



Spelling,
punctuation and
grammar (SPaG) -

A guide for
parents/carers

Year 1

Introduction

In the 2014 National Curriculum for English, there is a very significant emphasis placed on SPAG (spelling and grammar).

This booklet outlines the expectations for Year 1, including:

- The spelling rules / patterns covered in Year 1
- Vowel digraphs and trigraphs covered in Year 1
- The International Phonetic Alphabet
- The grammar foci for Year 1
- The technical vocabulary children need to understand in Year 1

We appreciate that there is a lot of information in this booklet, and that it may be a lot to digest! Our rationale is to keep you informed, in order for us to work together to support children in their learning. Therefore, practical ideas for how you can help are included, as well as an overview of the technical words for Phonics and their meanings. If you have any queries, a wealth of information can be found online, and we are always here should you wish to ask us for more information.

Statutory spelling rules/patterns

Most people read words more accurately than they spell them. The younger children are, the truer this is. By the end of Year 1, children should be able to read a large number of different words containing the grapheme phoneme correspondences (GPCs) that they have learnt, whether or not they have seen these words before. Spelling, however, is a very different matter. Once children have learnt more than one way of spelling particular sounds, choosing the right letter or letters depends on either on making a conscious effort to learn the words or having absorbed them less consciously through their reading. Younger children have not had enough time to learn or absorb the accurate spelling of all the words that they may want to write. This leaflet provides examples of words for each pattern which is taught. Many of the words listed as 'example words' for Year 1, including almost all those listed as 'exception words', are used frequently in children's writing and, therefore, it is worth children learning the correct spelling.

How is it taught in school?

Your child will have a daily, short, focused session of Phonics, which includes spelling and grammar. During the session the phases of the Letters and Sounds Phonic programme are taught, new spelling patterns/rules and grammar are introduced and then reinforced through games and activities that encourage enquiry and pattern finding.

Parent/Carer support

Parents can support their children by having a good understanding of the expectations and maintaining a focus on phonics, spelling and grammar at home. Once a week your child will receive a spelling sheet with a list of spellings to practise and learn. These will consist of words from the Year 1 spelling or phonic programme. Your child will have a spelling test once a week and we will expect to see these words increasingly spelt correctly in their writing.

Understanding Phonics

The table below shows each symbol (letter) of the International Phonetic Alphabet (IPA) and provides examples of the associated grapheme (sound). The table is not a comprehensive alphabetic code chart; it is intended simply as guidance for understanding the IPA symbols used. The pronunciations in the table are based on Received Pronunciation and could be significantly different in other accents.

Consonants	
/b/	bad
/d/	dog
/ð/	this
/dʒ/	gem, jug
/f/	if, puff, photo
/g/	gum
/h/	how
/j/	yes
/k/	cat, check, key, school
/l/	leg, hill
/m/	man
/n/	man
/ŋ/	sing
/θ/	both
/p/	pet
/r/	red
/s/	sit, miss, cell
/ʃ/	she, chef
/t/	tea
/tʃ/	check
/v/	vet
/w/	wet, when
/z/	zip, hens, buzz
/ʒ/	pleasure

Vowels	
/ɑ:/	father, arm
/ɒ/	hot
/æ/	cat
/aɪ/	mind, fine, pie, high
/aʊ/	out, cow
/ɛ/	hen, head
/eɪ/	say, came, bait
/ɛə/	air
/əʊ/	cold, boat, cone, blow
/ɪ/	hit
/ɪə/	beer
/i:/	she, bead, see, scheme, chief
/ɔ:/	launch, raw, born
/ɔɪ/	coin, boy
/ʊ/	book
/ʊə/	tour
/u:/	room, you, blue, brute
/ʌ/	cup
/ɜ:/	fern, turn, girl
/ə/	farmer

Spelling rules/patterns to be covered in Year 1

Revision of Reception work

Statutory requirements

The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:

- all letters of the alphabet and the sounds which they most commonly represent
- consonant digraphs which have been taught and the sounds which they represent
- vowel digraphs which have been taught and the sounds which they represent
- the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- words with adjacent consonants
- guidance and rules which have been taught

Year 1 coverage

Spelling pattern	Rules and guidance	Example words
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff , ll , ss , zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.	off, well, miss, buzz, back
The /ŋ/ sound spelt n before k		bank, think, honk, sunk
Division of words into syllables	Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.	pocket, rabbit, carrot, thunder, sunset
-tch	The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.	catch, fetch, kitchen, notch, hutch
The /v/ sound at the end of words	English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.	have, live, give

Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as -s. If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es.	cats, dogs, spends, rocks, thanks, catches
Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word	-ing and -er always add an extra syllable to the word and -ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable),	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
Adding -er and -est to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	grander, grandest, fresher, freshest, quicker, quickest

Vowel digraphs and trigraphs

Vowel digraphs	Rules and guidance	Example words
ai, oi	The digraphs ai and oi are virtually never used at the end of English words.	rain, wait, train, paid, afraid oil, join, coin, point, soil
ay, oy	ay and oy are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, stay boy, toy, enjoy, annoy
a-e		made, came, same, take, safe
e-e		these, theme, complete
i-e		five, ride, like, time, side
o-e		home, those, woke, hope, hole
u-e	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e.	June, rule, rude, use, tube, tune
ar		car, start, park, arm, garden
ee		see, tree, green, meet, week
ea (/i:/)		sea, dream, meat, each, read (present tense)
ea (/ɛ/)		head, bread, meant, instead, read (past tense)

er (/ɜ:/)		(stressed sound): her, term, verb, person
er (/ə/)		(unstressed <i>schwa</i> sound): better, under, summer, winter, sister
ir		girl, bird, shirt, first, third
ur		turn, hurt, church, burst, Thursday
oo (/u:/)	Very few words end with the letters oo, although the few that do are often words that primary children in year 1 will encounter,	food, pool, moon, zoo, soon
oo (/ʊ/)		book, took, foot, wood, good
oa	The digraph oa is very rare at the end of an English word.	boat, coat, road, coach, goal
oe		toe, goes
ou	The only common English word ending in ou is you.	out, about, mouth, around, sound
ow (/aʊ/) ow (/əʊ/) ue ew	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e, ue and ew. If words end in the /oo/ sound, ue and ew are more common spellings than oo.	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw
ie (/aɪ/)		lie, tie, pie, cried, tried, dried
ie (/i:/)		chief, field, thief
igh		high, night, light, bright, right
or		for, short, born, horse, morning
ore		more, score, before, wore, shore
aw		saw, draw, yawn, crawl
au		author, August, dinosaur, astronaut

air		air, fair, pair, hair, chair
ear		dear, hear, beard, near, year
ear (/ɛə/)		bear, pear, wear
are (/ɛə/)		bare, dare, care, share, scared
Words ending -y (/i:/ or /ɪ/)		very, happy, funny, party, family
New consonant spellings ph	The /f/ sound is not usually spelt as ph in short everyday words (e.g. fat, fill, fun).	dolphin, alphabet, phonics, elephant when, where which wheel
Using k for the /k/ sound	The /k/ sound is spelt as k rather than as c before e, i and y.	Kent, sketch, kit, skin, frisky
Adding the prefix	The prefix un- is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock
Compound words	Compound words are two words joined together.	football, playground, farmyard, bedroom, blackberry
Common exception words	Pupils' attention should be drawn to the grapheme- phoneme correspondences that do and do not fit in with what has been taught so far.	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our

Spelling Activities

Try some of these activities to help your child to learn their spellings.

<p><u>Scrambled words</u></p> <p>Fold a piece of paper into 3 columns. Write the words in the first column, then write each word again in the second column with the letters all jumbled up. Fold the correct answers behind the page and see if a partner can unscramble the words correctly.</p>	<p><u>Air and back spelling</u></p> <p>Write the word in the air, really big, then really small, saying each letter as it is written. If the word can be sounded out, use the phonemes, if not, use the letter names.</p> <p>Try writing words on each other's backs and see if your partner can say what word you're writing.</p>	<p><u>Acrostic</u></p> <p>Use your target word to make an acrostic poem with each line beginning with the next letter to spell out the word- it's easier to remember if the poem makes sense!</p> <p>e.g. what:</p> <p>While Sam was walking down the path, He saw a cat that stared, then laughed. A cat that laughs is quite a feature, Tell me, have you seen such a creature?</p>	<p><u>Write a story</u></p> <p>Write a paragraph / story containing as many words as possible that follow the spelling rule / pattern you are focusing on.</p>
<p><u>Letter Writing</u></p> <p>Write a letter to a friend, family member, teacher or super hero. Underline the spelling rules that you have focused on in your letter.</p>	<p><u>Colourful words</u></p> <p>Use two different colours to write your words- one for vowels another for consonants then write them all in one colour.</p>	<p><u>Rainbow writing</u></p> <p>Write your words over and over, each time on top of the last but in a different colour- create a rainbow word.</p>	<p><u>Graffiti wall</u></p> <p>Create a graffiti wall, inspired by graffiti artists, draw your target words again and again across a page to create the artwork.</p>
<p><u>Ambidextrous</u></p> <p>Swap your pen into the hand that you don't usually write with. Now try writing your spellings with that hand.</p>	<p><u>Words within words</u></p> <p>Write down target words and then see how many other words you can make from the same letters.</p>	<p><u>Words without vowels</u></p> <p>Write spelling words in a list, replace all the vowels with a line. Can your partner fill in the gaps? (Also could be done without consonants instead, which is easiest?)</p>	<p><u>Make Some Music</u></p> <p>Write a song or rap that includes your words.</p> <p>Share with a friend or family member.</p>
<p><u>Pyramid power</u></p> <p>Sort a given group of words into a list from easiest to hardest. Write the easiest once in the middle at the top of the page, the next easiest twice underneath, third easiest three times below that etc so forming a pyramid.</p>	<p><u>Hangman</u></p> <p>Write dashes for the letters of the word. Your partner needs to say letters and guess the word before you complete the stick man.</p>	<p><u>ABC Order</u></p> <p>Write a list of your spellings in alphabetical order. For even greater challenge, can you write them in reverse alphabetical order first?</p>	<p><u>Squiggly / Bubble spelling words</u></p> <p>Write a list of your spelling words twice - once in your regular writing, then in squiggly or bubble letters.</p>

<p><u>Consonant circle</u></p> <p>Write a list of examples of your spellings. Circle all the consonants.</p>	<p><u>Sign your words</u></p> <p>Use sign language finger spelling to sign your words.</p> <p>http://www.unitykid.com/signlanguage.html</p> <p>http://www.british-sign.co.uk/bsl-british-sign-language/fingerspelling-alphabet-charts/</p>	<p><u>UPPER and lower</u></p> <p>Write a list of your spelling words, firstly in UPPERCASE and then in lowercase.</p>	<p><u>Across and down</u></p> <p>Write all of your spelling words across and then down starting with the first letter.</p> <p>W h e n</p> <p>h</p> <p>e</p> <p>n</p>
<p><u>Back Writing</u></p> <p>Use your finger to spell your words, one letter at a time on your partners back. Partner has to guess the word.</p>	<p><u>Find your words</u></p> <p>Using your reading book, list as many spellings that follow the rule as possible.</p>	<p><u>Choo- Choo words</u></p> <p>Write the entire list end- to-end as one long word (like a train). Use a different coloured crayon for each word.</p> <p>E.g.</p> <p>hopmopestopdrop</p>	<p><u>Connect the dots</u></p> <p>Write your spelling words in dots. Then connect the dots by tracing over them with a coloured pencil. Can you do this with joined up writing?</p>
<p><u>Rhyming words</u></p> <p>Write a list of your spelling words. Next to each word, write a rhyming word. If necessary, your rhyming word can be a nonsense word (as long as it follows the same spelling pattern).</p>	<p><u>Adding my words</u></p> <p>Each letter has a value. Consonants are worth 10 Vowels are worth 5</p> <p>Find as many spellings that follow the rule / pattern and add up your score.</p>	<p><u>Spelling poem</u></p> <p>Write a poem using several of your spelling words. Underline the words that you use. You can write any style of poem.</p>	<p><u>X words</u></p> <p>Find two target words with the same letter in and then write them so they criss cross.</p>

Vocabulary, grammar and punctuation - Year 1

Year 1: Detail of content to be introduced (statutory requirement)	
Word	<p>Regular plural noun suffixes <i>-s</i> or <i>-es</i> [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun.</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix <i>un-</i> changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>]</p>
Sentence	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p>
Text	<p>Sequencing sentences to form short narratives</p>
Punctuation	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun <i>I</i></p>
Terminology for pupils	<p>letter, capital letter word, singular, plural sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>

Phonics glossary

blend (vb) — to draw individual sounds together to pronounce a word, e.g. s-n-a-p, blended together, reads snap

cluster — two (or three) letters making two (or three) sounds, e.g. the first three letters of 'straight' are a consonant cluster

digraph — two letters making one sound, e.g. sh, ch, th, ph.

vowel digraphs comprise of two vowels which, together, make one sound, e.g. ai, oo, ow

split digraph — two letters, split, making one sound, e.g. a-e as in make or i-e in site

grapheme — a letter or a group of letters representing one sound, e.g. sh, ch, igh, ough (as in 'though')

grapheme-phoneme correspondence (GPC) — the relationship between sounds and the letters which represent those sounds; also known as 'letter-sound correspondences'

mnemonic — a device for memorising and recalling something, such as a snake shaped like the letter 'S'

phoneme — the smallest single identifiable sound, e.g. the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/)

segment (vb) — to split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/

VC, CVC, CCVC — the abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, which are used to describe the order of letters in words, e.g. am, ham, slam.

