

# Spelling – Work for Year 1

## Revision of reception work

| Statutory requirements  | Rules and guidance (non-statutory)  | Example words (non-statutory)              | Shakespeare |
|---|---|--|-------------|
| 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.<br><b>Exceptions:</b> if, pal, us, bus, yes. | off, well, miss, buzz, back                | List 2      |
| The /ŋ/ sound spelt n before k  |   | bank, think, honk, sunk                    | List 2      |
| 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.   | pocket, rabbit, carrot, thunder, sunset    | List 4      |
| -tch  | The /tʃ/ sound is usually spelt as <b>tch</b> if it comes straight after a single vowel letter.<br><b>Exceptions:</b> rich, which, much, such.  | catch, fetch, kitchen, notch, hutch        | List 5      |
| 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                           | List 6      |
| 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, catches | List 6      |

| Statutory requirements  | Rules and guidance (non-statutory)   | Example words (non-statutory)  | Shakespeare   |
|---|--|--|---------------|
| <p>Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word</p> | <p>–<b>ing</b> and –<b>er</b> always add an extra syllable to the word and –<b>ed</b> sometimes does.</p> <p>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>.</p> <p>If the verb ends in two consonant letters (the same or different), the ending is simply added on.</p> | <p>hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper</p>                         | <p>List 6</p> |
| <p>Adding –er and –est to adjectives where no change is needed to the root word</p>             | <p>As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.</p>   | <p>grand<b>er</b>, grand<b>est</b>, fres<b>her</b>, fres<b>hest</b>, quic<b>k</b>er, quic<b>k</b>est</p> | <p>List 6</p> |

## 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)  | Shakespeare            |
|------------------------------|--|--|------------------------|
| ai, oi                       | The digraphs ai and oi are virtually never used at the end of English words.                       | rain, wait, train, paid, afraid oil, join, coin, point, soil           | ai List 5<br>oi List 1 |
| ay, oy                       | <b>ay</b> and <b>oy</b> are used for those sounds at the end of words and at the end of syllables. | day, play, say, way, stay boy, toy, enjoy, annoy                       | List 1                 |
| a-e                          |  | made, came, same, take, safe   | List 1                 |
| e-e                          |  | these, theme, complete   |                        |
| i-e                          |  | five, ride, like, time, side   | List 5                 |
| o-e                          |  | home, those, woke, hope, hole  | List 5                 |
| u-e                          | Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as <b>u-e</b>                         | June, rule, rude, use, tube, tune                                      | List 5                 |
| ar                           |  | car, start, park, arm, garden  | List 3                 |
| ee                           |  | see, tree, green, meet, week   | List 1                 |
| ea (/i:/)                    |  | sea, dream, meat, each, read (present tense)                           |                        |
| ea (/ɛ/)                     |  | head, bread, meant, instead, read (past tense)                         |                        |
| er (/ɜ:/)                    |  | (stressed sound): her, term, verb, person                              |                        |
| er (/ə/)                     |  | (unstressed <i>schwa</i> sound): better, under, summer, winter, sister |                        |
| ir                           |  | girl, bird, shirt, first, third  | List 3                 |
| ur                           |  | turn, hurt, church, burst, Thursday                                    | List 3                 |

| Vowel digraphs and trigraphs    | Rules and guidance (non-statutory)   | Example words (non-statutory)   | Shakespeare |
|---------------------------------|--|---|-------------|
| oo (/u:/)                       | 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>   | food, pool, moon, zoo, soon   | List 2      |
| oo (/ʊ/)                        |  | book, took, foot, wood, good  | List 2      |
| oa                              | The digraph <b>oa</b> is very rare at the end of an English word.  | boat, coat, road, coach, goal   | List 2      |
| oe                              |  | toe, goes   | List 2      |
| ou                              | The only common English word ending in <b>ou</b> is <i>you</i> .   | out, about, mouth, around, sound  | List 2      |
| ow (/aʊ/) ow<br>(/əʊ/) ue<br>ew | Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as <b>u</b> – <b>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> . | now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw | List 3      |
| ie (/aɪ/)                       |  | lie, tie, pie, cried, tried, dried  | List 5      |
| ie (/i:/)                       |  | chief, field, thief   | List 5      |
| igh                             |  | high, night, light, bright, right   | List 5      |
| or                              |  | for, short, born, horse, morning  | List 4      |
| ore                             |  | more, score, before, wore, shore  |             |
| aw                              |  | saw, draw, yawn, crawl  | List 4      |
| au                              |  | author, August, dinosaur, astronaut   |             |
| air                             |  | air, fair, pair, hair, chair  | List 4      |
| ear                             |  | dear, hear, beard, near, year   | List 4      |
| ear (/ɛə/)                      |  | bear, pear, wear  | List 4      |
| are (/ɛə/)                      |  | bare, dare, care, share, scared   | List 4      |

| Vowel digraphs and trigraphs      | Rules and guidance (non-statutory)  | Example words (non-statutory)   | Shakespeare |
|-----------------------------------|---|---|-------------|
| Words ending –y (/i:/ or /ɪ/)     |   | very, happy, funny, party, family   | List 6      |
| 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> ).                                | dolphin, alphabet, phonics, elephant when, where, which, wheel, while   | List 6      |
| 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   |             |
| 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   |             |
| 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   | List 5      |
| 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 – <i>and/or others, according to the programme used</i> |             |

## Spelling – Work for Year 2

### Revision of work from year 2

| Statutory requirements  | Rules and guidance (non-statutory)  | Example words (non-statutory)   | Shakespeare |
|---|---|---|-------------|
| The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y | <p>The letter j is never used for the /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt <b>-dge</b> straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels).</p> <p>After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as <b>-ge</b> at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.</p> | <p>badge, edge, bridge, dodge, fudge</p> <p>age, huge, change, charge, bulge, village</p> <p>gem, giant, magic, giraffe, energy</p> <p>jacket, jar, jog, join, adjust</p> | List 7      |
| The /s/ sound spelt c before e, i and y   |   | race, ice, cell, city, fancy  | List 7      |
| The /n/ sound spelt kn and (less often) gn at the beginning of words  | The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.  | knock, know, knee, gnat, gnaw   | List 7      |
| The /r/ sound spelt wr at the beginning of words  | This spelling probably also reflects an old pronunciation.  | write, written, wrote, wrong, wrap  | List 9      |
| The /l/ or /əl/ sound spelt -le at the end of words   | The <b>-le</b> spelling is the most common spelling for this sound at the end of words.   | table, apple, bottle, little, middle  | List 9      |

| Statutory requirements  | Rules and guidance (non-statutory)  | Example words (non-statutory)  | Shakespeare |
|---|---|--|-------------|
| The /l/ or /əl/ sound spelt –el at the end of words   | The –el spelling is much less common than –le.<br>The –el spelling is used after <b>m, n, r, s, v, w</b> and more often than not after <b>s</b> .   | camel, tunnel, squirrel, travel, towel, tinsel   | List 9      |
| The /l/ or /əl/ sound spelt –al at the end of words   | Not many nouns end in –al, but many adjectives do.  | metal, pedal, capital, hospital, animal  | List 9      |
| Words ending –il  | There are not many of these words.  | pencil, fossil, nostril  | List 9      |
| The /aɪ/ sound spelt –y at the end of words   | This is by far the most common spelling for this sound at the end of words.   | cry, fly, dry, try, reply, July  | List 8      |
| Adding –es to nouns and verbs ending in –y  | The <b>y</b> is changed to <b>i</b> before –es is added.  | flies, tries, replies, copies, babies, carries   | List 8      |
| Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it                                       | The <b>y</b> is changed to <b>i</b> before –ed, –er and –est are added, but not before –ing as this would result in <b>ii</b> . The only ordinary words with <b>ii</b> are <i>skiing</i> and <i>taxiing</i> .                   | copied, copier, happier, happiest, cried, replied<br>... <b>but</b> copying, crying, replying        | List 8      |
| Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it                             | The –e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or any other suffix beginning with a vowel letter is added. <b>Exception:</b> <i>being</i> .  | hiking, hiked, hiker, nicer, nicest, shiny   | List 8      |
| Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter | The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel ‘short’).<br><b>Exception:</b> The letter ‘x’ is never doubled: <i>mixing, mixed, boxer, sixes</i> . | patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny | List 8      |

| Statutory requirements                         | Rules and guidance (non-statutory)  | Example words (non-statutory)  | Shakespeare        |
|--|---|--|--------------------|
| The /ɔ:/ sound spelt a before l and ll         | The /ɔ:/ sound ('or') is usually spelt as <b>a</b> before <b>l</b> and <b>ll</b> .  | all, ball, call, walk, talk, always  | List 9             |
| The /ʌ/ sound spelt o                          |   | other, mother, brother, nothing, Monday  | List 9             |
| The /i:/ sound spelt -ey                       | The plural of these words is formed by the addition of <b>-s</b> ( <i>donkeys, monkeys, etc.</i> ).   | key, donkey, monkey, chimney, valley   | List 10            |
| The /ɒ/ sound spelt a after w and qu           | <b>a</b> is the most common spelling for the /ɒ/ ('hot') sound after <b>w</b> and <b>qu</b> .   | want, watch, wander, quantity, squash  | List 10            |
| The /ɜ:/ sound spelt or after w                | There are not many of these words.  | word, work, worm, world, worth   | List 10            |
| The /ɔ:/ sound spelt ar after w                | There are not many of these words.  | war, warm, towards   | List 10            |
| The /ɜ/ sound spelt s                          |   | television, treasure, usual  | List 10            |
| The suffixes -ment, -ness, -ful, -less and -ly | If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words.<br><b>Exceptions:</b> (1) <i>argument</i><br>(2) root words ending in <b>-y</b> with a consonant before it but only if the root word has more than one syllable.               | enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly<br><br>merriment, happiness, plentiful, penniless, happily |                    |
| Contractions                                   | In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't</i> – <i>cannot</i> ).<br><i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive. | can't, didn't, hasn't, couldn't, it's, I'll  | List 12            |
| The possessive apostrophe (singular nouns)     |   | Megan's, Ravi's, the girl's, the child's, the man's  | List 12<br>List 13 |
| Words ending in -tion                          |   | station, fiction, motion, national, section  | List 11            |

| Statutory requirements         | Rules and guidance (non-statutory)   | Example words (non-statutory)   | Shakespeare                   |
|--------------------------------|--|---|-------------------------------|
| Homophones and near-homophones | It is important to know the difference in meaning between homophones.  | there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight  | List 10<br>List 11<br>List 13 |
| Common exception words         | <p>Some words are exceptions in some accents but not in others – e.g. <i>past, last, fast, path</i> and <i>bath</i> are not exceptions in accents where the <b>a</b> in these words is pronounced /æ/, as in <i>cat</i>.</p> <p><i>Great, break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt <b>ea</b></p> | <p>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used.</p> <p><b>Note:</b> 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'</p> |                               |