



St. Bede's Catholic Primary School



Medium Term Plan - Spelling

Skills	Year 1
Phonics and Spelling Rules	<p>To know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>To recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>To recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>To recognise words with adjacent consonants.</p> <p>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>To spell some words in a phonically plausible way, even if sometimes incorrect.</p> <p>To apply Y1 spelling rules and guidance, which includes:</p> <ul style="list-style-type: none">• the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions;• the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think);• dividing words into syllables (e.g. rabbit, carrot);• the /tʃ/ sound is usually spelt as 'tch' and exceptions;• the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live);• adding -s and -es to words (plural of nouns and the third person singular of verbs);• adding the endings<ul style="list-style-type: none">-ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping);• adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest);• spelling words with the vowel digraphs and trigraphs:<ul style="list-style-type: none">- 'ai' and 'oi' (e.g. rain, wait, train, point, soil);- 'oy' and 'ay' (e.g. day, toy, enjoy, annoy);- a-e, e-e, i-e, o-e and u-e (e.g. made, theme, ride, woke, tune);- 'ar' (e.g. car, park);- 'ee' (e.g. green, week);- 'ea' (e.g. sea, dream);- 'ea' (e.g. meant, bread);

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	<ul style="list-style-type: none">- 'er' stressed sound (e.g. her, person);- 'er' unstressed schwa sound (e.g. better, under);- 'ir' (e.g. girl, first, third);- 'ur' (e.g. turn, church);- 'oo' (e.g. food, soon);- 'oo' (e.g. book, good);- 'oa' (e.g. road, coach);- 'oe' (e.g. toe, goes);- 'ou' (e.g. loud, sound);- 'ow' (e.g. brown, down);- 'ow' (e.g. own, show);- 'ue' (e.g. true, rescue, Tuesday);- 'ew' (e.g. new, threw);- 'ie' (e.g. lie, dried);- 'ie' (e.g. chief, field);- 'igh' (e.g. bright, right);- 'or' (e.g. short, morning);- 'ore' (e.g. before, shore);- 'aw' (e.g. yawn, crawl);- 'au' (e.g. author, haunt);- 'air' (e.g. hair, chair);- 'ear' (e.g. beard, near, year);- 'ear' (e.g. bear, pear, wear);- 'are' (e.g. bare, dare, scared);• spelling words ending with -y (e.g. funny, party, family);• spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while);• using 'k' for the /k/ sound (e.g. sketch, kit, skin).
Common Exception Words	<p>To spell all Y1 common exception words correctly.</p> <p>To spell days of the week correctly.</p>
Prefixes and Suffixes	<p>To use -s and -es to form regular plurals correctly.</p> <p>To use the prefix 'un-' accurately.</p>

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Further Spelling Conventions	To successfully add the suffixes –ing, –ed, –er and –est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).
	To spell simple compound words (e.g. dustbin, football).
	To read words that they have spelt.
	To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.

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