



Spelling Coverage Plan Year 1

TERM	WEEK	THREAD	OBJECTIVES
A D V E N T			<ul style="list-style-type: none"> • Revise work done in previous years.
	1-7	WORDS PHONICS, RULES <i>and CONVENTIONS</i>	<ul style="list-style-type: none"> • To be able to spell common exception words. <i>it, is, 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.
	7-14	WORDS PHONICS, RULES <i>and CONVENTIONS</i> AFFIXES and ROOTS	<ul style="list-style-type: none"> • 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 far.



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TERM	WEEK	THREAD	OBJECTIVES
P E N T E C O S T			<ul style="list-style-type: none"> Revise work done in previous years.
	1-6	WORDS PHONICS, RULES <i>and CONVENTIONS</i> AFFIXES and ROOTS	<ul style="list-style-type: none"> 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 spell the days of the week. To be able to divide words into syllables. <i>pocket, rabbit, carrot, thunder, sunset</i> 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> 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.
	7-12	WORDS PHONICS, RULES <i>and CONVENTIONS</i>	<ul style="list-style-type: none"> 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. To be able to know that usually the ‘tch’ sound comes straight after a single vowel letter. <i>catch, fetch, kitchen, notch, butch</i> To be able to know that a ‘k’ not a ‘c’ follows an e, i and y when spelling words. 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.

