



# Year 1 Spelling LTP



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	<b>n before k</b> RWI 1 The final 'k' sound is made with 'k' after a consonant.	<b>ss</b> RWI 1 The 's' sound is often made with 'ss' at the end of short words following a short vowel.	<b>ll</b> RWI 1 The 'l' sound is often made with 'll' at the end of short words following a short vowel.	<b>ck</b> RWI 1 The 'k' sound is often made with 'ck' at the end of short words and always follows a short vowel.	<b>ff</b> RWI 1 The 'f' sound is usually made with 'ff' at the end of short words (following a single vowel letter).	<b>tch</b> 'tch' is used at the end of words if it follows a single short vowel.	<b>v</b> The final 'v' sound usually has an 'e' added.
Autumn 2	<b>ay</b> RWI 2 'y' can act as a vowel, making the 'a' say its name (long vowel sound)	<b>ee</b> RWI 2 Double 'ee' gives a long 'e' sound	<b>igh</b> RWI 2 letters 'igh' make a long 'i' sound -often followed by the letter 't'	<b>ow</b> RWI 2 'ow' can make a long 'o' sound	<b>oo</b> RWI 2 'oo' most often makes a long 'oo' sound	<b>oo</b> RWI 2 2 'oo' can give a short 'u' sound (often before 'd' and 'k')	<b>ar</b> RWI 2 'ar' is often used in the middle or at the end of a word
Spring 1	<b>or</b> RWI 2 2 'or' is often used in the middle or at the end of a word	<b>air</b> RWI 2 2 'air' always makes the sound 'air'	<b>ir</b> RWI 2 2 'ir' is often used in the middle of a word	<b>ou</b> RWI 2 2 the short 'ow' sound is also made using 'ou'	<b>oy</b> RWI 2 2 'oy' is often used at the end of a word or syllable	<b>ay</b> RWI 2 2 'y' can act as a vowel, making the 'a' say its name (long vowel sound) Days of the week must be spelt with a capital letter.	<b>ore</b> If 'or' is at the end of a word an 'e' is often added.
Spring 2	<b>ea</b> RWI 3 When two vowels go out walking the first one does the talking- 'ea' can make a long 'e' sound	<b>ea</b> In some words 'ea' makes a short 'e' sound	<b>oi</b> RWI 3 'oi' is often used in the middle of a word.	<b>a_e</b> RWI 3 Silent 'e' makes the vowel 'a' say its name (long vowel sound)	<b>i_e</b> RWI 3 Silent 'e' makes the vowel 'i' say its name (long vowel sound)	<b>o_e</b> RWI 3 Silent 'e' makes the vowel 'o' say its name (long vowel sound)	<b>u_e</b> RWI 3 Silent 'e' makes the vowel 'u' say its name (long vowel sound)
Summer 1	<b>aw</b> RWI 3 3 'aw' is often used at the end of a word/ often before letter 'l' or 'n'	<b>are</b> RWI 3 3 'are' often makes the sound 'air'	<b>ur</b> RWI 3 'ur' is often used in the middle of a word	<b>er</b> RWI 3 'er' is used in the middle of some words or at the end but with a slightly different sound	<b>ow</b> RWI 3 'ow' can make a short sound, usually at the end of a word or before 'n' or 'l'.	<b>ai</b> RWI 3 When two vowels go out walking the first one does the talking, so 'ai' makes a long 'a' sound	<b>oa</b> RWI 3 When two vowels go out walking the first one does the talking, so 'oa' makes a long 'o' sound.
Summer 2	<b>ew</b> RWI 3 3 'ew' together make a long 'u' sound.	<b>ire</b> RWI 3 'ire'- uses long i sound	<b>ear</b> RWI 3 'ear' can make the sound 'ear' or the sound 'air'.	<b>ure</b> RWI 3 3 'ure' sounds like 'your'	<b>ue</b> 'ue' makes a long 'u' sound.	<b>wh</b> The 'w' sound can also be made with 'wh' '	<b>ie</b> When two vowels go out walking the first one does the talking, so 'ie' makes a long 'i' sound.



## Year 1 Spellings - Autumn 1



Children will be taught spelling rules and patterns each week. Spellings set for homework are a combination of common exception words and topic related vocabulary alongside words to consolidate learning completed during that week. Children need to practise and learn these spellings at home. Children's recall of spellings will be checked through a weekly spelling dictation.

	Week 1 RWI 1	Week 2 RWI 1	Week 3 RWI 1	Week 4 RWI 1	Week 5 RWI 1	Week 6	Week 7
Spelling pattern	<b>n before k</b> The final 'k' sound is made with 'k' after a consonant.	<b>ss</b> The 's' sound is often made with 'ss' at the end of short words following a short vowel.	<b>ll</b> The 'l' sound is often made with 'll' at the end of short words following a short vowel.	<b>ck</b> The 'k' sound is often made with 'ck' at the end of short words and always follows a short vowel.	<b>ff</b> The 'f' sound is usually made with 'ff' at the end of short words (following a single vowel letter).	<b>tch</b> 'tch' is used at the end of words if it follows a single short vowel.	<b>v</b> The final 'v' sound usually has an 'e' added.
Rhyme	I think I stink	Hiss hiss	Jack and Jill fell down the hill	Tick tock clock	Huff and puff	Itch and scratch	Where do you live?
	SF Rule: 45	SF Rule: 41	SF Rule: 42	SF Rule: 43	SF Rule: 44	SF Rule: 46	SF Rule: 47
1	bank	kiss	bell	stick	whiff	catch	live
2	think	hiss	doll	truck	huff	notch	give
3	honk	grass	hill	lick	cliff	hutch	leave
4	sunk	glass	skull	sack	sniff	kitchen	have
5	thank	mess	drill	rack	cuff	fetch	serve
6	blink	toss	till	neck	puff	ditch	solve
7		class	well	lock	off	itch	curve
8		dress	smell	black	stuff	patch	twelve
9		cross		duck	staff	scratch	dive

Words in yellow boxes can be practised using Spellingframe <https://spellingframe.co.uk/>



## Year 1 Spellings - Autumn 2



Children will be taught spelling rules and patterns each week. Spellings set for homework are a combination of common exception words and topic related vocabulary alongside words to consolidate learning completed during that week. Children need to practise and learn these spellings at home. Children's recall of spellings will be checked through a weekly spelling dictation.

	Week 1 RWI 2	Week 2 RWI 2	Week 3 RWI 2	Week 4 RWI 2	Week 5 RWI 2	Week 6 RWI 2	Week 7 RWI 2
<b>Spelling pattern</b>	<b>ay</b> 'y' can act as a vowel, making the 'a' say its name (long vowel sound)	<b>ee</b> Double 'ee' gives a long 'e' sound	<b>igh</b> letters 'igh' make a long 'i' sound -often followed by the letter 't'	<b>ow</b> 'ow' can make a long 'o' sound	<b>oo</b> 'oo' most often makes a long 'oo' sound	<b>oo</b> 'oo' can give a short 'u' sound (often before 'd' and 'k')	<b>ar</b> 'ar' is often used in the middle or at the end of a word
<b>Rhyme</b>	<b>May I play?</b>	<b>What can you see?</b>	<b>Fly high</b>	<b>Blow the snow</b>	<b>Poo at the zoo</b>	<b>Look at the book</b>	<b>Start the car</b>
	<b>SF Rule: 4</b>	<b>SF Rule: 6</b>	<b>SF Rule: 24</b>	<b>SF Rule: 19</b>	<b>SF Rule: 13</b>	<b>SF Rule: 14</b>	<b>SF Rule: 5</b>
1	stay	see	night	own	zoo	book	car
2	way	tree	right	blow	pool	took	start
3	say	green	light	snow	food	foot	park
4	play	meet	bright	grow	moon	wood	arm
5	day	week	high	show	soon	good	garden
6	May	seen	sigh	slow	boot	look	star
<b>Common exception words Year 1</b>							
7	says	be	I	no	school	put	are
8	a	we	my	go	do	push	our
9	the	me	by	so	to		

Words in yellow boxes can be practised using Spellingframe <https://spellingframe.co.uk/>



# Year 1 Spellings - Spring 1



Children will be taught spelling rules and patterns each week. Spellings set for homework are a combination of common exception words and topic related vocabulary alongside words to consolidate learning completed during that week. Children need to practise and learn these spellings at home. Children's recall of spellings will be checked through a weekly spelling dictation.

	Week 1 RWI 2	Week 2 RWI 2	Week 3 RWI 2	Week 4 RWI 2	Week 5 RWI 2	Week 6 RWI 2	Week 7
<b>Spelling pattern</b>	<b>or</b> 'or' is often used in the middle or at the end of a word	<b>air</b> 'air' always makes the sound 'air'	<b>ir</b> 'ir' is often used in the middle of a word	<b>ou</b> the short 'ow' sound is also made using 'ou'	<b>oy</b> 'oy' is often used at the end of a word or syllable	<b>ay</b> y' can act as a vowel, making the 'a' say its name (long vowel sound) Days of the week must be spelt with a capital letter.	<b>ore</b> If 'or' is at the end of a word an 'e' is often added.
<b>Rhyme</b>	Shut the door	That's not fair	Whirl and twirl	Shout it out	Toy for a boy	May I play?	
	SF Rule: 25	SF Rule: 29	SF Rule: 11	SF Rule: 17	SF Rule: 3		SF Rule: 26
1	for	air	girl	out	annoy	Monday	more
2	short	fair	bird	about	enjoy	Tuesday	score
3	born	hair	first	mouth	toy	Wednesday	before
4	morning	chair	shirt	around	boy	Thursday	wore
5	horse	pair	third	sound	loyal	Friday	shore
6	worn	stair	dirt	round	royal	Saturday	snore
7						Sunday	core
<b>Common exception words Year1</b>							
8	your	where	pull	house	his	today	
9	you	were	full	is	has	love	

Words in yellow boxes can be practised using Spellingframe <https://spellingframe.co.uk/>



## Year 1 Spellings - Spring 2



Children will be taught spelling rules and patterns each week. Spellings set for homework are a combination of common exception words and topic related vocabulary alongside words to consolidate learning completed during that week. Children need to practise and learn these spellings at home. Children's recall of spellings will be checked through a weekly spelling dictation.

	Week 1 RWI 3	Week 2	Week 3 RWI 3	Week 4 RWI 3	Week 5 RWI 3	Week 6 RWI 3	Week 7 RWI 3
<b>Spelling pattern</b>	<b>ea</b> When two vowels go out walking the first one does the talking- 'ea' can make a long 'e' sound	<b>ea</b> In some words 'ea' makes a short 'e' sound	<b>oi</b> 'oi' is often used in the middle of a word.	<b>a_e</b> Silent 'e' makes the vowel 'a' say its name (long vowel sound)	<b>i_e</b> Silent 'e' makes the vowel 'i' say its name (long vowel sound)	<b>o_e</b> Silent 'e' makes the vowel 'o' say its name (long vowel sound)	<b>u_e</b> Silent 'e' makes the vowel 'u' say its name (long vowel sound)
<b>Rhyme</b>	Cup of tea	What dreadful weather	Spoil the boy	Make a cake	Nice smile	Phone home	Huge brute
	<b>SF Rule: 7</b>	<b>SF Rule: 8</b>	<b>SF Rule: 2</b>				
1	sea	head	coin	sale	time	hope	cube
2	dream	read	join	take	nine	rope	tube
3	meat	bread	oil	name	shine	hole	June
4	each	meant	point	made	slide	home	tune
5	read	instead	soil	shade	smile	stone	rude
6	reach	thread	voice	make	side	nose	cute
7	seat	tread	choice	bake	ride	rose	huge
<b>Common exception words Year1</b>							
8	she	they	one	said	friend	come	there
9	he	was	once	ask	of	some	here

Words in yellow boxes can be practised using Spellingframe <https://spellingframe.co.uk/>



# Year 1 Spellings - Summer 1



Children will be taught spelling rules and patterns each week. Spellings set for homework are a combination of common exception words and topic related vocabulary alongside words to consolidate learning completed during that week. Children need to practise and learn these spellings at home. Children's recall of spellings will be checked through a weekly spelling dictation.

	Week 1 RWI 3	Week 2 RWI 3	Week 3 RWI 3	Week 4 RWI 3	Week 5 RWI 3	Week 6 RWI 3	Week 7 RWI 3
<b>Spelling pattern</b>	<b>aw</b> 'aw' is often used at the end of a word/ often before letter 'l' or 'n'	<b>are</b> 'are' often makes the sound 'air'	<b>ur</b> 'ur' is often used in the middle of a word	<b>er</b> 'er' is used in the middle of some words or at the end but with a slightly different sound	<b>ow</b> 'ow' can make a short sound, usually at the end of a word or before 'n' or 'l'.	<b>ai</b> When two vowels go out walking the first one does the talking, so 'ai' makes a long 'a' sound	<b>oa</b> When two vowels go out walking the first one does the talking, so 'oa' makes a long 'o' sound.
<b>Rhyme</b>	Yawn at dawn	Care and share	Nurse with a purse	A better letter	Brown cow	Snail in the rain	Goat in a boat
	SF Rule: 27	SF Rule: 32	SF Rule: 12	SF Rule: 9/10	SF Rule: 18	SF Rule: 1	SF Rule: 15
1	saw	bare	turn	better	how	afraid	boat
2	draw	dare	burst	under	now	paid	coat
3	crawl	care	hurt	summer	brown	train	road
4	yawn	share	church	winter	town	wait	coach
5	raw	scared	Thursday	sister	down	rain	goal
6	straw	rare	burn	her	owl	again	goat
7	dawn	spare	curl	person	howl	snail	moan

## Common exception words Year 1

	Spellingframe CEW 1	Spellingframe CEW 2	Spellingframe CEW 3	Spellingframe CEW 4	Spellingframe CEW 4	Spellingframe CEW 5	Spellingframe CEW 6
8	the	of	was	you	be	no	here
9	a	said	is	your	he	go	there
10	do	says	has	they	me	so	where
11	to	are	his		we	by	
12	today	were	I			my	

Words in yellow boxes can be practised using Spellingframe <https://spellingframe.co.uk/>



## Year 1 Spellings - Summer 2



Children will be taught spelling rules and patterns each week. Spellings set for homework are a combination of common exception words and topic related vocabulary alongside words to consolidate learning completed during that week. Children need to practise and learn these spellings at home. Children's recall of spellings will be checked through a weekly spelling dictation.

	Week 1 RWI 3	Week 2 RWI 3	Week 3 RWI 3	Week 4 RWI 3	Week 5	Week 6	Week 7
<b>Spelling pattern</b>	<b>ew</b> 'ew' together make a long 'u' sound.	<b>ire</b> 'ire'- uses long i sound	<b>ear</b> 'ear' can make the sound 'ear' or the sound 'air'.	<b>ure</b> 'ure' sounds like 'your'	<b>ue</b> 'ue' makes a long 'u' sound.	<b>wh</b> The 'w' sound can also be made with 'wh' '	<b>ie</b> When two vowels go out walking the first one does the talking, so 'ie' makes a long 'i' sound.
<b>Rhyme</b>	Chew and stew	Fire fire	Hear with your ear	Sure it's pure	Come to the rescue	Whisk whisk	Terrible tie
	SF Rule: 21		SF Rule: 30		SF Rule: 20/16	SF Rule: 28	SF Rule: 22
1	new	fire	dear	sure	blue	white	lie
2	few	hire	hear	pure	true	while	pie
3	grew	wire	beard	cure	clue	wheel	tie
4	flew	spire	near	unsure	rescue	whale	lied
5	drew	entire	year	mixture	Tuesday	who	tied
6	threw	admire	rear	creature	glue	when	
7	chew	bonfire	tear		Spelling pattern 2	Spelling pattern 2	Spelling pattern 2
<b>CEW Year 1</b>	<b>Spellingframe CEW 6</b>	<b>Spellingframe CEW 7</b>	<b>Spellingframe CEW 7</b>	<b>Spellingframe CEW 8</b>	<b>oe</b> 'oe' can make a long 'o' sound.	<b>au</b> 'au' is never used at the end of a word.	<b>ph</b> The 'f' sound can be made with 'ph'
<b>Rhyme</b>					Joe plays an oboe	Paul the astronaut	Take a photo
8	love	one	friend	put	toe	August	photo
9	come	once	school	push	goes	author	trophy
10	some	ask		pull	oboe	dinosaur	dolphin
11					doe		elephant

Words in yellow boxes can be practised using Spellingframe <https://spellingframe.co.uk/>