## 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


## Statutory requirements

The sounds /f/, II/, /s/, /z/ and/k/ spelt ff, II, ss, zz and ck

The / $\mathrm{h} /$ sound spelt n before k

Division of words into syllables

| Rules and guidance (non-statutory) | Example words <br> (non-statutory) |
| :--- | :--- |
| The /f/, /I/, /s/, /z/ and /k/ sounds are <br> usually spelt as ff, II, ss, zz and ck if <br> they come straight after a single vowel <br> letter in short words. Exceptions: if, <br> pal, us, bus, yes. | off, well, miss, buzz, <br> back |
|  | bank, think, honk, <br> sunk |
| Each syllable is like a 'beat' in the <br> spoken word. Words of more than one <br> syllable often have an unstressed <br> syllable in which the vowel sound is <br> unclear. | pocket, rabbit, carrot, <br> thunder, sunset |


| Statutory <br> requirements |
| :--- |
| -tch |
| The /v/ sound at the <br> end of words |
| Adding s and es to <br> words (plural of <br> nouns and the third <br> person singular of <br> verbs) |
| Adding the endings <br> -ing, -ed and -er to <br> verbs where no <br> change is needed <br> to the root word |
| Adding -er and -est <br> to adjectives where <br> no change is <br> needed to the root <br> word |


| Rules and guidance (non-statutory) | Example words <br> (non-statutory) |
| :--- | :--- |
| The /tS/ sound is usually spelt as tch if it <br> comes straight after a single vowel <br> letter. Exceptions: rich, which, much, <br> such. | catch, fetch, kitchen, <br> notch, hutch |
| English words hardly ever end with the <br> letter v, so if a word ends with a /v/ <br> sound, the letter e usually needs to be <br> added after the 'v'. | have, live, give |
| If the ending sounds like /s/ or /z/, it is <br> spelt as -s. If the ending sounds like <br> /iz/ and forms an extra syllable or 'beat' <br> in the word, it is spelt as -es. | cats, dogs, spends, <br> rocks, thanks, <br> catches |
| -ing and -er always add an extra <br> syllable to the word and -ed sometimes <br> does. | hunting, hunted, <br> hunter, buzzing, <br> buzzed, buzzer, |
| The past tense of some verbs may <br> sound as if it ends in /rd/ (extra <br> syllable), /d/ or /t/ (no extra syllable), <br> but all these endings are spelt -ed. <br> If the verb ends in two consonant letters <br> (the same or different), the ending is <br> simply added on. | jumping, jumped, <br> jumper |
| 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, <br> fresher, freshest, <br> quicker, quickest |

## Vowel digraphs and trigraphs

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

| Vowel <br> digraphs and <br> trigraphs |
| :--- |
| ai, oi |
| ay, oy |
| a-e |
| e-e |
| i-e |
| o-e |
| u-e |
| ar |
| ee |
| ea (/i:/) |
| ea (/ع/) |
| er (/3:/) |
| er (/ə/) |
| ir |
| ur |


| Rules and guidance <br> (non-statutory) | Example words <br> (non-statutory) |
| :--- | :--- |
| The digraphs ai and oi are virtually <br> never used at the end of English <br> words. | rain, wait, train, paid, afraid <br> oil, join, coin, point, soil |
| ay and oy are used for those <br> sounds at the end of words and at <br> the end of syllables. | day, play, say, way, stay <br> boy, toy, enjoy, annoy |
|  | made, came, same, take, safe |
|  | these, theme, complete |
|  | five, ride, like, time, side |
| Both the /u:/ and /ju:/ ('oo' and | home, those, woke, hope, hole |
| 'yoo') sounds can be spelt as u-e. | June, rule, rude, use, tube, tune |
|  | car, start, park, arm, garden |
|  | see, tree, green, meet, week |
| sea, dream, meat, each, |  |
| read (present tense) |  |


| Vowel <br> digraphs and <br> trigraphs |
| :--- |
| oo (/u:/) |
| oo (/v/) |
| oa |
| oe |
| ou |
| ow (/av/) |
| ow (/əv/) |
| ue |
| ew |
| ie (/ai/) |
| ie (/i:/) |
| igh |
| or |
| ore |
| aw |
| au |
| air |
| ear |
| ear (/عə/) |
| are (/عə/) |


| Rules and guidance <br> (non-statutory) | Example words <br> (non-statutory) |
| :--- | :--- |
| Very few words end with the <br> letters oo, although the few that <br> do are often words that primary <br> children in year 1 will encounter, <br> for example, zoo | food, pool, moon, zoo, soon |
|  | book, took, foot, wood, good |
| The digraph oa is very rare at the <br> end of an English word. | boat, coat, road, coach, goal |
|  | toe, goes |
| The only common English word <br> ending in ou is you. | out, about, mouth, around, <br> sound |
| Both the /u:/ and /ju:/ ('oo' and <br> 'yoo') sounds can be spelt as u-e, <br> ue and ew. If words end in the <br> loo/ sound, ue and ew are more <br> common spellings than oo. | now, how, brown, down, town <br> own, blow, snow, grow, show <br> blue, clue, true, rescue, Tuesday <br> new, few, grew, flew, drew, threw |
|  | lie, tie, pie, cried, tried, dried |
|  | chief, field, thief |
|  | high, night, light, bright, right |
| for, short, born, horse, morning |  |
| more, score, before, wore, shore |  |
| saw, draw, yawn, crawl |  |
|  | author, August, dinosaur, <br> astronaut |
| air, fair, pair, hair, chair |  |
|  | bear, pear, bear, wear |
|  | bere, care, share, scared |


| Statutory <br> requirements | Rules and guidance <br> (non-statutory) | Example words (non-statutory) |
| :--- | :--- | :--- |
| Words ending -y <br> (/i:/ or /I/) |  | very, happy, funny, party, family |
| New consonant <br> spellings ph and <br> wh | The /f/ sound is not usually <br> spelt as ph in short <br> everyday words (e.g. fat, <br> fill, fun). | dolphin, alphabet, phonics, elephant <br> when, where, which, wheel, while |
| Using k for the /k/ <br> sound | The /k/ sound is spelt as k <br> rather than as c before e, i <br> and $\mathbf{y}$. | Kent, sketch, kit, skin, frisky |
| Adding the prefix <br> -un | The prefix un- is added to <br> the beginning of a word <br> without any change to the <br> spelling of the root word. | unhappy, undo, unload, unfair, <br> unlock |
| Compound <br> words | Compound words are two <br> words joined together. | football, playground, farmyard, <br> bedroom, blackberry |
| Each part of the longer <br> word is spelt as it would be <br> if it were on its own. | Common <br> exception words | Pupils' attention should be <br> drawn to the grapheme- <br> phoneme <br> correspondences that do <br> and do not fit in with what <br> has been taught so far. |
| the, a, do, to, today, of, said, says, <br> are, were, was, is, his, has, l, you, <br> your, they, be, he, me, she, we, no, <br> go, so, by, my, here, there, where, <br> love, come, some, one, once, ask, <br> friend, school, put, push, pull, full, <br> house, our - and/or others, <br> according to the programme used |  |  |

