

Spellings

In all year groups, it is essential that the children develop an understanding of the spelling rules, as well as learning spelling patterns. By knowing the rules, the children can then apply them to new root words that they come across.

There are a variety of strategies to help children to learn how to spell words and children should be encouraged to explore a variety of different ways (see *Year 1 Spelling Fun sheet*). Below is the Year 1 coverage of spelling patterns and rules as outlined in the new National Curriculum.

- The sounds f, l, s, z and k spelt ff ll, ss, zz and ck
- The n sound spelt before k (e.g. bank, think, honk)
- -tch (e.g. catch, kitchen) Exceptions: rich, which, such
- The v sound at the end of words (e.g. have, live)
- Adding s and es to words (plural of nouns and the third person singular of verbs)
- Adding the ending -ing, -ed and -er to verbs where no change is needed to the root word (e.g. hunting, hunted, hunter)
- Adding -er and -est to adjectives where no change is needed to the root word
(e.g. fresher, freshest)
- Spelling words using Phase 5 vowel digraphs and trigraphs (e.g. ai, igh, ir, au), including split digraphs (a-e, make; e-e, theme; i-e, time; o-e, home; u-e, June)
- Words ending in -y (e.g. happy, party, family)
- Words with ph and wh (e.g. elephant, which)
- Using k for the /k/ sounds (e.g. skin, Kent, kit)
- Adding the prefix -un (e.g. tie, untie; kind, unkind; happy, unhappy)
- Compound words- two words joined together (e.g. football, blackberry, farmyard)
- Common exception words- words that do not fit in with the sounds that children have learnt so far (e.g. school, push, said)
- Year 1 High Frequency 100 words

Year 1



GPS Guidance For Parents

Introduction

Grammar, punctuation and spelling are hugely important parts of your child's literacy education. The revised National Curriculum for English (introduced in September 2014) places a much stronger emphasis on vocabulary development, grammar, punctuation and spelling. Expectations have been raised in each year group with many aspects being taught a year earlier than in the previous curriculum. The new curriculum also requires children to recognise and use grammatical terminology appropriate to their year group.

The key focus to begin with is to make sure that children know what a sentence is. The new curriculum defines a sentence as "a group of words which are grammatically connected to each other." It is a complete thought and must make sense. Many activities include spot the sentences. Speaking the sentences out loud to hear them helps the children to identify the actual sentences and spot any missing words or punctuation. There is also an emphasis on sentence type and the punctuation associated with these. There are 4 types of sentence.

- Statement - assert facts/opinions
(e.g. *I love ice-cream.*)
- Question - a sentence that could elicit an answer
(e.g. *Would you like some ice-cream?*)
- Command - an order which often leaves out the subject of the sentence
(e.g. *Give me some ice-cream.*)
- Exclamation - statements of surprise or strong emotion
(e.g. *I just dropped my ice-cream!*)

There is also a clear emphasis on basic word types that children have to know.

- Verb (action word or state of being)
(e.g. *running, swimming, to dream, to eat*)
- Adjective (describing word)
(e.g. *beautiful, messy, funny*)
- Common noun (name of an object, event, place, person or thing)
(e.g. *apple, car, elephant, jumper*)
- Proper noun (special name requiring capitalisation)
(e.g. *Harry, London, Christmas*)

Other word types are introduced throughout the year, such as conjunctions (joining words), time connectives (words that indicate the passing of time) and adverbs (words that describe how, where and when things happen; they describe the verbs).

Vocabulary, Grammar and Punctuation

Word

- Regular plural noun suffixes *-s* or *-es* (for example, *dog, dogs; wish, wishes*)
- Suffixes that can be added to verbs where no change is needed in the spelling of the root words (e.g. *helping, helped, helper*)
- How the prefix *un-* changes the meaning of verbs and adjectives (e.g. *tie, untie; kind, unkind; happy, unhappy*)

Sentence

- How words can combine to make sentences
- Joining words and joining clauses using *and*

Text

- Sequencing sentences to form short stories

Punctuation

- Separation of words with spaces
- Introduction of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Capital letters for names and for the personal pronoun *I*

Terminology

Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, statement, question, command, exclamation, verb, adjective, common noun, proper noun, past tense, present tense, future tense, conjunctions, time connectives, adverbs