



Phonics / Spelling Year 1

This overview highlights the phonics focus for the term and some words linked to this. Our expectation is that we should see these sounds being applied consistently in everyday reading and writing.

It is important that dedicated time is given to phonics outside of school and we will continue to monitor any comments made in reading records and anything added to Seesaw.

The Little Wandle 'For Parents' link contains some useful videos, which model correct pronunciation of sounds, plus clips that highlight how we teach blending and tricky words.

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

To support everyone further with spelling, we have added suggested activities to our school website <https://www.marshfieldprimary.org.uk/english/>

Year 1

	Focus	Examples Focus on a selection	Tricky Words (Common Exception Words)
Wk1 5.1.26	/ee/ y /e/ ea /w/ wh /oa/ oe ou	silly happy smelly funny carry feather head bread ready spread whisper wheel white whale [when} toe woe goes shoulder	any many again
Wk2 12.1.26	/igh/ y /oa/ ow /j / g /f/ ph	spy fly dry reply defy why [by my] follow snow grow yellow show window gem giant magic energy danger huge phone photo dolphin elephant alphabet	who whole where two school call different
Wk3 19.1.26	/l/ le /l/ al /s/ c /v/ ve	apple gentle sparkle puddle [little] total equal final metal petal pedal face space ice success nice give [have] live solve leave	thought through friend work
Wk4 26.1.26	/u/ o-e o ou /z/ se /s/ se ce /ee/ ey	brother mother nothing done son won [some come love] young above [please] cheese choose noise tease praise [house mouse] dance fence choice purse horse money donkey monkey valley key	water want any many again could would should who whole where two ask Mr Mrs Ms school call different people your their thought through friend work
Wk5 2.2.26	Grow the code: /oo/ u ew ue u-e ui ou oo /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	youth group soup fruit juice bruise [you] sheet teeth steep wheel treat eating each these least horse fence ice cosmic cheese puzzle noise [house] toe shoulder road groan post window photo	

Wk6	Review week		
9.2.26			

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

Grow the code grapheme mat

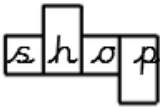
Phase 2, 3 and 5

					yoo		
ai	ee	igh	oa	oo	ue	ou	ar
ay	ea	ie	o	ue	ue	u*	a*
a	e	i	o-e	u-e	u	oul	al*
a-e	e-e	i-e	ou	ew	u-e		
eigh	ie	y	oe	ou	ew		
aigh	y		ow	ui			
ey	ey						
ea							
						zh	
or	ur	ow	oi	ear	air		
aw	er	ou	oy	ere	are	su	
au	ir			eer	ere	si	
aur	or				ear		
oor							
al							
a							
oar							
ore							

*depending on regional accent

Here are just a few examples to support spelling -

For words that are not decodable (sight / tricky words) here are some suggestions

- *Spelling doodles* - write the word in different ways just like a doodle on a page
- *Spelling shapes* - draw the word in a box to become familiar with its shape 
- *Rainbow writing* - draw the letters in different colours *they*
- *Take a picture* - imagine taking a picture of the word & storing it in your head
- *Mnemonics* - rhymes e.g. necessary never eat cakes eat salmon sandwiches and remain young
- *Say it as it looks/sounds* - Wed / *nes* / day
- *Words in words* - plant ant
- *Speedwriting* - how fast can you write the word?
- *Word pyramid*

