

## **Different Learning Styles**

- **Verbal- When I read, speak & write I learn**
  - ⇒ Choose 5 spelling words and Use each in a different sentence
  - ⇒ Use a dictionary, with a friend , to find the meanings of challenging words.
- **Visual/Spatial- Art, Geometry and Visual imagery are important to me**
  - ⇒ Rainbow Words - spell words using different coloured markers or crayons for each letter.
- **Kinaesthetic- I am hands on and enjoy physical activity**
  - ⇒ Ball toss back and forth in pairs spelling each other's words.
- **Musical- Music and rhythm make sense to me**
  - ⇒ Clap out and record the syllables in each of your spelling words.
- **Intrapersonal- I work well on my own**
  - ⇒ Complete a look, say, cover, write, check
  - ⇒ Use your spelling words to write a story. Underline your words

## **Year 1 & 2 Useful Websites**

BBC Bitesize Key Stage 1 English

<https://www.bbc.com/bitesize/topics/zcgv39q>

The School Run

<https://www.theschoolrun.com/spelling-in-year-1>

**Phonics Play**

<http://www.phonicsplay.co.uk/>

# Phonics and Spelling at home: Years 1 & 2



## Curriculum expectations in Year 1 & 2

Reading is taught alongside spelling, so that pupils can read back their written work.

Pupils are taught how to segment words into individual phonemes and represent them using corresponding grapheme(s). They will initially spell many words in a phonically plausible way, even if sometimes incorrectly. However words that have been included in spelling lists and tests, which are often not phonetic, are expected to be written correctly.

These skills are built upon in year 2 and children are encouraged to apply their knowledge of suffixes from their reading to their spelling. They are also taught to draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words.

## Glossary

**Phoneme-** A phoneme is the smallest unit of sound in a word.

**Grapheme-** This can be a single letter, or could be a sequence of letters, such as ai, sh, igh, tch etc.

**Digraph-** A digraph is a two-letter grapheme that represent one phoneme/sound. For example /sh/ represents one phoneme/sound in 'shop' and the vowel digraph /oa/ represents one phoneme/sound in 'boat'.

**Split Digraph-** A split digraph is where another letter comes in between the two graphemes of a single phoneme/sound, for example, the 'K' in 'make' separates the digraph /ae/, creating split digraph /a\_e/.

**Exception Words-** Words which don't follow the rules and patterns and are therefore often misspelt.

**Blending-** Blending is the process of combining syllables from their phonemes in the correct order to read whole words.

**Segmenting-** "I want to spell frog, what phonemes can I hear, and what graphemes are those phonemes represented by?" It is the reverse skill to blending, and also called spelling.

**Spelling Pattern-** Spellings which follow a particular pattern, such as double consonant words.

**Spelling Rule-** A rule that can be applied to many rules to help with remembering different spelling patterns, e.g. i before e, except after c.



## **Year Two Spelling Patterns**

In their weekly spelling lists, children will cover various spelling patterns, including the following:

- Silent letters k, g and w (as in 'knock', 'gnat' and 'write')
- Words ending le, el, al and il (as in 'meddle', 'tunnel', 'animal', 'pencil')
- Verbs ending y which then changes to ies and ied (as in 'copy', 'copies' and 'copied')
- Dropping the e off the end of a word when adding -ing, -ed, -er (as in 'hiking', 'hiked' and 'hiker')
- Words which need a consonant to be doubled before adding -ing, -ed (as in 'pat', 'patting', 'patted')
- Unusual uses of vowels, such as 'o' being used for the 'u' sound ('other') and 'a' being used for the 'o' sound ('warm')

Words containing suffixes (groups of letters added to the end of a word) including -ly, -ment, -ful, -ness and -

## **Year One Spelling Patterns**

As well as their phonics sessions children will learn spellings of words that have particular patterns, for example:

- Words ending ff, ck, zz, ll, ss such as 'fluff', 'luck', 'buzz', 'fill' and 'kiss'
  - Words ending nk such as 'bunk' and 'sink'
- Words with two syllables, such as 'ticket' and 'kitchen'
- Words ending ve such as 'have' and 'live'
  - Adding -es to the end of plurals and verbs, for example: 'hutch' becomes 'hutches' and 'stitch' becomes 'stitches'
  - Adding -ing, -ed and -er to words, such as: 'jump' which changes to 'jumping', 'jumped' and 'jumper'
  - Adding 'er' and 'est' to adjectives to make the comparative and superlative form, such as 'kind' which changes to 'kinder' and 'kindest'
  - Words ending y, such as 'happy' and 'funny'
  - Words containing ph or wh, such as 'telephone' and 'which'

Adding the prefix un- to change the meaning of a word, for example: 'fit' to 'unfit'





# Year 1 Word List

the  
a  
do  
to  
today  
of  
said  
says  
are  
were  
was  
is  
his  
has

they  
be  
he  
me  
she  
we  
no  
go  
so  
by  
my  
here  
there

one  
once  
ask  
friend  
school  
put  
push  
pull  
full  
house  
our

door  
floor  
poor  
because  
find  
kind  
mind  
behind  
child  
children  
wild  
climb  
most  
only  
both  
old  
cold

gold  
hold  
told  
every  
great  
break  
steak  
pretty  
beauti-  
ful  
after  
fast  
last  
past  
father  
class  
grass

plant  
path  
bath  
hour  
move  
prove  
im-  
prove  
sure  
sugar  
eye  
could  
should  
would  
who  
whole  
any

clothes  
busy  
people  
water  
again  
half  
money  
Mr  
Mrs  
parents  
Christmas  
everybody  
even

# Year 2 Word List

