

Spelling: Long term overview

YEAR 1

Use this guidance in conjunction with National Curriculum English Appendix 1: Spelling

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	ONGOING PHONICS TEACHING					
Statement from the tracker	<p>I can spell words with the sounds /f/ /l/ /s/ /z/ and /k/ spelt ff, ll, ss, zz and ck</p> <p>I can spell words with /v/ sound at the end (e.g. have).</p>	<p>I can spell words correctly with k for /k/ sound (before e, i, y).</p> <p>The /n/ sound spelt n before k</p> <p>I can spell words ending in -y (/i/ee).</p>	<p>I can spell the days of the week.</p> <p>I can spell words with the new consonant spellings 'ph' and 'wh'.</p>	<p>I can spell words with the prefix un-.</p> <p>I can use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.</p>	<p>I can spell words with the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words.</p> <p>-ed suffix where you double the consonant and add -ed.</p> <p>-ing suffix where you double the consonant and add -ing.</p>	<p>I can spell words with the 'ch' sound spelt 'tch'.</p> <p>I can spell some compound words accurately.</p>
Linked NC objectives	<p>The sounds /f/ /l/ /s/ /z/ and /k/ spelt ff, ll, ss, zz and ck</p> <p>The /v/ sound at the end of words</p>	<p>Using k for the /k/ sound</p> <p>The /n/ sound spelt n before k</p> <p>Words ending -y (/i:/ or /ɪ/)</p>	<p>New consonant spellings ph and wh</p>	<p>Adding the prefix -un</p> <p>Adding s and es to words (plural of nouns and the third person singular of verbs)</p>	<p>Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word</p> <p>Adding -er and -est to adjectives where no change is needed to the root word</p> <p>Adding -ed, -ing where you double the consonant and add the consonant.</p>	<p>-tch</p> <p>Compound words</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Common exception words</p>	<p>the to I no go a of is his put</p>	<p>are was you they be he me she we my says house</p>	<p>do said so were there where some come has one love friend</p>	<p>your by here push pull full ask once school today our</p>	<p>Revision of exception words.</p>	<p>Revision of exception words.</p>	<p>Revision of exception words.</p>
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Word Lists	<p>The 'v' at the end of words.</p> <p>have give live love dove shove twelve glove solve</p>	<p>ff, ll, ss, zz, ck</p> <p>off huff stiff well still hill bull miss less grass boss buzz fizz back kick neck sick</p>	<p>k</p> <p>words</p> <p>Kent sketch kit skin kitten skull</p> <p>nk</p> <p>bank think honk sank drink sunk bank</p>	<p>i/ee as y</p> <p>very happy party family silly funny</p> <p>fly cry dry fry reply deny sky</p>	<p>ph/wh</p> <p>dolphin alphabet phonics elephant sphere</p> <p>when where which wheel white whale</p>	<p>Prefix un</p> <p>unhappy undo unload unfair unlock untie unreal</p> <p>adding s and es</p> <p>cats dogs trees rocks thanks spends kicks chairs</p> <p>buzzes fizzes glasses branches churches boxes foxes witches catches buses</p>	<p>Suffixes no change to root word</p> <p>singer, singing jumper, jumping helper, helping player, playing cooker, cooking teacher, teaching painter, painting</p> <p>brighter, brightest smaller, smallest, longer, longest taller, tallest cleaner, cleanest sharper, sharpest neater, neatest</p> <p>jumped looked worked burned helped hunted licked pushed</p> <p>Suffixes – double consonants</p> <p>hugged, hugging patted, patting skipped, skipping begged, begging dropped, dropping jogged, jogging grinned, grinning</p>	<p>tch</p> <p>catch fetch notch hutch witch crutch stretch match kitchen butcher</p> <p>Compound words</p> <p>football playground classroom farmyard bedroom blackberry sunflower haircut newspaper grandmother airport firework daylight rainbow snowball</p>