

## Weekly suggested spelling list Year 1

Adjust the weekly program in this overview to suit consolidated sequences of teaching and learning.

	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Unit 1</b>	<b>Diagnostic assessment</b>	<b>Short vowels CVC* revision</b> <small>*Consonant Vowel Consonant</small>	<b>Initial 'r' blends — br, cr, dr, fr, gr, tr</b>	<b>Initial 'l' blends — bl, cl, fl, gl, pl, sl</b>	<b>Initial 's' blends — sc, sk, sm, sn, sp, st</b>
		bat bud sad red sit pet lid rod but hot	brim frog crab from crop grub drag grin drip trip	blot glad clap plug club plus flag slip flat slow	scab snap skip spill skin spot smog stop small step
	<b>Final blends — nt, nd, nk, mp and st</b>	<b>Diphthongs — 'oi' and 'oy'</b>	<b>Contractions — word + 'is' and word + 'not'</b>	<b>Short /e/ spelled 'e' and 'ea'</b>	<b>Consolidation</b>
	ant sink went camp and bump send best bank must	boy coin joy boil toy oil soy join toys foil	it's can't that's didn't he's wasn't she's isn't here's don't	web head them bread yes thread egg spread next breath	
<b>Unit 2</b>	<b>Silent 'e' — long vowel patterns</b>	<b>Common long vowel patterns — ā (ai, ay), ē (e, ea, ee), ī (y)</b>	<b>Common long vowel patterns — ō (o, oa), ū (ew, ue)</b>	<b>Initial digraphs — ch, ph, sh, th, wh</b>	<b>Final digraphs — ff, ll, ss, zz</b>
	name size late home eve note like huge mine cute	rain me team sail week day my play by be	go new no few oat grew road due boat blue	chin shut chat this phone they photo what shop when	off hill cuff glass staff dress bell jazz call buzz
<b>Unit 3</b>	<b>Diagnostic assessment</b>	<b>Plurals — more than one adding 's'</b>	<b>Ambiguous vowels — 'oo' long sound</b>	<b>Ambiguous vowels — 'oo' short sound</b>	<b>Consolidation</b>
	<b>Final digraphs — 'ck', 'sh', 'ch'</b>				
	back cash kick dish lock each sock much fish lunch	bags boys girls toys games trays cakes days nails keys	too roof boot soon tool room food tooth pool school	book hood cook look wood good hook took stood foot	

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<b>Unit 4</b>	<b>Common homophones</b>	<b>Silent 'e' revision</b> <b>Exceptions to silent 'e' pattern</b>	<b>'r' influenced vowels in single syllable words — 'ar', 'er' and 'ir'</b>	<b>'r' influenced vowels in single syllable words — 'or' and 'ur'</b>	<b>Past tense — adding 'ed' to regular verbs</b>
	to            won too           be two          bee sea          for see          four one	give        some love        none have        gone live        done move        come	far           were car          term star        sir art          bird her          girl	for           horn born        fur cord        hurt fork        turn pork        burn	helped      walked jumped     played picked      ended asked      packed missed     crossed
<b>Unit 5</b>	<b>Days of the week</b> <b>Seasons</b>	<b>Blends — 'qu' and 'tw'</b>	<b>Ambiguous sounds of 'o'</b>	<b>Diphthongs — 'ou' and 'ow'</b>	<b>Consolidation</b>
	Sunday      summer Monday      autumn Tuesday      winter Wednesday   spring Thursday Friday Saturday	quit          twig quiz          twin queen        twit quail        two* quack quick <small>*the letters 't' and 'w' in this example only makes the single 't' sound</small>	on            front off           for doll          golf of            son cold          won	out           cow our           now foul          how sour         down loud          town	
<b>Unit 6</b>	<b>Plurals — adding 'es' to words ending in 'ch' and 'sh'</b>	<b>Plurals — adding 'es' to words ending in 'ss', 's' and 'x'</b>	<b>Making nouns — adding 'er'</b>	<b>Adding 'ing' to verbs</b>	<b>Contractions</b>
	lunches      dishes beaches      brushes bunches      wishes matches      bushes patches      crashes	dresses      gases classes      foxes glasses      boxes atlases      taxes buses        faxes	singer        leader teacher      printer builder      cleaner painter      farmer player        worker	going        talking ending       jumping playing      cooking eating       sleeping flying        reading	it's           can't she's        isn't he's        didn't who's       you're what's      we're
	<b>Diagnostic assessment</b> <b>Ordinal numbers 1<sup>st</sup> to 10<sup>th</sup></b>	<b>Names of colours</b>	<b>Simple Compound words</b>	<b>Dictionary skills and word games</b>	<b>Consolidation</b>
	first          sixth second        seventh third          eighth fourth        ninth fifth          tenth	orange        black yellow        grey green         brown blue          pink white         purple	today        birthday bedroom     homework playground   lunchbox downstairs   timetable outside      classroom		