

# Spelling in Key Stage 1

## Year 1

- words containing each of the 40+ phonemes taught
- common exception words
- the days of the week
- name the letters of the alphabet:

naming the letters of the alphabet in order

using letter names to distinguish between alternative spellings of the same sound

- add prefixes and suffixes:

using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs

- using the prefix *un-*

using *-ing*, *-ed*, *-er* and *-est* where no change is needed in the spelling of root words (e.g. *helping*, *helped*, *helper*, *eating*, *quicker*, *quickest*)

## Year 2

- segmenting words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- distinguishing between homophones and near-homophones

add suffixes to spell longer words, e.g. *-ment*, *-ness*, *-ful* and *-less*

## Phonic strategy

This is covered following a clearly planned progression which is delivered through daily Letters and Sounds lessons.

### How to help:

- Look for patterns.
- Check- does it look right? Do I need to use another way of spelling that sound?
- Use 'sound buttons' - keep a tally of the sounds in the word using fingers. Check I have written letters for each sound in a word.

### Sort the words into groups

#### Using mnemonics

**said      could should would**

s- Sally	o-oh
a- ann	u- you
i- is	l- lucky
d- dancing	d- duck

b- big  
e- elephants  
c- catch  
a- ants  
u- under  
s- small  
e- elephants

### **tricky words' (common exception words)**

- underline the tricky part of the word
- look, write, say, check - look at the word, cover it up and write it 3 times

### Try spelling the words on the sheet