

Spelling in Year 1

Introduction

These spelling lists for year one follow the progression of Letters and Sounds, paying attention to the requirements of the National Curriculum.

Structure

Spellings are grouped into Phonics (including tricky words), Word Work and Key Words.

For this age (year 2) the 12 Phonics and 12 Word Work exercises use the same words and order, week by week, that are used in the TES Phonics website Modules 13 to 16 (refer to the table below).

The Phonics lists are similar to the later phases of Letters and Sounds, tying those lists to the spelling appendices of the National Curriculum. The Word Work lists are derived from both the spelling and grammar appendices, mainly dealing with adding suffixes. They cover the types of rules and patterns covered in Phase 6 of Letters and Sounds.

Basic graphemes + phase two tricky words

Basic graphemes

These words can be read and spelt phonetically.

- Ask your child to read them by 'sounding them out', for example s-a-t sat.
- Practise writing the word in the space given.
- Finally, ask them to spell the word, 'How do you spell **sad**?' (write it or just say it).

satp +i +n +m +d +g +o	pat	
	sit	
	sip	
	pan	
	mat	
	sad	
	did	
	nag	
	dig	
	dog	

These are key words that use these letters and sounds. Make sure they can be both read and spelt.

at as it is an in and dad got on not

Phase two tricky words

These are Phase 2 Tricky Key Words to learn:

the no go I to into

These words **cannot** be read and spelt phonetically, or they use phonic patterns that your child hasn't learnt yet. For example the **o** in go is pronounced differently to the **o** sound your child has learnt in d-o-g.

They are considered "tricky key words". They are important to learn as they are very common words and will help to form many simple sentences.

Explain to your child that they need to recognise these words and learn to say and spell them without breaking them down into sounds.

the	
to	
I	
no	
go	
into	

More basic graphemes

These words can be read and spelt phonetically.

- Ask your child to read them by 'sounding them out', for example p-e-g peg.
- Practise writing the word in the space given.
- Finally, ask them to spell the word, 'How do you spell **peg**?' (write it or just say it).

	cap	
	kit	
+c	pick	
+k		
+ck	peg	
+e	cup	
+u		
+r	rip	
+h		
+b	hut	
+f	bed	
+l		
	fun	
	leg	

These are key words that use these letters and sounds. Make sure they can be both read and spelt.

can back get up mum put had him his has but big of if

Note: **of** actually makes more of an o-v sound but it is a useful word to be able to read at this stage.

Harder graphemes, useful verbs + more tricky words

Harder graphemes and useful verbs

These words can be read and spelt phonetically.

- Ask your child to read them by 'sounding them out', for example j-a-m jam.
- Practise writing the word in the space given.
- Finally, ask them to spell the word, 'How do you spell **jam**?' (write it or just say it).

+j +v +w +x +y +z	jam	
	jog	
	van	
	wag	
	web	
	fix	
	box	
	yes	
	yet	
zip		

More tricky words

These are Phase 3 Tricky Key Words (set 1) to learn:

he she we you they me

These words **cannot** be read and spelt phonetically, or they use phonic patterns that your child hasn't learnt yet. For example the **e** in me is pronounced differently to the **e** sound your child has learnt in j-e-t.

They are considered "tricky key words". They are important to learn as they are very common words and will help to form many simple sentences.

Explain to your child that they need to recognise these words and learn to say and spell them without breaking them down into sounds.

he	
she	
we	
you	
they	
me	

Double letters and qu + more tricky words

Double letters and qu

Double letters in these words are sounded out once. So, sound out 'huff' as h-u-ff NOT h-u-f-f.

- Ask your child to read them by 'sounding them out', for example t-e-ll.... tell.
- Practise writing the word in the space given.
- Finally, ask them to spell the word, 'How do you spell **tell**?' (write it or just say it).

+ff +ll +ss +zz +qu	huff	
	tell	
	full	
	less	
	fuss	
	miss	
	buzz	
	jazz	
	quiz	
	quick	

These are key words that use these letters and sounds. Make sure they can be both read and spelt.

off will

More tricky words

These are Phase 3 Tricky Key Words (set 2) to learn:

be was all are my her

These words **cannot** be read and spelt phonetically, or they use phonic patterns that your child hasn't learnt yet. For example the 'a' in was is pronounced differently to the a sound your child has learnt in b-a-d.

They are considered "tricky key words". They are important to learn as they are very common words and will help to form many simple sentences.

Explain to your child that they need to recognise these words and learn to say and spell them without breaking them down into sounds.

be	
was	
all	
are	
my	
her	

CVCC using the first GPCs + more tricky words

CVCC using the first GPCs

These words can be read and spelt phonetically.

- Ask your child to read them by 'sounding them out', for example p-o-n-d.... pond.
- Practise writing the word in the space given.
- Finally, ask them to spell the word, 'How do you spell **pond**?' (write it or just say it).

CVCC words	camp	
	tent	
	wind	
	bunk	
	must	
	gift	
	fact	
	gulp	
	melt	
	silk	

These are key words that use these letters and sounds. Make sure they can be both read and spelt.

went help just

More tricky words

These are Phase 4 Tricky Key Words (set 1) to learn:

said have like so do out one

These words **cannot** be read and spelt phonetically, or they use phonic patterns that your child hasn't learnt yet. For example the **i** in like is pronounced differently to the **i** sound your child has learnt in t-i-n.

They are considered "tricky key words". They are important to learn as they are very common words and will help to form many simple sentences.

Explain to your child that they need to recognise these words and learn to say and spell them without breaking them down into sounds.

said	
have	
like	
so	
do	
out	
one	

CCVC using the first GPCs + more tricky words

CVCC using the first GPCs

These words can be read and spelt phonetically.

- Ask your child to read them by 'sounding them out', for example s-p-o-t.... spot.
- Practise writing the word in the space given.
- Finally, ask them to spell the word, 'How do you spell **spot**?' (write it or just say it).

CVCC words	spot	
	swim	
	frog	
	plan	
	trip	
	twin	
	smell	
	fluff	
	track	
	bliss	

This key word uses these letters and sounds. Make sure it can be both read and spelt.

From

More tricky words

These are Phase 4 Tricky Key Words (set 2) to learn:

there little some come here your

These words **cannot** be read and spelt phonetically, or they use phonic patterns that your child hasn't learnt yet. For example the **o** in come is pronounced differently to the **o** sound your child has learnt in t-r-o-t.

They are considered "tricky key words". They are important to learn as they are very common words and will help to form many simple sentences.

Explain to your child that they need to recognise these words and learn to say and spell them without breaking them down into sounds.

there	
little	
some	
come	
here	
your	

Adding suffix -s + more tricky words

Adding suffix -s

These words can be read and spelt phonetically, and introduce some basic grammatical skills.

- Help your child understand the relationship between these words and their root words, e.g. I tap the door. He taps the door. (Can you say 'I taps' or 'he tap'? – NO!) Similarly, compare singular nouns and plural nouns – That pig ... Those pigs.
- Ask your child to read the words by 'sounding them out', for example p-i-g-s.... taps.
- Practise writing the word in the space given.
- Finally, ask them to spell the word, 'How do you spell **pigs**?' (write it or just say it).

3 rd person singular verbs	licks	
	quacks	
	huffs	
	lands	
	jumps	
	melts	
	spins	
plural nouns	dogs	
	legs	
	rocks	

More tricky words

These are Phase 4 Tricky Key Words (set 3) to learn:

were where when what want who

These words **cannot** be read and spelt phonetically, or they use phonic patterns that your child hasn't learnt yet. For example the **w** in when is silent and the **a** in want is pronounced differently to the **a** sound your child has learnt in c-a-t.

They are considered "tricky key words". They are important to learn as they are very common words and will help to form many simple sentences.

Explain to your child that they need to recognise these words and learn to say and spell them without breaking them down into sounds.

were	
where	
when	
what	
want	
who	

Longer CV combos and extra tricky words

Longer CV combos

These words can be read and spelt phonetically.

- Ask your child to read them by 'sounding them out', for example s-p-e-n-d....spend.
- Practise writing the word in the space given.
- Finally, ask them to spell the word, 'How do you spell **spend**?' (write it or just say it).

longer words	spend	
	blink	
	stand	
	stamp	
	strong	
	string	
	scrap	
	jacket	
	pocket	
	rabbit	

Extra tricky words

These are extra tricky words to learn:

**today says here once friend school our love
else**

These words **cannot** be read and spelt phonetically, or they use phonic patterns that your child hasn't learnt yet. For example the **o** in love is pronounced differently to the **o** sound your child has learnt in b-o-x.

They are considered "tricky key words". They are important to learn as they are very common words and will help to form many simple sentences.

Explain to your child that they need to recognise these words and learn to say and spell them without breaking them down into sounds.

today	
says	
here	
once	
friend	
school	
our	
love	
else	

Everyday words

These words can be read and spelt phonetically.

- Ask your child to read them by 'sounding them out', for example p-i-n-k....pink.
- Practise writing the word in the space given.
- Finally, ask them to spell the word, 'How do you spell **pink**?' (write it or just say it).

everyday words	six	
	seven	
	ten	
	red	
	pink	
	black	
	mum	
	dad	
	bed	
	desk	

Consonant digraphs ch, sh and th

These words include a consonant digraph (two letters that make a single consonant sound). This means you would sound the word as 'chip' as ch-i-p NOT c-h-i-p.

- Ask your child to read them by 'sounding them out', for example ch-i-p....chip.
- Practise writing the word in the space given.
- Finally, ask them to spell the word, 'How do you spell **chip**?' (write it or just say it).

consonant digraphs ch sh th	chop	
	check	
	much	
	ship	
	shell	
	fish	
	thin	
	moth	
	with	
	then	

These are key words that use these letters and sounds. Make sure they can be both read and spelt.

with them than then that this

Consonant digraphs ng, including -ing ending on verbs and more tricky words

Consonant digraphs ng, including -ing ending on verbs

These words include a consonant digraph (two letters that make a single consonant sound). This means you would sound the word as 'chip' as r-i-ng NOT r-i-n-g.

- Ask your child to read them by 'sounding them out', for example r-i-ng....ring.
- Practise writing the word in the space given.
- Finally, ask them to spell the word, 'How do you spell **ring**?' (write it or just say it).

consonant digraph ng including -ing on verbs	song	
	gang	
	lung	
	thing	
	pings	
	bangs	
	fishing	
	jumping	
	yelling	
	thinking	

More tricky words

These are Phase 5 Tricky Key Words to learn:

oh their people called asked looked could

These words **cannot** be read and spelt phonetically, or they use phonic patterns that your child hasn't learnt yet. For example the **a** in called is pronounced differently to the **a** sound your child has learnt in b-a-t.

They are considered "tricky key words". They are important to learn as they are very common words and will help to form many simple sentences.

Explain to your child that they need to recognise these words and learn to say and spell them without breaking them down into sounds.

oh	
their	
people	
called	
asked	
looked	
could	

Vowel digraphs and trigraphs ai, oa and igh

These words include vowel digraphs and trigraphs (two or more letters that make a single vowel sound). This means you would sound the word as 'night' as n-igh-t NOT n-i-g-h-t.

- Ask your child to read them by 'sounding them out', for example w-ai-t....wait.
- Practise writing the word in the space given.
- Finally, ask them to spell the word, 'How do you spell **wait**?' (write it or just say it).

vowel digraphs and trigraphs ai oa igh	wait	
	hail	
	aim	
	chain	
	coat	
	road	
	poach	
	light	
	might	
	fight	

Vowel digraphs ee, oo (and oo_)

These words include vowel digraphs (two letters that make a single vowel sound). This means you would sound the word as 'feet' as f-ee-t NOT f-e-e-t.

- Ask your child to read them by 'sounding them out', for example b-oo-t....boot.
- Practise writing the word in the space given.
- Finally, ask them to spell the word, 'How do you spell **boot**?' (write it or just say it)

vowel digraphs ai oa igh	tree	
	sheep	
	teeth	
	food	
	moon	
	book	
	hood	
	shook	
	meeting	
	cooking	

These are key words that use these letters and sounds. Make sure they can be both read and spelt.

see too look

Vowel digraphs and trigraphs ar, or, ur, ear

These words include vowel digraphs (two letters that make a single vowel sound). This means you would sound the word as 'fear' as f-ear NOT f-e-a-r.

- Ask your child to read them by 'sounding them out', for example h-ar-d....hard.
- Practise writing the word in the space given.
- Finally, ask them to spell the word, 'How do you spell **hard**?' (write it or just say it)

vowel digraphs and trigraphs ar or ur ear	card	
	park	
	arch	
	sort	
	torn	
	hurt	
	turn	
	gear	
	year	
	beard	

This key word uses these letters and sounds. Make sure it can be both read and spelt.

For

Vowel digraphs and trigraphs oi, ow, air, ure

These words include vowel digraphs (two letters that make a single vowel sound). This means you would sound the word as 'repair' as r-e-p-air NOT r-e-p-a-i-r.

- Ask your child to read them by 'sounding them out', for example ch-air....chair.
- Practise writing the word in the space given.
- Finally, ask them to spell the word, 'How do you spell **chair**?' (write it or just say it)

vowel digraphs and trigraphs oi ow air ure	join	
	soil	
	owl	
	cow	
	pair	
	chair	
	pure	
	cure	
challenge words	allow	
	market	

This key word uses these letters and sounds. Make sure it can be both read and spelt.

Down

Vowel digraph er (sounding /u/)

These words include the digraph –er at the end of words which makes an ‘uh’ sound. This means you would sound the word as ‘darker’ as d-ar-k-u NOT d-a-r-k-e-r.

- Ask your child to read them by ‘sounding them out’, for example sh-or-t-u....shorter.
- Practise writing the word in the space given.
- Finally, ask them to spell the word, ‘How do you spell **shorter**?’ (write it or just say it)

vowel digraph er	hammer	
	letter	
	dinner	
	longer	
	harder	
	quicker	
	singer	
	helper	
	waiter	
	farmer	

Longer words using consonant and vowel digraphs

These are longer words using vowel and consonant digraphs (two or more consonants or vowels that make a single sound). This means you would sound the word as 'speech' as s-p-ee-ch NOT s-p-e-e-c-h.

- Ask your child to read them by 'sounding them out', for example th-r-u-s-t....thrust.
- Practise writing the word in the space given.
- Finally, ask them to spell the word, 'How do you spell **thrust**?' (write it or just say it)

longer words using consonant and vowel digraphs	theft	
	swing	
	brush	
	boast	
	train	
	spear	
	steep	
	float	
	thrust	
	scrunch	

Suffix -est, compound words and silent letters

This list includes words with silent letters. Ask your child to point out which letter is silent in these words.

- Ask your child to read them by 'sounding them out', for example w-i-n-d-m-i-ll...windmill.
- Practise writing the word in the space given.
- Finally, ask them to spell the word, 'How do you spell **windmill**?' (write it or just say it)

adding est	thickest	
	sweetest	
	quickest	
compound words	sandpit	
	windmill	
words with silent letters	knee	
	wrap	
	thumb	
	lamb	
	have	

Introducing verb past tense

This list includes words use the simple past tense.

- Ask your child to read the words
- Practise writing the word in the space given
- Finally, ask them to spell the word (write it or just say it)

adding -ed	pulled	
	jumped	
	banged	
	landed	
	painted	
adding -ed doubling last consonant	grabbed	
	stepped	
	stopped	
	planned	
	grinned	

These are irregular verbs that have tricky past tense spellings. Make sure they can be read and spelt.

**said took went was were began came stood saw
gave**

Split digraphs

These words include a split digraph where the vowel graphemes are split by a consonant which lengthens the vowel sound; the 'a' sound in 'mate' is long; the 'a' sound in 'mat' is short.

- Ask your child to read the words.
- Practise writing the word in the space given.
- Finally, ask them to spell the word (write it or just say it),

split vowel digraphs	snake	
	amaze	
	time	
	shine	
	invite	
	alone	
	woke	
	theme	
	rude	
	cube	

These are key words that use these letters and sounds. Make sure they can be both read and spelt.

made time

ai/ spelling alternatives

These words have an /ai/ sound that can be spelt in different ways (a_e, ai, ay, ey, eigh)

- Ask your child to read the words.
- Practise writing the word in the space given.
- Finally, ask them to spell the word (write it or just say it),

spelling alternatives for /ai/ sound	tame	
	pale	
	rain	
	wait	
	play	
	may	
	grey	
	they	
	eight	
	weight	

This key word uses these letters and sounds. Make sure it can be both read and spelt.

day

ee/ spelling alternatives

These words have an /ee/ sound that can be spelt in different ways (ee, ea, ie, y, ey)

- Ask your child to read the words.
- Practise writing the word in the space given.
- Finally, ask them to spell the word (write it or just say it),

spelling alternatives for /ee/ sound	feet	
	these	
	bead	
	least	
	brief	
	yield	
	funny	
	smelly	
	donkey	
	valley	

This key word uses these letters and sounds. Make sure it can be both read and spelt.

very

igh/ spelling alternatives and contractions

/igh/ spelling alternatives

These words have an /igh/ sound that can be spelt in different ways (igh, i_e, ie, y)

- Ask your child to read the words.
- Practise writing the word in the space given.
- Finally, ask them to spell the word (write it or just say it),

spelling alternatives for /ee/ sound	sigh	
	bright	
	time	
	shine	
	lie	
	pie	
	die	
	spy	
	shy	
	try	

This key word uses these letters and sounds. Make sure it can be both read and spelt.

By

Key words – contractions (set 1)

Contractions are two words joined using an apostrophe to replace removed letter(s).

I'll	
I've	
I'm	
it's	
he's	
she's	
he'll	
she'll	
that's	
what's	
don't	
didn't	
let's	
can't	

oa/ spelling alternatives

These words have an /oa/ sound that can be spelt in different ways (oa, o_e, o, oe, ow, o(ld))

- Ask your child to read the words.
- Practise writing the word in the space given.
- Finally, ask them to spell the word (write it or just say it).

spelling alternatives for /oa/ sound	boat	
	note	
	go	
	hero	
	toe	
	foe	
	grow	
	bowl	
	window	
	told	

oo/, /yoo/ and /ear/ spelling alternatives

These words have /oo/ or /yoo/ sounds that can be spelt in different ways (oo, u_e, ue, ew) or and/ear/ sound spelt ear or eer.

- Ask your child to read the words.
- Practise writing the word in the space given.
- Finally, ask them to spell the word (write it or just say it).

spelling alternatives for /oo/, /yoo/ and /ear/ sounds	roof	
	rule	
	clue	
	value	
	argue	
	grew	
	threw	
	new	
	cheer	
	steer	

e/, /u/, /oo/ and /ow/ spelling alternatives

These words have /e/ sounds spelt ea and alternatives for the /u/, /oo/ or /ow/ sounds.

- Ask your child to read the words.
- Practise writing the word in the space given.
- Finally, ask them to spell the word (write it or just say it).

spelling alternatives for /e/, /u/, /oo/ and /ow/ sounds	head	
	ready	
	nothing	
	above	
	done	
	because	
	push	
	could	
	mouth	
	sound	

ur/ and /oi/ spelling alternatives

These words have the /ur/ sound spelt ur, ir or er, and the /oi/ sound spelt oy.

- Ask your child to read the words.
- Practise writing the word in the space given.
- Finally, ask them to spell the word (write it or just say it).

spelling alternatives for /ur/ (stressed) and /oi/ sounds	turn	
	hurts	
	girl	
	first	
	herbs	
	perhaps	
	term	
	boy	
	toy	
	enjoy	

or/ spelling alternatives

These words have the /or/ sound spelt or and the alternatives aw, ore, oar, ore and au.

- Ask your child to read the words.
- Practise writing the word in the space given.
- Finally, ask them to spell the word (write it or just say it).

spelling alternatives for /or/ sound	fork	
	torn	
	saw	
	lawn	
	more	
	before	
	boar	
	roar	
	haunt	
	author	

This key word uses these letters and sounds. Make sure it can be both read and spelt.

saw

air/ spelling alternatives

These words have the /air/ sound spelt air and the alternatives ere, ear and are.

- Ask your child to read the words.
- Practise writing the word in the space given.
- Finally, ask them to spell the word (write it or just say it).

spelling alternatives for /air/ sound	hair	
	fairy	
	there	
	where	
	bear	
	tear	
	square	
	stare	
	scared	
	shared	

These key words use these letters and sounds. Make sure it can be both read and spelt.

there where

Tricky spellings t-ch, wh and ph

These words have tricky spellings using tch, wh and ph

- Ask your child to read the words.
- Practise writing the word in the space given.
- Finally, ask them to spell the word (write it or just say it).

tricky spellings with tch, wh, ph	catch	
	fetch	
	stitch	
	which	
	why	
	wheel	
	white	
	elephant	
	alphabet	
	phone	

These key words use these letters and sounds. Make sure it can be both read and spelt.

when what which where why

c, k or ck? + prefixes un- and mis-

These are words using either c, k or ck, and the prefixes un- and mis

- Ask your child to read the words.
- Practise writing the word in the space given.
- Finally, ask them to spell the word (write it or just say it).

c and k	cartoon	
	camera	
	kitten	
	kingdom	
	skinny	
prefixes -un -mis	unfair	
	unhappy	
	unlucky	
	mistreat	
	mislead	