



SPELLING IN YEAR 1

How to support your
child at home.

WHY TEACH SPELLING?

Teachers want their pupils to become fluent and effective writers; accurate spelling is a means to that end. Competent spellers need to spend less time and energy in thinking about spelling to enable them to channel their time and energy into the skills of composition, sentence structure and precise word choice.

SPELLING EXPECTATION IN YEAR 1

- Can spell many of the Y1 common exception words
- Can spell words ending in -ing, -ed, est and -er (where no change is needed to the root word)
- Can spell words containing the range of Y1 phonemes
- Can spell words using the prefix -un
- Can spell plural nouns by adding -s and -es

COMMON EXCEPTION WORDS

- Words that cannot be sounded out.
- Really important that children learn the letter names rather than sounds as the sounds won't help them to read the words.

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

Children know these as 'window words' and these are displayed consistently in every classroom so that children get to know them and where to find them.

CURSIVE HANDWRITING

- Cursive handwriting has been proven to improve spelling results.
- It enables children to remember the shape of the whole word rather than individual letters.
- All practice of spelling should be cursive.
- All resources sent home will be cursive.

PHONICS

Spelling in Year 1

In Year 1, children will be doing lots of phonics work to help them with their spelling. This phonics work will consist of looking at how different sounds are spelled in different words.

Children will go over all the **phonemes** (sounds) they learned in Reception. They will learn both digraphs (sounds made by two letters, such as 'ee' or 'ir') and trigraphs (sounds made by three letters, such as 'igh' and 'tch').

They will look at how **the same sounds can be made by different groups of letters**, for example:

oy and oi (as in 'toy' and 'coin')

ai and ay (as in 'rain' and 'say')

ir, er and ur (as in 'dirt', 'fern' and 'turn')

ow and ou (as in 'cow' and 'round')

PHONICS

ow and oe (as in 'flow' and 'toe')

ue and ew (as in 'glue' and 'flew')

ie and igh (as in 'pie' and 'sigh')

or, ore and aw (as in 'for', 'more' and 'raw')

air and are (as in 'fair' and 'dare')

They will also look at how **the same groups of letters can make different sounds**, for example:

ea in 'bead' and 'bread'

oo in 'food' and 'wood'

ear in 'bear' and 'fear'

PHONICS

Learning about split digraphs in Year 1 spelling

Year 1 children will also learn about **split digraphs**. As mentioned earlier, a digraph is two letters that make up one sound. Sometimes, when the digraph is made up of two vowels, a consonant appears between the two vowels, splitting up the digraph. For example, the word 'bite' is made up of the sounds 'b', 'ie' and 't', however, the 't' in this word splits up the vowel digraph 'ie', so that it is spelt 'bite'.

Here are some other examples of split digraphs:

o-e as in 'rope'

a-e as in 'tape'

e-e as in 'theme'

u-e as in 'tune'

SPELLING RULES

As well as their phonics learning, Year 1 children will learn spellings of words that have particular patterns, for example:

Words ending ff, ck, zz, ll, ss such as 'fluff', 'luck', 'buzz', 'fill' and 'kiss'

Words ending nk such as 'bunk' and 'sink'

Words with two syllables, such as 'ticket' and 'kitchen'

Words ending ve such as 'have' and 'live'

Adding -es to the end of plurals and verbs, for example: 'hutch' becomes 'hutches' and 'stitch' becomes 'stitches'

Adding -ing, -ed and -er to words, such as: 'jump' which changes to 'jumping', 'jumped' and 'jumper'

Adding 'er' and 'est' to adjectives to make the comparative and superlative form, such as 'kind' which changes to 'kinder' and 'kindest'

Words ending y, such as 'happy' and 'funny'

Words containing ph or wh, such as 'telephone' and 'which'

Adding the prefix un- to change the meaning of a word, for example: 'fit' to 'unfit'

Compound words, which are words made up of two short words, such as 'football' and 'playground'

WAYS TO HELP YOUR CHILD AT HOME

- Look, say, analyse, cover, write, check.
- Highlight the hard bit and talk about it
 - Eg friend
- Find a way to remember unusual spelling patterns, say it as it looks or link to an image
- If a word has multiple syllables, break it down and look at the separate parts.
- Write the word in the palm of your hand with your finger- muscle memory will help to remember the shape of the letters.
- Sing the word- used by American spelling bees. Put the letters to a tune!

WAYS TO HELP YOUR CHILD AT HOME

- Writing on foil with Sharpie pens.
- Practicing outside with chalk or wet paintbrushes.
- Take a word for a walk.
- Triangle words.

t
to
tod
toda
today



WAYS TO HELP YOUR CHILD AT HOME

- Type words.
- Make words from cut out letters, fridge magnets, letter tiles.
- Role reversal: you write the words making some 'mistakes' and let the child be the teacher.
- Repetition, repetition, repetition.

The importance of parental help at home at this stage cannot be over-stressed. **Year 1 is a crucial year for spelling, when all the vital phonics ground work is laid down ready for future years.** Ensuring that your child knows their spellings for their weekly test should be a top homework priority.

WAYS TO HELP YOUR CHILD AT HOME

“I find the best way to learn new words is to write them over and over again. To make it more interesting for my daughter, we don’t just use pencil and paper – she also practises with bath crayons on the wall tiles, a mini whiteboard and pavement chalks in the garden.”

“I write my daughter’s words on sticky notes and put them in places where I know she’ll see them often, such as in her lunch box and on her mirror. She can then glance at them in passing, which helps them sink in.”

“Word puzzles help my children with their spellings. I often make word searches or crosswords using their weekly words, and we play Hangman with them, too.”