St Nicolas & St Mary CE Primary



Y1/2 Spelling

| Spelling – work for year 1 |
| --- |

| Statutory requirements |  | Rules and guidance (non‑statutory) | Example words (non‑statutory) |
| --- | --- | --- | --- |
| 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 **ff**, **ll**, **ss**, **zz** and **ck** if they come straight after a single vowel letter in short words. **Exceptions**: if, pal, us, bus, yes. | off, well, miss, buzz, back |
| The /ŋ/ sound spelt n before k |  |  | bank, think, honk, sunk |
| 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 |

| Statutory requirements |  | Rules and guidance (non‑statutory) | Example words (non‑statutory) |
| --- | --- | --- | --- |
| -tch |  | The /tʃ/ sound is usually spelt as **tch** if it comes straightafter a single vowel letter. **Exceptions**: rich, which, much, such. | catch, fetch, kitchen, notch, hutch |
| The /v/ sound at the end of words |  | English words hardly ever end with the letter **v**, so if a word ends with a /v/ sound, the letter **e** usually needs to be added after the ‘v’. | have, live, give |
| 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 **–s**. If the ending sounds like /ɪz/ and forms an extra syllable or ‘beat’ in the word, it is spelt as **–es**. | cats, dogs, spends, rocks, thanks, catches |
| Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word |  | **–ing** and **–er** always add an extra syllable to the word and **–ed** sometimes does.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 **–ed**.If the verb ends in two consonant letters (the same or different), the ending is simply added on. | hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper |
| Adding –er and –est to adjectives where no change is needed to the root word |  | As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on. | grander, grandest, fresher, freshest, quicker, quickest |

| Vowel digraphs and trigraphs |  | Rules and guidance (non‑statutory) | Example words (non‑statutory) |
| --- | --- | --- | --- |
| ai, oi |  | The digraphs ai and oi are virtually never used at the end of English words. | rain, wait, train, paid, afraidoil, join, coin, point, soil |
| ay, oy |  | **ay** and **oy** are used for those sounds at the end of words and at the end of syllables. | day, play, say, way, stayboy, toy, enjoy, annoy |
| a–e |  |  | made, came, same, take, safe |
| e–e |  |  | these, theme, complete |
| i–e |  |  | five, ride, like, time, side |
| o–e |  |  | home, those, woke, hope, hole |
| u–e |  | Both the /u:/ and /ju:/ (‘oo’ and ‘yoo’) sounds can be spelt as **u–e**. | June, rule, rude, use, tube, tune |
| ar |  |  | car, start, park, arm, garden |
| ee |  |  | see, tree, green, meet, week |
| 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 *schwa* sound): better, under, summer, winter, sister |
| ir |  |  | girl, bird, shirt, first, third |
| ur |  |  | turn, hurt, church, burst, Thursday |

| Vowel digraphs and trigraphs |  | Rules and guidance (non‑statutory) | Example words (non‑statutory) |
| --- | --- | --- | --- |
| oo (/u:/) |  | Very few words end with the letters **oo**,although the few that do are often words that primary children in year 1 will encounter, for example, *zoo* | food, pool, moon, zoo, soon |
| oo (/ʊ/) |  |  | book, took, foot, wood, good |
| oa |  | The digraph **oa** is very rare at the end of an English word. | boat, coat, road, coach, goal |
| oe |  |  | toe, goes |
| ou |  | The only common English word ending in **ou** is *you*. | out, about, mouth, around, sound |
| ow (/aʊ/) ow (/əʊ/)ueew |  | Both the /u:/ and /ju:/ (‘oo’ and ‘yoo’) sounds can be spelt as **u–e**, **ue** and **ew***.* If words end in the /oo/ sound, **ue** and **ew** are more common spellings than **oo**. | now, how, brown, down, townown, blow, snow, grow, showblue, clue, true, rescue, Tuesdaynew, few, grew, flew, drew, threw |
| ie (/aɪ/) |  |  | lie, tie, pie, cried, tried, dried |
| ie (/i:/) |  |  | chief, field, thief |
| igh |  |  | high, night, light, bright, right |
| or |  |  | for, short, born, horse, morning |
| ore |  |  | more, score, before, wore, shore |
| aw |  |  | saw, draw, yawn, crawl |
| au |  |  | author, August, dinosaur, astronaut |
| air |  |  | air, fair, pair, hair, chair |
| ear |  |  | dear, hear, beard, near, year |
| ear (/ɛə/) |  |  | bear, pear, wear |
| are (/ɛə/) |  |  | bare, dare, care, share, scared |

| Statutory requirements |  | Rules and guidance (non‑statutory) | Example words (non‑statutory) |
| --- | --- | --- | --- |
| Words ending –y (/i:/ or /ɪ/) |  |  | very, happy, funny, party, family |
| New consonant spellings ph and wh |  | The /f/ sound is not usually spelt as **ph** in short everyday words (e.g. *fat*, *fill*, *fun*). | dolphin, alphabet, phonics, elephantwhen, where, which, wheel, while |
| Using k for the /k/ sound |  | The /k/ sound is spelt as **k** rather than as **c** before **e**, **i** and **y**. | Kent, sketch, kit, skin, frisky |
| Adding the prefix –un |  | The prefix **un–** 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 |
| 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 – and/or others, according to the programme used |

| Spelling – work for year 2 |
| --- |

| Statutory requirements |  | Rules and guidance (non‑statutory) | Example words (non‑statutory) |
| --- | --- | --- | --- |
| 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 |  | 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 –**dge** straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called ‘short’ vowels).After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as –**ge** 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. | badge, edge, bridge, dodge, fudgeage, huge, change, charge, bulge, villagegem, giant, magic, giraffe, energyjacket, jar, jog, join, adjust |
| The /s/ sound spelt c before e, i and y |  |  | race, ice, cell, city, fancy |
| 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 |
| The /r/ sound spelt wrat the beginning of words |  | This spelling probably also reflects an old pronunciation. | write, written, wrote, wrong, wrap |
| The /l/ or /əl/ sound spelt –le at the end of words |  | The **–le** spelling is the most common spelling for this sound at the end of words. | table, apple, bottle, little, middle |

| Statutory requirements |  | Rules and guidance (non‑statutory) | Example words (non‑statutory) |
| --- | --- | --- | --- |
| The /l/ or /əl/ sound spelt –el at the end of words |  | The **–el** spelling is much less common than **–le**.The **–el** spelling is used after **m**, **n**, **r**, **s**, **v**, **w** and more often than not after **s**. | camel, tunnel, squirrel, travel, towel, tinsel |
| 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 |
| Words ending –il |  | There are not many of these words. | pencil, fossil, nostril |
| 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 |
| Adding –es to nouns and verbs ending in –y |  | The **y** is changed to **i** before **–es** is added. | flies, tries, replies, copies, babies, carries |
| Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it |  | The **y** is changed to **i** before **–ed**, **–er** and **–est** are added, but not before **–ing** as this would result in **ii**. The only ordinary words with **ii** are *skiing* and *taxiing*. | copied, copier, happier, happiest, cried, replied…**but** copying, crying, replying |
| 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. **Exception**: *being.* | hiking, hiked, hiker, nicer, nicest, shiny |
| 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’).**Exception**: The letter ‘x’ is never doubled: *mixing*, *mixed*, *boxer*, *sixes*. | patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny |
| The /ɔ:/ sound spelt a before l and ll |  | The **/**ɔ:**/** sound (‘or’) is usually spelt as **a** before **l** and **ll**. | all, ball, call, walk, talk, always |
| The /ʌ/ sound spelt o |  |  | other, mother, brother, nothing, Monday |

| Statutory requirements |  | Rules and guidance (non‑statutory) | Example words (non‑statutory) |
| --- | --- | --- | --- |
| The /i:/ sound spelt –ey |  | The plural of these words is formed by the addition of **–s** (*donkeys*, *monkeys,* etc.). | key, donkey, monkey, chimney, valley |
| The /ɒ/ sound spelt a after w and qu |  | **a** is the most common spelling for the **/**ɒ**/** (‘hot’) sound after **w** and **qu**. | want, watch, wander, quantity, squash |
| The /ɜ:/ sound spelt or after w |  | There are not many of these words. | word, work, worm, world, worth |
| The /ɔ:/ sound spelt ar after w |  | There are not many of these words. | war, warm, towards |
| The /ʒ/ sound spelt s |  |  | television, treasure, usual |
| 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.**Exceptions**:(1) *argument*(2) root words ending in –**y** with a consonant before it but only if the root word has more than one syllable. | enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badlymerriment, 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. *can’t* – *cannot*).*It’s* means *it is* (e.g. *It’s* raining) or sometimes *it has* (e.g. *It’s* been raining), but *it’s* is never used for the possessive. | can’t, didn’t, hasn’t, couldn’t, it’s, I’ll |
| The possessive apostrophe (singular nouns) |  |  | Megan’s, Ravi’s, the girl’s, the child’s, the man’s |
| Words ending in –tion |  |  | station, fiction, motion, national, section |

| Statutory requirements |  | Rules and guidance (non‑statutory) | Example words (non‑statutory) |
| --- | --- | --- | --- |
| 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 |
| Common exception words |  | Some words are exceptions in some accents but not in others – e.g. *past*, *last*, *fast*, *path* and *bath* are not exceptions in accents where the **a** in these words is pronounced /æ/, as in *cat*.*Great*, *break* and *steak* are the only common words where the /eɪ/ sound is spelt **ea**. | 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.**Note:** ‘children’ is not an exception to what has been taught so far but is included because of its relationship with ‘child’. |