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#### Welcome to The Spelling Shed Year 1 scheme of work.

#### What is included?

- Common exception words list.
- 36 weekly spelling lists (See contents) each based on National Curriculum spelling rules.
- For each list, you will find the following resources:
- One 20 30 minute lesson plan.
- Resources to aid the delivery of the lesson.
- One spelling practice sheet.
- One homework sheet.

#### Spelling lists – Stage 1



| 1.  | The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, II, ss, zz and ck if they come straight after a single vowel letter in short words.   | 21. | The ay and oy digraphs. These digraphs are used for those sounds at the ends of words and syllables.   |
|-----|--|-----|--|
| 2.  | The /k/ sound spelled 'k' before e, I and y. The /nk/ sound found at the end of words usually comes after a vowel.   | 22. | The long vowel sound /a/ spelled with the split digraph a-e  |
|     |  | 23. | The long vowel sound /e/ spelled with the split digraph e-e.   |
| 3.  | The -tch This sound is usually spelled as 'tch' when it comes after a single vowel letter.   | 24. | The long vowel sound /i/ spelled with a split digraph i-e.   |
| 4.  | Some words end with an /e/ sound spelled 'y'. 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'.             | 25. | The long vowel sound /o/ spelled with the split digraph o_e.   |
| 5.  | Adding s and es to words (plurals) If the ending sounds like /s/ or /z/, it is spelled as -s. If it forms an extra syllable, then it is spelled as -es.  | 26. | The long vowel /oo/ and /yoo/ sounds spelled as u-e. These sounds are usually found in the middle or at the end of words.  |
| 6.  | Adding the suffixes – ing and –ed to verbs. If the verb ends in two consonant letters (the same or different), the ending is simply added on.  | 27. | The long vowel sound /e/ spelled ea. Another common spelling of the sound which is often found in the middle and end of words.                                     |
| 7.  | Adding -er, -est and un- to words.   | 28. | The short vowel sound /e/ spelled ea.  |
| 8.  | Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear. Sometimes words can be joined together to form compound words.                                    | 29. | The 'ou' digraph. This digraph can be can be found at the beginning and in the middle of words. The only common<br>English word ending in 'ou' is you.             |
| 9.  | The /ar/ consonant digraph. This digraph may be used at the beginning, middle or end of words.   | 30. | The digraph 'ie' making the /a1 / sound as in pie.   |
| 10. | Long vowel sound /e/ spelled ee. The letters 'ee' make a long vowel sound like in the word see. This is a common way of spelling the sound and is found in the middle of words and sometimes at the end. | 31. | The digraph 'ie' making the /ee/ sound.  |
| 11. | The vowel digraph er. In these words the sound is stressed   | 32. | The /or/ sound spelled with the digraph aw or au. If it is at the end of a word it is more likely to be spelled with an aw and at the beginning of a word with au. |
| 12. | The vowel digraph er. In these words the sound is unstressed and found at the end of words.  | 33. | The 'ow' digraph. This digraph can make two different sounds like in 'cow' or in 'blow.'   |
| 13. | The /ai/ and /oi/ digraphs. These digraphs are virtually never used at the end of words in English.  | 34. | The 'oo' and 'yoo' sounds can be spelled as u-e, ue and ew. If words end in the /oo/ sound, then it is likely that they will be spelled ew or ue.                  |
| 14. | The long vowel sound /oo/ as in Zoo. Very few words start or end with /oo/   |     | be spelled ew of de.   |
| 15. | The short vowel sound 'oo' as in foot. *Standard English pronunciation has been used here. In some parts of England<br>the -ook words may have a longer sound.   | 35. | The trigraphs 'air' and 'ear'. These spellings are commonly found in the middle or at the end of words but can<br>sometimes used at the beginning of words too.    |
| 16. | The long vowel sound /i/ spelled 'igh.' This is usually found in the middle of words but sometimes at the end of words too.  | 36. | The /er/ sound spelled with 'ear' or 'are'   |
| 17. | The /or/ sound. The vowel digraph 'or' and trigraph 'ore.' It is more likely that when at the end of a word then it will be spelled with an 'e.'   |     |  |
| 18. | The digraphs ir and ur. Often found in the middle of words and occasionally at the beginning of words.   |     |  |
| 19. | The 'oa' digraph can come at the beginning or in the middle of words but very rarely at the end. The 'oe' digraph can be sometimes found at the end of words.  |     |  |
| 2.2 |  |     |  |

20. Words with 'ph' or 'wh' spellings.

#### Spelling lists – Stage 1



- The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, II, ss, zz and ck if they come straight after a single vowel letter in 22. 1 short words. 23. 2. The /k/ sound spelled 'k' before e, I and y. The /nk/ sound found at the end of words usually comes after a vowel. 24. 3. The -tch This sound is usually spelled as 'tch' when it comes after a single vowel letter. Δ Some words end with an /e/ sound spelled 'y'. English words hardly ever end with the letter 'v', so if a word ends with a 25. /v/ sound, the letter 'e' usually needs to be added after the 'v'. 5. Adding s and es to words (plurals) If the ending sounds like /s/ or /z/, it is spelled as -s. If it forms an extra syllable, 26. then it is spelled as -es. 6. Adding the suffixes - ing and -ed to verbs. If the verb ends in two consonant letters (the same or different), the ending 27. is simply added on. 28. 7. Adding -er, -est and un- to words. be spelled ew or ue. 8. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear. Sometimes 29. words can be joined together to form compound words. 30. 9. The /ai/ and /oi/ digraphs. These digraphs are virtually never used at the end of words in English. 31. 10. The ay and oy digraphs. These digraphs are used for those sounds at the ends of words and syllables. too 11. The long vowel sound /a/ spelled with the split digraph a-e 32. spelled with an 'e.' 12. The long vowel sound /e/ spelled with the split digraph e-e. 33. 13. The long vowel sound /i/ spelled with a split digraph i-e. 34. 14. The long vowel sound /o/ spelled with the split digraph o\_e. 15. The long vowel /oo/ and /yoo/ sounds spelled as u-e. These sounds are usually found in the middle or at the end of 35. words. 36. 16. The /ar/ consonant digraph. This digraph may be used at the beginning, middle or end of words. 17. Long vowel sound /e/ spelled ee. The letters 'ee' make a long vowel sound like in the word see. This is a common way of spelling the sound and is found in the middle of words and sometimes at the end. 18. The long yowel sound /e/ spelled ea. Another common spelling of the sound which is often found in the middle and end of words 19. The short vowel sound /e/ spelled ea.
- 20. The vowel digraph er. In these words the sound is stressed
- 21. The vowel digraph er. In these words the sound is unstressed and found at the end of words.

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- The short vowel sound 'oo' as in foot. \*Standard English pronunciation has been used here. In some parts of England the -ook words may have a longer sound.
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- The digraph 'ie' making the /a1 / sound as in pie.
- The digraph 'ie' making the /ee/ sound.
- The long vowel sound /i/ spelled 'igh.' This is usually found in the middle of words but sometimes at the end of words
- The /or/ sound. The vowel digraph 'or' and trigraph 'ore.' It is more likely that when at the end of a word then it will be
- The /or/ sound spelled with the digraph aw or au. If it is at the end of a word it is more likely to be spelled with an aw and at the beginning of a word with au.
- The trigraphs 'air' and 'ear'. These spellings are commonly found in the middle or at the end of words but can sometimes used at the beginning of words too.
- The /er/ sound spelled with 'ear' or 'are'
- Words with 'ph' or 'wh' spellings.



#### Stage 1 – Common Exception Words.

These words can be used to supplement the weekly lists. We recommend that these words be practised through the year alongside spelling pattern words.

| a     | the  | 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   |

### Spelling Shed

Stage: 1 List: 1

Words ending with the /f/, /l/, /s/, /z/ or /k/ sound in English almost always have double consonant.

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|                            | rds ending with the /f/, /l/, /s/, /z/ or<br>sonant. | r /k/ sound in English almost always have double  |  |  |  |  |  |
|----------------------------|--|---|--|--|--|--|--|
| Spellings<br>puff<br>fluff | Introduction   | Words ending with the /f/, /l/, /s/, /z/ or /k/ sound in English almost<br>always have double consonant. This week's words are shown in<br>random order. Sound the words out and count the sounds. Ask the<br>children if they can see a pattern with the last sound. Discuss that<br>the /k/ sound is usually written as "ck". |  |  |  |  |  |
| bell<br>doll               | Main<br>Teaching<br>Activity                         | Read the sentence for each word and ask children for the word<br>and spelling to reinforce the double-consonant rule.   |  |  |  |  |  |
| grass<br>kiss<br>buzz      | Independent<br>Activity                              | Ask the children to choose one of their words to complete the two<br>sentences. Then ask them to choose three more words and write<br>their own sentences. Work in pairs or with support if necessary.<br>Share sentences and spellings with the class.   |  |  |  |  |  |
| fizz<br>clock<br>back      |  |   |  |  |  |  |  |





# A \_\_\_\_\_ of smoke came from the train.





## A \_puff\_ of smoke came from the train.





#### The kitten was covered in





#### The kitten was covered in \_fluff\_.





#### The teacher rang the





#### The teacher rang the \_bell\_.



#### The \_\_\_\_\_ has a blue dress.







#### The <u>doll</u> has a blue dress.





#### The \_\_\_\_\_ on the field is green.





### The <u>grass</u> on the field is green.



#### The mermaid blew a





#### The mermaid blew a \_kiss\_.



#### Bumble's wings





### Bumble's wings \_buzz\_.



#### The can was full of \_\_\_\_\_





### The can was full of \_fizz\_.



## You tell the time by using a \_\_\_\_\_.













#### The girl's hair ran down her





# The girl's hair ran down her back\_.

Answer:

| Stage: 1Words ending with<br>consonant.List: 1 | th the /f/, /l/, /s/, /z/ or /k/ | sound in English almost always have double   | Cede College       |
|--|----------------------------------|--|--------------------|
| Spellings                                      | Chose one o<br>Your word         | f your words to complete the two sentences.<br>sentences of your own.<br>Your sentence | Try to write three |
| puff<br>fluff                                  |                                  | The clouds looked like balls of<br>sky.  |                    |
| bell<br>doll                                   |                                  | "Can you hear the church   | _?" asked mum.     |
| grass<br><mark>kis</mark> s                    |                                  |  |                    |
| buzz<br>fizz                                   |                                  |  |                    |
| clock<br>back                                  |                                  |  |                    |

| Stage: 1      | Words ending with consonant. | n the /f/, /l/, /s/, /z/ or /k/ | sound in English almost always have double   |                    |
|---------------|------------------------------|---------------------------------|--|--------------------|
| List: 1       | Answers                      |                                 |  | Conte Cuillage     |
| Spellings     | 5                            | Chose one o<br>Your word        | f your words to complete the two sentences.<br>sentences of your own.<br>Your sentence | Try to write three |
| puff<br>fluff |                              |                                 | The clouds looked like balls of _flu   | uff_ in the sky.   |
| bell<br>doll  |                              |                                 | "Can you hear the church _bell_  | ?" asked mum.      |
| grass<br>kiss |                              |                                 |  |                    |
| buzz          |                              |                                 |  |                    |
| fizz<br>clock |                              |                                 |  |                    |
| back          |                              |                                 |  |                    |

| Stage: 1  | Words<br>conson |                         | s/, /z/ or /k/ sound in En | glish almost always he  |                         |                         |  |  |  |  |  |  |
|-----------|-----------------|-------------------------|----------------------------|-------------------------|-------------------------|-------------------------|--|--|--|--|--|--|
| List: 1   | Name:           |                         |                            |                         |                         |                         |  |  |  |  |  |  |
| 0.0       |                 |                         |                            |                         |                         |                         |  |  |  |  |  |  |
| Spellings | 5               | 1 <sup>st</sup> Attempt | 2 <sup>nd</sup> Attempt    | 3 <sup>rd</sup> Attempt | 4 <sup>th</sup> Attempt | 5 <sup>th</sup> Attempt |  |  |  |  |  |  |
| puff      |                 |                         |                            |                         |                         |                         |  |  |  |  |  |  |
| fluff     |                 |                         |                            |                         |                         |                         |  |  |  |  |  |  |
| bell      |                 |                         |                            |                         |                         |                         |  |  |  |  |  |  |
| doll      |                 |                         |                            |                         |                         |                         |  |  |  |  |  |  |
| grass     |                 |                         |                            |                         |                         | 7                       |  |  |  |  |  |  |
| kiss      |                 |                         |                            |                         |                         | 6                       |  |  |  |  |  |  |
| buzz      |                 |                         |                            |                         | S.C.D.                  |                         |  |  |  |  |  |  |
| fizz      |                 |                         |                            |                         |                         |                         |  |  |  |  |  |  |
| clock     |                 |                         |                            |                         |                         |                         |  |  |  |  |  |  |
| back      |                 |                         |                            |                         |                         |                         |  |  |  |  |  |  |

|   | Stage: 1<br>List: 1 | Words ending with<br>consonant.<br>Name: |  |   |      |     |     |      |     |       |       |     | Spelling Shed |     |  |
|---|---------------------|--|--|---|------|-----|-----|------|-----|-------|-------|-----|---------------|-----|--|
|   |                     |  |  |   |      | L C | L C |      |     |       |       |     |               | 1 6 |  |
|   | Spellings           | 5  |  | q | u    | f   | f   | q    | d   | b     | e     | L   | L             |     |  |
|   | puff                |  |  | a | V    | r   | f   | L    | u   | f     | f     | 0   | p             |     |  |
|   | fluff               |  |  | j | d    | 0   | L   | L    | n   | b     | L     | k   | g             |     |  |
|   | bell                |  |  | W | V    | e   | i   | S    | p   | q     | j     | n   | r             |     |  |
|   | doll                |  |  | f | b    | u   | z   | z    | a   | С     | h     | i   | a             |     |  |
|   | grass               |  |  | С | L    | 0   | С   | k    | g   | r     | n     | 0   | S             | 7   |  |
|   | kiss                |  |  | V | g    | a   | h   | У    | S   | k     | i     | S   | S             | B   |  |
|   | buzz                |  |  | a | Ь    | a   | С   | k    | f   | b     | С     | f   | m             |     |  |
| - | fizz                |  |  | k | x    | L   | z   | С    | f   | i     | z     | z   | z             |     |  |
|   | clock               |  |  | L | Fino | and |     | lour | VOI | Jr si | pelli | nas |               | 1   |  |
|   | back                |  | Find and colour your spellings<br>which are hiding in this grid. |   |      |     |     |      |     |       |       | id. |               |     |  |

| Stage: 1<br>List: 1 | Words ending with consonant. | n the /f/, /l/, /s | s/, /z/ or /k/ soun | d in Er | nglish | almo | st alw | ays h | ave d | ouble |       |     | Sc | Cente Cullica |
|---------------------|------------------------------|--------------------|---------------------|---------|--------|------|--------|-------|-------|-------|-------|-----|----|---------------|
| 00                  |                              | 1                  |                     |         |        | i    |        |       |       | i     | i     |     |    |               |
| Spellings           | 5                            |                    |                     | p       | u      | f    | f      | q     | d     | b     | e     | L   | L  |               |
| puff                |                              |                    |                     | a       | V      | r    | f      | L     | u     | f     | f     | 0   | q  | <b>A</b>      |
| fluff               |                              |                    |                     | j       | d      | 0    | L      | L     | n     | b     | L     | k   | g  |               |
| bell                |                              |                    |                     | W       | V      | е    | i      | S     | p     | q     | j     | n   | r  |               |
| doll                |                              |                    |                     | f       | b      | u    | Z      | Z     | a     | С     | h     | i   | a  |               |
| grass               |                              |                    |                     | С       | L      | 0    | С      | k     | g     | r     | n     | 0   | S  | 7             |
| kiss                |                              |                    |                     | V       | g      | a    | h      | У     | S     | k     | i     | S   | S  | G             |
| buzz                | pullin                       |                    |                     | a       | b      | a    | С      | k     | f     | Ь     | С     | f   | m  |               |
| fizz                |                              |                    |                     | k       | Х      | L    | Z      | С     | f     | i     | z     | Z   | z  |               |
| clock               |                              |                    |                     | L       | Find   | ana  |        | lour  | VOI   | Jr SI | pelli | nas |    |               |
| back                |                              |                    |                     |         |        |      |        |       |       |       | is gr |     |    |               |

### Spelling Shed

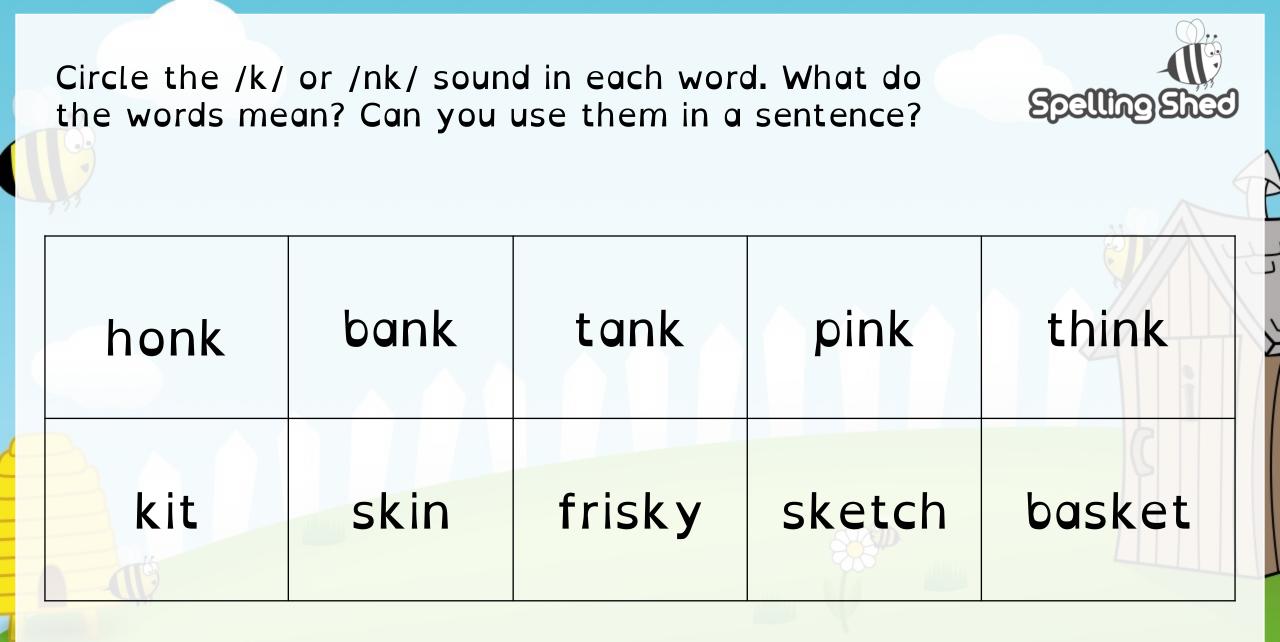
Stage: 1 List: 2

The /k/ sound is spelt as k rather than as c before e, i and y. The /nk/ sound found at the end of words and usually comes after a vowel.

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|           | elt as k rather than a<br>comes after a vowel   | s c before e, i and y. The /nk/ sound found at the end of  |  |  |  |  |  |  |  |
|-----------|---|--|--|--|--|--|--|--|--|
| Spellings | Introduction  | Say some of the words to the children, can they pick up the sound that appears in every word? Ask them to sound out the words and clap when they hear the /k/ sound. Explain the spelling rules: The /k/ sound |  |  |  |  |  |  |  |
| bank      |   | is spelt as k rather than as c before e, i and y. The /nk/ sound is often found at the end of words and usually comes after a vowel.   |  |  |  |  |  |  |  |
| honk      |   | Tourie at the cha of words and usually comes after a vowel.  |  |  |  |  |  |  |  |
| tank      | Main  | Using the power point slide, discuss the meaning of the spelling list  |  |  |  |  |  |  |  |
| pink      | Teaching<br>Activity  | this week. Get children to come out and underline the /k/ or /nk/ sound in each word.  |  |  |  |  |  |  |  |
| think     |   |  |  |  |  |  |  |  |  |
| kit       |   |  |  |  |  |  |  |  |  |
| skin      | IndependentGet children to work in small groups, one child picks one ofActivitylist words and writes the first letter on a mini whiteboard, the |  |  |  |  |  |  |  |  |
| frisk y   |   | the board to their left, the next child writes the next letter of the word<br>and so on until the word is complete.  |  |  |  |  |  |  |  |
| sketch    |   | The child that writes the final letter checks the spelling is correct and<br>then picks another word from the board to start again.  |  |  |  |  |  |  |  |
| basket    |   |  |  |  |  |  |  |  |  |

 $\frown$ 



Circle the /nk/ sound in each word. What do the words mean? Can you use them in a sentence?

| honk | bank | tank   | pink   | think  |
|------|------|--------|--------|--------|
| kit  | skin | frisky | sketch | basket |

| Stage: 1          | The /nk | / sound found at the er | nd of words. This soun  | d usually comes after a | a vowel.                |                         |
|-------------------|---------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| List: 2           | Name:   |                         |                         |                         |                         | Conte confilered        |
| Ö                 |         |                         |                         |                         |                         |                         |
| Spellings         |         | 1 <sup>st</sup> Attempt | 2 <sup>nd</sup> Attempt | 3 <sup>rd</sup> Attempt | 4 <sup>th</sup> Attempt | 5 <sup>th</sup> Attempt |
| bank              |         |                         |                         |                         |                         |                         |
| honk              |         |                         |                         |                         |                         |                         |
| tank              |         |                         |                         |                         |                         |                         |
| pink              |         |                         |                         |                         |                         |                         |
| think             |         |                         |                         |                         |                         | P 4                     |
| kit.              |         |                         |                         |                         |                         | 6                       |
| <mark>skin</mark> |         |                         |                         |                         | 0.0°Th                  |                         |
| frisk y           |         |                         |                         |                         |                         |                         |
| sketch            |         |                         |                         |                         | V.                      |                         |
| basket            |         |                         |                         |                         |                         |                         |

| Stage: 1<br>List: 2 | The /nk/ sound four<br>Name: | nd at the end of words. This sound u | sually comes after a vowel. | Epelling Shed |
|---------------------|------------------------------|--------------------------------------|-----------------------------|---------------|
| Spelling            | S                            |                                      |                             | A             |
| bank                |                              | ba                                   | ta                          | ho            |
| honk                |                              |                                      |                             |               |
| tank                |                              |                                      |                             |               |
| pink                |                              | <u>fris</u> y                        | Add "k" or<br>"nk" to these | s_in          |
| think               |                              |                                      | words and read              |               |
| kit                 |                              | thi                                  | them out loud.              | it            |
| skin                |                              |                                      |                             |               |
| frisk y             |                              | bas et                               | ni                          | s etch        |
| sketch              |                              |                                      |                             | <u>3</u>      |
| basket              |                              |                                      |                             |               |

| Stage: 1  | _        | nd at the end of words. This sound u | sually comes after a vowel.  |                |
|-----------|----------|--------------------------------------|------------------------------|----------------|
| List: 2   | Answers: |                                      |                              | Certe Cuilleds |
|           |          | 1                                    |                              |                |
| Spellings | 5        |                                      |                              |                |
| bank      |          | bank                                 | tank                         | honk           |
| honk      |          |                                      |                              |                |
| tank      |          |                                      |                              |                |
| pink      |          | fris <u>k</u> y                      | Add "k" or                   | skin           |
| think     |          |                                      | "nk" to these words and read |                |
| kit       |          | think                                | them out loud.               | kit            |
| skin      |          |                                      |                              |                |
| frisk y   |          |                                      |                              |                |
| sketch    |          | bas <u>k</u> et                      | pi <mark>nk</mark>           | <u>sketch</u>  |
| basket    |          |                                      |                              |                |

Stage: 1 List: 3

Words ending '-tch'. The /ch/ sound is usually spelt as 'tch' when it comes after a single vowel letter.

| Stage: 1Words ending '-tch'<br>letter.List: 3 | '. The /ch/ sound is ι       | usually spelt as 'tch' when it comes after a single vowel   |
|---|------------------------------|---|
| Spellings<br>catch                            | Introduction                 | Explain how the 'tch' sound is pronounced and ask the children if<br>they can think of any words that contain this sound – give them a<br>clue, e.g. the person flies on a broomstick, you wear this on your<br>arm to tell the time. Get them to say the sound together. |
| kitchen<br>hutch<br>ditch<br>match<br>fetch   | Main<br>Teaching<br>Activity | Ask the children to look at the slide with the images and write<br>down the 6 words, remind them that each of the words will<br>contain 'tch'.<br>Share the spellings and discuss any mistakes or misconceptions.   |
| notchwitchpatchwatch                          | Independent<br>Activity      | Using the images again, or the other words in the list, ask the<br>children to write sentences using the words, can they make them<br>really interesting?<br>Share the sentences with the class   |





| Stage: 1            | Words<br>letter. | ending '–tch'. The /ch/ s | sound is usually spelt a | s 'tch' when it comes c |                         |                         |
|---------------------|------------------|---------------------------|--------------------------|-------------------------|-------------------------|-------------------------|
| List: 3             | Name:            |                           |                          |                         |                         | Spelling Shee           |
| 0                   |                  |                           |                          |                         |                         |                         |
| Spellings           |                  | 1 <sup>st</sup> Attempt   | 2 <sup>nd</sup> Attempt  | 3 <sup>rd</sup> Attempt | 4 <sup>th</sup> Attempt | 5 <sup>th</sup> Attempt |
| catch               |                  |                           |                          |                         |                         |                         |
| kitchen             |                  |                           |                          |                         |                         |                         |
| hutch               |                  |                           |                          |                         |                         |                         |
| ditch               |                  |                           |                          |                         |                         |                         |
| match               |                  |                           |                          |                         |                         | 7                       |
| <mark>fet</mark> ch |                  |                           |                          |                         |                         | 6                       |
| <mark>not</mark> ch |                  | put the                   |                          |                         |                         |                         |
| witch               |                  |                           |                          |                         |                         |                         |
| patch               |                  |                           |                          |                         |                         |                         |
| watch               |                  |                           | <u> </u>                 |                         |                         |                         |

| Stage: 1<br>List: 3 | Words ending '–<br>letter. | tch'. The /ch/ sound is usu | ally spelt as 'tch' when it o | comes after a single vowel            | Gooffice         |
|---------------------|----------------------------|-----------------------------|-------------------------------|---------------------------------------|------------------|
| 46                  | Name:                      |                             |                               |                                       |                  |
| 00                  |                            |                             |                               |                                       |                  |
| Spelling            | JS                         | l can                       | the ball.                     | The food is cool                      | ked in the 💦 🗸 🗍 |
| catch               |                            |                             |                               | ·                                     |                  |
| kitchen             |                            |                             | rides a                       |                                       |                  |
|                     |                            | broomstick.                 |                               | The                                   | _ is filled with |
| hutch               |                            |                             |                               | muddy water.                          |                  |
| ditch               |                            | The rabbit liv              | es in his                     |                                       |                  |
| match               |                            | ╡                           |                               |                                       | to tell the      |
| fotch               |                            |                             |                               | time.                                 |                  |
| fetch               |                            |                             |                               |                                       |                  |
| notch               |                            |                             | rs are playing a              | Some pirates we                       | ear an eye -     |
| witch               |                            |                             |                               |                                       |                  |
| patch               |                            | The dog will                | the                           |                                       |                  |
| watch               |                            | ball.                       |                               | The tool has a _<br>pulling out nails |                  |

| Stage: 1Words ending<br>single vowel leList: 3Answers: | '–tch'. The /ch/ sound is usually spelt as 'tch' v<br>etter. | when it comes after a                     |
|--|--|---|
| Spellings<br>catch                                     | I can <u>catch</u> the ball.                                 | The food is cooked in the                 |
| kitchen  | The _witch rides a broomstick.                               | Theditch_ is filled with muddy water.     |
| ditch<br>match   | The rabbit lives in hishutch                                 | I wear awatch to tell the time.           |
| fetch<br>notch   | The footballers are playing a                                | Some pirates wear an eye -<br>_patch      |
| witch<br>patch   | The dog willfetch the  | The tool has a <u>_notch_</u> for pulling |
| watch  | ball.  | out nails.                                |

Stage: 1 List: 4

Some words end with an /e/ sound spelled 'y'. 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'.

| Stage: 1Some words end wi<br>so if a word ends wList: 4 | ith an /e/ sound spe<br>⁄ith a /v/ sound, the l | lled 'y'. English words hardly ever end with the letter 'v',<br>etter 'e' usually needs to be added after the 'v'.  |
|---|---|---|
| Spellings<br>very                                       | Introduction                                    | Some words end with an /e/ sound spelled 'y'. 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'.  |
| happy   |   | Ask the children to think of any words which end with an e (long e) or /v/ sound, demonstrate how they are spelled on the board.  |
| funny<br>party  | Main<br>Teaching<br>Activity                    | Ask the children to match up the beginning and endings of each<br>word on the slide. Remind them to be careful as some look very<br>similar to others!  |
| family  |   | Share their spellings and discuss any misconceptions!   |
| give<br>have<br>love<br>five                            | Independent<br>Activity                         | Ask the children to work independently to choose 5 words and<br>write them in to a sentence, to extend more able children you<br>could ask them to use two of the words in one sentence, e.g.<br>above and dove or dive and save.<br>Share sentences. |
| save  |   |   |

 $\frown$ 

| Stage: 1 | The /s/ sound spelt | c before e, i and y. |                       |                                   |
|----------|---------------------|----------------------|-----------------------|-----------------------------------|
| ist: 4   | Name:               |                      |                       | Spelling She                      |
|          |                     | Click to hid         | le the spelling list! |                                   |
|          |                     | fun                  | ру                    | Match the                         |
|          |                     | hap                  | e                     | beginning sound<br>to its ending. |
|          |                     | L                    | ive                   |                                   |
|          |                     | fami                 | ny                    |                                   |
|          |                     | ve                   | ١y                    |                                   |
|          |                     | hav                  | ave                   |                                   |
|          |                     | g                    | ty                    |                                   |
|          |                     | fi                   | ve                    |                                   |
|          |                     | par                  | ry                    |                                   |
|          |                     | s                    | ove                   |                                   |

| Stage: 1 | The /s/ sound spel | t c before e, i and y. |                          |          |                                   |
|----------|--------------------|------------------------|--------------------------|----------|-----------------------------------|
| List: 4  | Answers:           |                        |                          |          | Contracts Contineed               |
| C        |                    |                        | Click to hide the spelli | ng list! |                                   |
| Spelling | gs                 |                        |                          |          | <                                 |
| very     |                    | fun                    |                          | ру       | Match the                         |
| -        |                    | hap                    |                          | e        | beginning sound<br>to its ending. |
| happy    |                    | - L                    |                          | ive      |                                   |
| funny    |                    | fami                   |                          | ny       |                                   |
| party    |                    |                        |                          | ly       |                                   |
| family   |                    | ve                     |                          |          |                                   |
| give     |                    | hav                    |                          | ave      |                                   |
| have     |                    | g                      |                          | ty       |                                   |
|          |                    | fi                     |                          | ve       |                                   |
| love     | 2                  | _ par                  |                          | ry       |                                   |
| five     |                    |                        |                          |          |                                   |
| save     |                    | S                      |                          | ove      |                                   |

|           | ound at the end of words. English w<br>ds with a /v/ sound, the letter e usuall |  | Defiling Shed  |
|-----------|---|--|----------------|
| Spellings | Choose 5 of the word  | ds and write them in to a sentence. You can try the words to a sentence too! | and add two of |
|           | Your word   | Your sentence  |                |
| very      |   |  |                |
| happy     |   |  |                |
| funny     |   |  |                |
| party     |   |  |                |
| family    |   |  |                |
| give      |   |  |                |
| have      |   |  |                |
| love      |   |  |                |
| five      |   |  |                |
| save      |   |  |                |

| Stage: 1<br>List: 4 |       |                         | ords. English words ha<br>ne letter e usually needs |                         | V.                      |                         |
|---------------------|-------|-------------------------|---|-------------------------|-------------------------|-------------------------|
|                     | Name: |                         |   |                         |                         | Cont Coullege           |
| 0.                  |       |                         |   |                         | 1                       |                         |
| Spellings           |       | 1 <sup>st</sup> Attempt | 2 <sup>nd</sup> Attempt                             | 3 <sup>rd</sup> Attempt | 4 <sup>th</sup> Attempt | 5 <sup>th</sup> Attempt |
| very                |       |                         |   |                         |                         |                         |
| happy               |       |                         |   |                         |                         |                         |
| funny               |       |                         |   |                         |                         |                         |
| party               |       |                         |   |                         |                         |                         |
| family              |       |                         |   |                         |                         | P 1                     |
| give                |       |                         |   |                         |                         | ß                       |
| have                |       |                         |   |                         |                         |                         |
| love                |       |                         |   |                         |                         |                         |
| five                |       |                         |   |                         | V.                      |                         |
| save                |       |                         |   |                         |                         |                         |

|   | Stage: 1 |       | e end of words. Eng<br>/v/ sound, the letter e |   |     | -   |     |      |       |      | er v, s | o if a |      |     |     |           |
|---|----------|-------|--|---|-----|-----|-----|------|-------|------|---------|--------|------|-----|-----|-----------|
|   | List: 4  | Name: |  |   |     |     |     |      |       |      |         |        |      | S   | Pel | Contegail |
|   |          |       |  |   |     |     |     |      |       |      |         |        |      |     |     |           |
|   | Spelling | S     |  | a | f   | J   | n   | n    | У     | f    | h       | V      | e    | r   | У   |           |
|   | very     |       |  | b | h   | C   | g   | r    | d     | f    | a       | m      | i    | L   | У   |           |
|   | happy    |       |  | g | i   | V   | e   | z    | a     | h    | g       | q      | r    | r   | d   |           |
|   | funny    |       |  | n | j   | t   | L   | У    | t     | q    | S       | a      | V    | e   | j   |           |
|   | party    |       |  | V | k   | u   | У   | L    | 0     | v    | e       | S      | q    | k   | f   |           |
|   | family   |       |  | W | L   | V   | k   | z    | b     | 0    | X       | f      | i    | v   | е   | 6         |
|   | give     |       |  | d | h   | a   | q   | q    | У     | W    | q       | q      | n    | m   | k   |           |
|   | have     |       |  | f | m   | Z   | j   | x    | b     | n    | q       | a      | r    | t   | У   |           |
| 1 | love     |       |  | h | a   | V   | e   | W    | a     | v    | V       | u      | r    | t   | S   |           |
|   | five     |       |  |   | Fi  | nda | and | colo | our v | vour | spe     | ellin  | as t | hat |     | ]         |
|   | save     |       |  |   | • • |     |     |      |       | int  |         |        |      |     |     |           |

| Stage: 1           |          | e end of words. Eng<br>/v/ sound, the letter e | - |            | -  |     |   |   |   | er v, s | o if a        |      |     |     |          |
|--------------------|----------|--|---|------------|----|-----|---|---|---|---------|---------------|------|-----|-----|----------|
| List: 4            | Answers: |  |   | -          |    |     |   |   |   |         |               |      | S   | pel | lingShed |
|                    |          | _  |   |            |    |     |   |   |   |         |               |      |     |     |          |
| Spelling           | IS       |  | a | f          | u  | n   | n | У | f | h       | V             | e    | r   | У   |          |
| very               |          |  | b | h          | С  | g   | r | d | f | a       | m             | i    | L   | У   |          |
| happy              |          | -  | g | i          | V  | е   | z | a | h | g       | q             | r    | r   | d   |          |
| funny              |          |  | n | j          | t  | L   | У | t | p | S       | a             | V    | e   | j   |          |
| party              |          |  | V | k          | u  | У   | L | 0 | V | e       | S             | q    | k   | f   |          |
| family             |          |  | W | L          | v  | k   | z | b | 0 | Х       | f             | i    | V   | e   | 7        |
| give               |          |  | d | h          | a  | р   | р | у | W | p       | p             | n    | m   | k   | G        |
| hav <mark>e</mark> |          |  | f | m          | z  | j   | X | b | n | р       | a             | r    | t   | у   |          |
| love               |          |  | h | a          | V  | e   | W | a | V | V       | u             | r    | t   | S   |          |
| five               |          |  |   | <u>с</u> ; | nd | and |   |   |   |         |               | ac t | hat |     |          |
| save               |          | A11110   |   | F1         |    |     |   | _ |   | -       | ellin<br>grio | -    | nat |     |          |

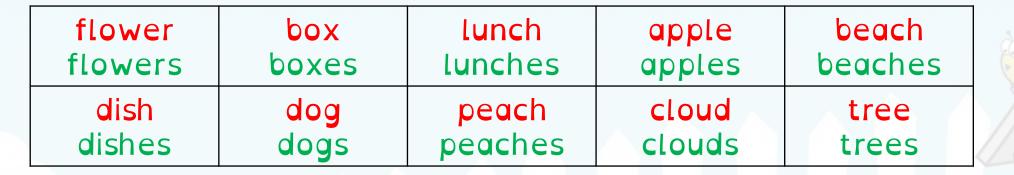
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Stage: 1 List: 5

Adding s and es to words (plurals). If the ending sounds like /s/ or /z/, it is spelled as -s. If it forms an extra syllable, then it is spelled as -es.

| Stage: 1Adding s and es to v<br>forms an extra syllaList: 5 |                              | e ending sounds like /s/ or /z/, it is spelled as –s. If it<br>d as –es.  |  |  |  |  |
|---|------------------------------|---|--|--|--|--|
| Spellings<br>flowers  | Introduction                 | When adding plurals to words explain that when the plural makes<br>an extra syllable then it is usually spelled 'es', for example box<br>(one syllable) becomes boxes (2 syllables).  |  |  |  |  |
| boxes<br>lunches<br>apples<br>beaches                       | Main<br>Teaching<br>Activity | <ul> <li>Ask the children to split the words between the two boxes, depending on whether the plural word has an extra syllable or not. Encourage children to clap the syllables in the singular word (red) and then in the plural word (green), to help them decide.</li> <li>Share their results and discuss.</li> </ul>                                     |  |  |  |  |
| trees<br>dishes<br>dogs<br>peaches<br>clouds                | Independent<br>Activity      | Get children to write the word 'peaches' across their mini white board.<br>Set a 7 minute timer and see who can add as many of the spelling list<br>words in to a scrabble web as possible.<br>You can use the example on the slide below if they need some support<br>getting started.<br>Feedback and if time, draw a scrabble web on the board as a class. |  |  |  |  |

Say the singular word (red word) then say the plural word (green word) and see if an extra syllable has been added.



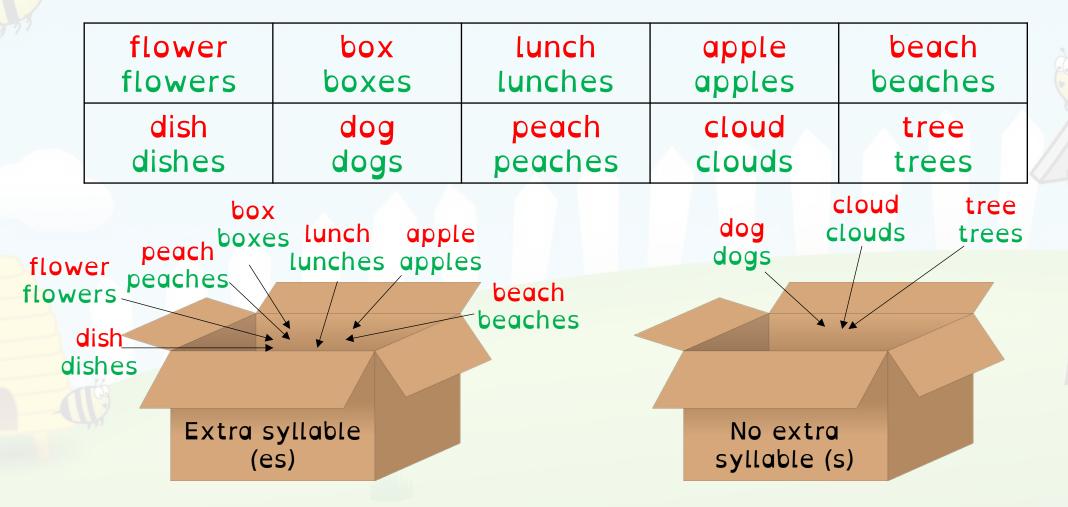
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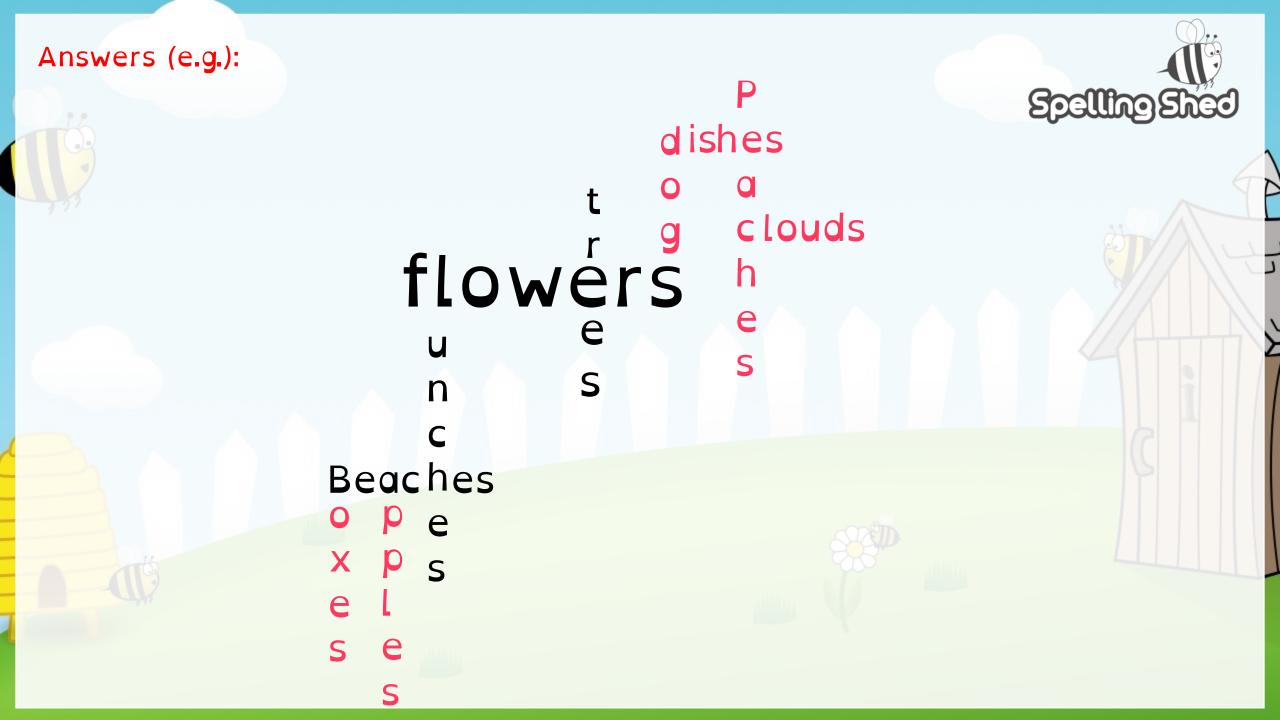
Say the singular word (red word) then say the plural word (green word) and see if an extra syllable has been added.



Answers:







| List: 5   | ing s and es to words (pluns an extra syllable, then i |                         | nds like /s/ or /z/, it is sp |                         | Spelling Shed           |
|-----------|--|-------------------------|-------------------------------|-------------------------|-------------------------|
| Nan       | 16:  |                         |                               |                         |                         |
| Spellings | 1 <sup>st</sup> Attempt                                | 2 <sup>nd</sup> Attempt | 3 <sup>rd</sup> Attempt       | 4 <sup>th</sup> Attempt | 5 <sup>th</sup> Attempt |
| flowers   |  |                         |                               |                         |                         |
| boxes     |  |                         |                               |                         |                         |
| lunches   |  |                         |                               |                         |                         |
| apples    |  |                         |                               |                         |                         |
| beaches   |  |                         |                               |                         | 7                       |
| trees     |  |                         |                               |                         | 6                       |
| dishes    |  |                         |                               |                         |                         |
| dogs      |  |                         |                               |                         |                         |
| peaches   |  |                         |                               | V.                      |                         |
| clouds    |  |                         |                               |                         |                         |

| Stage: 1<br>List: 5 | Adding s and es to<br>forms an extra syllo<br>Name: | words (plurals). If the eable, then it is spelled a | ending sounds like /s/<br>s –es. | or /z/, it is spelled as |  |
|---------------------|---|---|----------------------------------|--------------------------|--|
| 6.0                 |   |   |                                  |                          |  |
| Spelling            | S   |   |                                  |                          |  |
| flowers             |   |   |                                  |                          |  |
| boxes               |   |   |                                  |                          |  |
| lunches             |   | NOV.  |                                  |                          |  |
| apples              |   |   |                                  |                          |  |
| beaches             |   |   |                                  |                          | 7  |
| trees               |   |   |                                  |                          |  |
| dishes 🛛            |   |   |                                  |                          | and the second   |
| dogs                |   |   |                                  | and alle here            | Kin  |
| peaches             |   |   |                                  |                          | and and the Stream of the Stre |
| clouds              |   |   |                                  |                          |  |

| Stage: 1<br>List: 5 |   | vords (plurals). If the e<br>ble, then it is spelled a |         | or /z/, it is spelled as |         | Conte Contine  |
|---------------------|---|--|---------|--------------------------|---------|--|
| Spelling            | S |  |         |                          |         |  |
| flowers<br>boxes    |   |  |         |                          |         |  |
| lunches             |   | No.  |         |                          |         |  |
| apples<br>beaches   | 5 | clouds   | beaches | dogs                     | peaches | dishes   |
| trees<br>dishes     |   |  |         | HAMAN C                  |         | Contraction of the second seco |
| dogs                |   |  |         | and and and              |         |  |
| peaches<br>clouds   | 5 | boxes  | flowers | apples                   | lunches | trees  |

Stage: 1 List: 6

Adding the endings -ing and -ed to verbs. If the verb ends in two consonant letters (the same or different), the ending is simply added on.

| Stage: 1Adding the ending<br>or different), the ending<br>the endingList: 6 | gs -ing and -ed to ver<br>nding is simply adde | bs. If the verb ends in two consonant letters (the same d on.   |
|---|--|---|
| Spellings<br>hunting  | Introduction                                   | Adding the endings – ing and –ed to verbs. If the verb ends in two consonant letters (the same or different), the ending is simply added on.  |
| buzzing<br>jumping<br>walking<br>shouting<br>hunted                         | Main<br>Teaching<br>Activity                   | <ul> <li>Talk to the children about vowels and consonants, do they know what the five vowels are? Get the children to come and circle the two consonants before the prefixes 'ing' or 'ed.</li> <li>Show children the slide with the root words, ask them to add ed and ing to each of the words to make new words.</li> </ul>  |
| buzzed<br>jumped<br>walked<br>shouted                                       | Independent<br>Activity                        | Get children to work in small groups, one child picks one of the<br>spelling list words and writes the first letter on a mini whiteboard,<br>then passes the board to their left, the next child writes the next<br>letter of the word and so on until the word is complete.The child that writes the final letter checks the spelling is correct<br>and then picks another word from the board to start again. |

| Stage: 1 |       | ngs -ing and -ed t<br>ending is simply o |            | in two consonant letters (t |                     |
|----------|-------|--|------------|-----------------------------|---------------------|
| .ist: 6  | Name: |  |            |                             | Contracts Continees |
|          |       |  |            |                             | E                   |
|          |       | Root<br>Word                             | add '-ing' | add '-ed'                   | Ö                   |
|          |       | hunt                                     |            |                             |                     |
|          |       | buzz                                     |            |                             |                     |
|          |       | jump                                     |            |                             |                     |
|          |       | walk                                     |            |                             |                     |
|          |       | shout                                    |            |                             |                     |

| Stage: 1 | Adding the endings -<br>or different), the end | •            |            | in two consonant letters (th | ne same       |
|----------|--|--------------|------------|------------------------------|---------------|
| List: 6  | Answers:                                       |              |            |                              | Spelling Shed |
|          |  |              |            |                              | E             |
|          |  | Root<br>Word | add '-ing' | add '-ed'                    |               |
|          | ł  | hunt         | hunting    | hunted                       |               |
|          | t  | ouzz         | buzzing    | buzzed                       |               |
|          | j  | jump         | jumping    | jumped                       |               |
|          | Ŷ  | walk         | walking    | walked                       |               |
|          | 5  | shout        | shouting   | shouted                      |               |

|           | g the endings – ing and<br>or different), the ending<br>:: |                         | b ends in two consona   |                         | Epelling Shed           |
|-----------|--|-------------------------|-------------------------|-------------------------|-------------------------|
| Spellings | 1 <sup>st</sup> Attempt                                    | 2 <sup>nd</sup> Attempt | 3 <sup>rd</sup> Attempt | 4 <sup>th</sup> Attempt | 5 <sup>th</sup> Attempt |
| hunting   |  |                         |                         |                         |                         |
| buzzing   |  |                         |                         |                         |                         |
| jumping   |  |                         |                         |                         |                         |
| walking   |  |                         |                         |                         |                         |
| shouting  |  |                         |                         |                         | 7                       |
| hunted    |  |                         |                         |                         | 6                       |
| buzzed    | pluin,   |                         |                         | S CD                    |                         |
| jumped    |  |                         |                         |                         |                         |
| walked    |  |                         |                         | V.                      |                         |
| shouted   |  |                         |                         |                         |                         |

| Stage: 1<br>List: 6 |   | – ing and –ed to verbs. If the verb ends<br>the ending is simply added on. | in two consonant letters (the                    | Conte onillege        |
|---------------------|---|--|--|-----------------------|
| Spelling<br>hunting |   |  | our spellings. Then co<br>spelling in each row c |                       |
| buzzing             |   | hunting  | huntting   | hunnting              |
| jumping             | ) | buzing   | buzzing  | bussing               |
| walking             |   | jumpping   | jumping  | junpi <mark>ng</mark> |
| shouting            | J | walking  | wallking   | walkking              |
| hunted              |   | shoutting  | shouting   | shoutinng             |
| buzzed              |   | hunted   | huntted  | huntid                |
|                     |   | bussed   | buzzed   | buzed                 |
| jumped              |   | jumpt  | jumpped  | jumped                |
| walked              |   | wallked  | walkked  | walked                |
| shouted             |   | shouted  | shoutted   | shoutedd              |

| Stage: 1<br>List: 6        | <b>J</b> | Adding the endings – ing and –ed to verbs. If the verb ends in two consonant letters (the same or different), the ending is simply added on.  Answers: |          |                       |
|----------------------------|----------|--|----------|-----------------------|
| Spellings<br>hunting       |          | Read through your spellings. Then cover them up.<br>Circle the correct spelling in each row of the grid below.   |          |                       |
| buzzing                    |          | hunting  | huntting | hunnting              |
| jumping                    |          | buzing   | buzzing  | bussing               |
| walking                    |          | jumpping   | jumping  | junpi <mark>ng</mark> |
| shouting                   |          | walking  | wallking | walkking              |
| hunted<br>buzzed<br>jumped |          | shoutting  | shouting | shoutinng             |
|                            |          | hunted   | huntted  | huntid                |
|                            |          | bussed   | buzzed   | buzed                 |
|                            |          | jumpt  | jumpped  | jumped                |
| walked                     |          | wallked  | walkked  | walked                |
| shouted                    |          | shouted  | shoutted | shoutedd              |

Stage: 1 List: 7

Adding -er and -est to adjectives and the prefix un-.

| Stage: 1Adding –er and –esList: 7                  | t to adjectives and t        | he prefix un   |
|--|------------------------------|--|
| Spellings<br>fresher                               | Introduction                 | When adding er and est to words you create adjectives, usually the prefix can be added straight on to the end of the word.   |
| quicker<br>higher<br>hardest<br>darkest<br>unhappy | Main<br>Teaching<br>Activity | Get the children to look at the list of spellings, all of which are<br>adjectives and ask them to write down the root words.<br>Share the root words and discuss the opposite of each word.  |
| undo<br>unload<br>unfair<br>unlock                 | Independent<br>Activity      | Children to become the teacher by marking Evie's work and<br>helping her to work out which 6 words are spelled incorrectly<br>After the children have had a minute to look at it, click the<br>powerpoint slide to hide the spelling list for this activity. |

| Stage: 1 | Adding –er and | -est to adjectives and the prefix       | un       |          |       |
|----------|----------------|---|----------|----------|-------|
| List: 7  | Name:          |   |          | Spelling | Since |
| 9        |                | Root V                                  | Vord Opp | osite    |       |
|          | fresh          | ner fresh                               | stale    | 14       |       |
|          | quicl          | ker                                     |          |          |       |
|          | high           | er                                      |          |          |       |
|          | hard           | est                                     |          | 4        |       |
|          | dark           | est                                     |          |          |       |
|          | unho           | рру                                     |          |          |       |
|          | undo           | , |          |          |       |
|          | unlo           | ad                                      | 8        |          |       |
|          | unfa           | ir                                      |          |          |       |
|          | unto           | ck                                      |          |          |       |

| Stage: 1 | Adding –er and –est to ad |           |          |               |
|----------|---------------------------|-----------|----------|---------------|
| List: 7  | Answers:                  |           |          | Spelling Shed |
|          |                           | Root Word | Opposite |               |
|          | fresher                   | fresh     | stale    |               |
|          | quicker                   | quick     | slow     |               |
|          | higher                    | high      | low      |               |
|          | hardest                   | hard      | soft     |               |
|          | darkest                   | dark      | light    |               |
|          | unhappy                   | happy     | unhappy  | 7             |
|          | undo                      | do        | undo     |               |
|          | unload                    | Load      | unload   |               |
| (Å       | unfair                    | fair      | unfair   |               |
|          | unlock                    | lock      | unlock   |               |

| Stage: 1Adding –er and –est toList: 7 | adjectives and the prefix un  | Cente Conillege   |
|---------------------------------------|---|---|
| Cover your spellings for this task    | Evie has scored 4/8 in<br>Can you help her to work out which s<br>correct | her spelling test.<br>pellings are wrong and write them |
|                                       | freshir<br>qicker<br>higher<br>harrdest                                   | freshest<br>quicker<br>higher<br>hardest                |
|                                       | darkist<br>unhapee<br>undo  | darkest<br>unhappy<br>undo                              |
|                                       | unlowd<br>unfair<br>unlok   | unload<br>unfair  |

| Stage: 1 Adding –er and –e         | est to adjectives and the prefix un   |          |
|------------------------------------|---|----------|
| List: 7 Answers:                   | Spalling Sha  | <b>:</b> |
| Cover your spellings for this task | Evie has scored 4/10 in her spelling test.                                      |          |
| Spellings                          | Can you help her to work out which spellings are wrong and write the correctly? | em       |
| fresher                            |   |          |
| quicker                            | freshirfreshestgickerquicker  |          |
| higher                             | higher higher   |          |
| hardest                            | harrdest hardest  |          |
| darkest                            | darkist darkest   |          |
| unhappy                            | unhapee<br>undo<br>unhappy  |          |
| undo                               | unlowd undo   |          |
| unload                             | unfair  |          |
| unfair                             | unlok unfair  |          |
| unlock                             | untock  |          |

| Stage: 1<br>List: 7 | Adding<br>Name: | –er and –est to adjecti | ves and the prefix un   |                         |                         | Conte Confileed         |
|---------------------|-----------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| Č.                  | 1               |                         |                         |                         |                         |                         |
| Spellings           | 5               | 1 <sup>st</sup> Attempt | 2 <sup>nd</sup> Attempt | 3 <sup>rd</sup> Attempt | 4 <sup>th</sup> Attempt | 5 <sup>th</sup> Attempt |
| fresher             |                 |                         |                         |                         |                         |                         |
| quicker             |                 |                         |                         |                         |                         |                         |
| higher              |                 |                         |                         |                         |                         |                         |
| hardest             |                 |                         |                         |                         |                         |                         |
| darkest             |                 |                         |                         |                         |                         | 7                       |
| unhappy             |                 |                         |                         |                         |                         | 6                       |
| undo                |                 |                         |                         |                         | ST T                    |                         |
| unload              |                 |                         |                         |                         |                         |                         |
| unfair              |                 |                         |                         |                         |                         |                         |
| unlock              |                 |                         |                         |                         |                         |                         |

| Stage: 1<br>List: 7 | Adding –er and –es | st to adjectives and the prefix un |                        | Cert2 Onilleg2    |
|---------------------|--------------------|------------------------------------|------------------------|-------------------|
| 0.2                 |                    | Add -er, -est and un               | - to the root words to | create new words. |
| Spelling            | S                  | Root word                          | Add -er                | Add -est          |
| fresher             |                    | fresh                              |                        |                   |
| quicker             |                    | quick                              |                        |                   |
| higher              |                    | high                               |                        |                   |
| hardest             |                    | hard                               |                        | 4                 |
| darkest             |                    | dark                               |                        |                   |
|                     |                    | Root word                          | Add                    | un-               |
| unhappy             | <b>y</b>           | happy                              |                        |                   |
| undo                | Linut              | do                                 |                        |                   |
| unload              |                    | Load                               |                        |                   |
| unfair              |                    | fair                               |                        |                   |
| unlock              |                    | lock                               |                        |                   |

| Stage: 1<br>List: 7 | Adding –er and –est<br>Answers: | to adjectives and the prefix un |         | Spelling She |
|---------------------|---------------------------------|---------------------------------|---------|--------------|
| Spelling            | S                               | Root word                       | Add -er | Add -est     |
| fresher             |                                 | fresh                           | fresher | freshest     |
| quicker             |                                 | quick                           | quicker | quickest     |
| higher              |                                 | high                            | higher  | highest      |
| hardest             |                                 | hard                            | harder  | hardest      |
| darkest             |                                 | dark                            | darker  | darkest      |
| <u> </u>            |                                 | Root word                       | Add     | un-          |
| unhappy             |                                 | happy                           | unhappy |              |
| undo                |                                 | do                              | undo    |              |
| unload              | unload Load                     |                                 | unload  |              |
| unfair              | infair fair                     |                                 | unfair  |              |
| unlock              |                                 | lock                            | unl     | ock          |

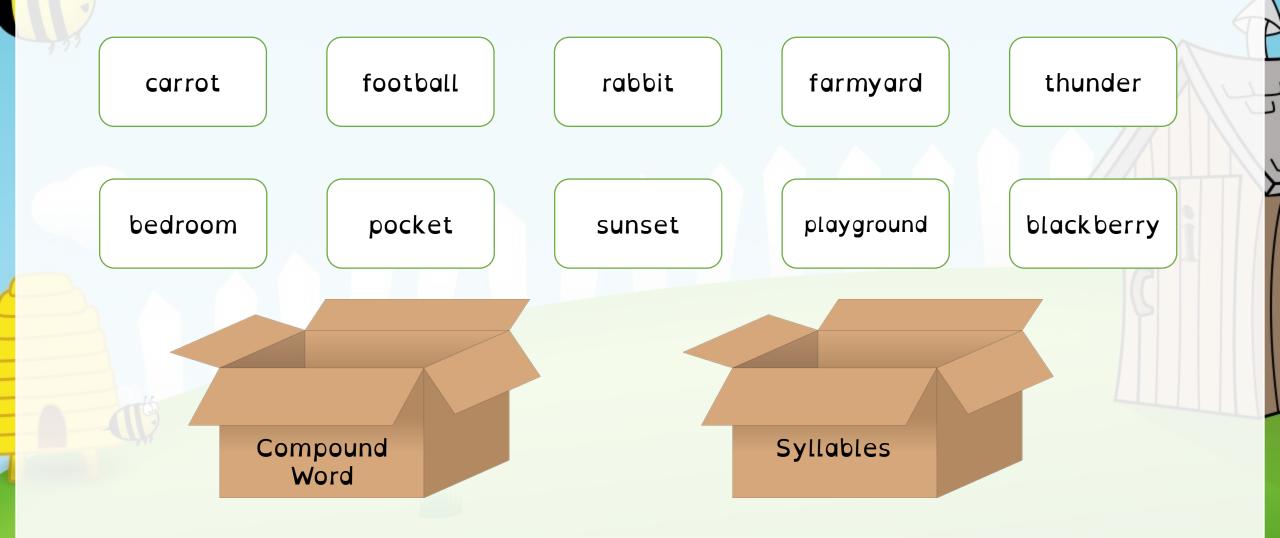
Stage: 1 List: 8

Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear. Sometimes words can be joined together to form compound words.

|   |                              | have an unstressed syllable in which the vowel sound<br>ned together to form compound words.  |
|---|------------------------------|---|
| Spellings<br>pocket<br>rabbit           | Introduction                 | Words of more than one syllable often have an unstressed syllable in<br>which the vowel sound is unclear. Sometimes words can be joined<br>together to form compound words so this lesson is all about breaking<br>words up into smaller parts. Using a clap or a musical instrument, beat<br>out the syllables in this weeks words with the children.                        |
| carrot<br>thunder<br>sunset<br>football | Main<br>Teaching<br>Activity | Ask the children to cut out this weeks words, mix up and sort into<br>words that can be broken into other words without changing the<br>sounds (compound words), and those that can only be broken into<br>syllables. A printable grid can be found at end of this lesson.<br>N.B. Carrot cannot be split into 'car' and 'rot' because the<br>pronunciation of 'car' changes. |
| playgroundfarmyardbedroomblackberry     | Independent<br>Activity      | The children should work independently or in groups to colour the<br>parts of their words to show the syllables. Answers are given but as<br>pronunciation may vary by local dialect, please adjust this as<br>necessary.   |

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Sort the words by whether they are a compound word that can be split up to make other words (without changing any sounds) or can only be split into syllables.

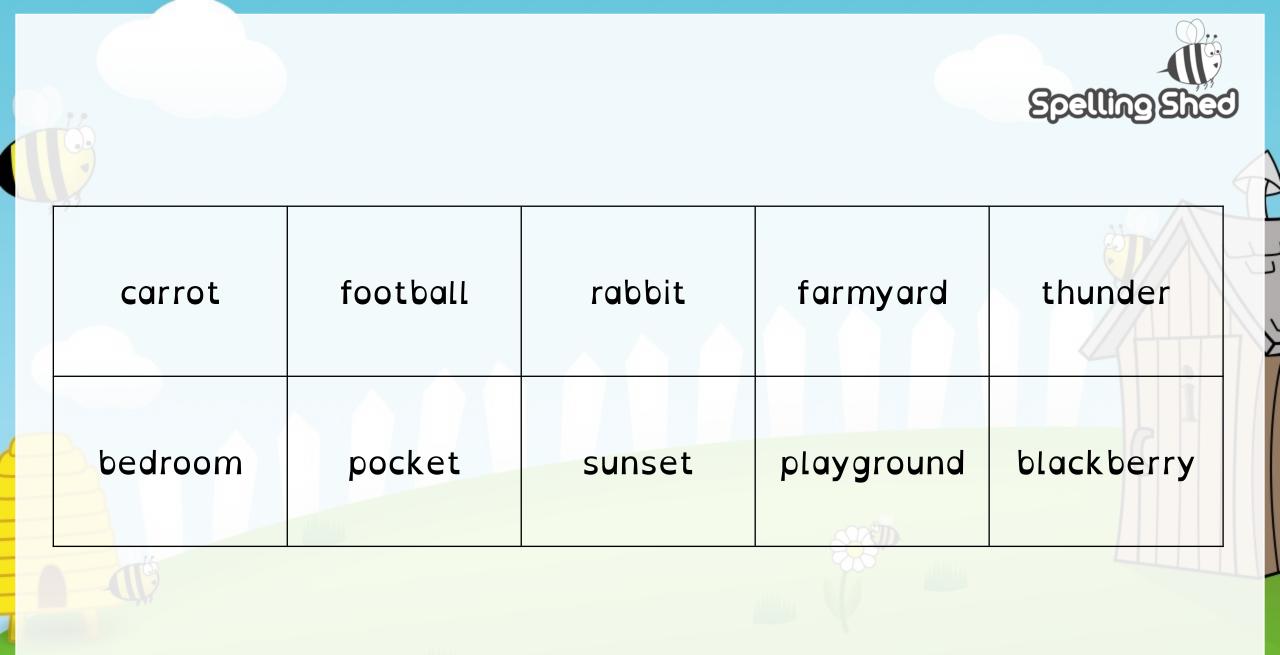


Roullad

| Stage: 1<br>List: 8    |       |                         | ole often have an unstr<br>an be joined together t |                         | ds.  | Spelling Sheet          |
|------------------------|-------|-------------------------|--|-------------------------|--|-------------------------|
|                        | nume. |                         |  |                         |  |                         |
| Spellings              |       | 1 <sup>st</sup> Attempt | 2 <sup>nd</sup> Attempt                            | 3 <sup>rd</sup> Attempt | 4 <sup>th</sup> Attempt  | 5 <sup>th</sup> Attempt |
| pocket                 |       |                         |  |                         |  |                         |
| rabbit                 |       |                         |  |                         |  |                         |
| carrot                 |       |                         |  |                         |  |                         |
| thunder                |       |                         |  |                         |  |                         |
| sunset                 |       |                         |  |                         |  | 7                       |
| football               |       |                         |  |                         |  | 6                       |
| <mark>play</mark> grou | nd    | a put the second        |  |                         | ST NO ST |                         |
| farmyara               | 1     |                         |  |                         |  |                         |
| bedroom                |       |                         |  |                         |  |                         |
| blackber               | ry    |                         |  |                         |  |                         |

|            | ore than one syllable often have ar<br>Sometimes words can be joined tog |                       |                       | Spelling Shed  |
|------------|--|-----------------------|-----------------------|----------------|
|            |  |                       |                       |                |
| Spellings  | For each of your wo  | ords can you mark the | e syllables with airi | erent colours? |
| pocket     |  |                       |                       |                |
| rabbit     | carrot   | football              | rabbit                | farmyard       |
| carrot     |  |                       |                       |                |
| thunder    |  |                       |                       |                |
| sunset     | bedroom  | pocket                | sunset                | playaround     |
| football   |  | pocket                | SUIISCL               | playground     |
| playground |  |                       |                       |                |
| farmyard   |  |                       |                       |                |
| bedroom    | thunder  | blackberry            | N Y                   |                |
| blackberry |  |                       |                       |                |

| Stage: 1               | Words of more than is unclear. Sometime |                             |                           |                        |                |
|------------------------|---|-----------------------------|---------------------------|------------------------|----------------|
| List: 8                | Answers (adjust for                     | local dialect if necessary) |                           |                        | Certs Culleds  |
| <u>O</u>               |   |                             |                           |                        |                |
| Spellings              | 5                                       | For each of your wo         | ords can you mark the     | e syllables with diffe | erent colours? |
| pocket                 |   |                             |                           |                        | Ö              |
| rabbit                 |   | <mark>carrot</mark>         | football                  | rabb <mark>it</mark>   | farmyard       |
| carrot                 |   |                             |                           |                        |                |
| thunder                |   |                             |                           |                        |                |
| sunset                 |   | bedroom                     | pocket                    | sunset                 | playground     |
| football               |   |                             |                           | Julioce                |                |
| <mark>pla</mark> ygrou | Ind                                     |                             |                           |                        |                |
| farmyard               | k                                       |                             |                           |                        |                |
| bedroom                |   | thunder                     | black <mark>be</mark> rry |                        |                |
| blackber               | ry                                      |                             |                           |                        |                |



Stage: 1 List: 9

The /ar/ digraph. This digraph may be used at the beginning, middle or end of words.

| Stage: 1The /ar/ digraph. ThList: 9   | is digraph may be u          | sed at the beginning, middle or end of words.  |
|---------------------------------------|------------------------------|--|
| Spellings<br>car                      | Introduction                 | The /ar/ digraph. This digraph may be used at the beginning, middle or end of words.   |
| park<br>garden<br>dark<br>army<br>jar | Main<br>Teaching<br>Activity | Get the children to come up and circle the /ar/ sound in each word.<br>What do they notice? The sound can be found at the beginning,<br>middle or end of words.<br>Discuss the /ar/ sound with the children, can they think of any<br>more words that contain the sound? Bark, far, tar, charm, sharp,<br>starve, large. |
| arm<br>hard<br>stars<br>yard          | Independent<br>Activity      | Get the children to match the words to the definitions. They can<br>either draw lines between them or copy the words down and<br>write the definitions with them.<br>Share the definitions and discuss any unknown words.  |

|                | The /ar/ digraph. Th<br>Name: | nis digraph may be | used at the beginn      | ning, mid | dle or end of words.                         | Spelling Shed                           |
|----------------|-------------------------------|--------------------|-------------------------|-----------|--|---|
| Spellings      |                               |                    |                         |           | on your white boo<br>for each word ne        |   |
| car<br>park    |                               | A veh              | icle.                   |           | A place with<br>swings and a<br>slide.       | A place where<br>flowers often<br>grow. |
| garden<br>dark |                               |                    | The opposi<br>of light. | te        | Soldiers that protect the                    | This often has                          |
| army<br>jar    |                               | Your ho            |                         |           | country and fight wars.                      | jam inside it.                          |
| arm<br>hard    | punit.                        | attached<br>limt   |                         |           | There are                                    | An American<br>word for                 |
| stars<br>yard  |                               |                    | osite of<br>ft.         |           | millions of<br>these in the<br>sky at night. | garden or<br>outside space.             |

| Stage: 1<br>List: 9    | The /ar/ digraph. The /ar/ digraph. | nis digraph may be used at the b              | peginning, midc | lle or end of words.                        | Confileds  |
|------------------------|-------------------------------------|---|-----------------|---|--|
| Spelling               | S                                   | -   |                 | n your white boo<br>for each word ne        | ext to it.   |
| car<br>park            |                                     | A vehicle.                                    |                 | A place with<br>swings and a<br>slide. park | A place where<br>flowers often<br>grow. garden         |
| garden<br>dark<br>army |                                     | The op<br>of light                            | -               | Soldiers that<br>protect the<br>country and | This often has   |
| jar<br>arm             |                                     | Your hand is<br>attached to this<br>limb. arm |                 | fight wars.                                 | jam inside it.<br>jar                                  |
| hard<br>stars          |                                     | The opposite of                               |                 | There are<br>millions of<br>these in the    | An American<br>word for<br>garden or<br>outside space. |
| yard                   |                                     | soft. hard                                    |                 | sky at night. s                             | tars yard  |

| Stage: 1 The | /ar/ digraph. This digraph | may be used at the be   | ginning, middle or end  | of words.               |                         |
|--------------|----------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| List: 9 Nam  | ne:                        |                         |                         |                         | SpellingShee            |
| 0            |                            |                         |                         |                         |                         |
| Spellings    | 1 <sup>st</sup> Attempt    | 2 <sup>nd</sup> Attempt | 3 <sup>rd</sup> Attempt | 4 <sup>th</sup> Attempt | 5 <sup>th</sup> Attempt |
| car          |                            |                         |                         |                         |                         |
| park         |                            |                         |                         |                         |                         |
| garden       |                            |                         |                         |                         |                         |
| dark         |                            |                         |                         |                         |                         |
| army         |                            |                         |                         |                         | 2                       |
| jar          |                            |                         |                         |                         | 6                       |
| arm          |                            |                         |                         |                         |                         |
| hard         |                            |                         |                         |                         |                         |
| stars        |                            |                         |                         |                         |                         |
| yard         |                            |                         |                         |                         |                         |

| Stage: 1 | The /ar/ digraph. T | his digraph may be used at the beginr | ning, middle or end of words.                  |  |
|----------|---------------------|---------------------------------------|--|--|
| List: 9  | Name:               |                                       |  | Certs Culleds                              |
| 0        |                     |                                       |  |  |
| Spelling | js                  | Where does the /ar/ contract column   | ome in your words? So<br>. (Can you add some m | ort your spellings into nore of your own?) |
| car      |                     | Beginning                             | Middle   | End  |
| park     |                     |                                       |  |  |
| garden   |                     |                                       |  |  |
| dark     |                     |                                       |  |  |
| army     |                     |                                       |  |  |
| jar      |                     |                                       |  |  |
| arm      | puture.             |                                       |  |  |
| hard     |                     |                                       |  |  |
| stars    |                     |                                       |  |  |
| yard     |                     |                                       |  |  |

| Stage: 1<br>List: 9 | The /ar/ digraph. T Answers: | his digraph may be used at the beg | inning, middle or end of words.                  | Contractions |
|---------------------|------------------------------|------------------------------------|--|--------------|
| Ó                   |                              |                                    |  |              |
| Spelling            | js                           |                                    | come in your words? S<br>nn. (Can you add some r |              |
| car                 |                              | Beginning                          | Middle   | End          |
| park                |                              | army                               | car  | stars        |
| garden              |                              | arm                                | park   |              |
| dark                |                              |                                    | garden<br>dark                                   |              |
| army                |                              |                                    | jar<br>hard                                      |              |
| jar                 |                              |                                    | yard   |              |
| arm                 |                              |                                    |  |              |
| hard                |                              |                                    |  |              |
| stars               |                              |                                    |  |              |
| yard                |                              |                                    |  |              |

Stage: 1 List: 10

Long vowel sound /e/ spelt ee. The letters 'ee' make a long vowel sound like in the word see.

| Stage: 1Long vowel sound a<br>This is a common vo<br>sometimes at the e | vay of spelling the so       | ers 'ee' make a long vowel sound like in the word see.<br>bund and is found in the middle of words and   |
|---|------------------------------|--|
| Spellings<br>feel   | Introduction                 | Long vowel sound /e/ spelt ee. The letters 'ee' make a long vowel<br>sound like in the word see. This is a common way of spelling the<br>sound and is found in the middle of words and sometimes at the<br>end.  |
| tree<br>green<br>meet<br>week<br>see                                    | Main<br>Teaching<br>Activity | Ask the children to copy down the words and circle the common<br>sound in each. How is it spelled? Can they think of any more words<br>with 'ee' in them?<br>Show the children the slide with the words with missing 'ee' sounds.<br>They need to add 'ee' to those letters to create a word. So fl needs<br>ee in the middle to make feel, grn needs ee in the middle to make<br>green. The letters are in the order they appear in the final word. |
| free<br>sheet<br>feet<br>seek   | Independent<br>Activity      | Get children to work in small groups, one child picks one of the<br>spelling list words and writes the first letter on a mini whiteboard,<br>then passes the board to their left, the next child writes the next<br>letter of the word and so on until the word is complete.<br>The child that writes the final letter checks the spelling is correct<br>and then picks another word from the board to start again.                                  |

| Stage: 1<br>List: 10 | Name: |     | long vowel sound like in the word see           | Spelling Shee |
|----------------------|-------|-----|---|---------------|
| 0                    |       |     |   |               |
| Spellings            | 5     |     |   |               |
| feel                 |       | C 1 |   | Ö             |
| tree                 |       | fl  | tr  | grn           |
| green                |       |     |   |               |
| meet                 |       | mt  | Add the missing 'ee'                            | wk            |
| week                 |       |     | sound to these letters<br>to create words. Some |               |
| see                  |       |     | might go in the middle<br>and some at the end   | £             |
| free                 |       | S   |   | fr            |
| sheet 6              |       |     |   |               |
| feet                 |       | sht | ft  | sk            |
| seek                 |       |     |   |               |

| Stage: 1<br>List: 10 | Long vowel sound /<br>Answers: | e/ spelt ee. The letters 'ee' make a l | ong vowel sound like in the word s            | ee.<br>Spelling Shed |
|----------------------|--------------------------------|--|---|----------------------|
| 0                    |                                |  |   |                      |
| Spellings            | 5                              |  |   |                      |
| feel                 |                                | fool                                   |   |                      |
| tree                 |                                | feel                                   | tree  | green                |
| green                |                                |  |   |                      |
| meet                 |                                | meet                                   | Add the missing 'ee' sound to these letters   | week                 |
| week                 |                                |  | to create words. Some                         | 6                    |
| see                  |                                | <b>C</b> 0 0                           | might go in the middle<br>and some at the end | froo                 |
| free                 |                                | see                                    |   | free                 |
| sheet                |                                |  | 900   |                      |
| feet                 |                                | sheet                                  | feet  | seek                 |
| seek                 |                                |  |   |                      |

| Stage: 1 Lor | ng vowel sound /e/ spelt ee | e. The letters 'ee' make a | a long vowel sound like | in the word see.        |                         |
|--------------|-----------------------------|----------------------------|-------------------------|-------------------------|-------------------------|
| List: 10 Na  | me:                         |                            |                         |                         | Spelling Shee           |
| 0            |                             |                            |                         |                         |                         |
| Spellings    | 1 <sup>st</sup> Attempt     | 2 <sup>nd</sup> Attempt    | 3 <sup>rd</sup> Attempt | 4 <sup>th</sup> Attempt | 5 <sup>th</sup> Attempt |
| feel         |                             |                            |                         |                         |                         |
| tree         |                             |                            |                         |                         |                         |
| green        |                             |                            |                         |                         |                         |
| meet         |                             |                            |                         |                         |                         |
| week         |                             |                            |                         |                         | 7                       |
| see          |                             |                            |                         |                         | ß                       |
| free         | pining                      |                            |                         | CO COL                  |                         |
| sheet        |                             |                            |                         |                         |                         |
| feet         |                             |                            |                         | V                       |                         |
| seek         |                             | 1 11                       |                         |                         |                         |

| Stage: 1  | Long vowel sound | /e/ spelt ee. The letters 'ee' make a long vowel sound like in the word see. |
|-----------|------------------|--|
| List: 10  | Name:            | Certe Cuillege   |
| <u>C</u>  |                  |  |
| Spellings |                  | Write the correct spelling into each sentence.                               |
| feel      |                  | I wear shoes on my   |
| tree      |                  | A has seven days.  |
| green     |                  |  |
| meet      |                  | The branches on the are covered withleaves                                   |
| week      |                  | The grass is   |
| see       |                  | My teacher needs glasses to  |
| free      | a particular     | I proud when I get the answers right.  |
| sheet     |                  | It is polite to shake hands when you someone new.                            |
| feet      |                  |  |
| seek      |                  | Sometimes we play hide and at playtimes.                                     |

| Stage: 1 Long vowel sound | I /e/ spelt ee. The letters 'ee' make a long vowel sound like in the word see. |
|---------------------------|--|
| List: 10 Answers:         | Certe Culleds  |
|                           |  |
| Spellings                 | Write the correct spelling into each sentence.                                 |
| feel                      | I wear shoes on my _feet   |
| tree                      | A _week_ has seven days.   |
| green                     |  |
| meet                      | The branches on the _tree_ are covered with _green_ leaves.                    |
| week                      | The grass is _green  |
| see                       | My teacher needs glasses to _see   |
| free                      | I <u>feel</u> proud when I get the answers right.                              |
| sheet                     | It is polite to shake hands when you <u>meet</u> someone new.                  |
| feet                      |  |
| seek                      | Sometimes we play hide and _seek_ at playtimes.                                |

Stage: 1 List: 11

The vowel digraph 'er'. In these words the sound is stressed.

| Stage: 1The vowel digraph 'List: 11 | er'. In these words          | the sound is stressed.  |  |  |  |  |  |  |  |
|-------------------------------------|------------------------------|---|--|--|--|--|--|--|--|
| Spellings<br>herb                   | Introduction                 | In this week's spellings they each have the /er/ sound which is stressed in the word. This does not always happen, there are exceptions.  |  |  |  |  |  |  |  |
| her<br>person                       | Main<br>Teaching<br>Activity | Show children the power point slide with the mixed up<br>beginnings and endings. Click the mouse to hide the spelling<br>list and see if children can copy down the correct beginning |  |  |  |  |  |  |  |
| stern                               |                              | and end to create the spelling list!<br>Share the words created and discuss any errors or   |  |  |  |  |  |  |  |
| verse<br>verb                       | Independent                  | misconceptions.         Get children to try and create two new words from the letters   |  |  |  |  |  |  |  |
| term<br>germ                        | Activity                     | within a spelling list word.<br>For example:  |  |  |  |  |  |  |  |
| perch<br>yesterday                  |                              | yesterday – say – yes<br>person - son - pore  |  |  |  |  |  |  |  |

|               | aph 'er'. In t | hese words the | sound is stressed.               |      |                 |
|---------------|----------------|----------------|----------------------------------|------|-----------------|
| ist: 11 Name: |                |                |                                  |      | Spelling Shed   |
|               |                |                | Click to hide the spelling list! |      |                 |
|               |                | he             |                                  | er   | Match the       |
|               |                | h              |                                  | se   | beginning sound |
|               |                | per            |                                  | m    | to its ending.  |
|               |                | st             |                                  | rday |                 |
|               |                | ver            |                                  | rb   |                 |
|               |                | ver            |                                  | ern  |                 |
|               |                | t              |                                  | erm  |                 |
|               |                | ger            |                                  | erch |                 |
|               |                | p              |                                  | b    |                 |
|               |                | yeste          |                                  | son  |                 |

| Stage: 1 | The vowel digraph 'e | er'. In these words the | sound is stressed. |      |                           |
|----------|----------------------|-------------------------|--------------------|------|---------------------------|
| List: 11 | Answers:             |                         |                    |      | Confilling Sheet          |
| 0        |                      |                         | Click to hide the  |      |                           |
| Spelling | 5                    | he                      | spelling list!     | er   |                           |
| herb     |                      | h                       |                    | se   | Match the beginning sound |
| her      |                      | per                     |                    | m    | to its ending.            |
| person   |                      | st                      |                    | rday |                           |
| stern    |                      | ver                     |                    | rb   |                           |
| verse    |                      | ver                     |                    | ern  |                           |
| verb     |                      | t                       |                    | erm  |                           |
| term     |                      |                         |                    | erch |                           |
| germ 👘   |                      | ger                     |                    | b    |                           |
| perch    |                      | 9                       |                    | son  |                           |
| yesterd  | vc                   | yeste                   |                    |      |                           |

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| Stage: 1 The v | owel digraph er. In thes | e words the sound is st | ressed.                 |                         |                         |
|----------------|--------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| List: 11 Name  | 2:                       |                         |                         |                         | barte onillage          |
| 0              |                          |                         |                         |                         |                         |
| Spellings      | 1 <sup>st</sup> Attempt  | 2 <sup>nd</sup> Attempt | 3 <sup>rd</sup> Attempt | 4 <sup>th</sup> Attempt | 5 <sup>th</sup> Attempt |
| herb           |                          |                         |                         |                         |                         |
| her            |                          |                         |                         |                         |                         |
| person         |                          |                         |                         |                         |                         |
| stern          |                          |                         |                         |                         |                         |
| verse          |                          |                         |                         |                         | 7                       |
| verb           |                          |                         |                         |                         | 6                       |
| term           |                          |                         |                         | S CD                    |                         |
| germ           |                          |                         |                         |                         |                         |
| perch          |                          |                         |                         | V.                      |                         |
| yesterday      |                          |                         |                         |                         |                         |

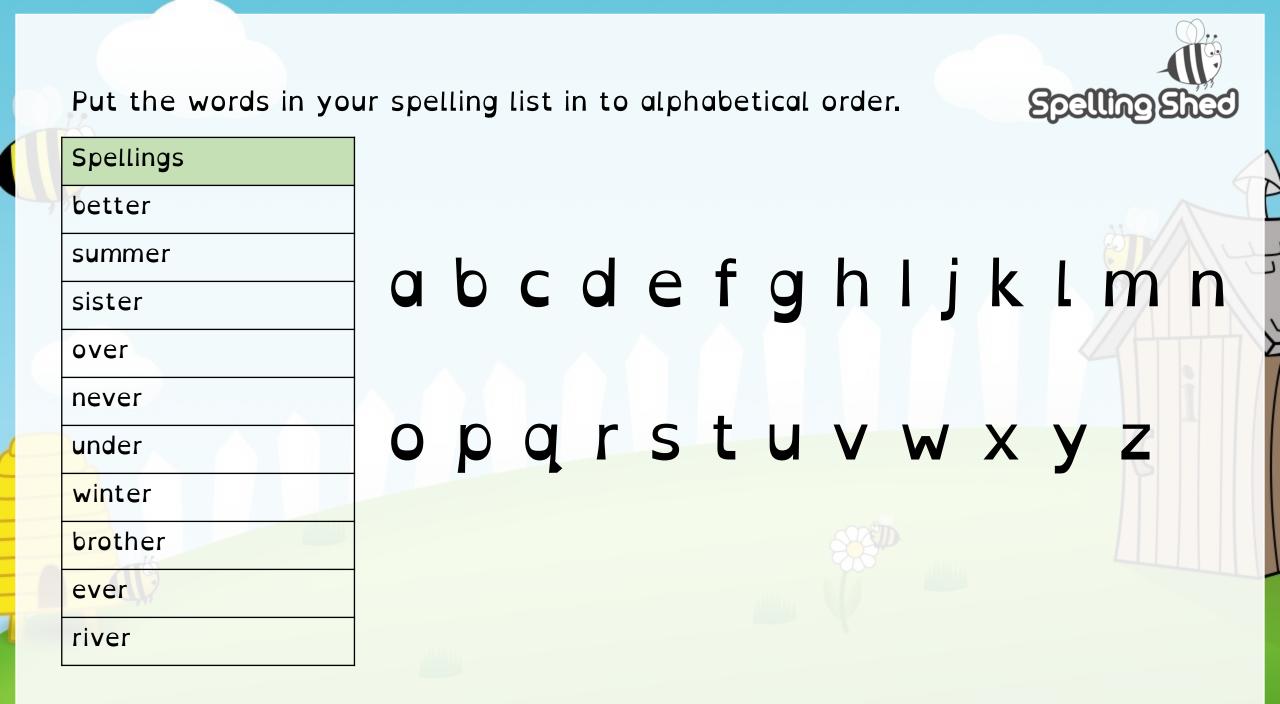
| Stage: 1  | The vowel digraph e | er. In the | ese wo   | ords th | ne sou | nd is | stress | sed. |   |   |   |   |   |          |   |          |      | Ø.        |          |
|-----------|---------------------|------------|--|---------|--------|-------|--------|------|---|---|---|---|---|----------|---|----------|------|-----------|----------|
| List: 11  | Name:               |            |  |         |        |       |        |      |   |   |   |   |   |          | S |          | no e | -<br>Inec | <b>)</b> |
| <u>O</u>  |                     |            |  |         |        |       |        |      |   |   |   |   |   |          |   |          | U    |           |          |
| Spellings |                     |            | Find and unscramble your spellings in the grids. |         |        |       |        |      |   |   |   |   |   |          |   |          |      |           |          |
| herb      | herb                |            |  |         |        |       |        |      |   |   |   |   |   |          |   |          |      |           |          |
| her       |                     | S          | r  | 0       | e      | p     | n      |      | S | r | е | е | V |          |   |          |      |           |          |
| person    |                     |            |  |         |        |       |        |      |   |   |   |   |   |          |   |          |      |           |          |
| stern     |                     | n          | r  | e       | t      | S     |        | t    | r | e | m |   | m | r        | e | g        |      |           |          |
| verse     |                     |            |  | -       |        |       |        |      |   |   |   |   |   |          |   | 5        |      |           |          |
| verb      |                     |            |  |         |        |       |        |      |   |   |   |   |   | -        | - |          |      |           |          |
| term      | phone in            | e          | r  | V       | b      |       |        | C    | r | e | p | h |   | е        | h | r        |      |           |          |
| germ      |                     |            |  |         |        |       |        |      |   |   |   | 3 |   |          |   |          |      |           | 1        |
| perch     |                     | e          | r  | h       | b      | ]     |        | e    | t | r | d | S | e | у        | a | у        |      |           |          |
| yesterday | /                   |            |  |         |        |       |        |      |   |   |   |   |   | <b>y</b> |   | <b>y</b> |      |           |          |

| Stage: 1 | The vowel digraph | er. In the | ese w  | ords t | he so  | und is | stres | sed.    |        |        |        |        |        |        |        |        |        | 13  |
|----------|-------------------|------------|--------|--------|--------|--------|-------|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-----|
| List: 11 | Answers:          |            |        |        |        |        |       |         |        |        |        |        |        |        | S      |        | 2<br>D | heo |
| Ó        |                   |            |        |        |        |        |       |         |        |        |        |        |        |        | •      |        |        |     |
| Spelling | s                 |            | I      | Find   | and    | uns    | scra  | mble    | e yo   | ur s   | pelli  | ngs    | in t   | he g   | grids  | -      |        |     |
| herb     |                   |            |        |        |        |        |       |         |        |        |        |        |        |        |        |        |        |     |
| her      |                   | S          | r      | 0      | е      | p      | n     |         | S      | r      | e      | e      | V      |        |        |        |        |     |
| person   |                   | p          | e      | r      | S      | 0      | n     |         | V      | e      | r      | S      | е      |        |        |        |        |     |
| stern    |                   | n          | r      | e      | t      | s      | 1     | t       | r      | е      | m      |        | m      | r      | е      | a      |        |     |
| verse    |                   | S          | t      | e      | r      | n      |       | t       | e      | r      | m      |        | g      | e      | r      | g<br>m |        |     |
| verb     |                   |            |        |        | -      |        | _     |         |        |        |        |        |        |        |        |        |        |     |
| term     | p 10 p            | e          | r      | v      | b      |        |       | С       | r      | e      | p      | h      |        | e      | h      | r      |        |     |
| germ     |                   | V          | e      | r      | b      |        |       | p       | e      | r      | C      | h      |        | h      | e      | r      |        |     |
| perch    |                   |            |        |        |        | -      |       | <b></b> | 1      | Vilu   | V      | 1      |        |        |        |        | 1      |     |
| yesterd  | ay                | e<br>h     | r<br>e | h<br>r | 6<br>6 | -      |       | e<br>V  | t<br>e | r<br>S | d<br>t | s<br>e | e<br>r | y<br>d | a<br>0 | y<br>y |        |     |

Stage: 1 List: 12

The vowel digraph 'er'. In these words the sound is unstressed and found at the end of words.

| Stage: 1<br>List: 12 | The vowel digraph<br>words. | 'er'. In these words    | the sound is unstressed and found at the end of  |  |  |
|----------------------|-----------------------------|-------------------------|--|--|--|
|                      |                             |                         | Spelling Sheo  |  |  |
| 0.                   |                             | Introduction            | The vowel digraph 'er'. In these words the sound is unstressed and   |  |  |
| Spelling             | S                           |                         | found at the end of words.   |  |  |
| better               | better                      |                         |  |  |  |
| summer               | summer                      |                         | Ask the children to copy the words from the spelling list and put them in alphabetical order – use the slide with the alphabet on if         |  |  |
| sister               | sister                      |                         | support is required.   |  |  |
| over                 | over                        |                         | Discuss the order and any misconceptions.  |  |  |
| never                |                             |                         |  |  |  |
| under                |                             | Independent<br>Activity | Play a word version of noughts and crosses – each partner chooses a word from the spelling list and has to try and get three of their chosen |  |  |
| winter               |                             |                         | word in a row. Winner has three in a row, all spelled correctly. Start again with new words.   |  |  |
| brother              |                             |                         |  |  |  |
| ever                 |                             |                         |  |  |  |
| river                |                             |                         |  |  |  |



#### Answers:

Put the words in your spelling list in to alphabetical order.



#### Spellings

better

brother

ever

never

over

river

sister

summer

under

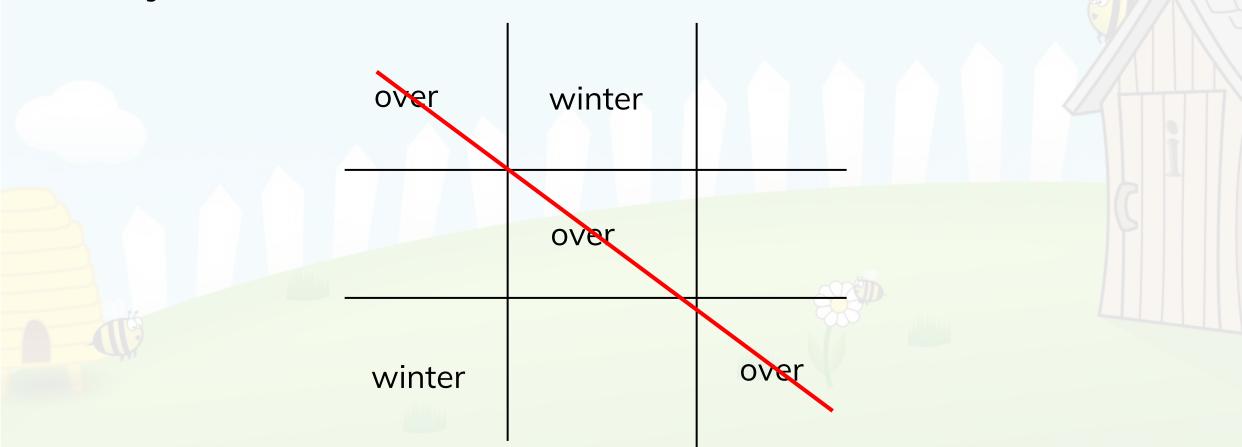
winter

#### abcdefghljklmn

#### opqrstuvwxyz

Play a word version of noughts and crosses:

- Each partner chooses a word from the spelling list and has to try and get three of their chosen word in a row.
- Winner has three in a row, all spelled correctly.
- Start again with new words.



| Stage: 1  | The vov<br>words. | at the end of           |                         |                         |                         |                         |
|-----------|-------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| List: 12  | Name:             |                         |                         |                         |                         | Spelling Shee           |
| 0.        |                   |                         |                         |                         |                         |                         |
| Spellings | 5                 | 1 <sup>st</sup> Attempt | 2 <sup>nd</sup> Attempt | 3 <sup>rd</sup> Attempt | 4 <sup>th</sup> Attempt | 5 <sup>th</sup> Attempt |
| better    |                   |                         |                         |                         |                         |                         |
| summer    |                   |                         |                         |                         |                         |                         |
| sister    |                   |                         |                         |                         |                         |                         |
| over      |                   |                         |                         |                         |                         |                         |
| never     |                   |                         |                         |                         |                         | 2                       |
| under     |                   |                         |                         |                         |                         | 6                       |
| winter    |                   | pilling .               |                         |                         | CO COL                  |                         |
| brother   |                   |                         |                         |                         |                         |                         |
| ever      |                   |                         |                         |                         | V                       |                         |
| river     |                   | 19 A.                   | 11                      |                         |                         |                         |

| Stage: 1<br>List: 12 | The vowel digraph 'e<br>words.<br>Name: | er'. In these words the sound is unstress | ed and found at the end of | Confileds          |
|----------------------|---|---|----------------------------|--------------------|
|                      |   |   |                            |                    |
| Spellings            | S                                       | Read through yo                           | ur spellings. Then co      | over them up.      |
| better               |   | Circle the correct sp                     | belling in each row c      | of the grid below. |
| summer               |   | beter                                     | better                     | bettre             |
| sister               |   | summer                                    | sumer                      | sumerr             |
| over                 |   | sista                                     | sister                     | sisster            |
| never                |   | ovver                                     | overr                      | over               |
| under                |   | nevver                                    | never                      | neverr             |
| winter               |   | underr                                    | undder                     | under              |
|                      |   | winter                                    | winnter                    | wintter            |
| brother              |   | brothher                                  | brrother                   | brother            |
| ever                 |   | everr                                     | ever                       | evver              |
| river                |   | river                                     | rivver                     | riverr             |

| Stage: 1The vowel digraph<br>words.List: 12Answers: | 'er'. In these words the sound is uns | tressed and found at the end of                     | Cent Confileds                      |
|---|---------------------------------------|---|-------------------------------------|
| Spellings<br>better                                 | Read through<br>Circle the correc     | your spellings. Then co<br>t spelling in each row o | over them up.<br>If the grid below. |
| summer  | beter                                 | better  | bettre                              |
| sister  | summer                                | sumer   | sumerr                              |
| over  | sista                                 | sister  | sisster                             |
| never   | ovver                                 | overr   | over                                |
| under   | underr                                | undder  | neverr                              |
| winter  | winter                                | winnter   | wintter                             |
| brother   | brothher                              | brrother  | brother                             |
| ever  | everr                                 | ever  | evver                               |
| river   | river                                 | rivver  | riverr                              |

Stage: 1 List: 13

The /ai/ and /oi/ digraphs. These digraphs are virtually never used at the end of words in English.

| Stage: 1The /ai/ and /oi/ digr<br>English.List: 13 | aphs. These digrap           | hs are virtually never used at the end of words in   |  |
|--|------------------------------|--|--|
| Spellings<br>rain                                  | Introduction                 | The digraphs 'ai' and 'oi' are almost always found in the middle of words, but occasionally at the start of words.   |  |
| train<br>afraid<br>join                            | Main<br>Teaching<br>Activity | Show the children the list of words and ask them to sort them according to the sound /ai/ or /oi/.<br>Share and discuss results and misconceptions. Get the children to come up and draw lines from the words to the correct boxes.  |  |
| point wait paid oil coin soil                      | Independent<br>Activity      | <ul> <li>Play word bingo – get each child to draw a noughts and crosses board to create 6 boxes on their white board. Ask them to write down 6 of the words on the powerpoint.</li> <li>Teacher randomly picks a word and says it as part of a sentence children need to work out if they have the word (and double check they have the correct spelling) and cross it off. First to find all 6 wins.</li> </ul> |  |



Sort the spelling list according to the sounds in the words.

| rain | train | afraid | join | point |
|------|-------|--------|------|-------|
| wait | paid  | oil    | coin | soil  |

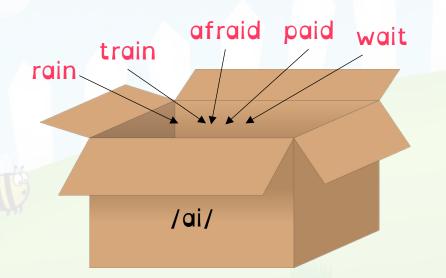


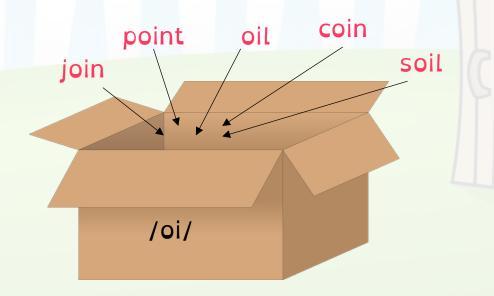


Sort the spelling list according to the sounds in the words.

#### Answers:

| rain | train | afraid | join | point |
|------|-------|--------|------|-------|
| wait | paid  | oil    | coin | soil  |





| Stage: 1 | The /ai/<br>English | ' and /oi/ digraphs. The | se digraphs are virtuall | y never used at the end |                         |                         |
|----------|---------------------|--------------------------|--------------------------|-------------------------|-------------------------|-------------------------|
| List: 13 | Name:               |                          |                          |                         |                         | Spelling Shed           |
| 0        |                     |                          |                          |                         |                         |                         |
| Spelling | 5                   | 1 <sup>st</sup> Attempt  | 2 <sup>nd</sup> Attempt  | 3 <sup>rd</sup> Attempt | 4 <sup>th</sup> Attempt | 5 <sup>th</sup> Attempt |
| rain     |                     |                          |                          |                         |                         | Ö                       |
| train    |                     |                          |                          |                         |                         |                         |
| afraid   |                     |                          |                          |                         |                         |                         |
| join     |                     |                          |                          |                         |                         |                         |
| point    |                     |                          |                          |                         |                         | 2                       |
| wait     |                     |                          |                          |                         |                         | L.                      |
| paid     |                     |                          |                          |                         |                         |                         |
| oil      |                     |                          |                          |                         |                         |                         |
| coin     |                     |                          |                          |                         |                         |                         |
| soil     |                     |                          |                          |                         |                         |                         |

| Stage: 1<br>List: 13<br>Name: | English.  |                         |            |  |  |  |  |  |
|-------------------------------|-----------|-------------------------|------------|--|--|--|--|--|
| Spellings                     | Read your | spellings and then cov  | er them up |  |  |  |  |  |
| rain                          |           | _                       | Ö          |  |  |  |  |  |
| train                         | n         | pnt                     | pd         |  |  |  |  |  |
| afraid                        |           |                         |            |  |  |  |  |  |
| join                          | tr n      |                         |            |  |  |  |  |  |
| point                         |           | Add the missing digraph |            |  |  |  |  |  |
| wait                          | afr d     | to complete             | C D        |  |  |  |  |  |
| paid                          | afr_d     | each word.              | C!!        |  |  |  |  |  |
| oil                           |           |                         |            |  |  |  |  |  |
| coin                          | i n       | w t                     | S L        |  |  |  |  |  |
| soil                          |           |                         |            |  |  |  |  |  |

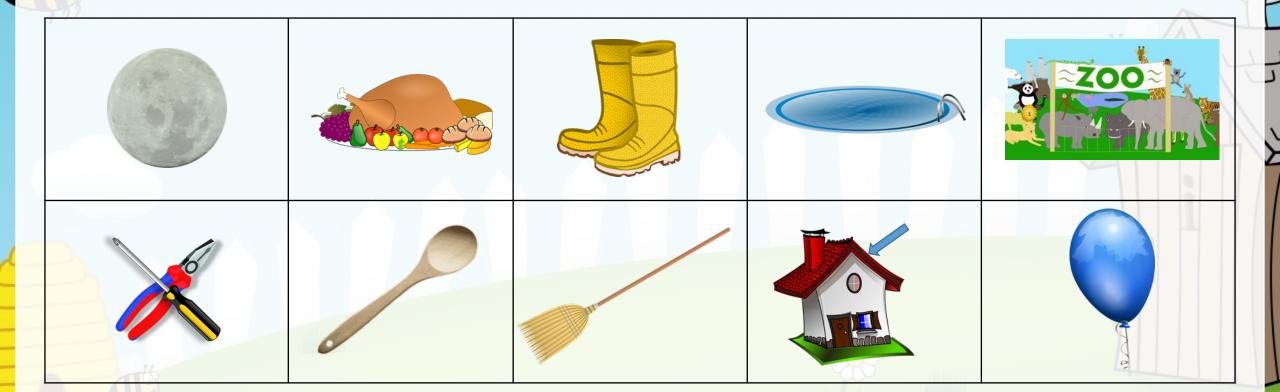
| Stage: 1The /ai/ and /oi/ a<br>English.List: 13Answers:Spellings | English.<br>ist: 13<br>Answers: |                            |               |  |  |  |  |  |
|--|---------------------------------|----------------------------|---------------|--|--|--|--|--|
| rain<br>train<br>afraid  | r <u>ai</u> n                   | p <u>oi</u> nt             | paid          |  |  |  |  |  |
| join<br>point  | tr <u>ai</u> n                  | Add the<br>missing digraph | oil           |  |  |  |  |  |
| wait<br>paid<br>oil  | afr <u>ai</u> d                 | to complete<br>each word.  | c <u>oi</u> n |  |  |  |  |  |
| coin<br>soil   | j <u>oi</u> n                   | w <u>ai</u> t              | s <u>oi</u> l |  |  |  |  |  |

Stage: 1 List: 14

The long vowel sound /oo/ as in zoo.

| Stage: 1The long vowel souList: 14 | nd /oo/ as in zoo.      | bed goillegs   |  |  |  |
|------------------------------------|-------------------------|--|--|--|--|
| Spellings<br>food                  | Introduction            | The long vowel sound /oo/ is found in the middle and at the end of words, it is not found at the start of virtually any English words.                     |  |  |  |
| moon                               | Main<br>Teaching        | Ask the children to write down as many /oo/ words as they can in 2 minutes, they can work in pairs.  |  |  |  |
| soon<br>boots                      | Activity                | Share the words they have come up with and discuss misconceptions or errors.   |  |  |  |
| afternoon<br>pool<br>zoo           | Independent<br>Activity | Children play /oo/ snap or pelmanism, print out two sets of cards<br>and children play in small groups. When they get a pair they need<br>to spell it out. |  |  |  |
| tool<br>spoon                      |                         |  |  |  |  |
| boom                               | N <sup>III</sup> III    |  |  |  |  |

Print two sets of cards and in pairs children play snap, when they get a pair, they need to write the spelling on their whiteboard.





| Stage: 1<br>List: 14 |   |                         |                         |                         |                         |                         |
|----------------------|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| Spettings            |   | 1 <sup>st</sup> Attempt | 2 <sup>nd</sup> Attempt | 3 <sup>rd</sup> Attempt | 4 <sup>th</sup> Attempt | 5 <sup>th</sup> Attempt |
| food                 |   |                         |                         |                         |                         |                         |
| moon                 |   |                         |                         |                         |                         |                         |
| soon                 |   |                         |                         |                         |                         |                         |
| boots                |   |                         |                         |                         |                         |                         |
| afternoo             | n |                         |                         |                         |                         |                         |
| pool                 |   |                         |                         |                         |                         |                         |
| zoo<br>tool          |   |                         |                         |                         |                         |                         |
| spoon                |   |                         |                         |                         |                         |                         |
| boom                 |   |                         |                         |                         |                         |                         |

| Stage: 1 The lo | ong vowel sound /oo/ as in Zoo.                |
|-----------------|--|
| List: 14 Name   | bed gaillege                                   |
|                 | Write the correct spelling into each sentence. |
| Spellings       | The can be seen in the sky at night.           |
| food            |  |
| moon            | I wear Wellington in the rain.                 |
| soon            | The animals in the were eating their           |
| boots           | I need my armbands in the swimming             |
| afternoon       | My mum used a hammer from the box.             |
| pool            | My haby brother is learning to eat with a      |
| <b>ZOO</b>      | My baby brother is learning to eat with a      |
| tool            | I told my friends I would be out to play       |
| spoon           | In the we played football.                     |
| boom            | The fireworks made a loud                      |

| Stage: 1   | The long vowel s | ound /oo/ as in Zoo.  |
|------------|------------------|---|
| List: 14   | Answers:         | Certe Culliage  |
| 0.         |                  | Write the correct spelling into each sentence.  |
| Spelling   | ys               | The _moon_ can be seen in the sky at night.   |
| food       |                  |   |
| moon       |                  | I wear Wellington _boots_ in the rain.  |
| soon       |                  | The animals in the _zoo_ were eating their _food  |
| boots      |                  | I need my armbands in the swimming _pool  |
| afterno    | on               | My mum used a hammer from the _tool_ box.   |
| pool       |                  | My baby brother is learning to eat with a _spoon  |
| <b>ZOO</b> |                  | SOLUTION (CONTRACT) ( |
| tool       |                  | I told my friends I would be out to play _soon  |
| spoon      |                  | In the <u>afternoon</u> we played football.   |
| boom       |                  | The fireworks made a loud _boom   |

Stage: 1 List: 15

The short vowel sound 'oo' as in foot.

\*Standard English pronunciation has been used here. In some parts of England

the -ook words may have a longer sound.

| Stage: 1<br>List: 15 |        |                         | Standard English pronunciation has been used here. In may have a longer sound.  |  |  |  |  |  |
|----------------------|--------|-------------------------|---|--|--|--|--|--|
|                      |        |                         | SpellingSheo  |  |  |  |  |  |
|                      |        | Introduction            | Some words in English use the 'oo' spelling which is pronounced   |  |  |  |  |  |
| Spellings            | 5      |                         | as a short sound, this is dependent on location and dialect   |  |  |  |  |  |
| book                 |        |                         | however.  |  |  |  |  |  |
| foot                 |        | Main<br>Teaching        | Ask children to look at the beginning sound, add the /oo/ sound<br>and then work out what the end sound is to make their spelling |  |  |  |  |  |
| good                 |        | Activity                | words. They can draw lines or write the words in full.<br>Share and discuss their results.  |  |  |  |  |  |
| brook                |        |                         |   |  |  |  |  |  |
| cook                 |        |                         |   |  |  |  |  |  |
| took                 |        |                         |   |  |  |  |  |  |
| wood                 | putite | Independent<br>Activity | Use the dice activity and allow the children to complete it for each word.  |  |  |  |  |  |
| shook                |        |                         |   |  |  |  |  |  |
| stood                |        |                         | Share their sentences and definitions.  |  |  |  |  |  |
| wool                 |        |                         |   |  |  |  |  |  |

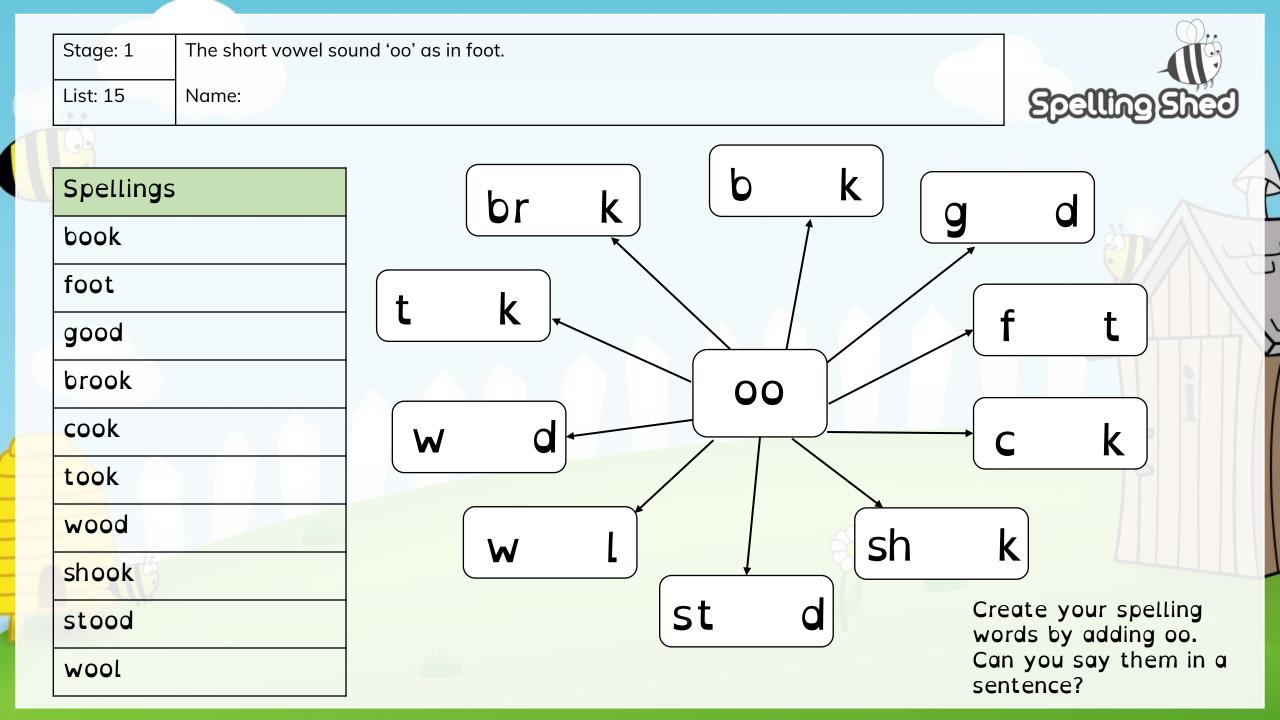
 $\frown$ 

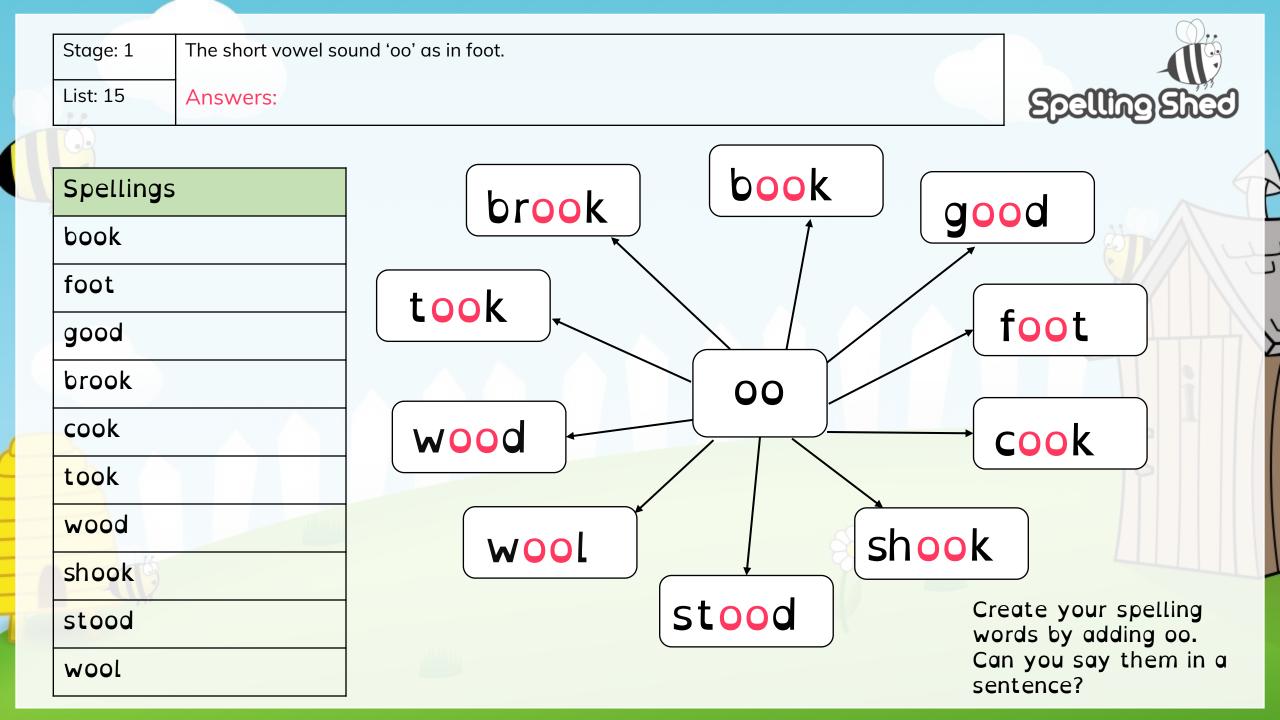
| Stage: 1 | The short vowel sound | l 'oo' as in foot. |                                  |   |                     |
|----------|-----------------------|--------------------|----------------------------------|---|---------------------|
| _ist: 15 | Name:                 |                    |                                  |   | Contracts Contracts |
|          |                       |                    | Click to hide the spelling list! | e |                     |
|          |                       | Ь                  |                                  | d | Match the           |
|          |                       | f                  |                                  | k | beginning sound     |
|          |                       | g                  |                                  | k | to its ending.      |
|          |                       | br                 |                                  | d |                     |
|          |                       | С                  | + 00                             | t |                     |
|          |                       | t                  |                                  | k |                     |
|          |                       | W                  |                                  | L |                     |
|          |                       | sh                 |                                  | k |                     |
|          |                       | st                 |                                  | d |                     |
|          |                       | W                  |                                  | k |                     |

| Stage: 1 | The short vowel so | ound 'oo' as in foot. |                      |    |                 |
|----------|--------------------|-----------------------|----------------------|----|-----------------|
| List: 15 | Answers:           |                       |                      |    | Spelling Shee   |
| Spelling | IC                 |                       | Click to hide th<br> | ne |                 |
|          | 15                 | b                     | spering list.        | d  | Match the       |
| book     |                    | f                     |                      | k  | beginning sound |
| oot      |                    | g                     |                      | k  | to its ending.  |
| good     |                    | br                    |                      | d  |                 |
| orook    |                    |                       |                      | t  |                 |
| ook      |                    | C                     | + 00                 |    |                 |
| ook      |                    | t                     |                      | k  |                 |
| vood     |                    | W                     |                      |    |                 |
| shook    |                    | sh                    |                      | k  |                 |
|          |                    | st                    |                      | d  |                 |
| stood    |                    | W                     |                      | k  |                 |
| NOOL     |                    |                       |                      |    |                 |

| Stage: 1 | The short vowel so | ound 'oo' as in foot.  |
|----------|--------------------|--|
| List: 15 | Name:              | Certe Cuilleds   |
| <u>O</u> |                    | Ball a die er ack compone te nick a number from 1.6 fer each chelling  |
| Spelling | js                 | Roll a die or ask someone to pick a number from 1-6 for each spelling. |
| book     |                    | • Write your word in a full sentence.                                  |
| foot     |                    |  |
| good     |                    | Write your word in capital letters.                                    |
| brook    |                    | • Write your word three times.   |
| cook     |                    |  |
| took     |                    | Write your word in different colours.                                  |
| wood     |                    |  |
| shook    |                    | Write what your word means.  |
| stood    |                    | Spell the word out loud.   |
| wool     |                    |  |

| Stage: 1 Th        | ne short vowel sound 'oo' as | in foot.                |                         |                         |  |
|--------------------|------------------------------|-------------------------|-------------------------|-------------------------|--|
| List: 15 No        | ame:                         |                         |                         |                         | Contractions and the second se |
| <u>O</u>           |                              |                         |                         |                         |  |
| Spellings          | 1 <sup>st</sup> Attempt      | 2 <sup>nd</sup> Attempt | 3 <sup>rd</sup> Attempt | 4 <sup>th</sup> Attempt | 5 <sup>th</sup> Attempt  |
| book               |                              |                         |                         |                         |  |
| foot               |                              |                         |                         |                         |  |
| good               |                              |                         |                         |                         |  |
| brook              |                              |                         |                         |                         |  |
| cook               |                              |                         |                         |                         | 2  |
| <mark>too</mark> k |                              |                         |                         |                         | 6  |
| wood               | printing -                   |                         |                         | CC CD                   |  |
| shook              |                              |                         |                         |                         |  |
| stood              |                              |                         |                         | V                       |  |
| wool               |                              | <u> </u>                |                         |                         |  |

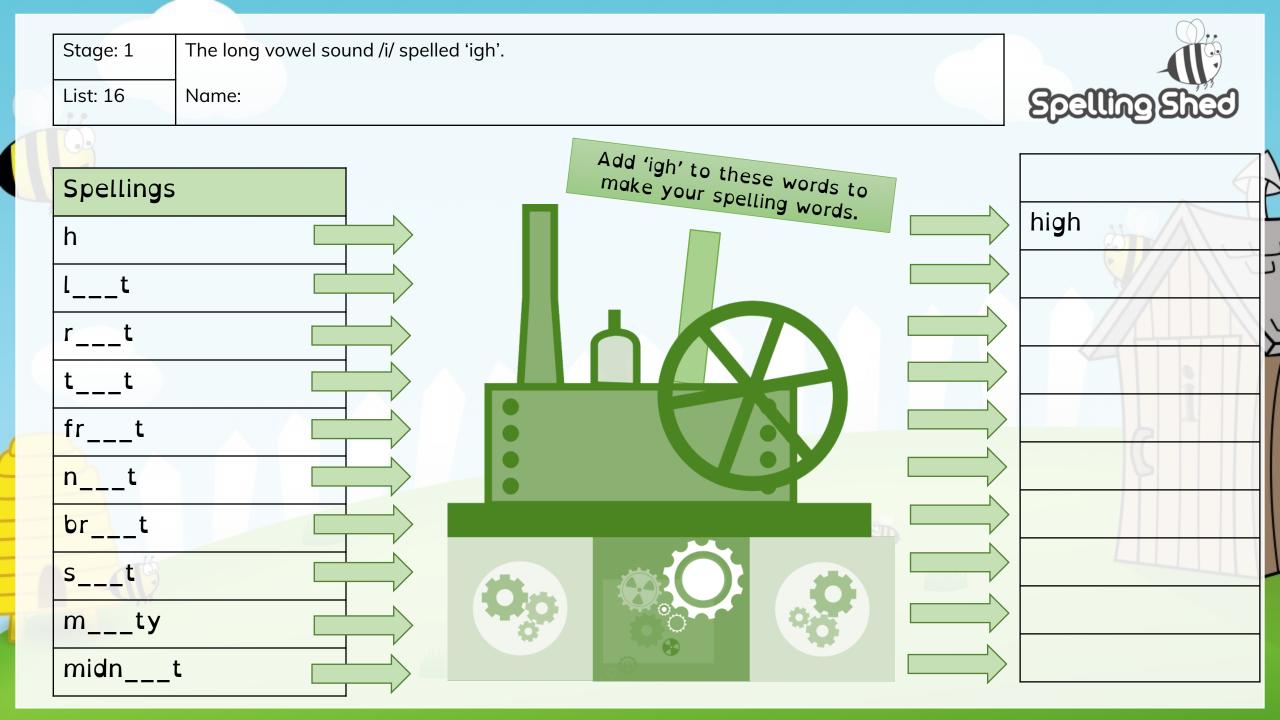


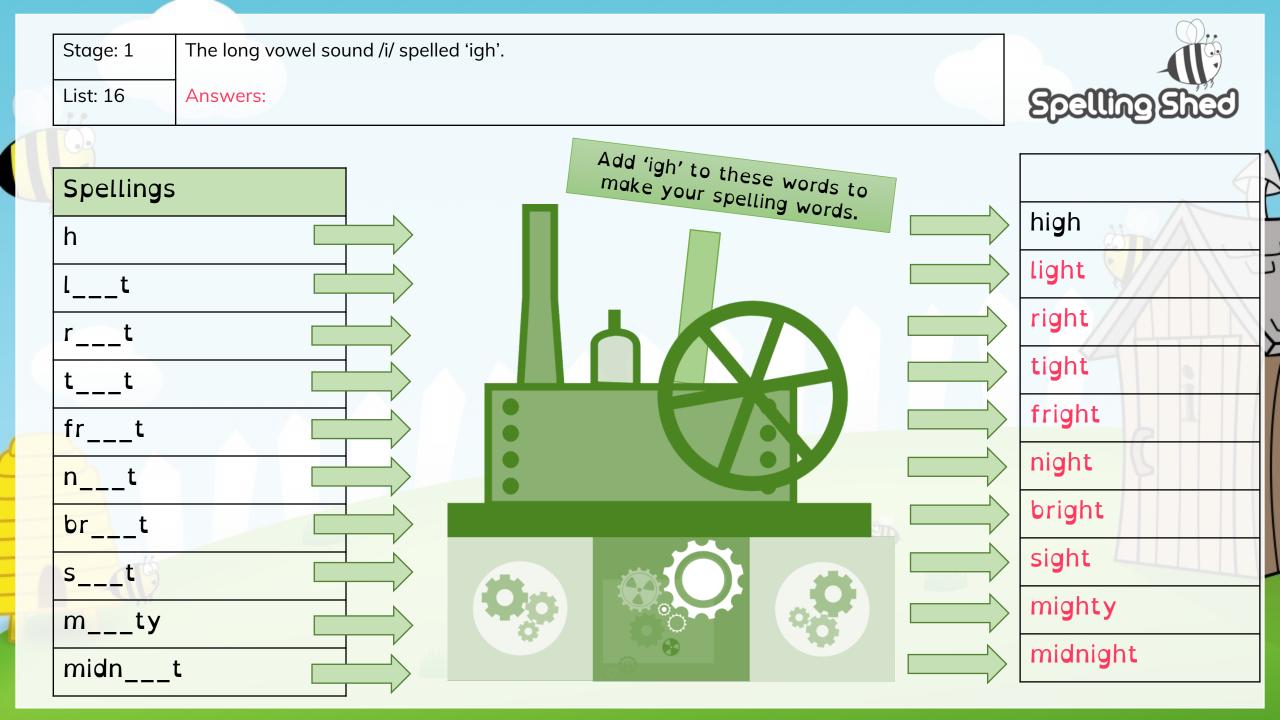


Stage: 1 List: 16

The long vowel sound /i/ spelt 'igh.' This is usually found in the middle of words but sometimes at the end of words too.

| Stage: 1The long vowel so<br>at the end of wordList: 16 |                   | s is usually found in the middle of words but sometimes   |  |  |  |  |  |  |
|---|-------------------|---|--|--|--|--|--|--|
| C<br>Spellings<br>high                                  | Introduction      | Tell the children some of the spelling list words, can they identify the common sound? Do they know how the sound is spelled? |  |  |  |  |  |  |
| light   | Main<br>Teaching  | Ask the children to put the partial spellings through the machine to add 'igh' in the gap. What words do they make?           |  |  |  |  |  |  |
| right<br>tight  | Activity          | Can they think of any more 'igh' words to add to their list?  |  |  |  |  |  |  |
| fright  | <br>  Independent | Ask the children to put their words in alphabetical order. Check  |  |  |  |  |  |  |
| night<br>bright   | Activity          | with a partner and share with the class. They can use the alphabet list on the slide if they need support.                    |  |  |  |  |  |  |
| sight<br>mighty   |                   |   |  |  |  |  |  |  |
| midnight  |                   |   |  |  |  |  |  |  |



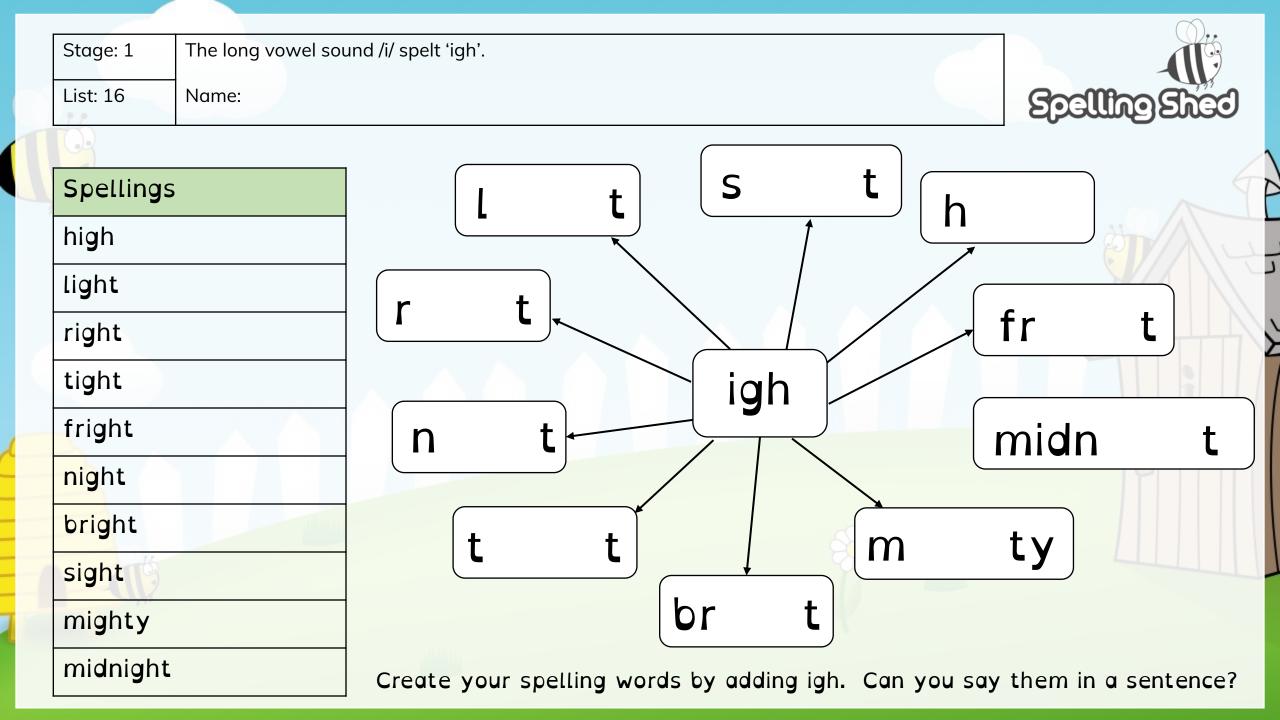


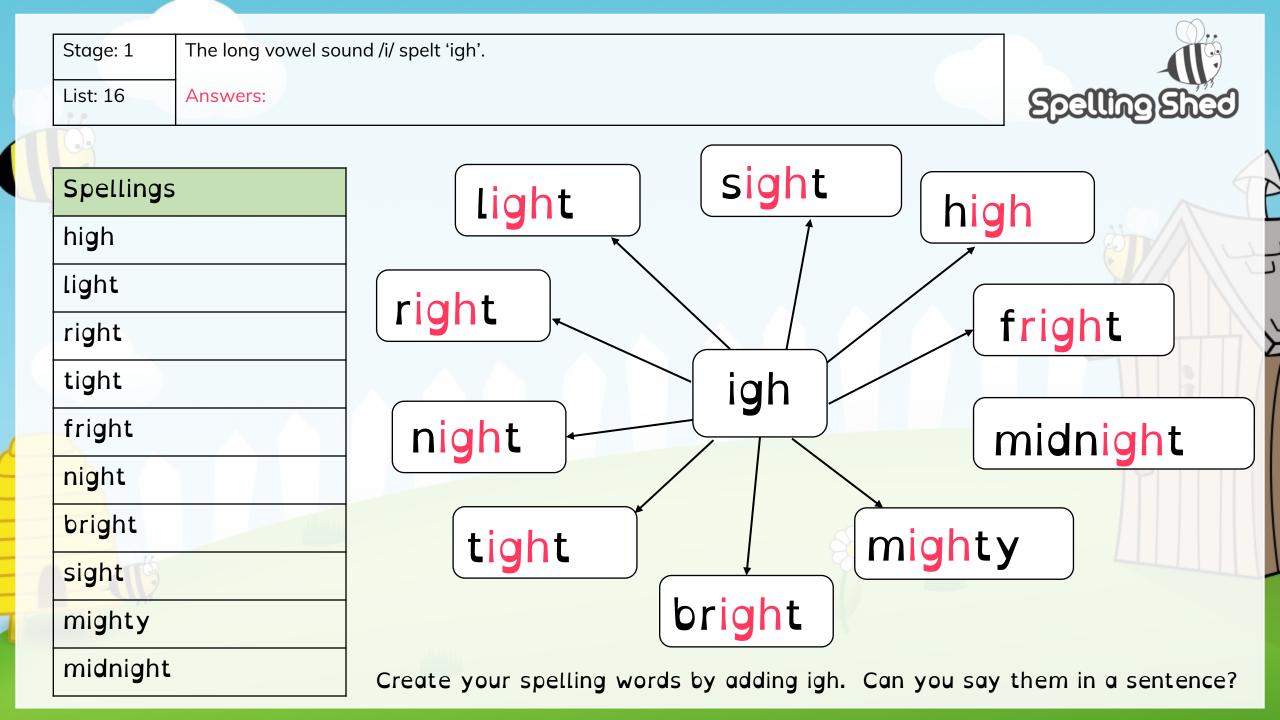
| Put the words in your s | spellin | g list | in to | alph | abeti | ical c | order |   |     |   | Spel |     | Shee |
|-------------------------|---------|--------|-------|------|-------|--------|-------|---|-----|---|------|-----|------|
| Spellings               |         |        |       |      |       |        |       |   |     |   |      |     |      |
| high                    |         |        |       |      |       |        |       |   |     |   |      |     |      |
| light                   |         | h      | ~     | 4    | 0     | £      |       | h | . : |   |      |     |      |
| right                   | U       | U      | C     | Q    | e     |        | 9     | Π | ١j  | K | L.,  | III |      |
| tight                   |         |        |       |      |       |        |       |   |     |   |      |     |      |
| fright                  |         |        |       |      |       |        |       |   |     |   |      |     |      |
| night                   | 0       | р      | q     | r    | S     | t      | U     | V | W   | Χ | У    | Z   |      |
| bright                  |         |        |       |      |       |        |       |   |     |   |      |     |      |
| sight                   |         |        |       |      |       |        |       |   |     |   |      |     |      |
| mighty                  |         |        |       |      |       |        |       |   |     |   |      |     |      |
| midnight                |         |        |       |      |       |        |       |   |     |   |      |     |      |

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| Answers:  |   |   |   |   |   |   |   |   |     |   | SDE |   | Shee |
|-----------|---|---|---|---|---|---|---|---|-----|---|-----|---|------|
| Spellings |   |   |   |   |   |   |   |   |     |   |     |   |      |
| bright    |   |   |   |   |   |   |   |   |     |   |     |   |      |
| fright    |   | h |   |   | 0 | ء |   | h | . : |   |     |   |      |
| high      |   | U | C | Q | e |   | 9 | Π | ١j  | K |     | m |      |
| light     |   |   |   |   |   |   |   |   |     |   |     |   |      |
| midnight  |   |   |   |   |   |   |   |   |     |   |     |   |      |
| mighty    | 0 | p | q | r | S | t | U | V | W   | Χ | У   | Ζ |      |
| night     |   | - | - |   |   |   |   |   |     |   |     |   |      |
| right     |   |   |   |   |   |   |   |   |     |   |     |   |      |
| sight     |   |   |   |   |   |   |   |   |     |   |     |   |      |
| tight     |   |   |   |   |   |   |   |   |     |   |     |   |      |

|                      | e long vowel sound /i/ spell<br>ame: | ed 'igh'.               |                         |                         | Contractions            |
|----------------------|--------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| Ö                    |                                      |                         |                         |                         |                         |
| Spellings            | 1 <sup>st</sup> Attempt              | 2 <sup>nd</sup> Attempt | 3 <sup>rd</sup> Attempt | 4 <sup>th</sup> Attempt | 5 <sup>th</sup> Attempt |
| high                 |                                      |                         |                         |                         | Ö                       |
| light                |                                      |                         |                         |                         |                         |
| right                |                                      |                         |                         |                         |                         |
| tight                |                                      |                         |                         |                         |                         |
| fright               |                                      |                         |                         |                         | 7                       |
| night                |                                      |                         |                         |                         | 6                       |
| brig <mark>ht</mark> |                                      |                         |                         |                         |                         |
| sight                |                                      |                         |                         |                         |                         |
| mighty               |                                      |                         |                         |                         |                         |
| midnight             |                                      |                         |                         |                         |                         |





Stage: 1 List: 17

The /or/ sound. The vowel digraph 'or' and trigraph 'ore'. It is more likely that when at the end of a word then it will be spelled with an 'e'.

| Stage: 1The /or,<br>of a woList: 17 | / sound. The vowel digraph 'or'<br>ord then it will be spelled with a | and trigraph 'ore.' It is more likely that when at the end<br>n 'e.'  |  |  |  |  |  |
|-------------------------------------|---|---|--|--|--|--|--|
| Spellings<br>forty                  | Introduction  | The /or/ sound can be made by the digraph 'or' or the trigraph 'ore', If it is in the middle of the word it is usually 'or' and at the end of a word has the 'e' on the end.  |  |  |  |  |  |
| north<br>horse                      | Main<br>Teaching<br>Activity  | Show children the split words and ask them to write the beginnings and ends on their whiteboard to form the spelling lists. Click o the slide to hide the spelling list if you want to make it more challenging.  |  |  |  |  |  |
| score<br>wore<br>morning            |   | Share the words the children have made and discuss.   |  |  |  |  |  |
| torn<br>more<br>before              | Independent<br>Activity   | Get children to work in small groups, one child picks one of the spelling list words and writes the first letter on a mini whiteboard, then passes the board to their left, the next child writes the next letter of the word and so on until the word is complete. |  |  |  |  |  |
| shore                               |   | The child that writes the final letter checks the spelling is correct<br>and then picks another word from the board to start again.   |  |  |  |  |  |

| Stage: 1 The /or/ sour | nd. |               |                    |                                |
|------------------------|-----|---------------|--------------------|--------------------------------|
| list: 17               |     |               |                    | Stealling She                  |
|                        |     | Click to hide | the spelling list! |                                |
|                        |     | for           | core               | Match the                      |
|                        |     | nor           | rn                 | beginning sound to its ending. |
|                        |     | ho            | th                 |                                |
|                        |     | S             | ty                 |                                |
|                        |     | wor           | ore                |                                |
|                        |     | morn          | fore               | S                              |
|                        |     | to            | rse                |                                |
|                        |     | m             | ore                |                                |
|                        |     | be            | e                  |                                |
|                        |     | sh            | ing                |                                |

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| Stage: 1 | The /or/ sound. |     |               |                      |                                   |
|----------|-----------------|-----|---------------|----------------------|-----------------------------------|
| List: 17 | Answers:        |     |               |                      | Spelling Shee                     |
|          |                 | 1   | Click to hide | e the spelling list! |                                   |
| Spelling | S               | for |               | <b></b>              |                                   |
| forty    |                 |     |               | core                 | Match the                         |
| north    |                 | nor |               | rn                   | beginning sound<br>to its ending. |
|          |                 | ho  |               | th                   |                                   |
| horse    |                 | S   |               | ty                   |                                   |
| score    |                 | wor |               | ore                  |                                   |
| wore     |                 |     |               |                      |                                   |
| morning  |                 | mor | n.            | fore                 | 6                                 |
|          |                 | to  |               | rse                  |                                   |
| torn     | Landa I         | m   |               | ore                  |                                   |
| more     |                 | be  |               | e                    |                                   |
| before   |                 |     |               |                      |                                   |
| shore    |                 | sh  |               | ing                  |                                   |

| Stage: 1The /or/List: 17Name: | / sound.                |                         |                         |       | Contractions |
|-------------------------------|-------------------------|-------------------------|-------------------------|-------|--------------|
|                               |                         |                         |                         |       |              |
| Spellings                     | 1 <sup>st</sup> Attempt | 2 <sup>nd</sup> Attempt | 3 <sup>rd</sup> Attempt |       | 4            |
| forty                         |                         |                         |                         |       |              |
| north                         |                         |                         |                         |       |              |
| horse                         |                         |                         |                         |       |              |
| score                         |                         |                         |                         |       |              |
| wore                          |                         |                         |                         |       | 7            |
| morning                       |                         |                         |                         |       |              |
| torn                          | <b>D</b> unin           |                         |                         | S.C.D |              |
| more                          |                         |                         |                         |       |              |
| before                        |                         |                         |                         | V     |              |
| shore                         |                         |                         |                         |       |              |

| Stage: 1The /or/ sound.List: 17Name: |                              | Cede College                    |
|--------------------------------------|------------------------------|---------------------------------|
| Spellings                            | Unscramble the letters below | to create the correct spelling. |
| forty                                | normgln                      |                                 |
| north                                | sehor                        |                                 |
| horse                                | orfty                        |                                 |
| score                                | tnor                         |                                 |
| wore                                 | thorn                        |                                 |
| morning                              | erom                         |                                 |
| torn                                 | owre                         |                                 |
| more                                 | secro                        |                                 |
| before                               | freobe                       |                                 |
| shore                                | horse                        |                                 |

| Stage: 1 The /or/ sound.<br>ist: 17 Answers: |                        | TE CUILLEGE                           |
|--|------------------------|---------------------------------------|
| Spellings                                    | Unscramble the letters | below to create the correct spelling. |
| forty  | normgin                | morning                               |
| north  | sehor                  | shore                                 |
| horse  | orfty                  | forty                                 |
| score  | tnor                   | torn                                  |
| wore   | thorn                  | north                                 |
| morning                                      | erom                   | more                                  |
| torn   | owre                   | wore                                  |
| more   | secro                  | score                                 |
| oefore                                       | freobe                 | before                                |
| shore  | horse                  | horse                                 |

Stage: 1 List: 18

The digraphs 'ir' and 'ur'. Often found in the middle of words and occasionally at the beginning of words.

| Stage: 1The digraphs 'ir' and<br>beginning of wordsList: 18 |                              | n the middle of words and occasionally at the  |  |  |  |  |  |
|---|------------------------------|--|--|--|--|--|--|
| C<br>Spellings<br>girl                                      | Introduction                 | The digraphs ir and ur. Often found in the middle of words and occasionally at the beginning of words.   |  |  |  |  |  |
| shirt<br>third<br>bird<br>first<br>turn                     | Main<br>Teaching<br>Activity | Ask the children to draw a line down the middle of their<br>whiteboards and write 'ir' on one side and 'ur' on the other. Read<br>the words out to the children and ask them to write them in to the<br>correct side.<br>Discuss any misconceptions or mistakes. |  |  |  |  |  |
| hurt<br>burst<br>church<br>Thursday                         | Independent<br>Activity      | Ask the children to circle or colour in their spellings in the wordsearch.   |  |  |  |  |  |

| Stage: 1  | The digraphs 'ir' and | l 'ur'. |                               |   |                       |
|-----------|-----------------------|---------|-------------------------------|---|-----------------------|
| List: 18  | Name:                 |         |                               |   | Certe Culleds         |
| <u>O</u>  |                       |         |                               |   |                       |
| Spellings | 5                     | Place   | e the words fro<br>Can you th | m your spellings i<br>ink of any more o | into the correct box. |
| girl      |                       |         |                               |   |                       |
| shirt     |                       |         | Digraph 'ir'                  |   | Digraph 'ur'          |
| third     |                       |         |                               |   |                       |
| bird      |                       |         |                               |   |                       |
| first     |                       |         |                               |   |                       |
| turn      |                       |         |                               |   |                       |
| hurt      |                       |         |                               |   |                       |
| burst     |                       |         |                               |   |                       |
| church    |                       |         |                               |   |                       |
| Thursday  | у                     |         |                               |   |                       |

| Stage: 1The digraphs 'ir'List: 18Answers: | and 'ur'.    |   | Spelling Shed |
|---|--------------|---|---------------|
| Spellings                                 |              | rom your spellings into<br>think of any more of y |               |
| girl                                      |              |   |               |
| shirt                                     | Digraph 'ir' |   | Digraph 'ur'  |
| third                                     | girl         |   |               |
| bird                                      | third        |   | burst         |
| first                                     | bir          |   | church        |
| turn                                      | shirt first  | turn  |               |
| hurt                                      | Shirt first  |   | Thursday      |
| burst                                     |              | hurt  |               |
| <mark>chu</mark> rch                      |              |   |               |
| Thursday                                  |              |   |               |

|           | The digi<br>Name: | raphs 'ir' and 'ur'.    |                         |                         |                         | Spelling Shed           |
|-----------|-------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| Spellings |                   | 1 <sup>st</sup> Attempt | 2 <sup>nd</sup> Attempt | 3 <sup>rd</sup> Attempt | 4 <sup>th</sup> Attempt | 5 <sup>th</sup> Attempt |
| girl      |                   |                         |                         |                         |                         | Ö                       |
| shirt     |                   |                         |                         |                         |                         |                         |
| third     |                   |                         |                         |                         |                         |                         |
| bird      |                   |                         |                         |                         |                         |                         |
| first     |                   |                         |                         |                         |                         | 2                       |
| turn      |                   |                         |                         |                         |                         | 6                       |
| hurt      |                   |                         |                         |                         |                         |                         |
| burst     |                   |                         |                         |                         |                         |                         |
| church    |                   |                         |                         |                         | K.                      |                         |
| Thursday  |                   |                         | 11                      |                         |                         |                         |

| Stage: 1 | The digraphs 'ir' c | ınd 'ur'. |   |   |   |   |   |   |   |   |       |      |   |     |         |
|----------|---------------------|-----------|---|---|---|---|---|---|---|---|-------|------|---|-----|---------|
| List: 18 | Name:               |           |   |   |   |   |   |   |   |   |       |      | S | pel | lingshi |
|          |                     |           |   |   |   |   |   |   |   |   |       |      |   |     |         |
| Spelling | S                   |           | S | 0 | V | t | b | e | S | 0 | t     | u    | r | n   |         |
| girl     |                     |           | h | u | r | t | n | g | f | a | m     | f    | n | h   | ED/A    |
| shirt    |                     | _         | i | a | У | Ь | h | 0 | i | t | g     | i    | r | 1   | 7//     |
| hird     |                     |           | r | e | m | n | У | n | r | e | Ь     | a    | e | h   |         |
| bird     |                     |           | t | k | t | h | u | r | S | d | a     | у    | i | t   |         |
| irst     |                     |           | S | f | е | С | b | a | t | V | b     | n    | У | h   | 5       |
| urn      |                     |           | С | h | u | r | С | h | S | С | t     | е    | r | i   |         |
| nurt     |                     |           | У | z | g | h | S | У | r | e | a     | r    | v | r   |         |
| ourst    |                     |           | b | u | r | S | t | e | m | n | b     | i    | r | d   |         |
| church   |                     |           |   |   |   |   |   |   |   |   | ellin | as t |   |     | ]       |
| Thursdo  | ay                  |           |   |   |   |   |   |   |   |   | grio  |      |   |     |         |

| Stage: 1  | The digraphs 'ir' a | ınd 'ur'. |   |   |   |   |   |     |   |   |   |      |   |     |         |
|-----------|---------------------|-----------|---|---|---|---|---|-----|---|---|---|------|---|-----|---------|
| List: 18  | Answers:            |           |   |   |   |   |   |     |   |   |   |      | B | pel | lingshi |
|           |                     |           |   |   |   |   |   |     |   |   |   |      |   | -   | _       |
| Spellings |                     |           | S   | 0 | V | t | b | e   | S | 0 | t | u    | r | n   |         |
| girl      |                     |           | h   | u | r | t | n | g   | f | a | m | f    | n | h   | ED/A    |
| shirt     |                     |           | i   | a | У | b | h | 0   | i | t | g | i    | r | L   | 7//     |
| third     |                     |           | r   | e | m | n | У | n   | r | е | b | a    | e | h   |         |
| bird      |                     |           | t   | k | t | h | u | r   | S | d | a | У    | i | t   |         |
| first     |                     |           | S   | f | е | С | Ь | a   | t | V | Ь | n    | У | h   | 7       |
| turn      |                     |           | С   | h | u | r | С | h   | S | С | t | e    | r | i   | B       |
| hurt      |                     |           | У   | Z | g | h | S | У   | r | е | a | r    | v | r   |         |
| burst     |                     |           | b   | u | r | S | t | e e | m | n | b | i    | r | d   |         |
| church    |                     |           |   |   | _ |   |   |     |   |   |   | ns t |   |     |         |
| Thursday  | /                   |           | Find and colour your spellings that<br>are hidden in this grid. |   |   |   |   |     |   |   |   |      |   |     |         |

Stage: 1 List: 19

The 'oa' digraph can come at the beginning or in the middle of words but very rarely at the end.

The 'oe' digraph can be sometimes found at the end of words.

| Stage: 1     | The 'oa' digraph can<br>end. The 'oe' digrap | n come at the beginr<br>oh can be sometimes | ning or in the middle of words but very rarely at the solution of words.   |
|--------------|--|---|--|
| List: 19     | 9  |   | Certe Culleds  |
| $\mathbf{O}$ |  | <b></b>                                     |  |
| Spellin      | ngs  | Introduction                                | The 'oa' digraph can come at the beginning or in the middle of words<br>but very rarely at the end. The 'oe' digraph can be sometimes found at<br>the end of words.  |
| boat         |  |   |  |
| road         |  | Main<br>Teaching                            | Get the children to split the words up on the whiteboard according to<br>whether they have /oa/ or /oe/ spellings. Ask them to write the words in<br>to two lists and colour in, or circle, the common spelling pattern. |
| toe          |  | Activity                                    | Explain that there is no specific rule for how the words are spelled and   |
| soap         |  |   | so they need to be learnt.   |
| goat         |  | Independent<br>Activity                     | Play sound bingo.  |
| coat         |  | , totinty                                   | Give the children the grid, or get them to draw their own. Get them to   |
| coach        | coach  |   | put a small sound in each corner, either 'oe' or 'oa' – they choose which one (the first one is done to show them how)   |
| goes         | 69   |   | Once they have a spelling sound in each box, say one of the words from   |
| toast        | φ <sup>(</sup>                               |   | the list and they must put it in one of the boxes which contains that<br>spelling. E.g. if you said toe or goes then it could go in the first box. The   |
| cloak        |  |   | aim is to get a row of three and then a full house first.  |

| List: 19<br>Name: |       |  |  | Spel | Certecul |
|-------------------|-------|--|--|------|----------|
|                   | oe    |  |  |      |          |
| /oh/<br>'oe'      |       |  |  |      |          |
| 'oa'              |       |  |  |      |          |
| ġ                 | 2111N |  |  |      |          |

|           | oa' digraph can come at<br>The 'oe' digraph can be<br>e: |                         |                         |                         | Conte Continees         |
|-----------|--|-------------------------|-------------------------|-------------------------|-------------------------|
| Spellings | 1 <sup>st</sup> Attempt                                  | 2 <sup>nd</sup> Attempt | 3 <sup>rd</sup> Attempt | 4 <sup>th</sup> Attempt | 5 <sup>th</sup> Attempt |
| boat      |  |                         |                         |                         |                         |
| road      |  |                         |                         |                         |                         |
| toe       |  |                         |                         |                         |                         |
| soap      |  |                         |                         |                         |                         |
| goat      |  |                         |                         |                         | 2                       |
| coat      |  |                         |                         |                         | 6                       |
| coach     |  |                         |                         |                         |                         |
| goes      |  |                         |                         |                         |                         |
| toast     |  |                         |                         | V.                      |                         |
| cloak     |  |                         |                         |                         |                         |

| Stage: 1<br>List: 19 | The 'oa' digraph ca<br>end. The 'oe' digra<br>Name: | n come at the beginnin<br>ph can be sometimes f | g or in the middle of<br>ound at the end of w | words but very rarely<br>ords. |   |   |
|----------------------|---|---|---|--------------------------------|---|---|
| Spelling             | S   |   |   |                                | Л |   |
| boat<br>road         |   |   |   |                                |   |   |
| toe<br>soap          |   |   | **  |                                |   |   |
| goat                 |   |   |   |                                |   |   |
| coat<br>coach        |   |   |   |                                |   | 5 |
| goes<br>toast        |   |   |   |                                |   |   |
| cloak                |   |   |   |                                |   |   |

| Stage: 1            | The 'oa' digraph car<br>end. The 'oe' digra | n come at the beginnin<br>Iph can be sometimes f | ng or in the middle of found at the end of w | words but very rarely<br>ords. |       |                         |
|---------------------|---|--|--|--------------------------------|-------|-------------------------|
| List: 19            | Answers:                                    |  |  |                                | Spi   | Contraction Contraction |
|                     | 741500015.                                  |  |  |                                |       |                         |
| Spelling            | s   |  |  |                                |       | 6                       |
| boat                |   |  |  | 5                              |       |                         |
| road                |   | Sal  |  |                                |       | CEPS-                   |
| toe                 |   |  | *  |                                |       |                         |
| soap                |   | coat   | soap   | road                           | boat  | cloak                   |
| goat                |   |  | 5000   |                                |       | CTOUR _                 |
| coat                |   |  |  | AR                             |       |                         |
| <mark>coa</mark> ch |   | A Contraction                                    | <b>O</b>                                     |                                |       |                         |
| goes                | )   |  |  |                                |       | E                       |
| toast               |   |  |  |                                |       |                         |
| cloak               |   | toast  | goes   | goat                           | coach | toe                     |

Stage: 1 List: 20

Words with 'ph' or 'wh' spellings.

| Stage: 1Words with 'ph' orList: 20            | 'wh' spellings.              | Conte |  |  |  |  |  |
|---|------------------------------|---|--|--|--|--|--|
| Spellings<br>dolphin                          | Introduction                 | Ask the children if they know a way to create a /f/ sound using a digraph (ph), can they think of any words? Tell the children some of the 'wh' words, can they identify the starting sound and how it is spelled?  |  |  |  |  |  |
| phonics<br>when<br>which<br>while<br>alphabet | Main<br>Teaching<br>Activity | Do a speed spell, each child has a whiteboard and you say the<br>words from the list. Children quickly write the word down and<br>hold up their whiteboard to show.<br>Discuss misconceptions and correct after each spelling and<br>remind the children that each word will contain either 'ph' or 'wh'  |  |  |  |  |  |
| elephantIndependentwhereActivitywheelwhite    |                              | Ask the children to find their spellings in the word-search. One<br>word from the list is not in the word-search. Can they identify it<br>(Elephant)  |  |  |  |  |  |

| Ste | age: 1                | Words with 'ph'   | or 'wh' spellir | ngs. |                |   |   |   |   |   |   |   |   |   |             |
|-----|-----------------------|---|-----------------|------|----------------|---|---|---|---|---|---|---|---|---|-------------|
| Lis | st: 20                | Name:   |                 |      |                |   |   |   |   |   |   |   |   | S | Certegaille |
| 10  |                       |   | _               |      |                |   |   |   |   |   |   |   |   | - |             |
| S   | pellings              |   |                 |      | d              | 0 | L | q | h | i | n | a | w | e |             |
| do  | olphin                |   |                 |      | e              | e | W | h | e | e | L | t | h | f |             |
| pl  | honics                |   |                 |      | L              | w | f | 0 | 0 | ο | q | i | i | t |             |
| W   | hen                   |   |                 |      | e              | h | e | n | i | p | t | l | t | g |             |
| W   | hich                  |   |                 |      | р              | e | w | i | e | e | W | f | e | W |             |
| W   | hile                  |   |                 |      | h              | r | w | С | q | W | h | i | С | h | 7           |
| al  | lphabet               |   |                 |      | a              | e | x | S | u | I | e | h | j | i |             |
| el  | <mark>lep</mark> hant | and the second se |                 |      | n              | L | v | Ь | n | m | n | e | W | L |             |
| W   | <mark>he</mark> re    |   |                 |      | t              | a | L | p | h | a | b | e | t | e |             |
| W   | heel                  |   |                 |      |                | _ | _ |   |   |   | _ |   |   |   |             |
| W   | hite                  |   |                 |      | ind o<br>iding |   |   |   |   |   |   |   |   |   |             |

| Stage: 1              | Words with 'ph' | or 'wh' spellings. |         |               |              |              |               |              |                          |              |               |             |              |         |
|-----------------------|-----------------|--------------------|---------|---------------|--------------|--------------|---------------|--------------|--------------------------|--------------|---------------|-------------|--------------|---------|
| List: 20              | 20 Answers:     |                    |         |               |              |              |               |              | S                        | elling She   |               |             |              |         |
| <u>O</u>              |                 |                    |         |               |              |              |               | -            |                          |              |               |             | -            |         |
| Spelling              | S               |                    |         | d             | ο            | L            | q             | h            | i                        | n            | a             | W           | e            |         |
| dolphin               |                 |                    |         | е             | e            | W            | h             | e            | е                        | L            | t             | h           | f            | ÖT/     |
| phonics               |                 |                    |         | L             | W            | f            | 0             | 0            | 0                        | q            | i             | i           | t            |         |
| when                  |                 |                    |         | е             | h            | е            | n             | i            | q                        | t            | ì             | t           | g            |         |
| which                 |                 |                    |         | q             | e            | W            | i             | e            | e                        | W            | f             | e           | W            |         |
| while                 |                 |                    |         | h             | r            | W            | C             | q            | W                        | h            | i             | С           | h            | 6       |
| <mark>alp</mark> habe | t               |                    |         | a             | e            | x            | S             | u            |                          | е            | h             | j           | i            | L.      |
| <mark>elep</mark> han | t               |                    |         | n             | L            | v            | b             | n            | m                        | n            | е             | W           | L            |         |
| where                 |                 |                    | -       | t             | Q            |              | q             | h            | a                        | b            | e             | t           | e            |         |
| wheel                 |                 |                    | l       |               |              | _            |               |              | Y.                       |              |               |             |              |         |
| white                 |                 |                    | F<br>hi | ind (<br>dina | and<br>⊨in t | colc<br>this | our y<br>ario | your<br>I. W | <sup>-</sup> spe<br>hich | ellin<br>woi | gs v<br>rd is | vhic<br>mis | h ar<br>ssin | e<br>a? |

| <u>O</u>  |  |                         |                         |                         |                         |                         |  |  |  |  |
|-----------|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|--|--|--|--|
| Spellings |  | 1 <sup>st</sup> Attempt | 2 <sup>nd</sup> Attempt | 3 <sup>rd</sup> Attempt | 4 <sup>th</sup> Attempt | 5 <sup>th</sup> Attempt |  |  |  |  |
| dolphin   |  |                         |                         |                         |                         |                         |  |  |  |  |
| phonics   |  |                         |                         |                         |                         |                         |  |  |  |  |
| when      |  |                         |                         |                         |                         |                         |  |  |  |  |
| which     |  |                         |                         |                         |                         |                         |  |  |  |  |
| while     |  |                         |                         |                         |                         | 2                       |  |  |  |  |
| alphabet  |  |                         |                         |                         |                         | 6                       |  |  |  |  |
| elephant  |  |                         |                         |                         |                         |                         |  |  |  |  |
| where     |  |                         |                         |                         |                         |                         |  |  |  |  |
| wheel     |  |                         |                         |                         |                         |                         |  |  |  |  |
| white     |  |                         |                         |                         |                         |                         |  |  |  |  |

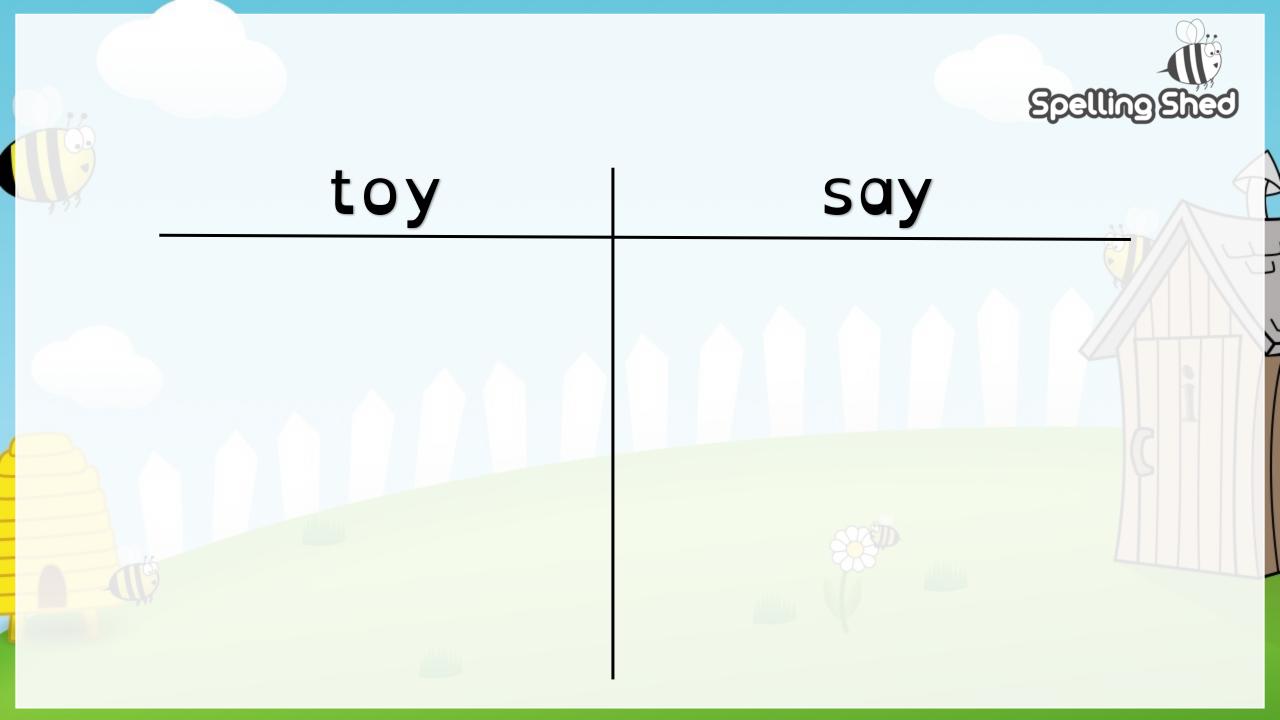
| Stage: 1Words with 'ph' orList: 20Name: |                     | Certe Culle  |
|---|---------------------|--|
| Spellings<br>dolphin                    | dolin<br>ich        | Can you use<br>your spelling<br>words to work<br>out whether a<br>wh or ph has |
| phonics<br>when<br>which                | en<br>onics         | been removed<br>from each of<br>these words?<br>Write the                      |
| while<br>alphabet<br>elephant           | ere<br>eel<br>ite   | word again<br>with the<br>correct sound<br>accurately<br>placed.               |
| where<br>wheel<br>white                 | ilealabet<br>eleant |  |

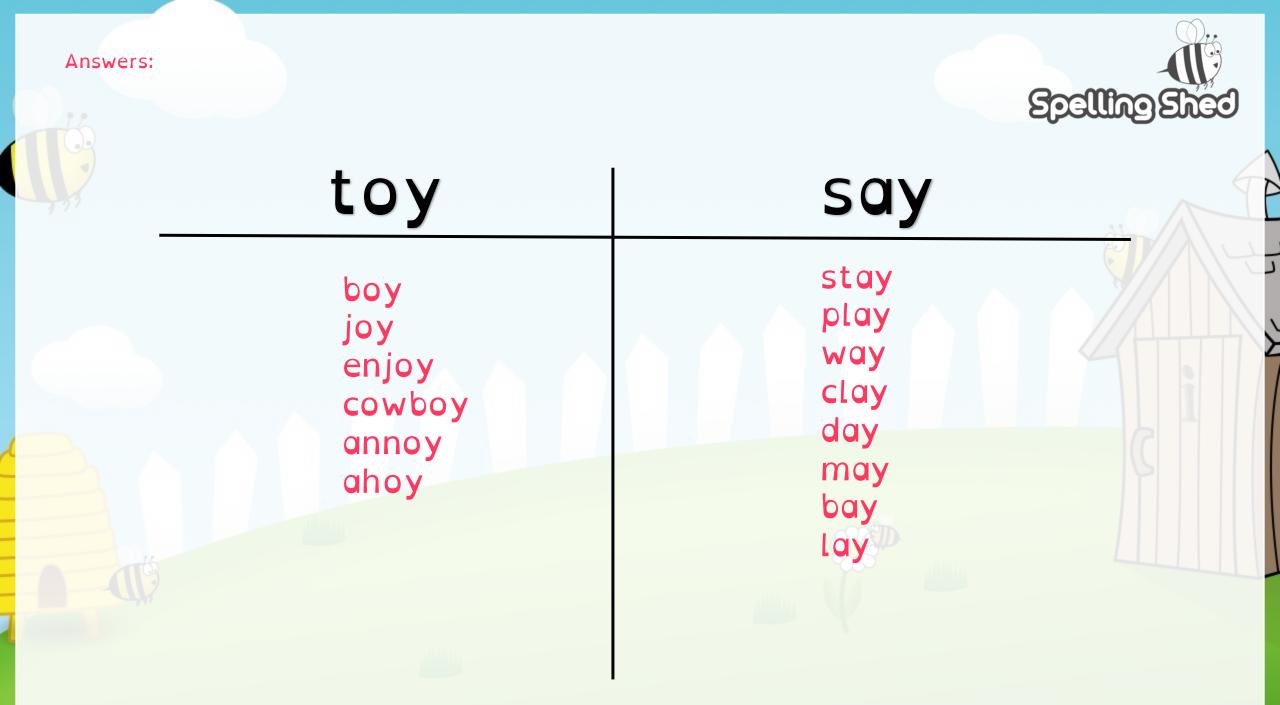
| Stage: 1Words with 'ph' ofList: 20Answers:                | or 'wh' spellings.                        |   | Spelling Shed   |
|---|---|---|---|
| Spellings<br>dolphin<br>phonics<br>when<br>which<br>white | dolin<br>ich<br>en<br>onics<br>ere<br>eel | dolphin<br>which<br>when<br>phonics<br>where<br>wheel | Can you use<br>your spelling<br>words to work<br>out whether of<br>wh or ph has<br>been removed<br>from each of<br>these words?<br>Write the<br>word again<br>with the<br>correct sound |
| alphabet<br>elephant<br>where<br>wheel<br>white           | ite<br>ile<br>alabet<br>eleant            | white<br>while<br>alphabet<br>elephant                | accurately<br>placed.   |

Stage: 1 List: 21

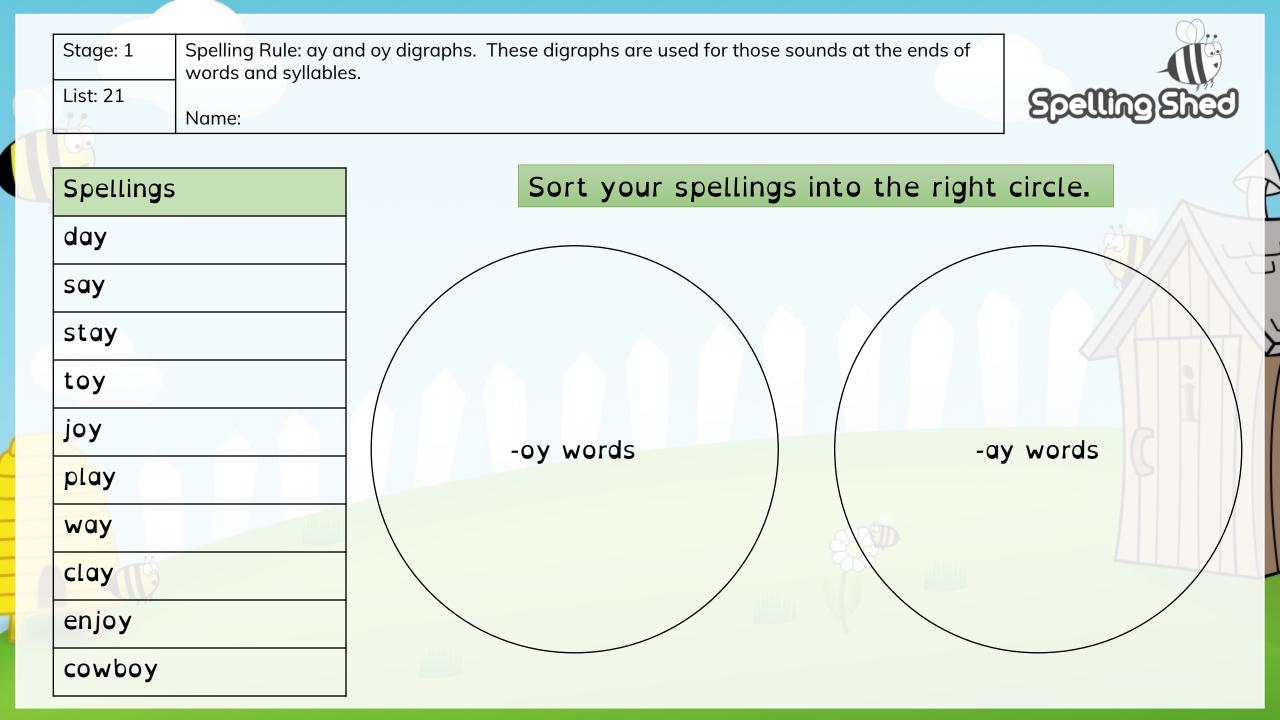
The 'ay' and 'oy' digraphs. These digraphs are used for those sounds at the ends of words and syllables.

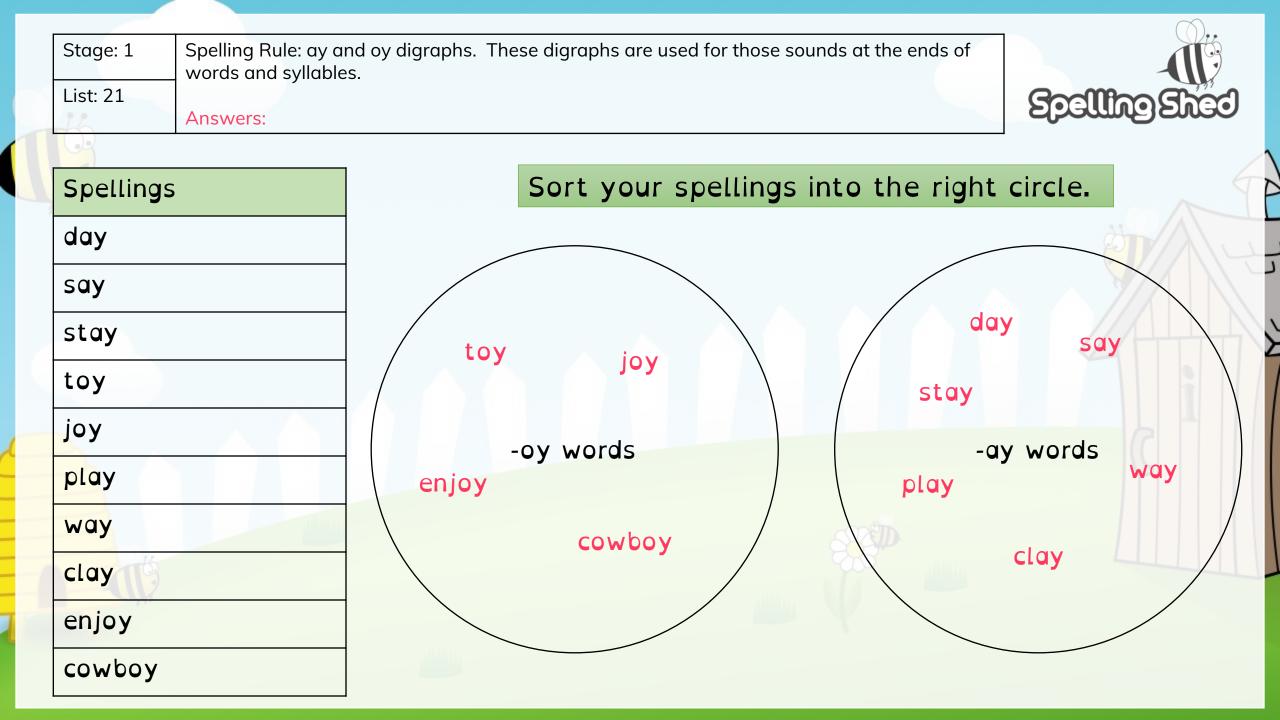
| Stage: 1The 'ay' and 'oy' dig<br>and syllables.List: 21 | raphs. These digrap          | ohs are used for those sounds at the ends of words  |
|---|------------------------------|---|
| Spellings<br>day  | Introduction                 | Introduce the digraph sounds ay and oy to the class. These sounds are often found at the end of words.  |
| say<br>stay<br>toy<br>joy<br>play                       | Main<br>Teaching<br>Activity | Ask the children to draw a line down their whiteboards and put<br>'toy' at the top of one side and 'say' at the top of the other side.<br>Get them to work in pairs to see how many rhyming words they<br>can add (with the same spelling pattern) to each side.<br>Share the results and discuss and misconceptions or incorrectly<br>spelled words. |
| way<br>clay<br>enjoy<br>cowboy                          | Independent<br>Activity      | Children to work in pairs to practise writing the words, one child<br>picks a word and their partner writes it on the whiteboard. The<br>first child checks the word and then they switch roles.  |





| Stage: 1           | Spelling Rule: ay and oy digraphs. These digraphs are used for those sounds at the ends of words and syllables.<br>Name: |                         |                         |                         |                         | Spelling Shee           |  |
|--------------------|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|--|
| List: 21           |  |                         |                         |                         |                         |                         |  |
| <u>.</u>           |  |                         |                         |                         |                         |                         |  |
| Spellings          |  | 1 <sup>st</sup> Attempt | 2 <sup>nd</sup> Attempt | 3 <sup>rd</sup> Attempt | 4 <sup>th</sup> Attempt | 5 <sup>th</sup> Attempt |  |
| day                |  |                         |                         |                         |                         | Ö                       |  |
| say                |  |                         |                         |                         |                         |                         |  |
| stay               |  |                         |                         |                         |                         |                         |  |
| toy                |  |                         |                         |                         |                         |                         |  |
| joy                |  |                         |                         |                         |                         | 6                       |  |
| <mark>pla</mark> y |  |                         |                         |                         |                         | 6                       |  |
| way                |  | put in                  |                         |                         |                         |                         |  |
| clay               |  |                         |                         |                         |                         |                         |  |
| enjoy              |  |                         |                         |                         | V                       |                         |  |
| cowboy             |  |                         |                         |                         |                         |                         |  |





Stage: 1 List: 22

The long vowel sound /a/ spelled with the split digraph a-e.

| Stage: 1 The lo | ng vowel sound /a/ spelled with | the split digraph a-e.  |  |  |  |
|-----------------|---------------------------------|---|--|--|--|
| List: 22        |                                 | Certe Cuillege  |  |  |  |
|                 | Introduction                    | Say the words in the list to the children and see if they can identify  |  |  |  |
| Spellings       |                                 | the sound that each word has. Write 'made' on the board and ask children if they know which letters are making the /ay/ sound (a_e) |  |  |  |
| made<br>same    | Main                            | Ask the children to identify the images and apply the split digraph   |  |  |  |
| take            | Teaching<br>Activity            | /ay/ sound when spelling them. There are some extra words in this section (flame, gate, grape, lake)                                |  |  |  |
| plate           |                                 | Share their spellings and discuss misconceptions or errors.   |  |  |  |
| mistake         |                                 | Share their spennings and discuss misconceptions of errors.   |  |  |  |
| <b>ca</b> me    | Independent                     | Get children to try and create two new words from the letters   |  |  |  |
| rake            | Activity                        | within a spelling list word.  |  |  |  |
| safe            |                                 | For example:  |  |  |  |
| awake           |                                 | snowflake – snow – now<br>mistake - stake - time  |  |  |  |
| snowflake       |                                 |   |  |  |  |





|                    | The long<br>Name: |                         | Certe College           |                         |                         |                         |
|--------------------|-------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
|                    |                   |                         |                         |                         |                         |                         |
| Spellings          |                   | 1 <sup>st</sup> Attempt | 2 <sup>nd</sup> Attempt | 3 <sup>rd</sup> Attempt | 4 <sup>th</sup> Attempt | 5 <sup>th</sup> Attempt |
| made               |                   |                         |                         |                         |                         |                         |
| same               |                   |                         |                         |                         |                         |                         |
| take               |                   |                         |                         |                         |                         |                         |
| plate              |                   |                         |                         |                         |                         | 9                       |
| mistake            |                   |                         |                         |                         |                         |                         |
| <mark>ca</mark> me |                   |                         |                         |                         |                         | 4                       |
| rake               |                   | 111111                  |                         |                         |                         |                         |
| safe               |                   |                         |                         |                         |                         |                         |
| awake              |                   |                         |                         | al Maria                |                         |                         |
| snowflake          | e                 |                         |                         |                         |                         |                         |

| Stage: 1  | The long vowel | sound /a/ spelled with the split digraph a-e. |                        |
|-----------|----------------|---|------------------------|
| List: 22  | Name:          | Sog   | Contection             |
| <u>Ö</u>  |                | He tidied the garden with a                   |                        |
| Spellings | 5              |   |                        |
| made      |                | Their dinner was served on a                  |                        |
| same      |                | The policeman made the children feel          |                        |
| take      |                | I made a in my book.                          | Insert a               |
| plate     |                | My dad a pizza for lunch.                     | spelling<br>into each  |
| mistake   |                | My brother and I like the things.             | sentence<br>so that it |
| came      |                | I like to my teddy to bed.                    | makes                  |
| rake      |                | STOP -  | sense.                 |
| safe      |                | My grandma to visit at the weekend.           |                        |
| awake     |                | I was early this morning.                     |                        |
| snowflak  | ke             | A freezing cold landed on my nose.            |                        |

| Stage: 1     | The long vowel so | und /a/ spelled with the split digraph a-e.        |                        |
|--------------|-------------------|--|------------------------|
| List: 22     | Name: Answers:    |  | Conte Confillede       |
|              |                   | He tidied the garden with a <u>rake</u> .          |                        |
| Spelling     | S                 | Their dinner was served on a_plate                 |                        |
| made<br>same |                   | The policeman made the children feel _safe         |                        |
| take         |                   | I made a _ <mark>mistake</mark> _ in my book.      | Insert a               |
| plate        |                   | My dad _made_ a pizza for lunch.                   | spelling<br>into each  |
| mistake      |                   | My brother and I like the <u>same</u> things.      | sentence<br>so that it |
| came         |                   | I like to <u>take</u> my teddy to bed.             | makes                  |
| rake         |                   |  | sense.                 |
| safe         |                   | My grandma <u>came</u> to visit at the weekend.    |                        |
| awake        |                   | I was <u>awake</u> early this morning.             |                        |
| snowfla      | ke                | A freezing cold <u>snowflake</u> landed on my nose |                        |

Stage: 1 List: 23

The long vowel sound /e/ spelled with the split digraph e-e.

| Stage: 1The long vowel soList: 23                   | ound /e/ spelled with t      | :he split digraph e-e.  |
|---|------------------------------|---|
| Spellings<br>even<br>thomo                          | Introduction                 | Say the words in the list to the children and see if they can identify the sound that each word has. Write 'theme' on the board and ask children if they know which letters are making the /ee/ sound $(e_e)$   |
| theme<br>these<br>evening<br>eve                    | Main<br>Teaching<br>Activity | <ul> <li>Show children the split words and ask them to write the beginnings and ends on their whiteboard to form the spelling lists. Click o the slide to hide the spelling list if you want to make it more challenging.</li> <li>Share the words the children have made and discuss.</li> </ul>   |
| delete<br>Chinese<br>complete<br>athlete<br>extreme | Independent<br>Activity      | Children play spelling noughts and crosses (tic tac toe). On a mini<br>whiteboard draw a nought and crosses grid (see powerpoint<br>slide). Each child chooses a target word from the list and has to<br>write it in one of the squares next child writes their word in<br>another, play like noughts and crosses. First to get three words in<br>a row wins that round. Begin again with a new word from the list. |

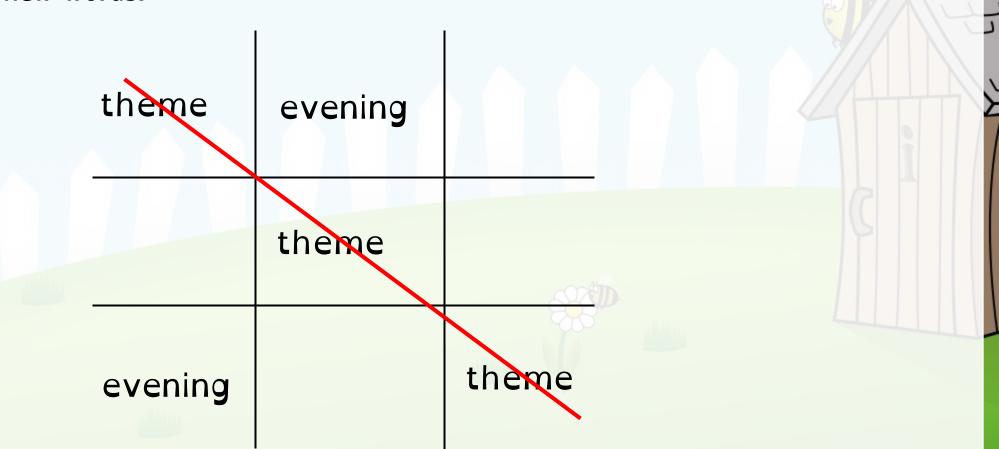
| Stage: 1 The long vowe | el sound /e/ spelled with the split digraph e | -е.                | Spalling Sha                      |
|------------------------|---|--------------------|-----------------------------------|
|                        | Click to hide                                 | the spelling list! |                                   |
|                        | ev  | ese                | Match the                         |
|                        | extr  | ve                 | beginning sound<br>to its ending. |
|                        | th  | en                 |                                   |
|                        | eve   | ete                |                                   |
|                        | e   | hlete              |                                   |
|                        | del   | ning               |                                   |
|                        | Chi   | me                 |                                   |
|                        | comp  | lete               |                                   |
|                        | at  | nese               |                                   |
|                        | the   | eme                |                                   |

 $\frown$ 

| Stage: 1 | The long vowel so | und /e/ spelled with the split digraph ( | е-е.                 |                                   |
|----------|-------------------|--|----------------------|-----------------------------------|
| List: 23 | Answers:          |  |                      | Certe Culleds                     |
| 0        |                   | Click to hide                            | e the spelling list! |                                   |
| Spelling | <b>y</b> s        | ev                                       |                      | <pre></pre>                       |
| even     |                   |  | ese                  | Match the                         |
| theme    |                   | extr                                     | ve                   | beginning sound<br>to its ending. |
|          |                   | th                                       | en                   |                                   |
| these    |                   | eve                                      | ete                  |                                   |
| evening  | 1                 | e  | hlete                |                                   |
| eve      |                   | del                                      |                      |                                   |
| delete   |                   |  | ning                 |                                   |
| Chinese  | 2                 | Chi                                      | me                   |                                   |
| complet  | t 0               | comp                                     | lete                 |                                   |
| compte   |                   | at                                       | nese                 |                                   |
| athlete  |                   | the                                      | eme                  |                                   |
| extrem   | e                 |  |                      |                                   |

#### Play a word version of noughts and crosses:

- Each partner chooses a word from the spelling list and has to try and get three of their chosen word in a row.
- Winner has three in a row, all spelled correctly.
- Start again with new words.



| Γ | Stage: 1 Th            | ne lond        | y vowel sound /e/ spell | ed with the split digrap | oh e-e.                 |                         |                         |  |  |  |
|---|------------------------|----------------|-------------------------|--------------------------|-------------------------|-------------------------|-------------------------|--|--|--|
|   |                        | List: 23 Name: |                         |                          |                         |                         |                         |  |  |  |
|   |                        |                |                         |                          |                         |                         |                         |  |  |  |
| ų | Spellings              |                | 1 <sup>st</sup> Attempt | 2 <sup>nd</sup> Attempt  | 3 <sup>rd</sup> Attempt | 4 <sup>th</sup> Attempt | 5 <sup>th</sup> Attempt |  |  |  |
|   | even                   |                |                         |                          |                         |                         | Ö                       |  |  |  |
|   | theme                  |                |                         |                          |                         |                         |                         |  |  |  |
|   | these                  |                |                         |                          |                         |                         |                         |  |  |  |
|   | evening                |                |                         |                          |                         |                         |                         |  |  |  |
|   | eve                    |                |                         |                          |                         |                         | P *                     |  |  |  |
|   | delete                 |                |                         |                          |                         |                         | <u>s</u>                |  |  |  |
|   | Chinese                |                |                         |                          |                         | CTO D                   |                         |  |  |  |
| 1 | <mark>com</mark> plete |                |                         |                          |                         | 30                      |                         |  |  |  |
|   | athlete                |                |                         |                          |                         |                         |                         |  |  |  |
|   | extreme                |                |                         |                          |                         |                         |                         |  |  |  |

| The long vowel s |  |  |
|------------------|--|--|
| S                | Can you write 4 sentences? Use one of your spellings in each sentence. | A  |
|                  |  |  |
|                  |  | X  |
|                  |  | - (  |
|                  |  | -  |
|                  |  | _  |
|                  | _  | Can you write 4 sentences? Use one of your spellings in each sentence. |

Stage: 1 List: 24

The long vowel sound /i/ spelled with a split digraph i-e.

| Stage: 1The long vowel souList: 24     |                              |  |  |  |  |  |  |  |
|--|------------------------------|--|--|--|--|--|--|--|
| Spellings<br>five                      | Introduction                 | Say the words in the list to the children and see if they can identify<br>the sound that each word has. Write 'side' on the board and ask<br>children if they know which letters are making the /iy/ sound (i_e)         |  |  |  |  |  |  |
| like<br>side<br>spike<br>fire          | Main<br>Teaching<br>Activity | Show the children the slides and get them to input the correct<br>word from the spelling list, remind them that all of the words have<br>the split digraph i_e in them!<br>Share their words and discuss misconceptions. |  |  |  |  |  |  |
| ride<br>time<br>slide<br>trike<br>mice | Independent<br>Activity      | Get the children to pick 5 of the words and write a definition for<br>them, they can then share them in small groups, or to the whole<br>class, and see if children can guess what the word is (like<br>Balderdash)      |  |  |  |  |  |  |



# My favourite thing at the park is the \_\_\_\_\_.



# My favourite thing at the park is the \_\_\_\_\_

slide



#### Does anyone know what \_\_\_\_\_ the match is on tonight?





#### Does anyone know what \_\_\_\_\_ the match is on tonight?



time



### My new \_\_\_\_\_ is really fun, did you know they have three wheels?





# My new \_\_\_\_\_ is really fun, did you know they have three wheels?



trike



it

#### Don't go too near that \_\_\_\_ is really hot.



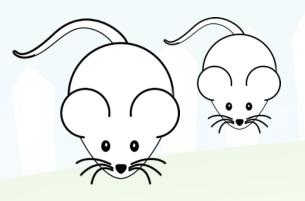
it

# 

fire

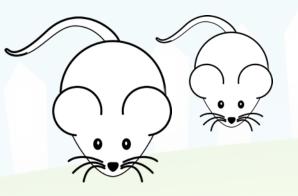


#### We have so many \_\_\_\_\_ in the barn but the cats like to catch them.





#### We have so many \_\_\_\_\_ in the barn but the cats like to catch them.



mice

| Stage: 1  | The lon        | g vowel sound /i/ spelle | ed with a split digraph | i-e.                    |                         |                         |  |  |  |  |
|-----------|----------------|--------------------------|-------------------------|-------------------------|-------------------------|-------------------------|--|--|--|--|
| List: 24  | ist: 24 Name:  |                          |                         |                         |                         |                         |  |  |  |  |
| 0         | List: 24 Name: |                          |                         |                         |                         |                         |  |  |  |  |
| Spellings | 5              | 1 <sup>st</sup> Attempt  | 2 <sup>nd</sup> Attempt | 3 <sup>rd</sup> Attempt | 4 <sup>th</sup> Attempt | 5 <sup>th</sup> Attempt |  |  |  |  |
| five      |                |                          |                         |                         |                         |                         |  |  |  |  |
| like      |                |                          |                         |                         |                         |                         |  |  |  |  |
| side      |                |                          |                         |                         |                         |                         |  |  |  |  |
| spike     |                |                          |                         |                         |                         |                         |  |  |  |  |
| fire      |                |                          |                         |                         |                         | 7                       |  |  |  |  |
| ride      |                |                          |                         |                         |                         | 6                       |  |  |  |  |
| time      |                |                          |                         |                         | (1)<br>(1)              |                         |  |  |  |  |
| slide     |                |                          |                         |                         |                         |                         |  |  |  |  |
| trike     |                |                          |                         |                         |                         |                         |  |  |  |  |
| mice      |                |                          |                         |                         |                         |                         |  |  |  |  |

| Stage: 1<br>List: 24 | The long vowel sou<br>Name: | und /i/ spelled with a split c  | ligraph i-e. |                  | Epel          | Conte Cont |
|----------------------|-----------------------------|---|--------------|------------------|---------------|------------|
|                      |                             |   |              |                  |               |            |
| Spelling             | S                           | Draw a li   | ne from eac  | h picture to one | of your spell | ings.      |
| five                 |                             | -   |              |                  |               |            |
| like                 |                             | Manna and a start of the start | Wales-       |                  |               |            |
| side                 |                             |   | •            |                  |               |            |
| spike                |                             |   |              |                  |               |            |
| fire                 |                             | five  |              | ti               | ime           |            |
| ride                 |                             |   | slide        | spike            | fire          | G          |
|                      |                             |   | tr           | ike              |               | mice       |
| time                 |                             |   |              |                  |               | -          |
| slide                |                             |   |              |                  |               |            |
| trike                |                             |   | 9 9 3        |                  |               |            |
| mice                 |                             |   | .0           |                  |               |            |

| Stage: 1 T | The long vowel so | ound /i/ spelled with a split digr      | aph i-e.       |               |                |
|------------|-------------------|---|----------------|---------------|----------------|
| List: 24   | Answers:          |   |                |               | Conte Cullicos |
| <u>Ó</u>   |                   |   |                |               |                |
| Spellings  |                   | Draw a line from                        | m each picture | to one of you | ur spellings.  |
| five       |                   | <b>4</b>                                |                |               |                |
| like       |                   | AND |                |               |                |
| side       |                   | Carena pair MMA                         |                |               |                |
| spike      |                   |   |                |               |                |
| fire       |                   | five                                    |                | time          |                |
| ride       |                   | slide                                   | spi            | ke            | fire           |
| time       |                   |   | trike          |               | mice           |
| stide      |                   |   |                |               |                |
| trike      |                   | 9                                       |                |               |                |
| mice       |                   |   | 6              |               |                |

Stage: 1 List: 25

The long vowel sound /o/ spelled with the split digraph o-e.

| Stage: 1The long vowel souList: 25 | Ind /o/ spelled with t       | the split digraph o-e.  |  |  |  |  |  |  |  |
|------------------------------------|------------------------------|---|--|--|--|--|--|--|--|
| Spellings<br>home                  | Introduction                 | Say the words in the list to the children and see if they can identify the sound that each word has. Write 'spoke' on the board and ask children if they know which letters are making the /oh/ sound (o_e) |  |  |  |  |  |  |  |
| woke<br>hole<br>spoke              | Main<br>Teaching<br>Activity | Ask the children to work out the scrambled up words to create<br>their word list. Remind them that each word contains the o_e split<br>digraph.Share their spellings and discuss any misconceptions.        |  |  |  |  |  |  |  |
| bone<br>those<br>hope<br>mole      | Independent<br>Activity      | Give the children the word search and ask them to find and colour in their spelling list words.   |  |  |  |  |  |  |  |
| joke<br>phone                      |                              |   |  |  |  |  |  |  |  |

| Stage: 1 | The long vowel sou | und /o/ spe | elled w | vith the | e split | digrap | oh o-e | 2.   |        |       |       |                  |       |      |    |        | <b>A</b> |   |
|----------|--------------------|-------------|---------|----------|---------|--------|--------|------|--------|-------|-------|------------------|-------|------|----|--------|----------|---|
| List: 25 | Name:              |             |         |          |         |        |        |      |        |       |       |                  |       | S    |    | )<br>M | Shec     | ) |
| <u>O</u> |                    |             | F       | ind      | and     | unso   | ran    | nble | o v oı | Jr sr | ellir | nas ir           | n the | aric | 15 |        |          |   |
| Spelling | S                  |             | •<br>i  |          |         | 7      |        |      |        |       |       | י <b>יפ</b> ט יי |       | 9110 |    |        |          |   |
| home     |                    | h           | m       | 0        | e       |        |        | 0    | h      | e     | 1     |                  |       |      |    |        |          |   |
| woke     |                    |             |         |          |         |        |        |      |        |       |       |                  |       | m    | 0  | e      |          |   |
| hole     |                    | Г. Г. Г.    |         | <br>     |         |        | L      | 7    |        |       |       |                  |       |      |    | A      |          |   |
| spoke    |                    |             | S       | 0        | þ       | е      | k      |      | n      | b     | 0     | e                |       |      |    |        |          |   |
| bone     |                    |             |         |          |         |        |        |      |        |       |       |                  |       |      |    |        |          |   |
| those    |                    | h           | p       | 0        | e       | ]      |        | t    | е      | h     | 0     | S                |       | i    | k  | 0      | е        |   |
| hope     |                    |             |         |          |         | -      | -      |      |        |       | -07Ê  |                  |       | •    |    |        |          |   |
| mole     |                    |             |         |          |         |        |        |      |        |       | 222   |                  | 111   |      |    |        |          |   |
| joke     |                    |             | h       | p        | n       | 0      | e      |      |        | k     | w     | 0                | е     |      |    |        |          |   |
| phone    |                    |             | 1111    |          |         |        |        |      |        |       |       |                  |       |      |    |        |          |   |

| Stage: 1 | The long vowel | sound /o | / spell | ed wi | th the | e split | digro         | aph  | о-е.  |       |       |                      |       |      |    |     |     | ) |
|----------|----------------|----------|---------|-------|--------|---------|---------------|------|-------|-------|-------|----------------------|-------|------|----|-----|-----|---|
| List: 25 | Answers:       |          |         |       |        |         |               |      |       |       |       |                      |       | S    |    | 100 | Ehe | 3 |
| <u>C</u> | ·              | _        | F       | ind   | and    | unc     | ran           | oble |       | ır cr | ellin | nas ir               | n the | arid | c  | _   |     |   |
| Spelling | S              |          | •       |       |        |         | ст <b>с</b> п |      | , you |       |       | י <b>פ</b> ס וו<br>ר |       | gria | 5. |     |     |   |
| home     |                | ]   h    | m       | 0     | e      |         |               | 0    | h     | e     | L     |                      |       |      |    |     |     |   |
| woke     |                | h        | 0       | m     | e      | ]       |               | h    | 0     | L     | e     |                      |       | m    | 0  | e   |     |   |
| hole     |                |          |         |       |        | _]<br>  |               | _    |       |       |       |                      | m     | 0    | L  | e   |     |   |
| spoke    |                | -        | S       | Ο     | p      | e       | k             |      | n     | b     | 0     | е                    |       |      |    |     |     |   |
| bone     |                |          | S       | q     | 0      | k       | e             |      | b     | 0     | n     | е                    |       |      |    |     |     |   |
| those    |                | h        | p       | 0     | e      |         | ·<br>         | t    | е     | h     | Ο     | S                    | [     | j    | k  | 0   | e   |   |
| hope     |                | h        | 0       | p     | e      |         |               | t    | h     | 0 \$  | s     | e                    | -     | i    | 0  | k   | е   |   |
| mole     |                |          |         |       |        |         |               |      |       |       | 00    |                      | 111   | •    | _  |     |     |   |
| joke     |                |          | h       | p     | n      | 0       | e             |      |       | k     | W     | 0                    | e     |      |    |     |     |   |
| phone    |                |          | р       | h     | 0      | n       | e             |      |       | W     | 0     | k                    | е     |      |    |     |     |   |

| Stage: 1 | The long vowel so | ound /o/ spelled with the split digraph o-e.                    |   |   |   |   |   |   |   |   |   |   |   |              | 1   |
|----------|-------------------|---|---|---|---|---|---|---|---|---|---|---|---|--------------|-----|
| _ist: 25 | Name:             |   |   |   |   |   |   |   |   |   |   |   |   | Spelling She |     |
|          |                   |   |   |   |   |   |   |   |   |   |   |   |   | -            |     |
| Spelling | S                 |   | h | ο | m | e | t | У | b | W | 0 | k | e | q            |     |
| nome     |                   |   | 0 | i | j | n | m | p | n | L | S | f | j | t            | ÖT/ |
| woke     |                   | h   | X | W | 0 | v | h | i | S | t | m | a | h |              |     |
| nole     |                   | 0   | d | k | b | j | 0 | k | е | k | q | p | 0 |              |     |
| spoke    |                   |   | q | С | m | е | a | n | b | a | q | 0 | С | S            | 1   |
| oone     |                   |   | e | t | h | 0 | L | e | j | 0 | m | Х | L | e            | 2   |
| those    |                   |   | С | b | 0 | f | i | h | e | b | 0 | n | e | h            | 6   |
| nope     |                   |   | b | У | z | n | h | S | p | r | L | a | 0 | W            |     |
| mole     |                   |   | S | p | 0 | k | e | t | z | у | e | e | a | b            |     |
| joke     |                   |   |   |   |   |   |   |   |   |   |   |   |   |              |     |
| phone    |                   | Find and colour your spellings that<br>are hidden in this grid. |   |   |   |   |   |   |   |   |   |   |   |              |     |

 $\frown$ 

| Stage: 1  | The long vowel | he long vowel sound /o/ spelled with the split digraph o-e.  |   |    |      |      |   |      |     |     |       |      |     |   |                |  |  |  |  |
|-----------|----------------|--|---|----|------|------|---|------|-----|-----|-------|------|-----|---|----------------|--|--|--|--|
| List: 25  | Answers:       |  |   |    |      |      |   |      |     |     |       |      |     |   | Cont Confileds |  |  |  |  |
| <u>G</u>  |                | _  |   |    |      |      |   |      |     |     |       |      |     |   |                |  |  |  |  |
| Spellings |                |  | h | 0  | m    | e    | t | У    | b   | W   | 0     | k    | e   | p |                |  |  |  |  |
| home      |                |  | 0 | i  | j    | n    | m | q    | n   | L   | S     | f    | j   | t |                |  |  |  |  |
| woke      |                |  | h | Х  | W    | 0    | V | h    | i   | S   | t     | m    | a   | h |                |  |  |  |  |
| hole      |                |  | 0 | d  | k    | b    | j | 0    | k   | е   | k     | q    | q   | 0 |                |  |  |  |  |
| spoke     |                |  | p | С  | m    | е    | a | n    | b   | a   | q     | 0    | С   | S |                |  |  |  |  |
| bone      |                |  | е | t  | h    | 0    | L | e    | j   | 0   | m     | Х    | L   | е | 6              |  |  |  |  |
| those     |                |  | С | b  | 0    | f    | i | h    | e   | b   | 0     | n    | e   | h |                |  |  |  |  |
| hope      |                |  | b | У  | z    | n    | h | s    | p   | n   | L     | a    | 0   | W |                |  |  |  |  |
| mole      |                |  | S | p  | 0    | k    | e | t    | z   | У   | e     | е    | a   | b |                |  |  |  |  |
| joke      |                |  |   | Fi | nd a | nd a |   | ur v | our | spe | ellin | as t | hat |   | ]              |  |  |  |  |
| phone     |                | Find and colour your spellings t<br>are hidden in this grid. |   |    |      |      |   |      |     |     |       |      |     |   |                |  |  |  |  |

| Stage: 1  | The lon | g vowel sound /o/ spell | ed with the split digrap | oh o-e.                 |                         |                         |
|-----------|---------|-------------------------|--------------------------|-------------------------|-------------------------|-------------------------|
| List: 25  | Name:   |                         |                          |                         |                         | Contract Contineers     |
| 03        |         |                         |                          |                         |                         |                         |
| Spellings |         | 1 <sup>st</sup> Attempt | 2 <sup>nd</sup> Attempt  | 3 <sup>rd</sup> Attempt | 4 <sup>th</sup> Attempt | 5 <sup>th</sup> Attempt |
| home      |         |                         |                          |                         |                         |                         |
| woke      |         |                         |                          |                         |                         |                         |
| hole      |         |                         |                          |                         |                         |                         |
| spoke     |         |                         |                          |                         |                         |                         |
| bone      |         |                         |                          |                         |                         | 7                       |
| those     |         |                         |                          |                         |                         | G                       |
| hope      |         |                         |                          |                         |                         |                         |
| mole      |         |                         |                          |                         |                         |                         |
| joke      |         |                         |                          |                         | Y                       |                         |
| phone     |         |                         | 11                       |                         |                         |                         |

| Stage: 1  | Spelling Rule: The I | ong vowel sound /o/ spelled with the split digraph o-e.            |
|-----------|----------------------|--|
| List: 25  | Name:                | Certe Cuilleds   |
|           |                      | Add one of your spellings to each sentence so that it makes sense. |
| Spellings | S                    | We walk from school.   |
| home      |                      |  |
| woke      |                      | The dog likes to chew his  |
| hole      |                      | The clown told a funny   |
| spoke     |                      | The made a little mound on the arace                               |
| bone      |                      | The made a little mound on the grass.                              |
| those     |                      | I up early this morning.   |
| hope      |                      | I to my friend on the  |
| mole      |                      | Llooked through the  |
| joke      |                      | I looked through the in the wall.                                  |
| phone     |                      | children over there are my friends.                                |

| Stage: 1                      | Spelling Rule: The | long vowel sound /o/ spelled with the split digraph o-e.           |  |  |  |  |  |
|-------------------------------|--------------------|--|--|--|--|--|--|
| List: 25                      | Answers:           | Certs Culleds  |  |  |  |  |  |
| 09                            |                    | Add one of your spellings to each sentence so that it makes sense. |  |  |  |  |  |
| Spelling                      | IS                 | We walk _home_ from school.  |  |  |  |  |  |
| home                          |                    |  |  |  |  |  |  |
| woke<br>hole<br>spoke<br>bone |                    | The dog likes to chew his _bone                                    |  |  |  |  |  |
|                               |                    | The clown told a funny _joke                                       |  |  |  |  |  |
|                               |                    |  |  |  |  |  |  |
|                               |                    | The <u>mole</u> made a little mound on the grass.                  |  |  |  |  |  |
| those                         |                    | I _woke_ up early this morning.                                    |  |  |  |  |  |
| hope                          | a participation    | I_spoke_ to my friend on the _phone                                |  |  |  |  |  |
| mole                          |                    |  |  |  |  |  |  |
| joke                          |                    | I looked through the _hole_ in the wall.                           |  |  |  |  |  |
| phone                         |                    | _those_ children over there are my friends.                        |  |  |  |  |  |

Stage: 1 List: 26

The long vowel /oo/ and /yoo/ sounds spelt as u-e. These sounds are usually found in the middle or at the end of words.

| Stage: 1The long vowel /or<br>middle or at the enList: 26 |                              | pelt as u-e. These sounds are usually found in the   |  |  |  |  |
|---|------------------------------|--|--|--|--|--|
| Spellings<br>June   | Introduction                 | The long vowel /oo/ and /yoo/ sounds spelt as u-e. These sounds are usually found in the middle or at the end of words.  |  |  |  |  |
| rude  | Main<br>Teaching<br>Activity | Ask the children to copy the words from the spelling list and put<br>them in alphabetical order – use the slide with the alphabet on if<br>support is required.<br>Discuss the order and any misconceptions. |  |  |  |  |
| flume   |                              |  |  |  |  |  |
| huge<br>rule  |                              | Lise the dise activity and allow the shildren to complete it for each  |  |  |  |  |
| use<br>tune<br>flute                                      | Independent<br>Activity      | Use the dice activity and allow the children to complete it for each word.<br>Share their sentences and definitions.   |  |  |  |  |
| plume   |                              |  |  |  |  |  |

|                                    |   |     |       |        |        | _  |   |   |     |   |     |   | 9.3 |
|------------------------------------|---|-----|-------|--------|--------|----|---|---|-----|---|-----|---|-----|
| Put the words in alphabetical orde |   | spe | lling | , list | . in 1 | to |   |   |     | Ę | 300 |   | heo |
| Spellings                          |   |     |       |        |        |    |   |   |     |   |     |   |     |
| June                               |   |     |       |        |        |    |   |   |     |   |     |   |     |
| rude                               |   | h   | ~     |        |        | £  |   | h | . : |   |     |   | AL- |
| tube                               | U | U   |       | U      | C      |    | y |   | IJ  | K | L   | m |     |
| flume                              |   |     |       |        |        |    |   |   |     |   |     |   |     |
| huge                               |   |     |       |        |        |    |   |   |     |   |     |   |     |
| rule                               |   | р   | q     | r      | S      | τ  | U | V | W   | Χ | У   | Z |     |
| use                                |   |     |       |        |        |    |   |   |     |   |     |   |     |
| tune                               |   |     |       |        |        |    |   |   |     |   |     |   |     |
| flute                              |   |     |       |        |        |    |   |   |     |   |     |   |     |
| plume                              |   |     |       |        |        |    |   |   |     |   |     |   |     |

| Spellings |  |   |          |   |   |   |   |   |     |   |   |     |   |
|-----------|--|---|----------|---|---|---|---|---|-----|---|---|-----|---|
| lume      |  |   |          |   |   |   |   |   |     |   |   |     |   |
| lute      |  | h | <b>^</b> | 4 | Δ | f | α | h | ı i |   |   | m   | n |
| nuge      |  |   |          | U | C | I | 9 |   | ١j  | K | - | Y/- |   |
| une       |  |   |          |   |   |   |   |   |     |   |   |     |   |
| olume     |  |   |          |   |   |   |   |   |     |   |   |     |   |
| ude       |  |   | q        | r | S | τ | U | V | W   | X | У | Ζ   |   |
| ule       |  | - |          |   |   |   |   |   |     |   | - |     |   |
| ube       | The second s |   |          |   |   |   |   |   |     |   |   |     |   |
| une       |  |   |          |   |   |   |   |   |     |   |   |     |   |
| use       |  |   |          |   |   |   |   |   |     |   |   |     |   |

 $\bigcap$ 

|           | oo/ and /yoo/ sounds spelt as u-e. These sounds are usually<br>le or at the end of words.                   |
|-----------|---|
|           | Roll a die or ask someone to pick a number from 1-6 for each spelling.                                      |
| Spellings |   |
| June      | Write your word in a full sentence.   |
| rude      |   |
| tube      | Write your word in capital letters.   |
| flume     | • Write your word three times.  |
| huge      |   |
| rule      | Write your word in different colours.   |
| use       | Write what your word means.   |
| tune      |   |
| flute     | $\begin{pmatrix} \bullet \bullet \bullet \\ \bullet \bullet \bullet \end{pmatrix}$ Spell the word out loud. |
| plume     |   |

| List: 26  | he long vowel /oo/ and /yoo/<br>hiddle or at the end of words.<br>lame: |                         | hese sounds are usual   |                         | Conte Continees         |
|-----------|---|-------------------------|-------------------------|-------------------------|-------------------------|
| Spellings | 1 <sup>st</sup> Attempt   | 2 <sup>nd</sup> Attempt | 3 <sup>rd</sup> Attempt | 4 <sup>th</sup> Attempt | 5 <sup>th</sup> Attempt |
| June      |   |                         |                         |                         | Ö <b>r</b>              |
| rude      |   |                         |                         |                         |                         |
| tube      |   |                         |                         |                         |                         |
| flume     |   |                         |                         |                         |                         |
| huge      |   |                         |                         |                         | 7                       |
| rule      |   |                         |                         |                         | 6                       |
| use       |   |                         |                         | CONTRA -                |                         |
| tune      |   |                         |                         |                         |                         |
| flute     |   |                         |                         | 1                       |                         |
| plume     |   |                         |                         |                         |                         |

| Stage: 1The long vowel /or<br>middle or at the enList: 26Name:Spellings | o/ and /yoo/ sounds spelt as u-e. Thes<br>nd of words. | se sounds are usually found in the | Contract |
|---|--|------------------------------------|----------|
| June<br>rude  | Ju_e   | tu_e                               | ru_e     |
| tube<br>flume   | tu_e   | Add the<br>missing letters         | flu_e    |
| huge<br>rule<br>use   | ru_e   | to these<br>words.                 | u_e      |
| tune<br>flute<br>plume  | flu_e  | hu_e                               | plu_e    |

| Stage: 1       The long vowel /oo/         List: 26       Answers:         Spellings | b/ and /yoo/ sounds spelt as u-e. These | e sounds are usually found in the | Spelling Shed  |
|--|---|-----------------------------------|----------------|
| June<br>rude   | Ju <u>n</u> e                           | tube                              | rude           |
| tube<br>flume  | tu <u>n</u> e                           | Add the missing letters           | flume          |
| huge<br>rule<br>use  | rule                                    | to these<br>words.                | u <u>s</u> e   |
| tune<br>flute<br>plume   | flu <u>t</u> e                          | huge                              | plu <u>m</u> e |

Stage: 1 List: 27

The long vowel sound /ē/ spelled ea. Another common spelling of the sound which is often found in the middle and end of words.

| Stage: 1<br>List: 27                      | The long vowel sour<br>found in the middle | nd / ē / spelt ea. Anc<br>and end of words. | other common spelling of the sound which is often  |  |  |  |
|---|--|---|--|--|--|--|
| Spellings<br>each                         |  | Introduction                                | The long vowel sound /ē/ spelled ea. Another common spelling of<br>the sound which is often found in the middle and end of words.<br>Let the children see the word list and see if they can spot the<br>letters that are making the /e/ sound. |  |  |  |
| reach<br>lead<br>leave<br>squeak<br>peach |  | Main<br>Teaching<br>Activity                | Do a speed spell and ask the children to write the words you say<br>on their whiteboards as quickly as possible. Remind them that all<br>of the spellings contain the 'ea' digraph.<br>Share the spellings and discuss any misconceptions.     |  |  |  |
| teach<br>leaf<br>beak<br>real             |  | Independent<br>Activity                     | Get the children to complete the sentences using the words from<br>this week's spellings. Share with a partner to check answers and<br>then share with the class.  |  |  |  |

| Stage: 1<br>List: 27 | The long vowel sou<br>in the middle and e<br>Name: | und /ē/ spelt ea. Another common spelling of the sound which is often found end of words. |  |  |  |  |  |
|----------------------|--|---|--|--|--|--|--|
| 0                    |  |   |  |  |  |  |  |
| Spellings            | 5  | Choose one of your spellings to complete the sentence.                                    |  |  |  |  |  |
| each                 |  |   |  |  |  |  |  |
| reach                |  | You can have one biscuit  |  |  |  |  |  |
| lead                 |  | I am so little that I can't the cupboard!   |  |  |  |  |  |
| leave                |  | You know the way George, you the way.   |  |  |  |  |  |
| squeak               |  | I definitely heard a, do you think there is a mouse?                                      |  |  |  |  |  |
| peach                |  | My favourite fruit is a   |  |  |  |  |  |
| teach                |  | I can you how to dance if you like?   |  |  |  |  |  |
| leaf                 |  | You can draw around a to get a good shape.  |  |  |  |  |  |
|                      |  | Birds have a to peck food.  |  |  |  |  |  |
| beak                 |  | Is that treasure map?   |  |  |  |  |  |
| real                 |  |   |  |  |  |  |  |

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| Stage: 1The long vowel so<br>in the middle andList: 27Answers: | ound /ē/ spelt ea. Another common spelling of the sound which is often found<br>end of words.              |  |  |  |  |  |
|--|--|--|--|--|--|--|
| Spellings  | Choose one of your spellings to complete the sentence.   |  |  |  |  |  |
| each   |  |  |  |  |  |  |
| reach  | You can have one biscuit _each   |  |  |  |  |  |
| lead   | I am so little that I can't <u>_reach_</u> the cupboard!   |  |  |  |  |  |
| leave  | You know the way George, you <u>lead</u> the way.  |  |  |  |  |  |
| squeak   | I definitely heard a _squeak_, do you think there is a mouse?  |  |  |  |  |  |
| peach  | My favourite fruit is a _peach   |  |  |  |  |  |
| -  | I can <u>teach</u> you how to dance if you like?<br>You can draw around a <u>leaf</u> to get a good shape. |  |  |  |  |  |
| teach  |  |  |  |  |  |  |
| leaf   | Birds have a <u>beak</u> to peck food.   |  |  |  |  |  |
| beak   | Is that treasure map _real_?   |  |  |  |  |  |
| real   |  |  |  |  |  |  |

|           | ong vowel sound /ē/ spelt<br>e middle and end of word<br>e: |                         | found<br>Spelling Shed  |                         |                         |  |  |  |
|-----------|---|-------------------------|-------------------------|-------------------------|-------------------------|--|--|--|
|           |   |                         |                         |                         |                         |  |  |  |
| Spellings | 1 <sup>st</sup> Attempt                                     | 2 <sup>nd</sup> Attempt | 3 <sup>rd</sup> Attempt | 4 <sup>th</sup> Attempt | 5 <sup>th</sup> Attempt |  |  |  |
| each      |   |                         |                         |                         |                         |  |  |  |
| reach     |   |                         |                         |                         |                         |  |  |  |
| lead      |   |                         |                         |                         |                         |  |  |  |
| leave     |   |                         |                         |                         |                         |  |  |  |
| squeak    |   |                         |                         |                         | 7                       |  |  |  |
| peach     |   |                         |                         |                         | 6                       |  |  |  |
| teach     | pillin -  |                         |                         | CO ČID                  |                         |  |  |  |
| leaf      |   |                         |                         |                         |                         |  |  |  |
| beak      |   |                         |                         | K                       |                         |  |  |  |
| real      |   |                         |                         |                         |                         |  |  |  |

| Stage: 1<br>List: 27 | The long vowel soun<br>in the middle and end<br>Name: | d /ē/ spelt ea. Another common spelling of the<br>d of words. | e sound which is often found        |
|----------------------|---|---|-------------------------------------|
| Spellings            | 5   | Unscramble the letters be                                     | low to create the correct spelling. |
| each                 |   | eahcr   |                                     |
| reach                |   | chea  |                                     |
| lead                 |   | lear  |                                     |
| leave                |   | feal  |                                     |
| squeak               |   | adle  |                                     |
| peach                |   | chtae   |                                     |
| teach                |   | veale   |                                     |
| leaf                 |   | keab  |                                     |
| beak                 |   | skueqa  |                                     |
| real                 |   | pchea   |                                     |

| Stage: 1The long vowel s<br>in the middle and<br>Answers:List: 27Answers: | d end of words. | elling of the sound which is often found |
|---|-----------------|--|
| each  | eahcr           | reach                                    |
| reach   | chea            | each                                     |
| lead  | lear            | real                                     |
| leave   | feal            | leaf                                     |
| squeak  | adle            | Lead                                     |
| <mark>pe</mark> ach   | chtae           | teach                                    |
| teach   | veale           | leave                                    |
| leaf  | keab            | beak                                     |
| beak  | skueqa          | squeak                                   |
| real  | pchea           | peach                                    |

Stage: 1 List: 28

The short vowel sound /e/ spelt ea.

| Stage: 1<br>List: 28                       | The short vowel sou | ınd /e/ spelt ea.            | Contracts Contracts  |  |  |  |  |  |  |  |
|--|---------------------|------------------------------|--|--|--|--|--|--|--|--|
| Spellings<br>head                          |                     | Introduction                 | Explain that the digraph 'ea' can be pronounced as a long /e/<br>sound or a short /e/ sound. This week we are looking at the short<br>sound.   |  |  |  |  |  |  |  |
| meant<br>wealth<br>threat<br>dead<br>bread |                     | Main<br>Teaching<br>Activity | Get the children to look at the lists of words and divide them in to<br>a group with a long /e/ sound and a group with a short /e/ sound.<br>Discuss the words and get the children to come up and write them<br>in to the correct bucket. Discuss misconceptions. |  |  |  |  |  |  |  |
| instead<br>sweat<br>spread<br>deaf         |                     | Independent<br>Activity      | Get the children to think about meanings of words by selecting<br>five of their spellings and writing a definition for them. They can<br>use a dictionary if they get stuck.   |  |  |  |  |  |  |  |

| Stage: 1            | The short vowel | sound /e/ spelt ea. |                 |
|---------------------|-----------------|---------------------|-----------------|
| List: 28            | Name:           |                     | AB Colling Sh   |
| 0                   |                 |                     |                 |
| Spellings           |                 |                     |                 |
| head                | wealth          |                     |                 |
| meant               | threat          |                     |                 |
| teach               | dead            |                     |                 |
| real                | each            | Long /ē/ words      | Short /e/ words |
| beak                | reach           |                     | Short /e/ words |
| leave               | lead            |                     |                 |
| bread               | sweat           |                     |                 |
| <mark>peac</mark> h | deaf            |                     |                 |
| instead             | leaf            |                     |                 |

| Stage: 1            | The short vowel | sound /e/ spelt ea.                    |                               |
|---------------------|-----------------|--|-------------------------------|
| List: 28            | Answers:        |  | Southors                      |
| <u>Ó</u>            |                 |  |                               |
| Spelling            | S               |  |                               |
| head                | wealth          |  | ČT Č                          |
| meant               | threat          |  |                               |
| teach               | dead            |  |                               |
| real                | each            |  | Short /0/ Words               |
| beak                | reach           | Long /ē/ words                         | Short /e/ words<br>head bread |
| <mark>lea</mark> ve | lead            | reach real                             | wealth deaf                   |
| bread               | sweat           | leave peach beak                       | dead threat                   |
| peach               | deaf            | each                                   | sweat instead                 |
| instead             | leaf            |  |                               |
| instead             | leaf            | Sort the words between the buckets. Co | an you                        |

| Stage: 1  | The short vowel so | ound /e/ spelt ea. |   |    |
|-----------|--------------------|--------------------|---|----|
| List: 28  | Name:              |                    | Spelling Shed   |    |
| Spellings | 5                  |                    | Use a dictionary to find out what your spellings mean.<br>Create your own definition for 5 of your words. | 10 |
|           |                    | Your word          | Your definition   |    |
| head      |                    | _                  |   | 1  |
| meant     |                    |                    |   |    |
| wealth    |                    |                    |   | X  |
| threat    |                    |                    |   |    |
| dead      |                    |                    |   |    |
| bread     |                    |                    |   |    |
| instead   |                    |                    |   |    |
| sweat     |                    |                    |   |    |
| spread    |                    |                    |   |    |
| deaf      |                    |                    |   |    |

| Stage: 1  | The sho | ort vowel sound /e/ spe | lt ea.                  |                         |                         |                         |  |  |  |  |  |  |
|-----------|---------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|--|--|--|--|--|--|
| List: 28  | Name:   |                         |                         |                         |                         | Contract Contineers     |  |  |  |  |  |  |
|           |         |                         |                         |                         |                         |                         |  |  |  |  |  |  |
| Coollings |         | 1st Attompt             | 2nd Attompt             | Ord Attompt             | Ath Attompt             | Eth Attompt             |  |  |  |  |  |  |
| Spellings |         | 1 <sup>st</sup> Attempt | 2 <sup>nd</sup> Attempt | 3 <sup>rd</sup> Attempt | 4 <sup>th</sup> Attempt | 5 <sup>th</sup> Attempt |  |  |  |  |  |  |
| head      |         |                         |                         |                         |                         |                         |  |  |  |  |  |  |
| meant     |         |                         |                         |                         |                         |                         |  |  |  |  |  |  |
| wealth    |         |                         |                         |                         |                         |                         |  |  |  |  |  |  |
| threat    |         |                         |                         |                         |                         |                         |  |  |  |  |  |  |
| dead      |         |                         |                         |                         |                         | 2                       |  |  |  |  |  |  |
| bread     |         |                         |                         |                         |                         | 6                       |  |  |  |  |  |  |
| instead   |         |                         |                         |                         |                         |                         |  |  |  |  |  |  |
| sweat     |         |                         |                         |                         |                         |                         |  |  |  |  |  |  |
| spread    |         |                         |                         |                         |                         |                         |  |  |  |  |  |  |
| deaf      |         |                         |                         |                         |                         |                         |  |  |  |  |  |  |

| Stage: 1              | The short vowel so | ound /e/ spelt ea. |   |     |      |     |   |   |      |   |   |      |     |     |         |
|-----------------------|--------------------|--------------------|---|-----|------|-----|---|---|------|---|---|------|-----|-----|---------|
| List: 28              | Name:              |                    |   |     |      |     |   |   |      |   |   |      | S   | Pel | Contend |
| <u>O</u>              | •                  | _                  |   |     |      |     |   |   |      |   |   |      |     |     |         |
| Spellings             | 5                  |                    | h | e   | a    | d   | t | У | b    | r | e | a    | d   | q   | K K     |
| head                  |                    |                    | Ь | i   | j    | е   | m | m | n    | L | S | f    | r   | r   |         |
| meant                 |                    |                    | h | x   | W    | a   | V | i | n    | S | t | е    | a   | d   |         |
| wealth                |                    |                    | g | d   | k    | d   | u | L | m    | k | g | q    | p   | t   |         |
| threat                |                    |                    | f | С   | m    | е   | a | n | t    | j | q | 0    | С   | u   |         |
| dead                  |                    |                    | S | W   | е    | a   | t | j | n    | 0 | k | Х    | L   | V   | 2       |
| bread                 |                    |                    | С | b   | i    | d   | i | h | W    | e | a | L    | t   | h   |         |
| <mark>inst</mark> ead | putting.           |                    | b | У   | z    | g   | h | S | p    | r | e | a    | d   | W   |         |
| sweat                 |                    |                    | t | h   | r    | e   | a | t | Z    | у | d | e    | a   | f   |         |
| spread                |                    |                    |   |     | nd   | nnd |   |   |      |   |   | ac t | hat |     |         |
| deaf                  |                    |                    |   | C I | nd d |     |   |   | in t |   |   |      | nut |     |         |

| Stage: 1 | The short vowel so | ound /e/ spelt ea.  |   |   |     |     |     |   |   |   |       |      |     |     |   |
|----------|--------------------|---|---|---|-----|-----|-----|---|---|---|-------|------|-----|-----|---|
| List: 28 | Answers:           |   |   |   |     |     |     |   |   |   |       |      | S   | pel | lingShed                                  |
| 0        |                    | _   |   |   |     |     |     |   |   |   |       |      |     |     |   |
| Spelling | S                  |   | h | e | a   | d   | t   | У | b | r | е     | a    | d   | q   |   |
| head     |                    |   | Ь | i | j   | е   | m   | m | n | L | S     | f    | r   | r   | et la |
| meant    |                    |   | h | x | W   | a   | V   | i | n | S | t     | е    | a   | d   |   |
| wealth   |                    |   | g | d | k   | d   | u   | L | m | k | g     | q    | q   | t   |   |
| threat   |                    |   | f | С | m   | е   | a   | n | t | j | p     | 0    | С   | u   | 0   |
| dead     |                    |   | S | W | е   | a   | t   | j | n | 0 | k     | Х    | L   | V   | 7   |
| bread    |                    |   | C | b | i   | d   | i   | h | W | е | a     | L    | t   | h   |   |
| nstead   |                    |   | b | У | z   | g   | h   | S | q | r | е     | a    | d   | W   |   |
| sweat    |                    |   | t | h | r   | е   | a   | t | z | у | d     | е    | a   | f   |   |
| spread   |                    |   |   | F | ind | and | col |   |   |   | ≏llin | nc t | hat |     |   |
| deaf     |                    | Find and colour your spellings that<br>are hidden in this grid. |   |   |     |     |     |   |   |   |       |      |     |     |   |

Stage: 1 List: 26

The 'ou' digraph. This digraph can be can be found at the beginning and in the middle of words. The only common English word ending in 'ou' is you.

|                                  |                              | can be found at the beginning and in the middle of<br>ending in 'ou' is you.   |  |  |  |  |  |  |
|----------------------------------|------------------------------|--|--|--|--|--|--|--|
| Spellings<br>out                 | Introduction                 | The 'ou' digraph. This digraph can be can be found at the beginning and in the middle of words. The only common English word ending in 'ou' is you.  |  |  |  |  |  |  |
| mouth<br>sound<br>proud<br>shout | Main<br>Teaching<br>Activity | Get the children to look at the sheet with the missing letters and<br>try and locate the missing ones in pairs. You can allow them to see<br>the spelling list or you can hide it if you want more challenge.Share the spellings that the children come up with and discuss<br>any misconceptions. |  |  |  |  |  |  |
| aboutaroundfoundmound            | Independent<br>Activity      | nt Get the children to look at Marvin's spelling test, he got 5 words<br>wrong. Can they spot which ones are incorrect? They can use the<br>spelling list if needed or hide it to make it more challenging.  |  |  |  |  |  |  |
| count                            |                              |  |  |  |  |  |  |  |

 $\frown$ 

| Stage: 1 | The 'ou' digraph  |   |        |     |        |         |           |       |        |         |        |     |          |
|----------|-------------------|---|--------|-----|--------|---------|-----------|-------|--------|---------|--------|-----|----------|
| Stage: 1 | The 'ou' digraph. |   |        |     |        |         |           |       |        |         |        |     |          |
| List: 29 | Name:             |   |        |     |        |         |           |       |        | Sp      |        | She | <b>J</b> |
| <b>O</b> |                   | _ |        |     |        |         |           |       | 1      |         |        |     |          |
| Spelli   | ngs               | 0 |        | t   |        |         |           |       | r      | 0       | u      | d   | TF       |
| out      |                   |   | <br>   | 1   | <br>T  | 1       | 1         |       |        |         | di la  |     |          |
| mouth    | ו                 | C | 0      | u   | n      |         |           |       | 0      | u       | n      | d   |          |
| sound    |                   | m |        |     |        | h       |           |       |        |         |        |     | 4        |
| proud    |                   | m | 0      | u   |        |         |           | a     |        | 0       | u      | t   |          |
| shout    |                   | S |        | u   | n      | d       |           | a     | r      | u       | n      | d   |          |
| about    |                   |   |        |     |        |         | ]         |       |        |         |        |     |          |
| around   | d                 | m | 0      | u   | n      |         | \$        | CD.   | h      | Ο       | u      | t   |          |
| found    | 3                 |   | 1      |     |        |         | I S       | 8     | All W  |         | 4      |     |          |
| mound    | d                 | C | an you | use | your s | spellin | gs to loc | ate t | he mis | sing le | etters | ?   |          |
| count    |                   |   |        |     |        |         |           |       |        |         |        |     |          |

|  | Stage: 1 The 'ou' digrap | h. |   |   |   |   |   |   |    |            |     |      |   |
|--|--------------------------|----|---|---|---|---|---|---|----|------------|-----|------|---|
|  | List: 29 Answers:        |    |   |   |   |   |   |   |    | Sp         |     | Shee | ) |
|  | <u>O</u>                 |    |   |   | _ |   |   |   | -1 |            |     |      | 1 |
|  | Spellings                | 0  | u | t |   |   |   | p | r  | 0          | u   | d    | F |
|  | out                      |    |   |   |   | 1 | 7 |   |    |            | à   |      |   |
|  | mouth                    | C  | 0 | u | n | t |   | f | 0  | u          | n   | d    |   |
|  | sound                    |    |   |   | + | h |   |   |    |            |     |      |   |
|  | proud                    | m  | 0 | u | t | h |   | a | b  | 0          | u   | t    |   |
|  | shout                    | S  | 0 | u | n | d |   | a | r  | <b>o</b> u | n   | d    |   |
|  | about                    |    |   |   |   |   | ] |   |    |            | L L |      |   |
|  | around                   | m  | 0 | u | n | d | 5 | S | h  | 0          | u   | t    |   |
|  | found                    |    |   |   |   |   |   | 6 |    |            |     |      |   |
| mound Can you use your spellings to locate the missing letters |                          |    |   |   |   |   |   |   |    | etters?    | ,   |      |   |
|  | count                    |    |   |   |   |   |   |   |    |            |     |      |   |

| Stage: 1The 'ou' digraph.List: 29  |                             | Spelling Shed       |
|------------------------------------|-----------------------------|---------------------|
| Cover your spellings for this task | Marvin has scored 5/10 in   | his spelling test.  |
| Spellings                          | Can you help him out by<br> | writing the correct |
| out                                | out                         | ËT/                 |
| mouth                              | mowth                       |                     |
| sound                              | sound                       |                     |
| proud                              | proud                       |                     |
| shout                              | showt                       | 2                   |
| about                              | abbout                      |                     |
| around                             | arownd                      |                     |
| found                              | found                       |                     |
| mound                              | mound                       |                     |
| count                              | cownt                       |                     |

| Stage: 1<br>List: 29 | The 'ou' digraph.       |        |  |                      |  |  |  |
|----------------------|-------------------------|--------|--|----------------------|--|--|--|
| LISU. 29             | Answers:                |        |  | Conte Cullicos       |  |  |  |
| Cover your s         | spellings for this task |        | Marvin has scored 5/10 in                            | n his spelling test. |  |  |  |
| Spelling             | IS                      |        | Can you help him out by<br>spellings into this grid? | writing the correct  |  |  |  |
| out                  |                         | out    |  | out                  |  |  |  |
| mouth                |                         | mowth  |  | mouth                |  |  |  |
| sound                |                         | sound  |  | sound proud          |  |  |  |
| proud                |                         | proud  |  |                      |  |  |  |
| shout                |                         | showt  |  | shout                |  |  |  |
| about                |                         | abbout |  | about                |  |  |  |
| around               | 1111                    | arownd |  | around               |  |  |  |
| found                | found                   |        |  | found                |  |  |  |
| mound                |                         | mound  |  | mound                |  |  |  |
| count                |                         | cownt  |  | count                |  |  |  |

| Stage: 1 The   | e 'ou' digraph.         |                         |                         |                         |                         |  |  |  |  |
|----------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|--|--|--|--|
| List: 29 Name: |                         |                         |                         |                         |                         |  |  |  |  |
| <u>O</u>       |                         |                         |                         |                         |                         |  |  |  |  |
| Spellings      | 1 <sup>st</sup> Attempt | 2 <sup>nd</sup> Attempt | 3 <sup>rd</sup> Attempt | 4 <sup>th</sup> Attempt | 5 <sup>th</sup> Attempt |  |  |  |  |
| out            |                         |                         |                         |                         |                         |  |  |  |  |
| mouth          |                         |                         |                         |                         |                         |  |  |  |  |
| sound          |                         |                         |                         |                         |                         |  |  |  |  |
| proud          |                         |                         |                         |                         |                         |  |  |  |  |
| shout          |                         |                         |                         |                         | 7                       |  |  |  |  |
| about          |                         |                         |                         |                         | 6                       |  |  |  |  |
| around         |                         |                         |                         |                         |                         |  |  |  |  |
| found          |                         |                         |                         |                         |                         |  |  |  |  |
| mound          |                         |                         |                         |                         |                         |  |  |  |  |
| count          |                         | <u></u>                 |                         |                         |                         |  |  |  |  |

| Stage: 1  | The 'ou' digraph. |     |          |      |       |   |      |       |     |      |               |      |      |            |
|-----------|-------------------|-----|----------|------|-------|---|------|-------|-----|------|---------------|------|------|------------|
| List: 29  | Name:             |     |          |      |       |   |      |       |     |      |               |      | S    | Relling    |
| 0         |                   |     |          |      |       |   |      |       |     |      |               |      |      |            |
| Spellings |                   |     |          | 0    | u     | t | S    | m     | 0   | u    | n             | d    | u    |            |
| out       |                   |     |          | h    | r     | f | S    | 0     | u   | n    | d             | 0    | p    | ën//       |
| mouth     |                   |     |          | S    | h     | 0 | u    | t     | t   | r    | f             | d    | g    |            |
| sound     |                   |     |          | 0    | S     | a | e    | С     | m   | 0    | u             | t    | h    |            |
| proud     |                   |     |          | f    | 0     | u | n    | d     | С   | e    | n             | d    | С    |            |
| shout     |                   |     |          | h    | t     | p | r    | 0     | u   | d    | a             | k    | 0    | 5          |
| about     |                   |     |          | e    | r     | i | a    | b     | Ο   | u    | t             | n    | u    |            |
| around    | patrice,          |     |          | a    | r     | 0 | u    | n     | d   | e    | L             | 0    | n    |            |
| found     |                   |     |          | V    | S     | e | b    | 0     | b   | S    | i             | m    | t    |            |
| mound     |                   | Car | n vou fi | nd o | und a |   | ur v | our   | sne | llin | ns h          | idin | n in | this grid. |
| count     |                   |     |          |      |       |   | J    | U U I | 540 |      | <b>5</b> 5 11 |      | J    | uns gria.  |

| Charge 1  |                  |    |     |         |       |   |   |      |     |     |   |               |       |      |               |
|-----------|------------------|----|-----|---------|-------|---|---|------|-----|-----|---|---------------|-------|------|---------------|
| Stage: 1  | The 'ou' digraph | ). |     |         |       |   |   |      |     |     |   |               |       |      |               |
| List: 29  | Answers:         |    |     |         |       |   |   |      |     |     |   |               |       | S    | Certe Cullico |
| <u>O</u>  |                  | _  |     |         |       |   |   |      |     | -   |   |               |       |      |               |
| Spellings | 5                |    |     |         | 0     | u | t | S    | m   | Ο   | u | n             | d     | u    |               |
| out       |                  |    |     |         | h     | r | f | S    | 0   | u   | n | d             | 0     | p    |               |
| mouth     |                  |    |     |         | S     | h | 0 | u    | t   | t   | r | f             | d     | g    |               |
| sound     |                  |    |     |         | 0     | S | a | e    | С   | m   | 0 | u             | t     | h    |               |
| proud     |                  |    |     |         | f     | Ο | u | n    | d   | С   | e | n             | d     | С    |               |
| shout     |                  |    |     |         | h     | t | q | r    | 0   | u   | d | a             | k     | 0    | 7             |
| about     |                  |    |     |         | e     | r | i | a    | b   | 0   | u | t             | n     | u    |               |
| around    |                  |    |     |         | Q     | r | 0 | u    | n   | d   | e | L             | 0     | n    |               |
| found     |                  |    |     |         | V     | S | e | b    | 0   | b   | S | i             | m     | t    |               |
| mound     |                  |    | Car |         | ind c |   |   |      |     | sne |   | nc h          | idin  | a in | this grid.    |
| count     |                  | 1  | Cui | i you i |       |   |   | ur y | Uur | spe |   | <b>y</b> 5 11 | Giriy | 9    | unis griu.    |

Stage: 1 List: 30

The digraph 'ie' making the /OI/ sound as in pie.

| Stage: 1The digraph 'ie' makList: 30  | as in pie.                   |  |  |  |  |  |  |  |
|---------------------------------------|------------------------------|--|--|--|--|--|--|--|
| Spellings<br>lie                      | Introduction                 | Say some of the words from the list to the children and see if they can work out what digraph is that is making the /ai/ sound.  |  |  |  |  |  |  |
| pie<br>tried<br>spied<br>dried        | Main<br>Teaching<br>Activity | Do a speed spell where you say the words quickly and children<br>write them down on their white board and hold them up as<br>quickly as they can.<br>Address misconceptions or mistakes as they occur and remind<br>children that all of the words have the same 'ie' digraph in them. |  |  |  |  |  |  |
| tie<br>cried<br>died<br>fried<br>tied | Independent<br>Activity      | t Get the children to create triangle spellings where they draw a triangle and add a letter each level until they write the whole spelling   |  |  |  |  |  |  |

#### Triangle Spellings



Add a letter for each level until you write the whole word.

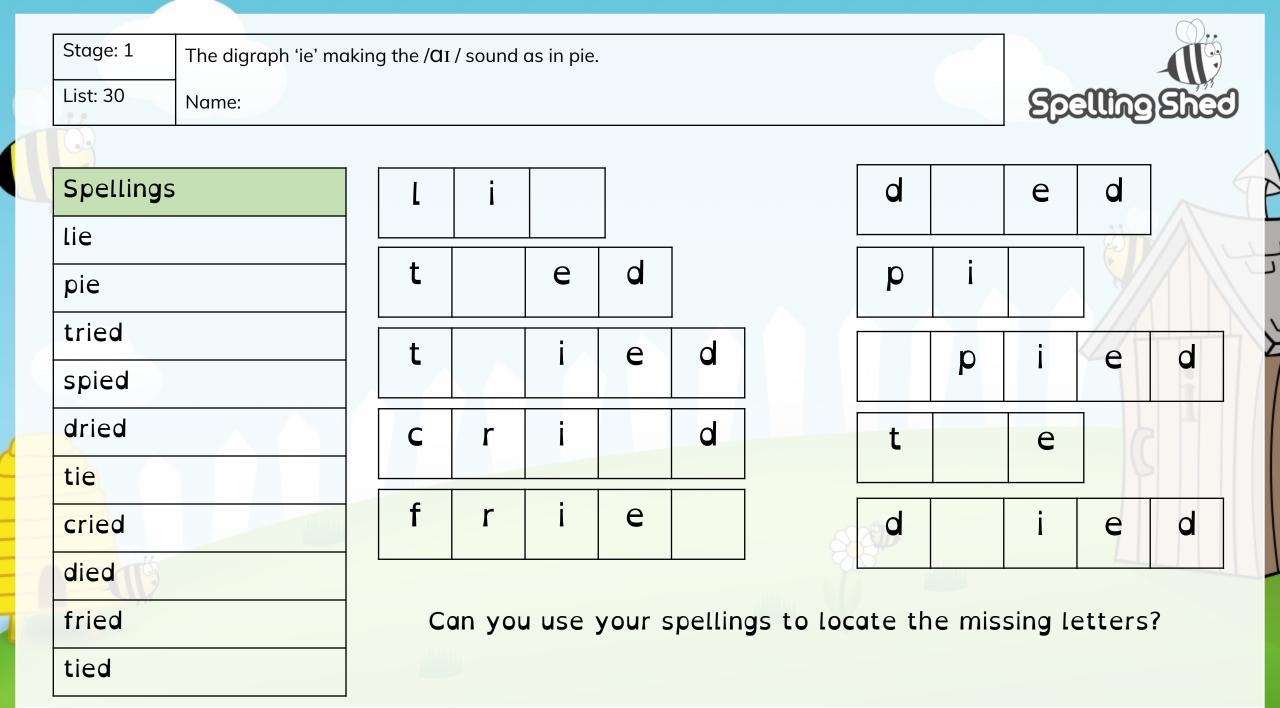
tr

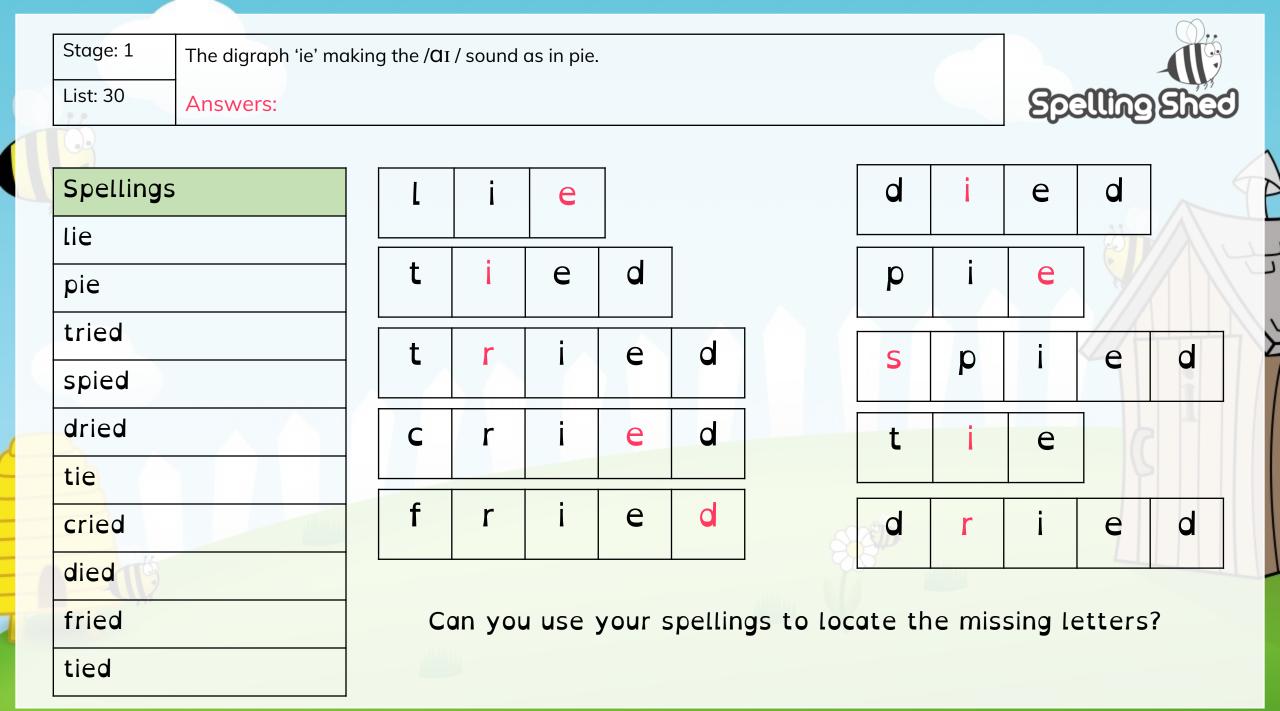
tri

trie

tried

| Stage: 1  | The dig | raph 'ie' making the / <b>A</b> | I / sound as in pie.    |                         |                         |                         |
|-----------|---------|---------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| List: 30  | Name:   |                                 |                         | Conte Contineds         |                         |                         |
| <b>O</b>  |         |                                 |                         |                         |                         |                         |
| Spellings | 5       | 1 <sup>st</sup> Attempt         | 2 <sup>nd</sup> Attempt | 3 <sup>rd</sup> Attempt | 4 <sup>th</sup> Attempt | 5 <sup>th</sup> Attempt |
| lie       |         |                                 |                         |                         |                         |                         |
| pie       |         |                                 |                         |                         |                         |                         |
| tried     |         |                                 |                         |                         |                         |                         |
| spied     |         |                                 |                         |                         |                         |                         |
| dried     |         |                                 |                         |                         |                         | 2                       |
| tie       |         |                                 |                         |                         |                         | 6                       |
| cried     |         |                                 |                         |                         |                         |                         |
| died      |         |                                 |                         |                         |                         |                         |
| fried     |         |                                 |                         |                         |                         |                         |
| tied      |         |                                 |                         |                         |                         |                         |





Stage: 1 List: 31

The digraph 'ie' making the /ee/ sound.

| Stage: 1The digraph 'ie' modelList: 31              | iking the /ee/ sound.        | Cede College   |
|---|------------------------------|--|
| Spellings<br>chief                                  | Introduction                 | Ask the children if they know what digraph is making the /ee/<br>sound in the spelling list words. What ways are there to make<br>/ee/?  |
| thief<br>piece<br>brief                             | Main<br>Teaching<br>Activity | Get the children to copy down their spelling list and then colour in<br>the digraph in each word.Check the spellings and discuss any misconceptions or mistakes.   |
| handkerchief<br>field<br>belief<br>priest<br>shield | Independent<br>Activity      | Put the images up from the slide and see if they children know<br>what they are and how to spell each word without the clues. You<br>can add clues if they are finding it hard, e.g. write the first letter for<br>them. |
| grief   |                              |  |





| Stage: 1             | The dig | raph 'ie' making the /ee | e/ sound.               |                         |                         |                         |
|----------------------|---------|--------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| List: 31             | Name:   |                          |                         | Conte confiled          |                         |                         |
| 0                    |         |                          |                         |                         |                         |                         |
| Spellings            |         | 1 <sup>st</sup> Attempt  | 2 <sup>nd</sup> Attempt | 3 <sup>rd</sup> Attempt | 4 <sup>th</sup> Attempt | 5 <sup>th</sup> Attempt |
| chief                |         |                          |                         |                         |                         | Ö                       |
| thief                |         |                          |                         |                         |                         |                         |
| piece                |         |                          |                         |                         |                         |                         |
| brief                |         |                          |                         |                         |                         |                         |
| handkerc             | hief    |                          |                         |                         |                         | 2                       |
| field                |         |                          |                         |                         |                         | 6                       |
| <mark>beli</mark> ef |         |                          |                         |                         | (1)<br>(1)              |                         |
| priest               |         |                          |                         |                         |                         |                         |
| shield               |         |                          |                         |                         |                         |                         |
| grief                |         |                          |                         |                         |                         |                         |

| Stage: 1<br>List: 31 | The digraph 'ie' ma<br>Name: | king the /ee/ sound.   |
|----------------------|------------------------------|--|
| Spelling             | S                            | Roll a die or ask someone to pick a number from 1-6 for each spelling. |
| chief<br>thief       |                              | • Write your word in a full sentence.                                  |
| piece                |                              | • Write your word in capital letters.                                  |
| brief<br>handker     | chief                        | • Write your word three times.   |
| field                |                              | ••• Write your word in different colours.                              |
| belief<br>priest     |                              | Write what your word means.  |
| shield               |                              | Spell the word out loud.   |
| grief                |                              |  |

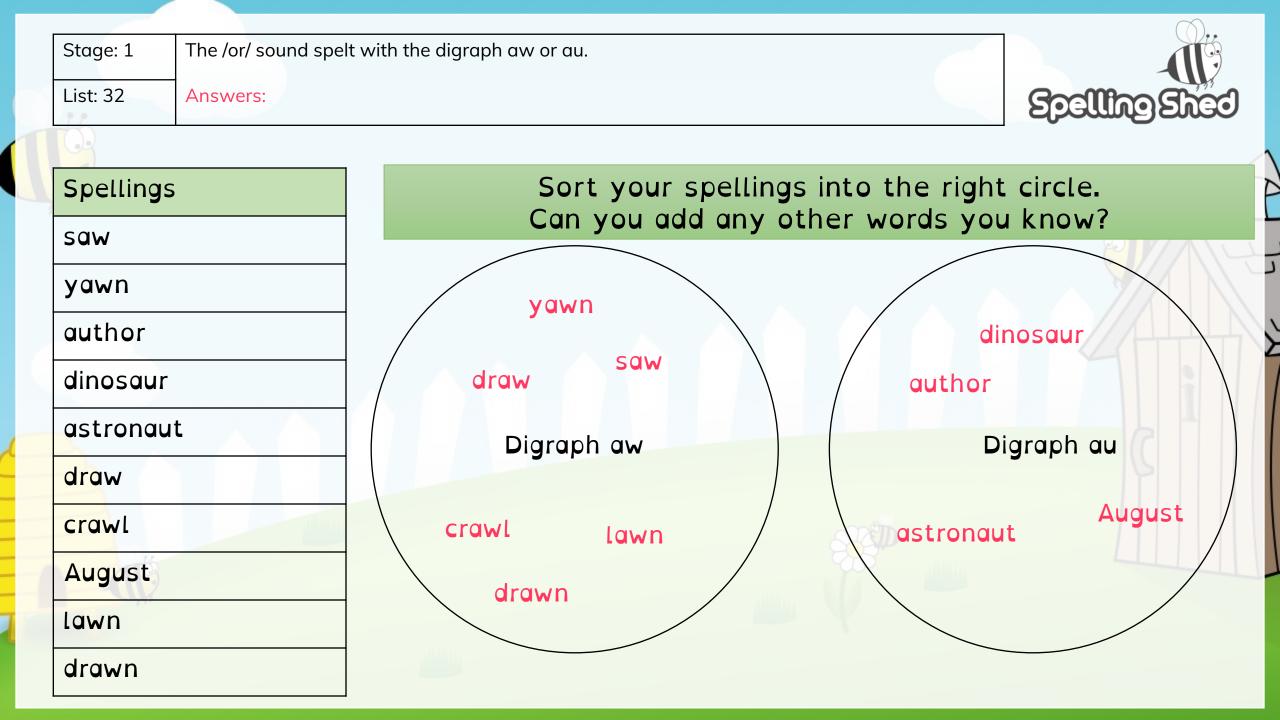
Stage: 1 List: 32

The /or/ sound spelt with the digraph aw or au. If it is at the end of a word it is more likely to be spelt with an aw and at the beginning of a word with au.

| Stage:<br>List:                      |          |                              | w or au. If it is at the end of a word it is more likely to ng of a word with au.  |  |  |  |  |  |  |  |  |
|--------------------------------------|----------|------------------------------|--|--|--|--|--|--|--|--|--|
| Spell<br>saw                         | lings    | Introduction                 | The /or/ sound spelt with the digraph aw or au. If it is at the end of a word it is more likely to be spelt with an aw and at the beginning of a word with au  |  |  |  |  |  |  |  |  |
| yawn<br>autha<br>dinos<br>astro      | or       | Main<br>Teaching<br>Activity | Ask the children to look at the spelling list and find a way to split<br>the words according to the digraph that they use – either 'aw' or<br>'au'.<br>They can make two lists, colour them in, put different shapes<br>around, make a code or anything else to identify the words with<br>the same digraph. |  |  |  |  |  |  |  |  |
| draw<br>craw<br>Augu<br>lawn<br>draw | l<br>Ist | Independent<br>Activity      | Get the children to find a rhyming word for each of the spelling list<br>words, they don't need to have the same spelling rule.<br>If any children need to be extended then they can try and create<br>sentences containing both the spelling word and the new rhyming<br>word in!                           |  |  |  |  |  |  |  |  |

| Stage: 1<br>List: 32 | The /or/<br>Name: | ' sound spelt with the c | Spelling Shed           |                         |                         |                         |  |
|----------------------|-------------------|--------------------------|-------------------------|-------------------------|-------------------------|-------------------------|--|
| Spellings            | 5                 | 1 <sup>st</sup> Attempt  | 2 <sup>nd</sup> Attempt | 3 <sup>rd</sup> Attempt | 4 <sup>th</sup> Attempt | 5 <sup>th</sup> Attempt |  |
| saw                  |                   |                          |                         |                         |                         |                         |  |
| yawn                 |                   |                          |                         |                         |                         |                         |  |
| author               |                   |                          |                         |                         |                         |                         |  |
| dinosaur             |                   |                          |                         |                         |                         |                         |  |
| astronau             | t                 |                          |                         |                         |                         | 7                       |  |
| draw                 |                   |                          |                         |                         |                         | G                       |  |
| <mark>craw</mark> l  |                   | put the                  |                         |                         |                         |                         |  |
| August               |                   |                          |                         |                         |                         |                         |  |
| lawn                 |                   |                          |                         |                         | V.                      |                         |  |
| drawn                |                   |                          |                         |                         |                         |                         |  |

| Stage: 1<br>List: 32          | The /or/ sound spe<br>Name: | elt with the digraph aw or au.  |
|-------------------------------|-----------------------------|---|
| Spellings<br>saw              |                             | Sort your spellings into the right circle.<br>Can you add any other words you know? |
| yawn<br>author                |                             |   |
| dinosaur<br>astronaut<br>draw | t                           | Digraph aw Digraph au   |
| crawl<br>August<br>lawn       |                             |   |
| drawn                         |                             |   |



Stage: 1 List: 33

The 'ow' digraph. This digraph can make two different sounds like in 'cow' or in 'blow.'

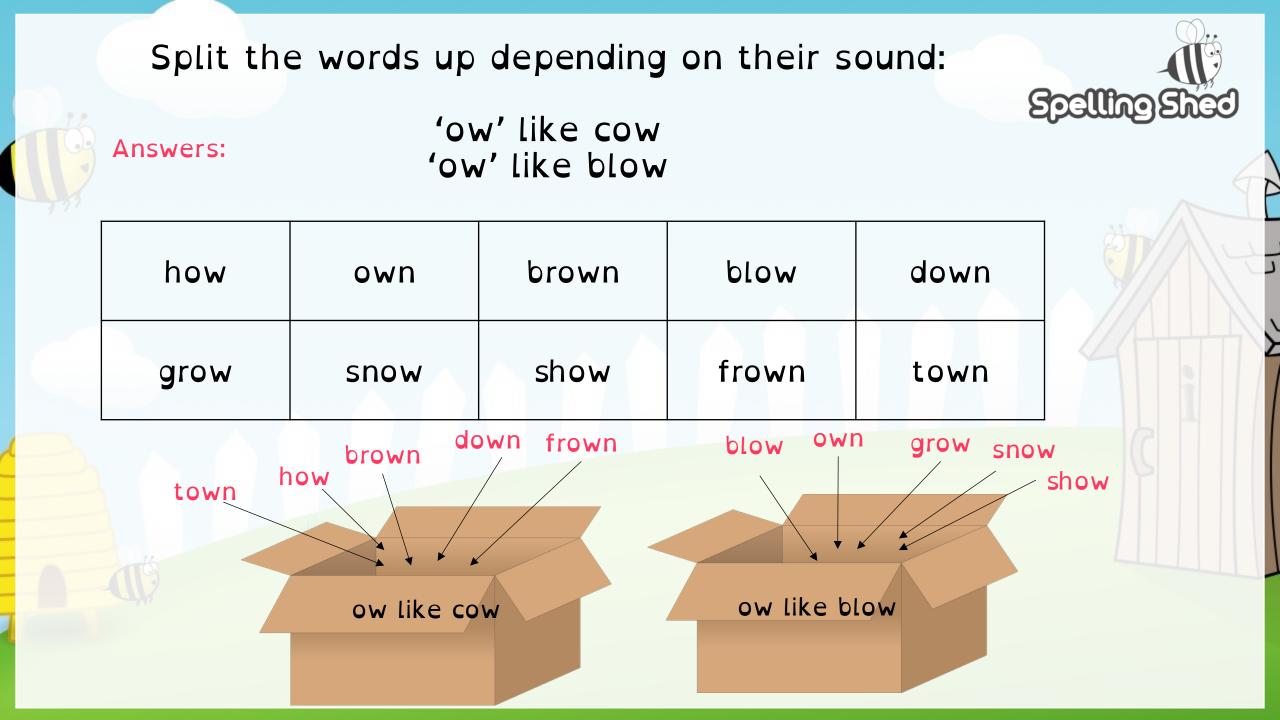
|   | Stage: 1 The 'ow' digraph. T<br>ist: 33 | his digraph can ma   | ke two different sounds like in 'cow' or in 'blow'.   |  |  |  |  |
|---|---|--|---|--|--|--|--|
|   | Spellings<br>now                        | Introduction   | The 'ow' digraph can be pronounced two ways – e.g. cow and blow.  |  |  |  |  |
| ( | orown<br>down<br>town                   | Main<br>Teaching<br>Activity   | Ask the children to decide which words go in the 'ow' like cow box<br>and which go in the 'ow' like blow box.<br>Share their classifications and check for misunderstandings. |  |  |  |  |
|   | frown<br>own<br>olow<br>snow            | Independent<br>Activity In small groups, one child picks a spelling list word and tells to<br>others what it is. They must write the word on their whiteboo<br>and the first child acts as teacher to check the spellings. The<br>child then becomes the teacher and they choose a word. Cor-<br>until all words have been spelled by the group. |   |  |  |  |  |
| F | show                                    |  |   |  |  |  |  |



'ow' like cow 'ow' like blow

| how  | own  | brown | blow  | down |  |  |
|------|------|-------|-------|------|--|--|
| grow | snow | show  | frown | town |  |  |





| Stage: 1  | The 'ow | ı' digraph. This digrap | h can make two differe  | nt sounds like in 'cow' | or in 'blow.'           |                         |
|-----------|---------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| List: 33  | Name:   |                         |                         |                         |                         | Spelling Shed           |
| 0         |         |                         |                         |                         |                         |                         |
| Spellings |         | 1 <sup>st</sup> Attempt | 2 <sup>nd</sup> Attempt | 3 <sup>rd</sup> Attempt | 4 <sup>th</sup> Attempt | 5 <sup>th</sup> Attempt |
| how       |         |                         |                         |                         |                         |                         |
| brown     |         |                         |                         |                         |                         |                         |
| down      |         |                         |                         |                         |                         |                         |
| town      |         |                         |                         |                         |                         |                         |
| frown     |         |                         |                         |                         |                         | 7                       |
| own       |         |                         |                         |                         |                         | 6                       |
| blow      |         |                         |                         |                         |                         |                         |
| snow      |         |                         |                         |                         |                         |                         |
| grow      |         |                         |                         |                         | V.                      |                         |
| show      |         |                         |                         |                         |                         |                         |

| Stage: 1          | The 'ow' digraph. | This digro                                  | aph can | make t | wo diff | erent s | ounds l | ike in 'o | cow' o | r in 'blo | ow.'   |         |      |       | Ö   |
|-------------------|-------------------|---|---------|--------|---------|---------|---------|-----------|--------|-----------|--------|---------|------|-------|-----|
| List: 33          | Name:             |   |         |        |         |         |         |           |        |           |        | E       | pell | linge | The |
|                   |                   | _   |         |        |         |         |         |           |        |           |        |         |      |       |     |
| Spelling          | S                 |   | Fil     | nd an  | d un:   | scran   | nble    | your      | spe    | lling     | s in t | he grid | ds.  |       | ~   |
| how               |                   | t   | W       | 0      | n       |         | W       | n         | 0      | r         | b      |         | W    | h     | 0   |
| brown             |                   | 1   |         |        |         |         |         |           |        |           |        |         |      | 1//   |     |
| down              |                   | <u>                                    </u> |         |        |         |         |         |           |        |           |        |         |      |       |     |
| town              |                   | n   | W       | 0      | r       | f       | Γ       | n         | 0      | w         | 1      | W       | 0    | s     | h   |
| frown             |                   |   |         |        |         |         |         |           |        |           |        |         |      | R     | 1   |
| <mark>ow</mark> n |                   |   | 0       | W      | b       |         | L       |           |        |           |        |         |      | 6     |     |
| olow              | a prime           |   |         |        |         |         | W       | g         | r      | 0         |        | d       | W    | 0     | n   |
| snow              |                   |   |         |        |         |         |         |           | 8      | 25        | hill   |         |      | 4     |     |
| grow              |                   |   | W       | S      | n       | 0       |         |           |        |           |        |         |      |       |     |
| show              |                   |   |         |        |         |         |         |           |        |           |        |         |      |       |     |

| Stage: 1 The 'or<br>'blow.'<br>List: 33 Answe | , | h. This digraph can make two different sounds like in 'cow' or in |     |       |       |        |      |      |     |       |        |     |      |    |   |    |   |
|---|---|---|-----|-------|-------|--------|------|------|-----|-------|--------|-----|------|----|---|----|---|
| Spellings                                     |   |   | Fir | nd aı | nd ur | nscrar | nble | your | spe | lling | s in t | the | grid | s. |   | ~  | 4 |
| how   |   | t   | W   | 0     | n     |        | W    | n    | 0   | r     | b      |     |      | w  | h | 0  |   |
| brown   |   | t   | 0   | W     | n     |        | b    | r    | 0   | W     | n      |     |      | h  | 0 | W  |   |
| down  |   |   |     |       |       |        |      |      |     |       |        |     |      |    | 1 |    | 7 |
| town  |   | n   | W   | 0     | r     | f      |      | n    | 0   | w     | ]      | Γ   | W    | 0  | S | h  | 1 |
| frown   |   | f   | r   | 0     | W     | n      | ŀ    | 0    | W   | n     |        |     | S    | h  | 0 | W  | - |
| own   |   | L   | 0   | W     | b     |        | L    |      |     |       |        |     | 5    | 11 | S | VV |   |
| blow  |   | b   | L   | 0     | W     |        | W    | g    | r   | 0     |        |     | d    | W  | 0 | n  |   |
| snow  |   | L   | l   |       |       | ]      | g    | r    | 0   | N N   |        |     | d    | 0  | W | n  | 4 |
| grow  |   | 1   | W   | S     | n     | 0      | 9    |      |     |       |        |     |      |    |   |    |   |
| show  |   |   | S   | n     | 0     | W      |      |      |     |       |        |     |      |    |   |    |   |

Stage: 1 List: 34

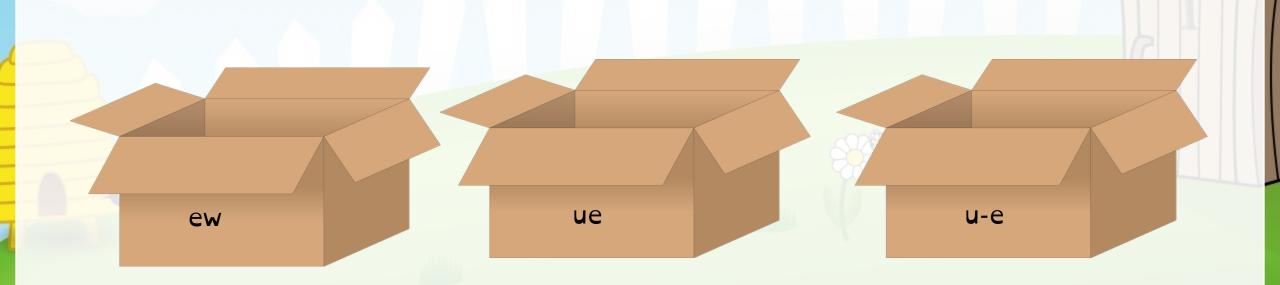
The 'oo' and 'yoo' sounds can be spelt as u-e, ue and ew. If words end in the /oo/ sound, then it is likely that they will be spelt ew or ue.

| Stage: 1<br>List: 34                   | The 'oo' and 'yoo' so<br>it is likely that they v |                              | as u-e, ue and ew. If words end in the /oo/ sound, then<br>e.   |
|--|---|------------------------------|---|
| Spellings<br>blue                      | 5   | Introduction                 | Ask the children if they can remember any ways of spelling the 'oo' sound (ue, ew, u_e)   |
| true<br>Tuesday<br>few<br>drew<br>clue |   | Main<br>Teaching<br>Activity | Ask the children to sort the spelling list in to groups depending on<br>their spelling pattern. They can do this on their whiteboards.<br>Share with the class and discuss any misconceptions. Get the<br>children to come up and draw a line from each spelling to the<br>correct box. (two new words have been added to enable them to<br>see the u_e spelling) |
| rescueIndependentnewActivitygrewthrew  |   | Independent<br>Activity      | Write each of your words twice using rainbow colours (red,<br>orange, yellow, green, blue, indigo and violet)   |



### Divide the words up depending on their spelling pattern:

| blue    | threw | grew   | true | tube | new  |
|---------|-------|--------|------|------|------|
| Tuesday | few   | rescue | drew | cute | clue |

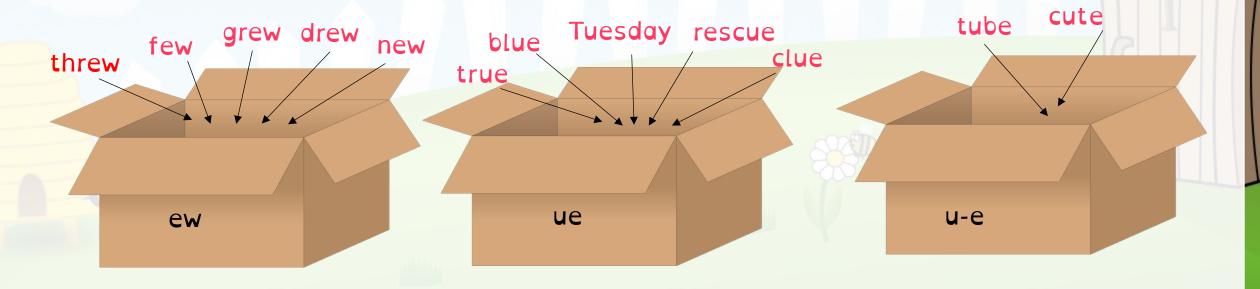


### Divide the words up depending on their spelling pattern:



**Answers**:

| blue    | threw | grew   | true | tube | new  |  |
|---------|-------|--------|------|------|------|--|
| Tuesday | few   | rescue | drew | cute | clue |  |





#### Rainbow Spelling

| blue    | threw | grew   | true | new  |
|---------|-------|--------|------|------|
| Tuesday | few   | rescue | drew | clue |

|          | 1       |                         |                         |                         |                         |                         |
|----------|---------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| Stage: 1 | The 'oo | ' and 'yoo' sounds can  | be spelt as u-e, ue and | ew.                     |                         |                         |
| List: 34 | Name:   |                         |                         |                         |                         | Contract Contineers     |
|          |         |                         |                         |                         |                         |                         |
| Spelling | S       | 1 <sup>st</sup> Attempt | 2 <sup>nd</sup> Attempt | 3 <sup>rd</sup> Attempt | 4 <sup>th</sup> Attempt | 5 <sup>th</sup> Attempt |
| blue     |         |                         |                         |                         |                         |                         |
| true     |         |                         |                         |                         |                         |                         |
| Tuesday  | ,       |                         |                         |                         |                         |                         |
| few      |         |                         |                         |                         |                         |                         |
| drew     |         |                         |                         |                         |                         | 7                       |
| clue     |         |                         |                         |                         |                         | L'                      |
| rescue   |         |                         |                         |                         |                         |                         |
| new      |         |                         |                         |                         |                         |                         |
| grew     |         |                         |                         |                         |                         |                         |
| threw    |         |                         |                         |                         |                         |                         |

| Stage: 1  | The 'oo' and 'yoo' | sounds car | n be spelt as u-e, ue and | ew.         |                                |
|-----------|--------------------|------------|---------------------------|-------------|--------------------------------|
| List: 34  | Name:              |            |                           |             | Certe Culleds                  |
| <u>Ö</u>  |                    |            |                           |             |                                |
| Spellings | ;                  |            | Which spelling            | is correct? |                                |
| blue      |                    |            | blue                      | blew        |                                |
| true      |                    |            | trew                      | true        |                                |
| Tuesday   |                    |            | Tewsday                   | Tuesday     | Cover your<br>spellings and    |
| few       |                    |            | few                       | fue         | colour the<br>correct spelling |
| drew      |                    |            | drew                      | drue        | from each                      |
| clue      |                    |            | clew                      | clue        | spelling pair.                 |
| rescue    |                    |            | rescew                    | rescue      |                                |
| new       |                    |            | nue                       | new         |                                |
| grew      |                    |            | grew                      | grue        |                                |
| threw     |                    |            | threw                     | thrue       |                                |

| Stage: 1 | The 'oo' and 'yoo' s | sounds can be spelt as u-e, ue and | d ew.         |                                |
|----------|----------------------|------------------------------------|---------------|--------------------------------|
| List: 34 | Answer:              |                                    |               | Eculliage                      |
|          |                      |                                    |               |                                |
| Spelling | S                    | Which spelling                     | j is correct? |                                |
| blue     |                      | blue                               | blew          |                                |
| true     |                      | trew                               | true          |                                |
| Tuesday  | ,                    | Tewsday                            | Tuesday       | Cover your spellings and       |
| few      |                      | few                                | fue           | colour the<br>correct spelling |
| drew     |                      | drew                               | drue          | from each                      |
| clue     |                      | clew                               | clue          | spelling pair.                 |
| rescue   |                      | rescew                             | rescue        |                                |
| new      |                      | nue                                | new           |                                |
| grew     |                      | grew                               | grue          |                                |
| threw    |                      | threw                              | thrue         |                                |

Stage: 1 List: 35

The trigraphs 'air' and 'ear'. These spellings are commonly found in the middle or at the end of words but can sometimes used at the beginning of words too.

| Stage: 1<br>List: 35 | The trigraphs 'air' a words but can some | nd 'ear'. These spell<br>etimes used at the b  | lings are commonly found in the middle or at the end of beginning of words too.  |  |  |  |
|----------------------|--|--|--|--|--|--|
| 1                    |  |  | Electric Ele |  |  |  |
|                      |  | Introduction   | The trigraphs 'air' and 'ear'. These spellings are commonly found  |  |  |  |
| Spelling             | S  |  | in the middle or at the end of words but can sometimes used at   |  |  |  |
| air                  |  |  | the beginning of words too.  |  |  |  |
| pair                 |  | Main<br>Teaching   | Can children think of any? Get them to work in pairs to try and make a list of any words that contain the 'air' or 'ear' trigraph. If  |  |  |  |
| chair                |  | Activity children are struggling then put the alphabet list on the boar<br>get them to work through and see which letters can simply b |  |  |  |  |
| fairy                |  | added to the front of 'air' or ear to make a word E.g. fair<br>pair, hear, dear. Then ask them to add y or s to the end t              |  |  |  |  |
| hairy                |  |  | more words – fairy, hairy, lairy, fairs, hairs, lairs, pairs etc.  |  |  |  |
| ear                  | ear                                      |  | Share the word lists the children create.  |  |  |  |
| hear                 | a punt                                   |  |  |  |  |  |
| year                 |  | Independent  | Get the children to pick 5 of the spelling list words and write is   |  |  |  |
| near                 |  | Activity   | down on the sheet then draw a picture of what it is!   |  |  |  |
| clear                |  |  |  |  |  |  |

 $\frown$ 





|           | d 'ear'. These spellings are commonly found in the middle or at the end of imes used at the beginning of words too. |
|-----------|---|
|           | Pick five of the spellings, write the word and draw what it is.   |
| Spellings |   |
| air       |   |
| pair      |   |
| chair     |   |
| fairy     |   |
| hairy     |   |
| ear       |   |
| hear      |   |
| year      |   |
| near      |   |
| clear     |   |

|           | rigraphs 'air' and 'ear'. Th<br>s but can sometimes use<br>e:  |                         |                         |                         | Contracts Contilleds    |
|-----------|--|-------------------------|-------------------------|-------------------------|-------------------------|
|           |  |                         |                         |                         |                         |
| Spellings | 1 <sup>st</sup> Attempt  | 2 <sup>nd</sup> Attempt | 3 <sup>rd</sup> Attempt | 4 <sup>th</sup> Attempt | 5 <sup>th</sup> Attempt |
| air       |  |                         |                         |                         |                         |
| pair      |  |                         |                         |                         |                         |
| chair     |  |                         |                         |                         |                         |
| fairy     |  |                         |                         |                         |                         |
| hairy     |  |                         |                         |                         | 7                       |
| ear       |  |                         |                         |                         | 6                       |
| hear      | and the second sec |                         |                         | SO SD                   |                         |
| year      |  |                         |                         |                         |                         |
| near      |  |                         |                         | V.                      |                         |
| clear     |  |                         |                         |                         |                         |

| Stage: 1<br>List: 35 |  | and 'ear'. These spellings are commonly found in the middle or at the end of netimes used at the beginning of words too. | Contraction of the second seco |
|----------------------|--|--|--|
| Cralling             | _  |  |  |
| Spelling             | S  | Can you select 6 of your spellings to write into senten  | ces?   |
| air                  |  |  |  |
| pair                 |  | 1.   |  |
| chair                |  | 2.   | ×  |
| fairy                |  |  |  |
| hairy                |  | 5.   |  |
| ear                  |  | 4.   | 6  |
| hear                 | participation of the second seco | 5.   |  |
| year                 |  | 6  |  |
| near                 |  | <u> </u>   |  |
| clear                |  |  |  |

Stage: 1 List: 36

The /air/ sound spelled with 'ear' or 'are'.

| Stage: 1The /air/ sound spList: 36    | belled with 'ear' or 'are    |   |
|---------------------------------------|------------------------------|---|
| Spellings<br>bear                     | Introduction                 | The /air/ sound can be created using 'ear' or 'are'.  |
| wear<br>dare<br>share<br>mare<br>pear | Main<br>Teaching<br>Activity | Get the children to split the words up depending on their trigraph.<br>They can do this by putting a line down the middle of their<br>whiteboards and writing a list on either side.<br>Share their lists and discuss any misconceptions. To extend them,<br>see if they can add any more words to either list. |
| bare<br>care<br>scared<br>hare        | Independent<br>Activity      | Complete the dice activity for each word.   |



### Divide the words up depending on their spelling pattern:

| bear | mare | wear  | pear   | hare | dare   |
|------|------|-------|--------|------|--------|
| care | bare | share | scared | tear | square |

are











#### Answers:

| bear | mare | wear  | pear   | hare | dare   |
|------|------|-------|--------|------|--------|
| care | bare | share | scared | tear | square |



| Stage: 1       | The /air/ sound spe | elled with 'ear' or 'are'  |
|----------------|---------------------|--|
| List: 36       | Name:               | Certs Culleds  |
| <u>O</u>       |                     | Poll a die er ack compone te nick a number from 1.6 for each chelling  |
| Spelling       | js                  | Roll a die or ask someone to pick a number from 1-6 for each spelling. |
| bear           |                     | <ul> <li>Write your word in a full sentence.</li> </ul>                |
| wear<br>dare   |                     | • Write your word in capital letters.                                  |
| share          |                     | • Write your word three times.   |
| mare<br>pear   |                     | Write your word in different colours.                                  |
| bare           | pullin              | Write what your word means.  |
| care<br>scared | )                   | Spell the word out loud.   |
| hare           |                     |  |

| Stage: 1  | The /air/ sound spelled with 'ear' or 'are' |                         |                         |                         |                         |                         |
|-----------|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| List: 36  | Name:                                       | Name:                   |                         |                         |                         |                         |
|           |   |                         |                         |                         |                         |                         |
| Spellings | 5   | 1 <sup>st</sup> Attempt | 2 <sup>nd</sup> Attempt | 3 <sup>rd</sup> Attempt | 4 <sup>th</sup> Attempt | 5 <sup>th</sup> Attempt |
| bear      |   |                         |                         |                         |                         |                         |
| wear      |   |                         |                         |                         |                         |                         |
| dare      |   |                         |                         |                         |                         |                         |
| share     |   |                         |                         |                         |                         |                         |
| mare      |   |                         |                         |                         |                         | 7                       |
| pear      |   |                         |                         |                         |                         | 6                       |
| bare      |   |                         |                         |                         | 07°Th                   |                         |
| care      |   |                         |                         |                         |                         |                         |
| scared    |   |                         |                         |                         |                         |                         |
| hare      |   |                         |                         |                         |                         |                         |

|   | Stage: 1  | The /air/ sound spe | lled with 'ear' or 'are'                        |
|---|-----------|---------------------|---|
|   | List: 36  | Name:               | Certe Culleds                                   |
|   | 0         |                     | Write the correct spelling into each sentence.  |
| 4 | Spellings | ;                   | The men took great as the passed by.            |
|   | bear      |                     | Climbing the wall was a silly                   |
|   | wear      |                     |   |
|   | dare      |                     | The boys decided to the toys.                   |
|   | share     |                     | It looked like a rabbit but, in fact, it was a  |
|   | mare      |                     | I didn't want to my new school shoes.           |
|   | pear      |                     | My favourite fruit is a                         |
|   | bare      |                     |   |
| 1 | care      |                     | My sister was of the big dog on the playground. |
|   | scared    |                     | The horse in the field was a                    |
|   | hare      |                     | I had forgotten my gloves, and my hands were    |

| Stage: 1  | The /air/ sound spelled with 'ear' or 'are' |   |  |  |
|-----------|---|---|--|--|
| List: 36  | Answers:                                    | Spelling Shed   |  |  |
| 03        |   | Write the correct spelling into each sentence.                |  |  |
| Spellings |   | The men took great _care_ as the _bear_ passed by.            |  |  |
| bear      |   |   |  |  |
| wear      |   | Climbing the wall was a silly _dare                           |  |  |
| dare      |   | The boys decided to _share_ the toys.                         |  |  |
| share     |   | It looked like a rabbit but, in fact, it was a _hare          |  |  |
| mare      |   | I didn't want to _wear_ my new school shoes.                  |  |  |
| pear      |   | My favourite fruit is a _pear                                 |  |  |
| bare      | pullin.                                     |   |  |  |
| care      |   | My sister was <u>scared</u> of the big dog on the playground. |  |  |
| scared    |   | The horse in the field was a <u>mare</u> .                    |  |  |
| hare      |   | I had forgotten my gloves, and my hands were _bare            |  |  |