

## Summer 1 Spellings

Please find below the list of spellings for Year One this half term. This term we would like all children to practice some spelling patterns for Year One from the National Curriculum. We hope this will enable the children to spell these words consistently accurately in their independent writing. Test your child on these words at the start of the week, and if they are confident with all words, please use the time within the week to re-test previous spellings to ensure they have retained them. As a school, we highly value rehearsal of previous content as part of 'knowing more and remembering more'.

| Spelling test 17.04.26 | Spelling test 24.04.26 | Spelling test 01.05.26 | Spelling test 08.05.26 | Spelling test 15.05.26 |
|------------------------|------------------------|------------------------|------------------------|------------------------|
| -ing                   | -ed                    | -er                    | -est                   | adding s or es         |
| jumping                | hunted                 | hunter                 | grandest               | birds                  |
| buzzing                | jumped                 | buzzer                 | freshes                | ships                  |
| helping                | looked                 | jumper                 | quickest               | cakes                  |
| shouting               | shouted                | reader                 | brightest              | boxes                  |
| playing                | pressed                | player                 | sharpest               | torches                |
| snowing                | pulled                 | speaker                | smoothest              | bunches                |

All children have been re-assessed and grouped for their daily Read Write Inc lessons. This enables us to target our teaching to the specific needs of your child within our daily lessons. If you wish to discuss your child's groupings in more detail, please contact your child's class teacher.

For more information on the Read Write Inc scheme, please scan the QR code →



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/](http://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'

# Guidance on spelling rules for Year 1 (taken from the National Curriculum):

|                                                                                          |                                                                                                                                                                                                                                                                                                                                                                            |                                                                           |
|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| 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 <b>-s</b> . If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as <b>-es</b> .                                                                                                                                                                                             | cats, dogs, spends, rocks, thanks, catches                                |
| Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word | <b>-ing</b> and <b>-er</b> always add an extra syllable to the word and <b>-ed</b> sometimes does.<br><br>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 <b>-ed</b> .<br>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                   |