

Spelling Coverage Plan Year 1

TERM	WEEK	THREAD	OBJECTIVES
Α			• Revise work done in previous years.
D V E	1-7	WORDS PHONICS, RULES and CONVENTIONS	 To be able to spell common exception words. <i>it, it, in, at, and</i> <i>to, the, no, go, I (phase 2)</i> <i>he, she, we, me, be</i> To know that sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words e.g. <i>off, well, miss, buzz, back</i> To be able to spell words containing each of the 40+ phonemes already taught. To be able to know vowel digraphs which have been taught and the sounds which they represent. (phase 3) To be able to know trigraphs which have been taught and the sounds which they represents. To be able to know adjacent consonants which have been taught and the sounds which they represent. To be able to write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
N T	7-14	WORDS PHONICS, RULES and CONVENTIONS AFFIXES and ROOTS	 To be able to spell common exception words. <i>was, my, you, they, her, all (phase 3)</i> additional words - <i>a, is, his, has, of, one, ask, by, here, put, push, pull, full, ask</i> To be able to spell words containing each of the 40+ phonemes already taught. To be able to know adjacent consonants which have been taught and the sounds which they represent. To know that sounds are spelt n before k e.g. <i>bank, think, bonk, sunk</i> To be able to use the prefix un- To be able to spell words beginning with the prefix 'un' where a change of spelling is not needed. To be able to write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so
T			 To know that sounds are spelt n before k e.g. <i>bank, think, honk, sunk</i> To be able to use the prefix un- To be able to spell words beginning with the prefix 'un' where a change of spelling is not needed. To be able to write from memory simple sentences dictated by the teacher



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			• Revise work done in previous years.
L	1-6	WORDS PHONICS, RULES and CONVENTIONS	 To be able to spell common exception words. <i>said, so, have, like, some, come, were, there, little, once, do, when, out, what (phase 4) treasure, oh, their,</i> To be able to spell words containing each of the 40+ phonemes already taught. To be able to name the letters of the alphabet in order. To be able to know vowel digraphs which have been taught and the sounds which they represent. (phase 5) To be able to know that usually the letter 'e' needs adding at the end of a word following a 'v'. <i>have, live, give</i> To be able to spell words ending in 'y'.
E			 To be able to spen words ending in y. To be able to write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
Ν	7-12	WORDS PHONICS, RULES <i>and CONVENTIONS</i> AFFIXES and ROOTS	 To be able to spell common exception words. <i>people, Mr, Mrs, looked, called, asked, (phase 5)</i> additional words - <i>there, where, today, says, are, your, love, friend, school, house, our</i> To be able to spell words containing each of the 40+ phonemes already taught. To be able to know split digraphs which have been taught and the sounds which they represent. To be able to use –ing, -ed, -er and –est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest. <i>hunting, hunted, hunter</i> <i>buzzing, buzzed, buzzer</i> <i>jumping, jumped, jumper</i> <i>grander, grandest,</i> <i>fresher, freshest</i> <i>quicker, quickest</i>
T			• To be able to write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.



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Р			• Revise work done in previous years.
E	1-6	WORDS PHONICS, RULES <i>and CONVENTIONS</i> AFFIXES and ROOTS	 To be able to spell common exception words. water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please (phase 5) To be able to spell the days of the week. To be able to divide words into syllables. pocket, rabbit, carrot, thunder, sunset
N			 To be able to spell compound words. To be able to use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. <i>cats, dogs, spends, rocks, thanks, catches</i>
T			• To be able to write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
E	7-12	WORDS PHONICS, RULES and CONVENTIONS	 To be able to spell common exception words. <i>water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please (phase 5)</i> To be able to use the letter names to distinguish between alternative spellings of the same sound.
C			 To be able to know that usually the 'tch' sound comes straight after a single vowel letter. <i>catch, fetch, kitchen, notch, hutch</i> To be able to know that a 'k' not a 'c' follows an e, i and y when spelling words.
Ο			• To be able to write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
S			
T			