



Spelling

Year 1

Throughout Crowle Primary Academy, we teach spelling daily. In Foundation Stage and year 1, it is taught as a part of phonics sessions and in some writing lessons. From year 2, children take part in dedicated spelling lessons.

The National Curriculum outlines which patterns should be taught at each stage; we teach these patterns to the children through a variety of activities. This booklet is intended to show you which spelling patterns your child will be taught this year and provides you with any spelling rules, examples of the rules being used and exceptions to the rules, to enable you to support your child at home.

The spelling curriculum is organised into the following sections: year 1, year 2, years 3 & 4 and years 5 & 6.

If you have any questions about this spelling guide, please speak to your child's teacher.

Using wh <i>(introduced through phonics as a way to make 'w')</i>	No rule	when, wheel, which, while, where	
Using k	Before e, i and y, k is used rather than c.	Kent, sketch, kit, skin, frisky	
un prefix	We can add 'un' to words without changing them.	unhappy undo unload unfair unlock	

Compound words	This is the term used where two words are joined to make a new word. There are no changes to the spelling.	football playground farmyard bedroom blackberry	
Exception words	These words are commonly used but do not follow any learnt patterns - you just have to learn them.	the, a, do, today, of, said, says, are, were, was, is, 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	
The following graphemes are also taught in phonics lessons:			
ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea, er, ir, ur, oo, oa, oe, ou, ow, ue, ew, ie, igh, or, ore, aw, au, air, ear, are			

Adding ing, ed and er to verbs	In Year 1, we teach words where the spelling of the words does not change. The past tense of a verb might sound like it ends in a 't' or 'd' but they are all spelt ed.	hunt – hunting, hunter, hunted buzz – buzzing, buzzer, buzzed jump - jumped	
Adding er and est to adjectives	In Year 1, we teach words where the spelling of the words does not change.	grand – grander / grandest fresh – fresher / freshest quick – quicker / quickest	

'ee' sound at the end of words	At the end of words, the ee sound is often spelt y.	very happy funny party family	
Using ph <i>(introduced through phonics as a way to make 'f')</i>	At the start of short words, we do not usually see the 'ph' grapheme.	Use ph - dolphin, alphabet, elephant, phonics fat, fill, fun	

Spelling pattern	Rules / guidance	Examples	Exceptions
Using double f,l,s,z and ck	In short words, a double ff, ll, ss, zz and ck is used after a single vowel.	buzz off <u>miss</u> back well	if, us, bus, yes, pal
Splitting words into syllables	Syllables are 'beats' when a word is said out loud. Children start to understand which syllables are stressed.	po-cket rabb-it carr-ot thun-der sun-set	
tch spelling for the ch sound	After a single vowel, the ch sound is usually spelt tch.	catch f <u>etch</u> k <u>itchen</u> n <u>otch</u> h <u>utch</u>	rich, which, much, such
ve endings for the v sound	Most English words don't end in v on its own. You need to use ve.	have live give	

Use s / es at the end of words	When the ending makes a 's' or 'z' sound, you spell it 's'. When the ending sounds like 'iz' and adds an extra syllable to the word, use es.	cat - cats spend - spends rock - rocks catch - <u>catches</u>	
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