

Year One Spellings – Autumn 2

Phase 5 (alternative graphemes [spellings] for known phonemes [sounds])

& phase 2-4 tricky words

<u>Spellings for 5/11/21</u> ir “ur” ie “igh” 1. girl 2. birth 3. tie 4. spied 5. me 6. be	<u>Spellings for 12/11/21</u> ue “oo” or “yoo” u “yoo” 1. glue (“oo”) 2. venue (“yoo”) 3. unit 4. music 5. do 6. go	<u>Spellings for 19/10/21</u> o “oa” i “igh” a “ai” 1. gold 2. kind 3. child 4. acorn 5. no 6. to	<u>Spellings for 26/11/21</u> e “ee” a_e “ai” i_e “igh” 1. she 2. game 3. time 4. shine 5. some 6. were
<u>Spellings for 03/12/2021</u> o_e “oa” u_e “oo” or “yoo” e_e “ee” 1. pole 2. rule (“oo”) 3. cube (“yoo”) 4. these 5. come 6. there	<u>Spellings for 10/12/21</u> ew “oo” or “yoo” ie “ee” 1. chew (“oo”) 2. stew (“yoo”) 3. field 4. priest 5. little 6. one	<u>Spellings for 17/12/21</u> aw “or” 1. claw 2. lawn 3. when 4. out 5. what 6. into	

a_e e_e i_e o_e u_e SPLIT DIGRAPHS! – Click on the link below to learn more about these:

<https://www.edplace.com/blog/edplace-explains/what-is-a-split-digraph>

Watch letters and sounds lessons for any graphemes your child is struggling with via:

<https://lettersandsounds.org.uk/for-home/year-1>



Jesus said, ‘Come follow me, live your lives the way God wants you to.’



How can I make learning spellings more fun?

Sliders

Cut two slits in the centre of some A4 card and insert a strip through the centre with some words on. As you pull the strip it will reveal and hide different words.

Matching pairs

Find matching pairs of words with a spelling pattern in. E.g. train/rain

Word painting

Draw the word in chalk and brush over it with a wet paintbrush.



Jumbled letters

Write your word on paper, cut each letter and put the word back together.



Rainbow words

Break the word down into syllables and write each part in a different colour.



Hangman

Play hangman with a partner, using the words you are learning.

Bubble writing

Write the word in bubble writing and write inside it.



Mnemonic

Write a mnemonic to remind you of the spelling. The first letter of each word in the sentence spells the word. E.g. **where**: what has everyone really eaten?

Tracing

Write your word down 3 times and trace over it in different colours.

Word shape

Draw around the shape of the word and try to remember the shape of the word.

Find the word

Look to see if you can see a small word inside your word. E.g. where, friend.



Look, say, cover, visualise, write, check

- ✓ Look at the word
- ✓ Say it out loud
- ✓ Cover the word
- ✓ Visualise the word (imagine a picture of it in your head)
- ✓ Write the word from memory

Rhymes and pictures

Use rhymes or pictures to go with words to help them remember.

1. You **hear** with your **ear**
2. The word **separate** has "a rat" in it (**separate**).
3. Donkeys, monkeys - There are **keys** in **donkeys** and **monkeys**.
4. The word here is also in its opposite **there**.
5. Villain - A **villain** is one who lives in a **villa**.



Internet games

Search online for word games to practise words. E.g. www.funbrain.com/spell/



Musical spellings

Make up a short rhyme or song to remember spellings or rules for spellings.

Spelling tennis

One person starts with a letter, the other adds one until a word is made. The last person to add a letter wins.

Spell jumps

Jump up and down on a trampoline or skip whilst saying each letter of your word you are spelling.

Strategies for learning to spell

Lots of children learn in different ways which is why teaching them means using a range of approaches. This will also help them when applying spelling because they will see the word in different contexts. Here are some strategies for spelling:

- ✓ Listening for the sounds and breaking them down
- ✓ Breaking a word into syllables
- ✓ Using rhymes, mnemonics and songs to remember
- ✓ Using visual approaches e.g. 'word shape', 'bubble writing'
- ✓ Being multi-sensory e.g. 'word painting'
- ✓ Using verbal and social e.g. 'spelling tennis'
- ✓ Kinaesthetic and physical e.g. 'spell jump'