

## Year 1 Yearly Overview Spelling

	Half term 1	Half term 2
Autumn	<p>RWI lessons plus -Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. <b>Over the whole year.</b></p> <ul style="list-style-type: none"> <li>To segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically plausible attempts at others.</li> <li>To spell a few common exception words (e.g. I, the, he said, of)</li> <li>To name the letters of the alphabet in order.</li> </ul>	<ul style="list-style-type: none"> <li><i>As in autumn 1.</i></li> </ul>
Spring	<ul style="list-style-type: none"> <li>To spell some common exception words.</li> <li>To spell the days of the week.</li> <li>To spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs.</li> </ul> <p>Spelling lessons start 5 x fortnight</p>	<ul style="list-style-type: none"> <li><i>As in spring 1.</i></li> <li>To add prefixes and suffixes using the spelling rule for adding s es as the plural marker for nouns and the third person singular marker for verbs.</li> <li>To add prefixes and suffixes using -ing -ed -er and -est where no change is needed in the spelling of root words.</li> </ul> <p>Spelling lessons start 5 x fortnight</p>
Summer	<ul style="list-style-type: none"> <li>To understand how the prefix un changes the meaning of verbs and adjectives, e.g. unkind, undoing and spell these words correctly in their writing (<i>revisit from grammar lessons in spring</i>).</li> <li>To spell words containing each of the 40+ phonemes already taught</li> <li>To identify or write the 40+ graphemes in standard 4 of the English language comprehension and reading on hearing the corresponding phonemes.</li> <li>To name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound.</li> </ul> <p>Spelling lessons start 5 x fortnight</p>	<ul style="list-style-type: none"> <li>To apply simple spelling rules and guidance, as listed in English Appendix 1.</li> </ul> <p><i>Consolidation of objectives from previous terms.</i></p> <p>Spelling lessons start 5 x fortnight</p>
	<p><b>Curriculum Enhancement:</b></p> <ul style="list-style-type: none"> <li>Ladybird/caterpillar/butterfly words given to all children to practise reading and spelling at home. These words are then tested in school.</li> <li>Pre-teaching of vocab for each topic/week and continual re-visiting.</li> <li>Vocab jars to collect topic related language in each classroom.</li> <li>Spelling section on working walls.</li> </ul>	

## End of the Term Expectations:

Autumn	Spring	Summer
<p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>To say the alphabet in the correct order and name letters when chosen at random.</li> <li>To spell some words correctly and make plausible attempts at others.</li> <li>To spell a few common exception words.</li> <li>To spell some caterpillar words.</li> </ul> <p><b>Exceeding:</b></p> <ul style="list-style-type: none"> <li>To attempt to spell more complex words, using their phonic knowledge and knows of common exception words.</li> <li>To spell many caterpillar words correctly.</li> </ul>	<p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>To use displays and resources to support spelling with some prompting from the teacher.</li> <li>To spell some common exception words</li> <li>To spell the days of the week mostly accurately.</li> <li>To begin to spell words containing digraphs and consonant clusters.</li> <li>To understand the use of plurals and begin to use these in their writing.</li> <li>To understand what a prefix and a suffix is and begin to use some in their writing.</li> <li>To spell many caterpillar words correctly.</li> </ul> <p><b>Exceeding:</b></p> <ul style="list-style-type: none"> <li>To independently use displays and resources to support spelling.</li> <li>To spell many common exception words.</li> <li>To use words containing digraphs and consonant clusters regularly.</li> <li>To use plurals in their writing, often spelling words correctly.</li> <li>To spell many words correctly when using a prefix or suffix.</li> <li>To spell most caterpillar words correctly.</li> </ul>	<p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>To spell all caterpillar words correctly.</li> <li>To begin to use the prefix 'un' in their writing.</li> <li>To use RWI set 1, 2 and 3 sounds when spelling words.</li> <li>To use alternative spellings for the same sound in their writing e.g. play, made, plain.</li> <li>To spell some words correctly when using prefixes and suffixes.</li> </ul> <p><b>Exceeding:</b></p> <ul style="list-style-type: none"> <li>To spell all caterpillar words and use these accurately in my writing.</li> <li>To spell some butterfly words.</li> <li>To notice and correct some of my spellings in a piece of work.</li> <li>To use the prefix 'un' accurately in their writing.</li> <li>To spell many words correctly when using prefixes and suffixes and use these without being prompted to do so.</li> </ul>