

## 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	Rules and guidance (non-statutory)		Example words (non-statutory)	
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.  Nessy Island 2 Lesson 11	off puff huff cuff cliff sniff snuff stuff well bell	all fall call back luck kick sock lock shock stock chess	buzz fuzz fizz frizz jazz miss kiss hiss less mess dress
The /ŋ/ sound spelt n before k	Nessy Island 2 Lesson 13		bank thank think ink pink hunk dunk	link wink honk sunk tank stink
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. Nessy Island 2 Lesson 17		pocket rabbit carrot cobweb magnet basket bitten	thunder sunset picnic goblin button hotdog cotton

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	
-tch	The /tʃ/ sound is usually spelt as <b>tch</b> if it comes straight after a single vowel letter. <b>Exceptions:</b> rich, which, much, such. Nessy Island 3 Lesson 28	catch fetch kitchen ditch latch match witch	notch hutch itch pitch patch notch watch
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 love	dove above glove
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 /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as <b>-es</b> .	cats dogs spends rocks thanks balls	bags catches matches boxes foxes
Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word	<b>-ing</b> and <b>-er</b> always add an extra syllable to the word and <b>-ed</b> 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 <b>-ed</b> . If the verb ends in two consonant letters (the same or different), the ending is simply added on. <i>-ed – Nessy Island 4 Lesson 36</i>	hunting hunted hunter buzzing buzzed buzzer adding added asking asked ending	jumping jumped jumper running runner playing player played clipped clipping ended
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 faster fastest kinder kindest	quicker quickest lower lowest older oldest harder hardest

### Vowel digraphs and trigraphs

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

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)				
ai, oi	<p>The digraphs ai and oi are virtually never used at the end of English words.</p> <p><i>ai</i> – <i>Nessy Island 3 Lesson 24</i></p> <p><i>oi</i> – <i>Nessy Island 4 Lesson 38</i></p>	rain wait train paid afraid fail tail sail	jail oil join coin point soil spoil boil			
ay, oy	<p><b>ay</b> and <b>oy</b> are used for those sounds at the end of words and at the end of syllables.</p> <p><i>ay</i> – <i>Nessy Island 3 Lesson 24</i></p> <p><i>oy</i> – <i>Nessy Island 4 Lesson 38</i></p>	day play say way stay may pray sway clay	pay stay  boy toy joy soy enjoy annoy			
a–e	<i>Nessy Island 3 Lesson 21</i>	made came same fame name tame blame shame game	cake fake take lake bake fade safe late			
e–e		these theme complete				
i–e	<i>Nessy Island 3 Lesson 21</i>	five ride like hike lime mine	time side fine line ride hide	nine pine life shine wide		
o–e	<i>Nessy Island 3 Lesson 21</i>	home those woke slope rope	hope hole pole stole bone			
u–e	<p>Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as <b>u–e</b>.</p> <p><i>Nessy Island 3 Lesson 21</i></p>	June rule rude use tube tune	cute cube fume use fuse			

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)		
ar	<i>Nessy Island 2 Lesson 14</i>	car bar jar far tar start	arm garden star art barn yarn	dark harp hard lard park park
ee	<i>Nessy Island 2 Lesson 20</i>	see bee free feel heel peel	feed tree green meet week	sheep sweep beep been green
ea (/i:/)	<i>Nessy Island 2 Lesson 20</i>	sea dream meat each read	neat heat seat cheat	beak weak eat lead
ea (/ɛ/)	<i>Nessy Island 2 Lesson 20</i>	head bread meant instead read	deaf steady dead heavy	
er (/ɜ:/)	<i>Nessy Island 2 Lesson 16</i>	(stressed sound): her term verb person		herd jerk perch
er (/ə/)		(unstressed <i>schwa</i> sound): better under summer		sister bitter burger winter
ir	<i>Nessy Island 2 Lesson 16</i>	girl bird shirt first	stir girl birth fir	first firm shirt third
ur	<i>Nessy Island 2 Lesson 16</i>	turn hurt church hurt fur purr		burst Thursday burn curl nurse surf

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)		
oo (/u:/)	<p>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></p> <p><i>Nessy Island 3 Lesson 28</i></p>	food pool moon zoo moo soon spoon root	hoot tool fool cool doom boost choose roost	
oo (/ʊ/)	<p><i>Nessy Island 3 Lesson 28</i></p>	book took foot wood good look	book hook cook crook soot wool	
oa	<p>The digraph <b>oa</b> is very rare at the end of an English word.</p> <p><i>Nessy Island 3 Lesson 27</i></p>	boat coat road coach goal float	toast soap soak oak foam loaf	
oe	<p><i>Nessy Island 3 Lesson 27</i></p>	toe goes	hoe Joe	
ou	<p>The only common English word ending in <b>ou</b> is <i>you</i>.</p> <p><i>Nessy Island 4 Lesson 39</i></p>	mouth around sound loud proud round pound	found mouse house count shout out about	
ow (/aʊ/ ow (/əʊ/ ue ew	<p>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>.</p> <p><i>Nessy Island 4 Lesson 39</i></p>	now how brown down town own blow	snow grow show blue clue true rescue	Tuesday new few grew flew drew threw
ie (/aɪ/)	<p><i>Nessy Island 3 Lesson 25</i></p>	lie tie pie die	cried tried dried fried	
ie (/i:/)	<p><i>Nessy Island 3 Lesson 25</i></p>	chief field thief piece ceiling brief		

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)	
igh	<i>Nessy Island 3 Lesson 25</i>	high night light bright right sight	tight high sigh fright thigh
or	<i>Nessy Island 2 Lesson 15</i>	for short born horse morning horn thorn torn story	corn for cork fork born cord lord ford form
ore	<i>Nessy Island 2 Lesson 15</i>	more score before wore	shore horse store snore
aw		saw paw law raw draw hawk	dawn fawn yawn crawl shawl
au	<i>Nessy Island 9 Lesson 83</i>	author August dinosaur astronaut	audio sauce Paul pause
air	<i>Nessy Island 5 Lesson 48</i>	air fair pair stair	hair chair fairy dairy
ear	<i>Nessy Island 5 Lesson 48</i>	dear hear beard near year	ear rear spear tear
ear (/ɛə/)	<i>Nessy Island 5 Lesson 48</i>	bear pear wear sweat	
are (/ɛə/)	<i>Nessy Island 6 Lesson 54</i>	bare dare care share scared	rare fare spare square stare

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	
Words ending –y (/i:/ or /ɪ/)		very happy funny party family city baby body	fly lorry berry poppy spy try copy
New consonant spellings ph and wh	The /f/ sound is not usually spelt as <b>ph</b> in short everyday words (e.g. <i>fat, fill, fun</i> ). <i>wh- Nessy Island 3 Lesson 23</i> <i>ph – Nessy Island 5 Lesson 41</i>	dolphin alphabet phonics elephant phone photo graph	when where which wheel while why which whale whip
Using k 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	king kiss kill keep
Adding the prefix – un	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	undone unable unfit unkind unzip
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 teacup	homework lampshade teapot seaside handbag inside
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

Y3 T1	Y3 T2	Y3 T3	Y3 T4
accident(ally) actual(ly) address answer appear arrive believe bicycle	breath breathe build busy/business calendar caught centre century	certain circle complete consider continue decide describe different	difficult disappear early earth eight/eighth enough exercise experience
Y3 T5	Y3 T6	Y4 T1	Y4 T2
through various weight woman/women occasion(ally) special notice	experiment extreme famous favourite February forward(s) fruit grammar	often opposite ordinary particular peculiar perhaps popular position	possess(ion) possible potatoes pressure probably promise purpose quarter minute
Y4 T3	Y4 T4	Y4 T5	Y4 T6
question recent regular reign remember sentence separate material medicine	increase important interest island knowledge learn length library mention	straight strange strength suppose surprise therefore though although thought	group guard guide heard heart height history imagine naughty natural

### Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.

#### Examples:

*business*: once *busy* is learnt, with due attention to the unusual spelling of the /i/ sound as 'u', *business* can then be spelt as **busy + ness**, with the **y** of **busy** changed to **i** according to the rule.

*disappear*: the root word *appear* contains sounds which can be spelt in more than one way so it needs to be learnt, but the prefix **dis-** is then simply added to **appear**.

Understanding the relationships between words can also help with spelling. Examples:

- *bicycle* is *cycle* (from the Greek for *wheel*) with **bi-** (meaning 'two') before it.
- *medicine* is related to *medical* so the /s/ sound is spelt as **c**. *opposite* is related to *oppose*, so the schwa sound in *opposite* is spelt as **o**.