

Purpose of the Spelling Journal

This spelling journal is designed to help your child learn and practise their spellings at home.

You will have the opportunity to carry out 10 'home learning' sessions in each term. There is not a set time for these sessions to be completed, but 10-15 minutes of frequent spelling practise at home will make a huge difference to your child's progress in school.

Within this booklet there is:

- The National Curriculum word list with the recommended manner of how to teach the words.
- A record to keep track of spelling practise within each term.
- The spelling overview of how we will be delivering the spellings within school.

There is no expectation for this booklet to come into school unless the class teacher requests it to be brought in.

If you would like assistance with your child's spellings at home, please come and see your child's class teacher who will be happy to advise you.

Finally, your child is responsible for this spelling journal and it is expected that they take great care of it.



Spelling Journal

Year 1

Name: _____

Class: _____

Year 1 Common Exception 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

Year 1 Spelling Rules and Words (not in order)

/ay/ spelt 'ay'	day, play, say, way, stay
/oy/ spelt 'oy'	boy, toy, enjoy, annoy
/ee/ spelt 'ee'	see, tree, green, meet, week
/oy/ spelt 'oi'	oil, join, coin, point, soil
/ay/ spelt 'a_e'	made, came, same, take, safe
Stretched /oo/ spelt 'oo'	food, moon, zoo, soon
Bounced /oo/ spelt 'oo'	book, took, foot, wood, good
/ee/ spelt 'ea'	sea, dream, meat, each, read (present tense)
/eh/ spelt 'ea'	head, bread, meant, instead, read (past tense)
/oh/ spelt 'oa'	boat, coat, road, coach,
/oh/ spelt 'oe'	toe, goes
/ow/ spelt 'ou'	out, about, mouth, around, sound
/nk/ spelt 'nk'	bank, think, honk, sunk
/ar/ spelt 'ar'	car, start, park, arm, garden
/er/ spelt 'ir'	girl, bird, shirt, first, third
/er/ spelt 'ur'	turn, hurt, church, burst, Thursday
/ow/ spelt 'ow'	now, how, brown, down, town
/oh/ spelt 'ow'	own, blow, snow, grow, show
Stretched /oo/ spelt 'ue'	blue, clue, true, rescue, Tuesday
Stretched /oo/ spelt 'ew'	new, few, grew, flew, drew, threw
/or/ spelt 'or'	for, short, born, horse, morning
/or/ spelt 'ore'	more, score, before, wore, shore
/aw/ spelt 'aw'	saw, draw, yawn, crawl
/air/ spelt 'air'	air, fair, pair, hair, chair
/ear/ spelt 'ear'	dear, hear, beard, near, year
/air/ spelt 'are'	bare, dare, care, share, scared

Practical Ideas

Here is a list of fun ideas that can provide memorable alternatives to aid spelling practise at home.

Remember that the children should see, say and do all at the same time!

3D word search



Chalk on the concrete



Make the word using scrabble tiles



Write the word in the sand



- ◆ Using a water bottle with a sports cap, spray the word on the ground
- ◆ Paint huge versions of the word
- ◆ In a pair, pass a ball to each other each saying the next letter in the word

If your child is proud of their spelling practise, please send in their work or take pictures of them doing an activity: we would love to see it!

At home, please practise one rule at a time.

Look, Say, Cover, Write, Check,

Spellings!	Look	Say	Cover	Write	Check	Correct

Dicey Spelling! Roll the dice and see which activity you need to do!

Rainbow Words

First write your spelling words in pencil. Trace over the words 5 times, using a different coloured crayon each time.

ROLL A ONE

Silly Sentences

Write silly sentences with a spelling word in each sentence. Underline your spelling words.

Example: My cat wears a yellow hat when she goes dancing.

ROLL A TWO

Tell a Story

Write a story using all of your spelling words. Make sure you underline your spelling words.



ROLL A THREE

UPPER and Lower

Write each of your spelling words two times.

First, write each word in UPPER CASE letters. Second, write each word in lower case letters.

ROLL A FOUR

Blue Vowels

Write each of your spelling words. Trace the vowels in your words with a blue coloured pencil.

Vowels= a e i o u

ROLL A FIVE

ABC Order

Write out your spelling words in alphabetical order.

ROLL A SIX

Pyramid spelling!

friend
f
fr
fri
frie
friend

Break it down!

Breaking the word up into syllables makes the word easier to spell. Decipher how many syllables there are by clapping the word.

Year 1 Spelling Rules and Words

/air/ spelt 'ear'	bear, pear, wear
/aw/ spelt 'au'	author, August, dinosaur, astronaut
/er/ spelt 'er'	her, term, verb, person
Words ending in '-er'	better, under, summer, winter, sister
Adding the prefix 'un-'	unhappy, undo, unload, unfair, unlock
/ch/ spelt 'tch'	catch, fetch, kitchen, notch, hutch
/ay/ spelt 'ai'	rain, wait, train, paid, afraid
/igh/ spelt 'i_e'	five, ride, like, time, side
/oh/ spelt 'o_e'	home, those, woke, hope, hole
Stretched /oo/ spelt 'u_e'	June, rule, rude, use, tube, tune
/igh/ spelt 'ie'	lie, tie, pie, cried, tried, dried
/igh/ spelt 'igh'	high, night, light, bright, right
/ee/ spelt 'ie'	chief, field, thief
Plurals	cats, dogs, spends, rocks, thanks, catches
	hunting, hunted, hunter
	buzzing, buzzed, buzzer
Word families	jumping, jumped, jumper
	fresher, freshest / , quicker, quickest
/ee/ spelt 'y' (word endings)	very, happy, funny, party, family
/w/ spelt 'wh'	when, where, which, wheel, while

Dinosaur Stage (Year 1)	Module 1	Phase 2 GPCs	<p>Single letter GPCs s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f</p> <p>Double letter GPCs ck, ff, ll, ss</p> <p><i>Some simple, useful verbs with suffix -s (3rd person singular)</i></p> <p>Tricky key words - the, no, go, I, to, into, he, she, we, me, of, you, they, all, are, my, her, be, was</p>
	Module 2	Phase 3 Single letter GPCs (+zz, +qu)	<p>Single letter GPCs j, v, w, x, y, z</p> <p>Double letter GPC zz + qu starts</p> <p>Tricky key words - said, have, like, so, do, out, one, there, little, some, come, here, your</p>
	Module 3	CVCC and CCVC blends (sets 1-7 GPCs)	<p>CVCC – mp, nt, nd, st, other endings</p> <p>CCVC – s starts, other blends, words ending ck, ll, ss, ff</p> <p><i>More verbs with suffix -s (CCVC or CVCC root)</i></p> <p><i>Introducing plural nouns</i></p> <p>Tricky key words - were, where, when, what, want, who</p>
	Module 4	Early graphemes in long words	<p>Revision of all GPCs learnt so far by extending them into longer CV combinations, with CC or CCC starts (including 2-syllable challenge words, such as rocket)</p> <p>Phase 5 tricky key words - oh, their, people, called, asked, looked, could</p> <p>Tricky key words (extra) - today, says, once, friend, school, our, love, else</p>
Myths Stage (Year 1)	Module 5	Phase 3 Consonant digraphs	<p>Consonant digraphs: 'ch', 'sh', 'th' (2 sound variations), 'ng', 'nk'</p> <p><i>Further verb suffix work, revising adding -s and learning to add -ing</i></p>
	Module 6	Phase 3 Vowel digraphs and trigraphs	<p>Vowel digraphs and trigraphs 'ai', 'oa', 'igh', 'ee', 'oo' (and 'oo' as in zoom)</p> <p><i>Further verbs with suffix -ing (using the above vowel digraphs)</i></p>
	Module 7	Phase 3 Further vowel digraphs and trigraphs	<p>Vowel digraphs and trigraphs 'ar', 'or', 'ur', 'ear', 'oi', 'ow', 'air', 'ure' (plus challenge words, such as secure)</p> <p>Vowel digraph 'er' (unstressed), <i>in nouns, adjectives and agent nouns</i></p> <p><i>Further verbs with suffix -ing (using the above vowel digraphs)</i></p>
	Module 8	Phase 4 Using digraphs in longer words	<p>Revision of all consonant and vowel digraphs (and trigraphs) learnt so far by extending them into different CV combinations, including CVCC, CCVC, CCVCC</p> <p>Introducing silent letters – silent e and b (endings) + k and w (starts)</p> <p><i>Superlative suffix -est</i></p> <p><i>Compound words – phonetic (e.g. sunset) and tricky (e.g. someone, without)</i></p>

Castle Stage (Year 1)	Module 9	<p>Phase 5 Long vowel sound spelling alternatives</p>	<p>Spelling alternatives – /oa/ as ‘oe’; /igh/ as ‘ie’</p> <p>Split digraphs ‘a_e’, ‘i_e’, ‘o_e’, ‘e_e’, ‘u_e’ (/oo/ and /yoo/)</p> <p>Spelling alternatives – /ai/ as ‘ay’, ‘ey’, ‘eigh’; and /ee/ as ‘ea’, ‘ie’, ‘y’, ‘ey’</p> <p><i>Verb past tense with suffix -ed stressed (landed) and unstressed (e.g. winked), including doubling the last consonant (e.g. hopped)</i></p> <p><i>+ some irregular past tense verbs</i></p>
	Module 10	<p>Phase 5 More long vowel sound spelling alternatives</p>	<p>Spelling alternatives – /igh/ as ‘y’; /oa/ as ‘o’, ‘ow’, ‘o(ld)’; /oo/ + /ool/ as ‘ue’, ‘ew’</p> <p><i>Contractions I’ll, I’m, I’ve, it’s, she’s, he’ll, that’s, let’s, what’s, don’t, didn’t, can’t</i></p>
	Module 11	<p>Spellings for other vowel sounds</p>	<p>Spelling alternatives – /e/ as ‘ea’; /ow/ as ‘ou’; /oi/ as ‘oy’; /ur/ as ‘ir’, ‘er’ (stressed); /or/ as ‘aw’, ‘ore’, ‘oar’, ‘au’; /air/ as ‘ear’, ‘are’; /ear/ as ‘eer’</p> <p>+ tricky spellings for /u/ (e.g. does, son) and for short /oo/ (e.g. push, should)</p>
	Module 12	<p>Spellings using wh, ph, tch</p>	<p>Spelling /w/ as ‘w(h)’ and /f/ as ‘ph’</p> <p>Words ending t-ch</p> <p>Choosing ‘c’ or ‘k’ spelling for /k/ sound</p> <p><i>Suffix -es with ‘tch’ and ‘sh’ endings</i></p> <p><i>Introducing prefixes (un- and mis-)</i></p>



Year 1 Home Spelling Log

Autumn Term:

[illegible]

Spring Term:

[illegible]

Summer Term:

[illegible]