

Spelling and Phonics Strategies



National Curriculum Guidance

During year 1, teachers should build on work from the Early Years Foundation Stage, making sure that children can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learned. Teachers should also ensure that children continue to learn new grapheme-phoneme correspondences (GPCs) **and revise and consolidate those learned earlier**. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin children's reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words.

Alongside this knowledge of GPCs, children need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill, and their knowledge of common exception words. At the same time they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.

Children should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.

Spelling and Phonics Strategies:

- Use the strategy:

Look and Say	Cover	Write	Check
e.g. said			

- Using syllables

Breaking words into syllables can support children with memory strategies (e.g. *sun-set*). Every syllable must have a vowel but 'y' can act as a vowel sound in words. For example, 'fly, gym and baby.'

- Split digraphs

Split digraphs used to be called the 'magic e,' but with synthetic phonics, the two letters make one sound rather than 'making the letter say its name.'

For example:

'a-e' same 'e-e' these 'i-e' time 'o-e' home 'u-e' clue

It can be helpful to give children giant letters and ask them to hold hands to show that the letters make one sound. Teachers can also draw sound buttons or lines to show that they are one sound.

- Adjacent consonants

These used to be called *blends* but they are no longer taught this way, because *blending* words together is linked to segmenting words and then blending them together to read them. For example, *b-l-ow – blow*. The 'b' and 'l' are separate sounds. Be careful! Some books and resources still call these blends.

More examples: 's-t', 'p-l', 't-r', 'n-p', 'm-p'

- Mnemonics

Creating a mnemonic for 'tricky' or common exception words can help children to spell them. For example, the end of *could – Oh you lucky duck!* Or *said – sally always is down*. *People – people eat orange peel like elephants*. Encourage children to write their own mnemonic for words that they find tricky.

- Double consonants

If a word has a short vowel sound followed by one consonant letter, double the last consonant letter. For example, *drop – dropped*. The short vowel sound is 'o.'

- Teachers should discuss and model the meaning of unknown words to year 1 children so that they are able to read and use their new vocabulary in writing.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Focus: revision of letter sounds/ names and alphabet	Focus: vowel digraphs 'oa/ow', as in <i>boat, own</i>	Focus: revision of digraphs from units 4–8, Autumn term	Focus: the /v/ sound and the / /sound η spelled 'n' before 'k'	Focus: revision of sounds from units 4–8, Spring term	Focus: adding <i>-ing</i> , as in <i>hunting, buzzing, jumping</i>
Week 2	Focus: revision of digraphs and segmenting skills for spelling	Focus: vowel digraph 'er' and 'ur', as in <i>her, turn</i>	Focus: revision of digraphs and trigraphs	Focus: vowel digraph 'ie' (/aɪ/) and 'ie' (/i:/), as in <i>lie, chief</i>	Focus: revision of sounds from units 9–12, Spring term	Focus: adding <i>-ed</i> , as in <i>hunted, buzzed, jumped</i>
Week 3	Focus: common exception words	Focus: vowel digraphs 'ai/ay' and 'oi/oy', as in <i>rain/play, oil/boy</i>	Focus: common exception words	Focus: split digraphs 'a-e', 'e-e', 'i-e', 'o-e', 'u-e'	Focus: common exception words	Focus: adding <i>-er</i> and <i>-est</i> to adjectives, as in <i>grander, grandest</i>
Week 4	Focus: /f/, /l/, /s/, /z/ and /k/, as in <i>off, well, miss, buzz, back</i>	Focus: vowel digraphs 'ee/oo'; and 'ea' (long), 'ea' (short)	Focus: vowel digraph 'oo' and compound words	Focus: graphemes 'ph' and 'wh', as in <i>dolphin</i> and <i>when</i>	Focus: letter string 'tch', as in <i>catch, fetch, kitchen</i>	Focus: adding <i>-er</i> to a verb, as in <i>hunter, buzzer, jumper</i>
Week 5	Focus: vowel digraphs 'ar/or', as in <i>car, born</i>	Focus: vowel trigraphs 'air', 'igh', 'ear', as in <i>hair, high, dear</i>	Focus: vowel digraph 'au' and 'aw', as in <i>author, saw</i>	Focus: words ending in 'y', as in <i>very, happy, funny</i>	Focus: adding 's' and 'es' to words, as in <i>cats, catches</i>	Focus: adding the prefix <i>un-</i> , as in <i>unhappy, undo, unload</i>
Week 6	Focus: vowel digraph 'ow' and 'ou', as in <i>now, out</i>	Focus: vowel digraph 'ew' and 'ue', as in <i>new, blue</i>	Focus: vowel digraph 'ir' and 'oe', as in <i>girl</i> and <i>toe</i>	Focus: letter strings 'ore', 'are', 'ear', as in <i>more, bare, pear</i>	Focus: adding 's' and 'es' to words, as in <i>cats, catches</i>	Focus: using 'k' for the /k/ sound, as in <i>sketch, kit, skin</i>