

National Curriculum English Appendix 1: Spelling Year 1

English Appendix 1: Spelling Year 1 content	Curriculum example words (from English - Appendix 1: Spelling)	<i>Read Write Inc. Phonics - reading</i>	<i>Read Write Inc. Phonics - writing</i>	<i>Read Write Inc. Spelling</i> The Read Write Inc. Spelling programme covers Years 2–6, but provides activities to assess and revise the Year 1 content of English Appendix 1: Spelling.
<i>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</i>	<i>off, well, miss, buzz, back</i>	Taught as alternatives to Set 1 Sounds as part of the Storybook activity; ck practised using Additional Speed Sound Cards (<i>Read Write Inc. Phonics Online</i>).	Throughout	Quick recap: Pre-programme Activity 2 huff, bell, pass, buzz, duck
<i>The /ŋ / sound spelt n before k (bank, sunk)</i>	<i>bank, think, honk, sunk</i>	As nk and ng are very frequent sound combinations, nk and ng are taught together as part of Set 1.	Throughout	Quick recap: Pre-programme Activity 2 bank
<i>Division of words into syllables</i>		In the Story Green Words activity, children read multi-syllabic words and learn how a word can be split into syllables.		Quick recap: Pre-programme Activity 2; Pre-programme Activity 5 question 2 If you feel children need further practice, work through Pre-programme Special focus 2 (available online).
<i>-tch</i>	<i>catch, fetch, kitchen, notch, hutch (rich, which, much, such)</i>	Taught as an alternative to Set 1 ch as part of the Storybook activities.	Throughout	Quick recap: Pre-programme Activity 2 catch
<i>The /v/ sound at the end of words</i>	<i>have, live, give</i>	Taught as an alternative to Set 1 v as part of the Storybook activities.	Throughout	Quick recap: Pre-programme Activity 2 give
<i>Adding s and es to words (plural of nouns and the third</i>	<i>cats, dogs, spends, rocks, thanks, catches</i>	Throughout fiction and non-fiction	See Grammar activity for Yellow Storybook 6 <i>Lost</i> .	Quick check: Pre-programme Activity 5 question 4 If you feel children need further

<i>person singular of verbs)</i>			Children will also use plural nouns and third person singular verbs ending with s and es where appropriate in their writing as modelled by the teacher.	practice, work through Pre-programme Special focus 4 and special focus 5 (available online).
<i>Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word</i>	<i>hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper</i>	Throughout fiction and non-fiction	See Grammar activity for Yellow Storybook 4 <i>The gingerbread man</i> . Children will also use these forms where appropriate in their own writing after seeing them modelled by the teacher.	Quick check: Pre-programme Activity 5, questions 5 and 6 If you feel children need further practice, work through Pre-programme Special focus 7 and Special focus 8 (available online).
<i>Adding –er and –est to adjectives where no change is needed to the root word</i>	<i>grander, grandest, fresher, freshest, quicker, quickest</i>	Throughout fiction and non-fiction	See Grammar activity for Yellow Storybook 4 <i>The gingerbread man</i> . Children will also use these forms where appropriate in their own writing after seeing them modelled by the teacher.	Quick check: Pre-programme Activity 5, questions 5 and 6 If you feel children need further practice, work through Pre-programme Special focus 6 (available online).
<i>ai, oi</i>	<i>rain, wait, train, paid, afraid, oil, join, coin, point, soil</i>	Speed Sounds Set 3	Yellow Level onwards	Quick recap: Pre-programme Activity 2 train spoil
<i>ay, oy</i>	<i>day, play, say, way, stay boy, toy, enjoy, annoy</i>	Speed Sounds Set 2	Pink Level onwards	Quick recap: Pre-programme Activity 2 day boy
<i>a-e</i>	<i>made, came, same, take, safe</i>	Speed Sounds Set 3	Yellow Level onwards	Quick recap: Pre-programme Activity 2 make
<i>e-e</i>	<i>these, theme, complete</i>	Practised using Additional Speed Sound Cards (<i>Read Write Inc. Phonics Online</i>).		Quick recap: Pre-programme Activity 2 theme
<i>i-e</i>	<i>five, ride, like, time, side</i>	Speed Sounds Set 3	Grey Level	Quick recap: Pre-programme Activity 2 kite
<i>o-e</i>	<i>home, those, woke, hope, hole</i>	Speed Sounds Set 3	Blue and Grey Level	Quick recap: Pre-programme Activity 2 smoke

<i>u-e</i>	<i>June, rule, rude, use, tube, tune</i>	Speed Sounds Set 3	Grey Level	Quick recap: Pre-programme Activity 2 rude
<i>ar</i>	<i>car, start, park, arm, garden</i>	Speed Sounds Set 2	Orange Level onwards	Quick recap: Pre-programme Activity 2 car
<i>ee</i>	<i>see, tree, green, meet, week</i>	Speed Sounds Set 2	Pink Level onwards	Quick recap: Pre-programme Activity 2 see
<i>ea (/i:/)</i>	<i>sea, dream, meat, each, read (present tense)</i>	Speed Sounds Set 3	Blue and Grey Level	Quick recap: Pre-programme Activity 2 dream
<i>ea (/ɛ/)</i>	<i>head, bread, meant, instead, read (past tense)</i>	Speed Sounds Set 3	Blue and Grey Level	Quick recap: Pre-programme Activity 2 head
<i>er (/ɜ:/)</i>	<i>(stressed sound): her, term, verb, person</i>	Speed Sounds Set 3	Grey Level	Quick recap: Pre-programme Activity 2 verb
<i>er (/ə/)</i>	<i>(unstressed schwa sound): better, under, summer, winter, sister</i>	Not taught in Phonics as the unstressed schwa because so many sounds can be pronounced this way in natural spoken English. Sounds are individually taught if stressed.		
<i>ir</i>	<i>girl, bird, shirt, first, third</i>	Speed Sounds Set 2	Blue and Grey Level	Quick recap: Pre-programme Activity 2 whirl
<i>ur</i>	<i>turn, hurt, church, burst, Thursday</i>	Speed Sounds Set 3	Grey Level	Quick recap: Pre-programme Activity 2 burn
<i>oo (/u:/)</i>	<i>food, pool, moon, zoo, soon</i>	Speed Sounds Set 2	Pink Level onwards	Quick recap: Pre-programme Activity 2 zoo
<i>oo (/ʊ/)</i>	<i>book, took, foot, wood, good</i>	Speed Sounds Set 2	Orange Level onwards	Quick recap: Pre-programme Activity 2 look
<i>oa</i>	<i>boat, coat, road, coach, goal</i>	Speed Sounds Set 3	Grey Level onwards	Quick recap: Pre-programme Activity 2 boat
<i>oe</i>	<i>toe, goes</i>	Taught as an alternative to Set 3 o-e as part of the Storybook activities.	Blue Level onwards	Quick recap: Pre-programme Activity 2 toe
<i>ou</i>	<i>out, about, mouth, around, sound</i>	Speed Sounds Set 2	Orange Level onwards	Quick recap: Pre-programme Activity 2 shout
<i>ow (/aʊ/)</i>	<i>now, how, brown, down, town</i>	ow (brown) – Speed Sounds Set 3;	Pink Level onwards for Set 2 ow;	Quick recap: Pre-programme Activity 2 blow, brown, blue,

ow (/əʊ/)	<i>own, blow, snow, grow, show</i>	ow (snow) – Speed Sounds Set 2;	Yellow Level onwards for Set 3	chew
ue	<i>blue, clue, true, rescue, Tuesday</i>	ue taught as an alternative to Speed Sounds Set 3 ew and practised using Additional Speed Sound Cards (<i>Read Write Inc. Phonics Online</i>).	ow, ew and alternative ue.	
ew	<i>new, few, grew, flew, drew, threw</i>			
ie (/aɪ/)	<i>lie, tie, pie, cried, tried, dried</i>	Practised using Additional Speed Sound Cards (<i>Read Write Inc. Phonics Online</i>).	Blue Level onwards	Quick recap: Pre-programme Activity 2 tie
ie (/i:/)	<i>chief, field, thief</i>	Taught as an alternative to Set 2 ee.	Blue and Grey Level	Quick recap: Pre-programme Activity 2 chief
igh	<i>high, night, light, bright, right</i>	Speed Sounds Set 2	Pink Level onwards	Quick recap: Pre-programme Activity 2 high
or	<i>for, short, born, horse, morning</i>	Speed Sounds Set 2	Pink Level onwards	Quick recap: Pre-programme. Activity 2 for
ore	<i>more, score, before, wore, shore</i>	Taught as an alternative to Set 2 as part of the Storybook activities.	Yellow Level onwards	Quick recap: Pre-programme Activity 2 snore
aw	<i>saw, draw, yawn, crawl</i>	Speed Sounds Set 3	Yellow Level onwards	Quick recap: Pre-programme Activity 2 law
au	<i>author, August, dinosaur, astronaut</i>	Taught as an alternative to Set 3 aw as part of the Storybook activities and practised using Additional Speed Sound Cards (<i>Read Write Inc. Phonics Online</i>).	Grey Level onwards	Quick recap: Pre-programme Activity 2 author
air	<i>air, fair, pair, hair, chair</i>	Speed Sounds Set 2	Pink Level onwards	Quick recap: Pre-programme Activity 2 fair given as example
ear	<i>dear, hear, beard, near, year</i>	Speed Sounds Set 3	Yellow Level onwards	Quick recap: Pre-programme Activity 2 ear given as example
ear (/ɛə/)	<i>bear, pear, wear</i>			Quick recap: Pre-programme Activity 2 bear
are (/ɛə/)	<i>bare, dare, care, share, scared</i>	Speed Sounds Set 3	Yellow Level onwards	Quick recap: Pre-programme Activity 2 care
Words ending –y	<i>very, happy, funny, party,</i>	Speed Sounds Set 3	Yellow Level onwards	Quick recap: Pre-programme

<i>/i:/ or /i/</i>	<i>family</i>			Activity 2 happy
<i>New consonant spellings ph and wh</i>	<i>dolphin, alphabet, phonics, elephant when, where, which, wheel, while</i>	ph taught as an alternative for Set 1 f; wh taught as an alternative for Set 1 w.	Ditties	Quick recap: Pre-programme Activity 2 which, photo
<i>Using k for the /k/ sound</i>	<i>Kent, sketch, kit, skin, frisky</i>	k taught as an alternative sound for Speed Sound Set 1 ch.	Throughout	Quick recap: Pre-programme Activity 2 ski
<i>Adding the prefix -un</i>	<i>unhappy, undo, unload, unfair, unlock</i>	Not explicitly taught.	See Grammar activity for Yellow Storybook 5 <i>Robin Hood</i> .	Quick check: Pre-programme Activity 5, question 3 If you feel children need further practice, work through Pre-programme Special focus 3 (available online).
<i>Compound words</i>	<i>football, playground, farmyard, bedroom, blackberry</i>	Not explicitly taught.	Covered in the Vocabulary activity in Yellow Storybook 8 <i>Danny and the Bump-a-lump</i> and the Grammar activity in Blue Non-fiction 4 <i>At the seaside</i> .	Quick check: Pre-programme Activity 5, question 1 If you feel children need further practice, work through Pre-programme Special focus 1 (available online).
<i>Common exception words</i>	<i>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>	The majority of the common exception words are practised as Red Words (high frequency words with a low frequency grapheme). Children practise spelling Red Words in the Red Rhythms activity (Yellow–Grey Levels). In the Write About activities for each Storybook, children will use a range of Red Words in their writing compositions.		Practised as Red Words in activities in every unit of the programme in Year 2 Spelling. These words are available to print and make into cards in the Red Words Word bank.