

## NEW NATIONANL CURRICULUM APPENDIX 2 – SPELLING. YEAR 1.

Y1 TEACHING CONTENT:	Rules and guidance	Example words
<i>division of words into syllables</i>	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. <i>Count ‘chin drops’ to determine how many syllables. Each syllable has a vowel sound (vowels are ‘noisy letters’)</i>	pocket, rabbit, carrot, thunder, sunset
<b>ff, ll, ss, zz and ck</b>	usually spelt as <b>ff, ll, ss, 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
<b>nk</b>		bank, think, honk, sink
<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>ar</b>		car, start, park, arm, garden
<b>ee</b>		see, tree, green, meet, week
<b>er</b>	(unstressed <i>schwa</i> sound):	better, under, summer, winter, sister
<b>ur</b>		turn, hurt, church, burst, Thursday
<b>oo</b>	Very few words <u>end</u> 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>ow (as in ‘now’)</b>		now, how, brown, down, town
<b>igh</b>		high, night, light, bright, right
<b>or</b>		for, short, born, horse, morning
<b>air</b>		air, fair, pair, hair, chair
<b>ear</b>		dear, hear, beard, near, year
<b>ure</b>		sure, pure, cure, treasure
<b>ay, oy</b>		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 /iu:/ ('oo' and 'yoo') sounds can be spelt as <b>u-e</b> .	June, rule, rude, use, tube, tune
<b>ea (as 'ee')</b>		sea, dream, meat, each, read
<b>ir</b>		girl, bird, shirt, first, third
<b>oe (as in toes)</b>		toe, goes
<b>ou (as in out)</b>	The only common English word ending in <b>ou</b> is <i>you</i> .	out, about, mouth, around, sound
<b>ue (as in true/cue)</b> <b>ew (new)</b>	Both the '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> .	blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw
<b>ie (tie)</b>		lie, tie, pie, cried, tried, dried
<b>ore</b>		more, score, before, wore, shore
<b>aw</b>		saw, draw, yawn, crawl
<b>au</b>		author, August, dinosaur, astronaut
<b>-ey (end sound) (sounding 'i')</b>		monkey, money, trolley, turkey
<b>ph</b>	not usually spelt as <b>ph</b> in short everyday words (e.g. <i>fat, fill, fun</i> ).	dolphin, alphabet, phonics, elephant
<b>wh</b>		when, where, which, wheel, while
<b>'ve' (at the end of words)</b>	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'. "When a word ends in V – we need to add 'E'"	have, live, give
<b>-tch</b>	spelt as <b>tch</b> – not 'ch' after a single short vowel letter. <b>Exceptions:</b> rich, which, much, such.	catch, fetch, kitchen, notch, hutch
<b>ow (like oa)</b>		own, blow, snow, grow, show
<b>er</b>	(stressed sound)	her, term, verb, person
<b>ie (field)</b>		chief, field, thief
<b>ea (as 'e')</b>		head, bread, meant, instead,
<b>ear (like 'air)</b>		bear, pear, wear
<b>are (like 'air)</b>		bare, dare, care, share, scared
<b>-y (end sound) (sounding 'i')</b>		very, happy, funny, party, family
<b>-y (end sound) (sounding 'igh')</b>		by, fly, dry
<b>Using k for the /k/ sound</b>	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

<p><b>'s' and 'es'</b> <b>plural of nouns</b> <b>and the third</b> <b>person singular</b> <b>of verbs.</b></p>	<p>If the ending sounds like /s/ or /z/, it is spelt as <b>-s</b>.</p> <p>If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as <b>-es</b>. (usually after s, ch, sh, tch) teach as a 'tail' on a root word ie, suffix.</p>	<p>cats, dogs, spends, rocks, thanks, catches</p>
<p><b>Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word</b></p>	<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 /ɪd/ (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>Teach as a 'tail' on a root word ie, suffix.</p>	<p>hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper</p>
<p><b>Adding -er and -est to adjectives where no change is needed to the root word</b></p>	<p>As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.</p> <p>Teach as a 'tail' on a root word ie, suffix.</p>	<p>grander, grandest, fresher, freshest, quicker, quickest</p>
<p><b>Adding the prefix -un</b></p>	<p>The prefix <b>un-</b> is added to the beginning of a word without any change to the spelling of the root word.</p>	<p>unhappy, undo, unload, unfair, unlock</p>
<p><b>Compound words</b></p>	<p>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.</p>	<p>football, playground, farmyard, bedroom, blackberry</p>
<p><b>Common exception words</b></p>	<p>Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.</p> <p>Teach tricky words as recommended in Letters and Sounds.</p> <p>Spelling to include them and the previous curriculum 100/200 High Frequency Words.</p>	<p>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.</p>
<p><b>Days of the week</b></p>	<p>Monday, and Friday are EXCEPTION words – children not yet taught GPC's for these.</p> <p>Wednesday – learn by saying as it sounds.</p> <p>ie, these 3 are 'tricky words'</p>	