

phonemes prefixes
homophones
graphemes suffixes

Cracking
Spelling™

Year One

Introduction

This spelling programme is designed to support and guide teachers in delivering the spelling expectations from the National Curriculum.

It is a prescriptive programme that focuses on ensuring children develop an investigative approach to spelling. Within the programme, there is also the focus on the grammar understanding of the words that are the focus of the sessions. Therefore, the words have been colour coded in the sessions to show their function in sentences (see 8-word class sheet that follows). If a word can function in a variety of ways, it has been left without colour to indicate so.

In addition to this, rather than children learning the common exception words out of context, these have been included throughout the sessions. In the dictated sentences that have been provided as examples, the Year 1 common exception words have been highlighted to indicate their use – there should be an expectation throughout the year that the children should be spelling these correctly.

The teaching sequence

This sequence comprises of three short sessions (approximately 15-20 minutes) every week. The sequence is designed to be used flexibly; the number of sessions spent on each part of the sequence will vary according to the needs and ability of the children.

The programme and activities are designed to build the children's spelling vocabulary by introducing new words and giving continual practice of words already introduced.

A detailed teaching approach is outlined in each session, indicating what the teaching practitioner should say highlighted in grey and the expected response from the pupils in yellow.

Revise

The approaches described in the first part of the sequence are activities with two purposes: to revise and secure prior learning and to introduce and explain new learning.

Teach

This second part of the sequence introduces the new learning, using teacher modelling and involving the children in the new learning.

Practise

This part of the sequence provides the children with the opportunity to explore and investigate independently, in pairs or in small groups, using strategies to practise and consolidate the new learning.

Apply

This final part of the sequence gives children the opportunity to apply their learning in writing, both through a short, dictated piece, by composing their own sentence or spelling tests (set out like end of key stage tests).

The key principle is that the children are learning about words rather than given words to learn.

The aim of each unit is that the children understand the patterns and structures of words and can apply their learning to their writing.

Spelling Teaching Sequence

Revise

What do we already know?
Activities to confirm prior knowledge.

Teach

How the pattern/rule/structure works.
Model spelling examples.
Define the rules, pattern and conventions.
Whole class/paired/individual spelling practice.

Practise

Range of interactive activities for children to explore and investigate the new learning.
Whole class/paired/individual spelling practice.

Apply

Apply in writing.

8-word classes

Noun - a name given to people, places, things, events, qualities and ideas	Verb - is a 'doing' or 'being' ('being' - am, is, are, was, were, have, has, had) word
Determiner - specify a noun a, an, the this, that, those my, your, his some, every	Adjective - give more information about pronouns and nouns
Pronoun - replace nouns I, you, he, she, it, me, him, her, we, they, us, them possessive pronoun – mine, his/hers, yours, ours, theirs relative pronoun – who, that, which, where, when, whose	Adverb - give extra meaning to a verb, adjective, another adverb or a whole sentence time – now, then, yesterday manner – slowly, hard, quietly place – outside, everywhere degree – very, quite, really
Preposition - show time (at midnight/during the film/on Friday) - position (at the station/in a field) -direction (to the station/over a fence) - relationship (with me, for the day) - cause/reason(because of, in spite of. instead of, due to)	Conjunction <u>Coordinating</u> - join words, phrases or clauses that are of equal status – and, but, so, or <u>Subordinating</u> - join clauses that are not of equal status - because, if, although, since, before, as, while, whenever, once, when, after

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

Statutory requirements	Rules and guidance (non-statutory)
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.
The /ŋ/ sound spelt n before k	
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 on clear.
-tch	The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions rich, which, much, such.
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'.
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 .
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), but all these endings are spelt -ed . If the verb ends in two consonant letters (the same or different), the ending is simply added on.
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.
Words ending -y (/i:/ or /ɪ/)	
New consonant spellings ph and wh	The /f/ sound is not usually spelt as ph in short everyday words (e.g. <i>fat</i> , <i>fill</i> , <i>fun</i>).
Using k for the /k/ sound	The /k/ sound is spelt as k rather than as c before e , i and y .
Adding the prefix -un	The prefix un- is added to the beginning of a word without any change to the spelling of the root word.
Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.
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.

Common Exception words – Year 1

a, all, are, ask, asked, be, by, come, do, friend, full, go, has, he, here, house, I, is, love, me, my, no, of, once, one, our, pull, push, put, said, says, school, she, so, some, they, there, to, today, was, we, were, where, you, your

National Curriculum Statutory Requirements from Appendix 1

Autumn 1	- The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz, and ck - Using k for the /k/ sound - The /n/ sound spelt n before k
Autumn 2	- tch - the /v/ sound at the end of words - New consonant spelling ph and wh - Words ending in -y (/i:/ or /ɪ/)
Spring 1	- Vowel digraphs and trigraphs – ai, ay, a-e – ee, e-e, ea, ie - igh, ie, i-e – oa, oe, o-e, ow
Spring 2	- Vowel digraphs and trigraphs – oo, u-e, ew, ue, oo (/ʊ/) - oi, oy – ou, ow – or, ore, aw, au, augh, oar, oor, our
Summer 1	- Vowel digraphs and trigraphs - ir, ur, er - air, are, ear – ear, eer, ere - Compound words - Adding -s and -es to words (plural of nouns)
Summer 2	- Adding -s and -es to words (third person singular of verbs) - Adding the endings -ing, -ed, and -er to verbs where no change is needed to the root word - Adding -er and -est to adjectives where no change is needed to the root word - Adding the prefix -un

Spelling Overview 15-to-20-minute sessions

Autumn 1			
Week 1	Revise - ordering and naming the letters of the alphabet	Revise – the /f/ phoneme spelt with the grapheme f and the /s/ phoneme spelt with the grapheme s including exceptions – if, bus, yes, this Word sort phoneme at the start/middle/end sheet	Revise - the /l/ phoneme spelt with the grapheme l and the /z/ phoneme spelt with the grapheme z including exceptions – pal, us, is, quiz Word sort phoneme at the start/end sheet
Week 2	Teach - the /f/ phoneme spelt with the grapheme ff and the /s/ phoneme spelt with the grapheme ss Word sort grapheme sheet	Teach – the /l/ phoneme spelt with the grapheme ll and the /z/ phoneme spelt with the grapheme zz Word sort grapheme sheet	Practise - the /f/ phoneme spelt with the grapheme ff and the /s/ phoneme spelt with the grapheme ss Word sort grapheme sheet
Week 3	Practise - the /l/ phoneme spelt with the grapheme ll and the /z/ phoneme spelt with the grapheme zz Word sort grapheme sheet	Apply - the phonemes /f/, /s/, /l/ and /z/ spelt with the grapheme ff, ss, ll and zz Dictation	Revise – the /k/ phoneme spelt with the graphemes c, k and ck Word sort Alternative grapheme sheet
Week 4	Teach – words with the /k/ phoneme at the start of the word with graphemes c and k Word sort grapheme sheet	Teach - words with the /k/ phoneme at the end of the word with graphemes k and ck Word sort grapheme sheet	Practise - words with the /k/ phoneme at the start of the word with graphemes c and k Word sort grapheme sheet
Week 5	Practise - words with the /k/ phoneme at the end of the word with graphemes k and ck Word sort grapheme sheet	Apply – words with the /k/ phoneme at the start of the word with grapheme k and words with the /k/ phoneme at the end of the word with graphemes k and ck Spelling Test	Revise – words with the /k/ phoneme at the end of the word with graphemes k and ck
Week 6	Teach – the /n/ phoneme spelt n before k Word sort grapheme sheet	Practise – the /n/ phoneme spelt n before k Word sort grapheme sheet	Apply - the /n/ phoneme spelt n before k Dictation

Autumn 1
Week 1
Session 1 – Revise

Revisit the term **phoneme**. What is a **phoneme**? A **phoneme** is the sound a letter or a group of letters make.
Revisit the term **grapheme**. What is a **grapheme**? A **grapheme** is a letter/s that represents the **phoneme**.

To be able to spell words we need to know how we create words.

What is a word? A group of **phonemes**/sounds represented by **graphemes**/letters from the **alphabet** that has a meaning.

What is the **alphabet**? The **alphabet** is the 26 letters that make up all the words in our English language.

Display the letters of the **alphabet** from Week 1 Revise activities – not in order.

Children have a pack of these letters of the **alphabet** in pairs/groups.

As a class, order the letters of the **alphabet**.

Say the **alphabet** together – first as letter sounds and then as letter names.

The **alphabet** is made up of **vowels** and **consonants**. These letters have been coloured to show which are **vowels** and which are **consonants**.

The **vowels** are orange. How many **vowels** are there in the **alphabet**? There are 5 **vowels**.

What are the 5 **vowels**? The 5 **vowels** are **a, e, i, o, u**. – encourage short **vowel** sound rather than letter name.

The **consonants** are blue. How many **consonants** are there in the **alphabet**? There are 21 **consonants**.

What are the 21 **consonants**? The 21 **consonants** are **b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z** – encourage sound rather than letter name.

Session 2 – Revise

Revisit the term **phoneme**. What is a **phoneme**? A **phoneme** is the sound a letter or a group of letters make.

Revisit the term **grapheme**. What is a **grapheme**? A **grapheme** is a letter/s that represents the **phoneme**.

Write the **grapheme**/letter **f** for the children to see, modelling the handwriting expectation.

What **phoneme**/sound does this **grapheme**/letter make? It makes the **/f/ phoneme/sound**.

What is the name of the letter in this **grapheme**? Its name is **f**. (use letter name not the sound).

Ask the children to write this **grapheme**/letter, again modelling the handwriting expectation.

Word sort

Using the word sort cards set 1 in the Week 1 Revise activities, read each one, as a class, to check pronunciation.

(Although **feel**, **fight**, **lift** and **drift** can function as **verbs** or **nouns**, for this unit they are acting as **verbs**. **fish** and **gift** can function as **verbs** or **nouns**, for this unit they are acting as **nouns**).

Partner talk – Are there any words that you are unsure what they mean?

What **phoneme**/sound do all the words have in common? They all have the **/f/ phoneme/sound** in the words.

Children work in pairs to group them – words with the **/f/ phoneme/sound** at the start of the word, in the middle of the word and at the end of the word.

Model adding **frog**, **soft** and **if** to the 'phoneme at the start/middle/end of the word' sheet in Week 1 Revise activities, highlighting the **grapheme**/letter representing the **phoneme/sound**. Children add to their sheet.

Using their word sort cards, the children write these to complete the 'phoneme at the start/middle/end of the word' sheet in Week 1 Revise activities. Can they highlight the **grapheme**/letter that makes the **phoneme/sound**?

Where is the **f grapheme**/letter in the words that are most common? The **f grapheme**/letter is at the start of the words.

What do you notice about the words that have the **f grapheme**/letter in the middle of the words? The words with the **f grapheme**/letter in the middle of the words are followed by the **grapheme**/letter **t**.

How many words have the **/f/ phoneme/sound** represented by the **f grapheme**/letter at the end of the word? There is 1 word with the **/f/ phoneme/sound** represented by the **f grapheme**/letter at the end of the word.

Write the **grapheme**/letter **s** for the children to see, modelling the handwriting expectation.

What **phoneme**/sound does this letter make? **It makes the /s/ phoneme/sound.**

What is the name of this letter in this **grapheme**? **Its name is s.** (use letter name not the sound).

Ask the children to write this **grapheme**/letter, again modelling the handwriting expectation.

Word sort

Using the word sort cards set 2 in the Week 1 Revise activities, read each one, as a class, to check pronunciation.

(Although **say**, **spin** and **frost** can function as **verbs** or **nouns**, for this unit they are acting as **verbs**. **swing** can function as a **verb** or **noun**, for this unit it is acting as a **noun**. **this** can function as a **determiner** or **adverb**, for this unit it is acting as a **determiner**. **yes** can function as an **adverb** or **noun**, for this unit it is acting as an **adverb**. **fast** can function as an **adjective** or **adverb**, for this unit it is acting as an **adjective**).

Partner talk – Are there any words that you are unsure what they mean?

What **phoneme**/sound do all the words have in common? **They all have the /s/ phoneme/sound in the words.**

Children work in pairs to group them – words with the **/s/ phoneme/sound** at the start of the word, in the middle of the word and at the end of the word.

Model adding **see**, **must** and **bus** to the 'phoneme at the start/middle/end of the word' sheet in Week 1 Revise activities, highlighting the **grapheme**/letter representing the **phoneme**/sound. Children add to their sheet.

Using their word sort cards, the children write these to complete the 'phoneme at the start/middle/end of the word' sheet in Week 1 Revise activities. Can they highlight the **grapheme**/letter that makes the **phoneme**/sound?

Where is the **s grapheme**/letter in the words that are most common? **The s grapheme/letter is at the start of the words.**

What do you notice about the words that have the **s grapheme**/letter in the middle of the words? **The words with the s grapheme/letter in the middle of the words are followed by the grapheme/letter t.**

How many words have the **/s/ phoneme/sound** represented by the **s grapheme**/letter at the end of the word? **There are 3 words with the /s/ phoneme/sound represented by the s grapheme/letter at the end of the word.**

Session 3 – Revise

Revisit the term **phoneme**. What is a **phoneme**? A **phoneme** is the sound a letter or a group of letters make.
Revisit the term **grapheme**. What is a **grapheme**? A **grapheme** is a letter/s that represents the **phoneme**.

Write the **grapheme**/letter **l** for the children to see, modelling the handwriting expectation.

What **phoneme**/sound does this letter make? It makes the **/l/ phoneme/sound**.

What is the name of the letter in this **grapheme**? Its name is **l**. (use letter name not the sound).

Ask the children to write this **grapheme**/letter, again modelling the handwriting expectation.

Word sort

Using the word sort cards set 3 in the Week 1 Revise activities, read each one, as a class, to check pronunciation.

(Although **leap** can function as a **verb** or a **noun**, for this unit it is acting as a **verb**. **light**, **loop** and **land** can function as **verbs** or **nouns**, for this unit they are acting as **nouns**).

Partner talk – Are there any words that you are unsure what they mean?

What **phoneme**/sound do all the words have in common? They all have the **/l/ phoneme/sound** in the words.

Children work in pairs to group them – words with the **/l/ phoneme/sound** at the start of the word and at the end of the word.

Model adding **lamp** and **pal** to the '**phoneme** at the start/end of the word' sheet in Week 1 Revise activities, highlighting the **grapheme**/letter representing the **phoneme**/sound.

Children add to their sheet.

Using their word sort cards, the children write these to complete the '**phoneme** at the start/end of the word' sheet in Week 1 Revise activities. Can they highlight the **grapheme**/letter that makes the **phoneme**/sound?

Where is the **l grapheme**/letter in the words that are most common? The **l grapheme**/letter is at the start of the words.

How many words have the **/l/ phoneme/sound** represented by the **l grapheme**/letter at the end of the word? There is 1 word with the **/l/ phoneme/sound** represented by the **l grapheme**/letter at the end of the word.

Write the **grapheme**/letter **z** for the children to see, modelling the handwriting expectation.

What **phoneme**/sound does this letter make? It makes the **/z/ phoneme/sound**.

What is the name of the letter in this **grapheme**? Its name is **z**. (use letter name not the sound).

Ask the children to write this **grapheme**/letter, again modelling the handwriting expectation.

Word sort

Using the word sort cards set 4 in the Week 1 Revise activities, read each one, as a class, to check pronunciation.

(Although **zip** and **quiz** can function as **verbs** or **nouns**, for this unit they are acting as **nouns**).

Partner talk – Are there any words that you are unsure what they mean?

What **phoneme**/sound do all the words have in common? They all have the **/z/ phoneme/sound** in the words.

Children work in pairs to group them – words with the **/z/ phoneme/sound** at the start of the word and at the end of the word.

Model adding **zoo** and **us** to the '**phoneme** at the start/end of the word' sheet in Week 1 Revise activities, highlighting the **grapheme**/letter representing the **phoneme**/sound.

Children add to their sheet.

Using their word sort cards, the children write these to complete the '**phoneme** at the start/end of the word' sheet in Week 1 Revise activities. Can they highlight the **grapheme**/letter that makes the **phoneme**/sound?

Where is the **z grapheme**/letter in the words that are most common? The **z grapheme**/letter is at the start of the words.

How many words have the **/z/ phoneme/sound** at the end of the word? There are 3 words with the **/z/ phoneme/sound** at the end of the word.

In the words that end in the **/z/ phoneme/sound**, what **grapheme**/letters are making the **/z/ phoneme/sound**? The **graphemes**/letters that are making the **/z/ phoneme/sound** at the end of words are **z** and **s**. (use letter name not the sound).