miss			
kiss			

ZZ

word	read	spell	apply
fizz			
jazz			
frizz			
fuzz			
whizz			
buzz			



ck



word	read	spell	apply
pick			
lick			
track			
truck			
peck			
quick			
quack			
luck			
sock			
sack			
rack			
back			
pack			
tick			
kick			
stick			



oo



word	read	spell	apply
too			
spoon			
soon			
moon			
pool			
fool			
food			
zoo			



ur

word	read	spell	apply
turn			
Thursday			
burst			
lurch			
church			
hurt			
burn			

ar

word	read	spell	apply
car			
harm			
charm			
farm			
arm			
far			
mark			
lark			
park			
part			
start			
star			







ai and oi




word	read	spell	apply
rain			
gain			
pain			
foil			
joint			
point			
soil			
boil			
coin			
join			
afraid			
laid			
paid			
train			
wait			

ay and oy



word	read	spell	apply
boy			
pay			
away			
way			
stay			
pray			
day			
say			
play			
annoy			
enjoy			



ea (long e sound)

word	read	spell	apply
read			
reach			
teach			
each			
cheat			
seat			
meat			
clean			
dream			
pea			
sea			
bead			
knead			

ee

word	read	spell	apply
meet			
peek			
sleek			
seek			
week			
fee			
tree			
see			
green			
seen			
been			
fleet			
feet			
sheet			

ou

word	read	spell	apply
out			
found			
pound			
sound			
around			
round			
mouth			
snout			
sprout			
scout			
about			

igh

word	read	spell	apply
high			
light			
sight			
fright			
bright			
fight			
night			

ie- i sound

word	read	spell	apply
lie			
dried			
died			
tried			
cried			
pie			
tie			

ir

word	read	spell	apply
girl			
thirst			
first			
flirt			
shirt			
third			
bird			
twirl			



ue

word	read	spell	apply
blue			
Tuesday			
rescue			
true			
clue			



ew

word	read	spell	apply
new			
blew			
chew			
threw			
drew			
flew			
grew			
few			



ph and wh words

word	read	spell	apply
phone			
phonics			
alphabet			
dolphin			
elephant			
who			
wheel			
which			
why			
when			
where			
what			

oa

word	read	spell	apply
foal			
goal			
coach			
toad			
road			
moat			
float			
coat			
boat			



oe

word	read	spell	apply
toe			
goes			
toes			

A a-e

word	read	spell	apply
game			
same			
lame			
fame			
plate			
gate			
slate			
skate			
cage			
safe			
jade			
fade			
made			
fare			
bare			
share			
care			
shake			
take			
cake			
bake			

e-e

word	read	spell	apply
theme			
these			
scheme			
complete			
scene			

i-e

word	read	spell	apply
like			
alive			
five			
hive			
hide			
wide			
stride			
side			
ride			
wife			
life			
strike			
bike			







o-e




word	read	spell	apply
phone			
some			
home			
mole			
pole			
stole			
hole			
chose			
those			
shone			
scone			
lone			

u-e



word	read	spell	apply
cute			
tune			
tube			
use			
rude			
rule			
June			



OW

word	read	spell	apply
cow			
how			
now			
brown			
town			
clown			
frown			
own			
blow			
snow			
slow			
grow			
show			
tow			

er- unstressed

word	read	spell	apply
bigger			
stronger			
quicker			
better			
summer			
winter			
sister			



er- stressed

word	read	spell	apply
her			
term			
verb			

ie- e sound

word	read	spell	apply
chief			
relief			
grief			
thief			
field			
shield			

ear – ear or er sound

word	read	spell	apply
dear			
hear			
beard			
near			
year			
clear			
fear			
spear			
pear			
bear			
wear			

air

word	read	spell	apply
air			
flair			
chair			
hair			
pair			
fair			

tch

word	read	spell	apply
catch			
scratch			
witch			
fetch			
stitch			
ditch			
hutch			
hatch			
match			
batch			
latch			



nk

word	read	spell	apply
think			
honk			
sunk			
bunk			
trunk			
junk			
frank			
blank			
sank			
tank			
link			
stink			
blink			
brink			
clink			
sink			
pink			



are-air sound

word	read	spell	apply
bare			
dare			
care			
stare			
scare			
share			
scared			

or

word	read	spell	apply
for			
morning			
worn			
horse			
torn			
born			
sport			
short			
fort			




ore



word	read	spell	apply
sore			
spore			
tore			
shore			
wore			
before			
score			
more			

aw



word	read	spell	apply
claw			
crawl			
yawn			
draw			
raw			
saw			

au



word	read	spell	apply
author			
August			
astronaut			
dinosaur			

Ending in v


word	read	spell	apply
love			
live			
gave			
give			
have			
active			
thrive			
dive			
hive			

compound words

word	read	spell	apply
football			
carport			
blackberry			
bedroom			
farmyard			
playground			





Verb + ing, ed or er



word	read	spell	apply
stamp			
camp			
jump			
buzz			
hunt			
yell			
roll			
loll			
dull			
pull			
kill			
fill			

Adding er and est to adjectives



word	read	spell	apply
bold			
cold			
old			
black			
slick			
thick			
quick			
fresh			
grand			



Plurals- s and es


word	read	spell	apply
boy			
girl			
table			
pen			
party			
army			
baby			
lady			
cat			
dog			
spend			
rock			
thank			
catch			

Prefix -un

word	read	spell	apply
unable			
unsteady			
unhappy			
unfair			
untidy			
undo			
unload			
unlock			
unimportant			



k for the /k/ sound



word	read	spell	apply
Kent			
sketch			
kit			
kin			
kill			
skin			
skill			
skip			
kettle			
skyscraper			
sky			

Words ending -y

(/i:/ or /I/ depending on accent)



word	read	spell	apply
very			
easy			
scary			
runny			
sunny			
mummy			
tummy			
hungry			
thirsty			
family			
party			
funny			
steady			
ready			
happy			



Common exception words

word	read	spell	apply
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			



Common exception words

word	read	spell	apply
there			
where			
love			
come			
some			
one			
once			
our			
house			
full			
pull			
push			
put			
school			
friend			
ask			





