

Year 1 Writing Medium-Term Plan

Handwriting objectives- to be taught throughout the year	
Statutory	Non-statutory
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly. • Begin to form lower-case letters in the correct direction, starting and finishing in the right place. • Form capital letters. • Form digits 0-9. • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. 	<p>Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils should receive specific teaching to meet their needs.</p>

Autumn 1	Objectives covered
<p>Week 1, 2 and 3 Beegu (Narrative)</p>	<p>Spoken language:</p> <ul style="list-style-type: none"> • Use relevant strategies to build their vocabulary • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Participate in discussions, presentations, performances, role play, improvisations and debates <p>Transcription:</p> <ul style="list-style-type: none"> • Spell words containing each of the 40+ phonemes already taught. • Spell common exception words • Naming the letters of the alphabet in order. • Using letter names to distinguish between alternative spellings of the same sound. <p>Composition: Write sentences by:</p>



	<ul style="list-style-type: none">• Saying out loud what they are going to write about.• Composing a sentence orally before writing it.• Sequencing sentences to form short narratives.• Re-reading what they have written to check that it makes sense.• Discuss what they have written with the teacher or other pupils.• Read aloud their writing clearly enough to be heard by their peers and the teacher. <p>Vocabulary, grammar & punctuation:</p> <ul style="list-style-type: none">• Leaving spaces between words.• Joining words and joining clauses using and.• Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.• Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
<p>Week 4 and 5 Beegu (Diary entry)</p>	<p>Spoken language:</p> <ul style="list-style-type: none">• Listen and respond appropriately to adults and their peers• Ask relevant questions to extend their understanding and knowledge• Use relevant strategies to build their vocabulary <p>Transcription:</p> <ul style="list-style-type: none">• Spell words containing each of the 40+ phonemes already taught.• Spell common exception words• Spell the days of the week <p>Composition:</p> <p>Write sentences by:</p> <ul style="list-style-type: none">• Saying out loud what they are going to write about.• Composing a sentence orally before writing it. <p>Vocabulary, grammar & punctuation:</p> <ul style="list-style-type: none">• Leaving spaces between words.• Joining words and joining clauses using and.• Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.• Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'



<p>Week 6 and 7 Look up! (BHM) (Letter)</p>	<p>Spoken language:</p> <ul style="list-style-type: none">Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments <p>Transcription:</p> <ul style="list-style-type: none">Spell words containing each of the 40+ phonemes already taught.Spell common exception wordsUsing the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. <p>Composition:</p> <p>Write sentences by:</p> <ul style="list-style-type: none">Saying out loud what they are going to write about.Composing a sentence orally before writing it.Re-reading what they have written to check that it makes sense. <p>Vocabulary, grammar & punctuation:</p> <ul style="list-style-type: none">Leaving spaces between words.Joining words and joining clauses using and.Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
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Autumn 2	Objectives covered
<p>Week 1 and 2 Man on the Moon (Narrative)</p>	<p>Spoken language:</p> <ul style="list-style-type: none">Articulate and justify answers, arguments and opinionsGive well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings <p>Transcriptions:</p> <ul style="list-style-type: none">Spell words containing each of the 40+ phonemes already taught.Spell common exception wordsUsing the prefix un- <p>Composition:</p> <p>Write sentences by:</p> <ul style="list-style-type: none">Saying out loud what they are going to write about.Sequencing sentences to form short narratives.



	<ul style="list-style-type: none">• Discuss what they have written with the teacher or other pupils. <p>Vocabulary, grammar & punctuation:</p> <ul style="list-style-type: none">• Leaving spaces between words.• Joining words and joining clauses using and.• Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.• Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
<p>Week 3 and 4 Man on the Moon (Diary entry)</p>	<p>Spoken language:</p> <ul style="list-style-type: none">• spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas• Speak audibly and fluently with an increasing command of Standard English <p>Transcription:</p> <ul style="list-style-type: none">• Spell words containing each of the 40+ phonemes already taught.• Spell common exception words•• Using letter names to distinguish between alternative spellings of the same sound.• Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper; eating, quicker, quickest] <p>Composition:</p> <p>Write sentences by:</p> <ul style="list-style-type: none">• Saying out loud what they are going to write about.• Composing a sentence orally before writing it.• Read aloud their writing clearly enough to be heard by their peers and the teacher. <p>Vocabulary, grammar & punctuation:</p> <ul style="list-style-type: none">• Leaving spaces between words.• Joining words and joining clauses using and.• Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.• Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'



<p>Week 5 and 6</p> <p>The Day the Crayons Quit (Letter)</p>	<p>Spoken language:</p> <ul style="list-style-type: none">• Consider and evaluate different viewpoints, attending to and building on the contributions of others• Select and use appropriate registers for effective communication. <p>Transcription:</p> <ul style="list-style-type: none">• Spell words containing each of the 40+ phonemes already taught.• Spell common exception words• Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.• Using the prefix un-• Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] <p>Composition:</p> <p>Write sentences by:</p> <ul style="list-style-type: none">• Composing a sentence orally before writing it.• Sequencing sentences to form short narratives.• Re-reading what they have written to check that it makes sense.• Discuss what they have written with the teacher or other pupils. <p>Vocabulary, grammar & punctuation:</p> <ul style="list-style-type: none">• Leaving spaces between words.• Joining words and joining clauses using and.• Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.• Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
<p>Week 7</p> <p>Acrostic poetry</p> <p>Christmas</p>	<p>Spoken language:</p> <ul style="list-style-type: none">• Participate in discussions, presentations, performances, role play, improvisations and debates• Gain, maintain and monitor the interest of the listener(s) <p>Transcription:</p> <ul style="list-style-type: none">• Spell words containing each of the 40+ phonemes already taught.• Spell common exception words• Using letter names to distinguish between alternative spellings of the same sound.



	<p>Composition:</p> <p>Write sentences by:</p> <ul style="list-style-type: none">• Saying out loud what they are going to write about.• Composing a sentence orally before writing it.• Read aloud their writing clearly enough to be heard by their peers and the teacher. <p>Vocabulary, grammar & punctuation:</p> <ul style="list-style-type: none">• Leaving spaces between words.• Joining words and joining clauses using and.• Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.• Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
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Spring 1	Objectives covered
Week 1, 2 and 3 The Incredibles (Narrative)	<p>Spoken language:</p> <ul style="list-style-type: none">• Consider and evaluate different viewpoints, attending to and building on the contributions of others• Select and use appropriate registers for effective communication. <p>Transcription:</p> <ul style="list-style-type: none">• Spell words containing each of the 40+ phonemes already taught.• Spell common exception words• Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.• Using the prefix un-• Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] <p>Composition:</p> <p>Write sentences by:</p> <ul style="list-style-type: none">• Composing a sentence orally before writing it.• Sequencing sentences to form short narratives.• Re-reading what they have written to check that it makes sense.• Discuss what they have written with the teacher or other pupils. <p>Vocabulary, grammar & punctuation:</p>



	<ul style="list-style-type: none">• Leaving spaces between words.• Joining words and joining clauses using and.• Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.• Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
<p>Week 4, 5 and 6 All About London (Non-chronological report)</p>	<p>Spoken language:</p> <ul style="list-style-type: none">• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas <p>Transcription:</p> <ul style="list-style-type: none">• Spell words containing each of the 40+ phonemes already taught.• Spell common exception words• Using the prefix un-• Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] <p>Composition:</p> <p>Write sentences by:</p> <ul style="list-style-type: none">• Composing a sentence orally before writing it.• Sequencing sentences to form short narratives.• Re-reading what they have written to check that it makes sense.• Discuss what they have written with the teacher or other pupils.• Read aloud their writing clearly enough to be heard by their peers and the teacher. <p>Vocabulary, grammar & punctuation:</p> <ul style="list-style-type: none">• Leaving spaces between words.• Joining words and joining clauses using and.• Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.• Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'



Spring 2	Objectives covered
<p>Week 1, 2 and 3 Lost and Found (Narrative)</p>	<p>Spoken language:</p> <ul style="list-style-type: none">• Ask relevant questions to extend their understanding and knowledge• Use relevant strategies to build their vocabulary• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments <p>Transcription:</p> <ul style="list-style-type: none">• Spell words containing each of the 40+ phonemes already taught.• Spell common exception words• Using letter names to distinguish between alternative spellings of the same sound.• Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.• Using the prefix un-• Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper; eating, quicker, quickest] <p>Composition:</p> <p>Write sentences by:</p> <ul style="list-style-type: none">• Saying out loud what they are going to write about.• Composing a sentence orally before writing it.• Sequencing sentences to form short narratives.• Discuss what they have written with the teacher or other pupils. <p>Vocabulary, grammar & punctuation:</p> <ul style="list-style-type: none">• Leaving spaces between words.• Joining words and joining clauses using and.• Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.• Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
<p>Week 4 and 5 Lost and Found (Diary entry)</p>	<p>Spoken language:</p> <ul style="list-style-type: none">• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments• Speak audibly and fluently with an increasing command of Standard English



	<ul style="list-style-type: none"> Participate in discussions, presentations, performances, role play, improvisations and debates <p>Transcription:</p> <ul style="list-style-type: none"> Spell words containing each of the 40+ phonemes already taught. Spell common exception words Using letter names to distinguish between alternative spellings of the same sound. Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. Using the prefix un- Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] <p>Composition:</p> <p>Write sentences by:</p> <ul style="list-style-type: none"> Composing a sentence orally before writing it. -reading what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils. <p>Vocabulary, grammar & punctuation:</p> <ul style="list-style-type: none"> Leaving spaces between words. Joining words and joining clauses using and. Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
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Summer 1	Objectives covered
Week 1, 2 and 3 Jack and the Beanstalk (Narrative)	<p>Spoken language:</p> <ul style="list-style-type: none"> Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary <p>Transcription:</p> <ul style="list-style-type: none"> Spell words containing each of the 40+ phonemes already taught. Spell common exception words



	<ul style="list-style-type: none">• Using letter names to distinguish between alternative spellings of the same sound.• Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.• Using the prefix un-• Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper; eating, quicker, quickest] <p>Composition:</p> <p>Write sentences by:</p> <ul style="list-style-type: none">• Composing a sentence orally before writing it.• Sequencing sentences to form short narratives.• Re-reading what they have written to check that it makes sense.• Discuss what they have written with the teacher or other pupils. <p>Vocabulary, grammar & punctuation:</p> <ul style="list-style-type: none">• Leaving spaces between words.• Joining words and joining clauses using and.• Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.• Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
<p>Week 4 and 5 Jack and the Beanstalk (Diary entry)</p>	<p>Spoken language:</p> <ul style="list-style-type: none">• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas <p>Transcription:</p> <ul style="list-style-type: none">• Spell words containing each of the 40+ phonemes already taught.• Spell common exception words• Using letter names to distinguish between alternative spellings of the same sound.• Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.• Using the prefix un-



	<ul style="list-style-type: none">Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] <p>Composition:</p> <p>Write sentences by:</p> <ul style="list-style-type: none">Composing a sentence orally before writing it.Sequencing sentences to form short narratives.Re-reading what they have written to check that it makes sense.Discuss what they have written with the teacher or other pupils. <p>Vocabulary, grammar & punctuation:</p> <ul style="list-style-type: none">Leaving spaces between words.Joining words and joining clauses using and.Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
<p>Week 6</p> <p>Shape poetry</p> <p>Sea/boats</p>	<p>Spoken language:</p> <ul style="list-style-type: none">Participate in discussions, presentations, performances, role play, improvisations and debatesGain, maintain and monitor the interest of the listener(s) <p>Transcription:</p> <ul style="list-style-type: none">Spell words containing each of the 40+ phonemes already taught.Spell common exception wordsUsing letter names to distinguish between alternative spellings of the same sound. <p>Composition:</p> <p>Write sentences by:</p> <ul style="list-style-type: none">Saying out loud what they are going to write about.Composing a sentence orally before writing it.Read aloud their writing clearly enough to be heard by their peers and the teacher. <p>Vocabulary, grammar & punctuation:</p> <ul style="list-style-type: none">Leaving spaces between words.Joining words and joining clauses using and.



	<ul style="list-style-type: none">Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>
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Summer 2	Objectives covered
Week 1, 2 and 3 Grandad's Island (Narrative)	<p>Spoken language:</p> <ul style="list-style-type: none">Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelingsUse spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideasGain, maintain and monitor the interest of the listener(s) <p>Transcription:</p> <ul style="list-style-type: none">Spell words containing each of the 40+ phonemes already taught.Spell common exception wordsUsing letter names to distinguish between alternative spellings of the same sound.Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.Using the prefix un-Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] <p>Composition:</p> <p>Write sentences by:</p> <ul style="list-style-type: none">Composing a sentence orally before writing it.Sequencing sentences to form short narratives.Re-reading what they have written to check that it makes sense.Discuss what they have written with the teacher or other pupils. <p>Vocabulary, grammar & punctuation:</p> <ul style="list-style-type: none">Leaving spaces between words.Joining words and joining clauses using and.Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.



	<ul style="list-style-type: none">Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
<p>Week 4 and 5 Animals (Non-chronological report)</p>	<p>Spoken language:</p> <ul style="list-style-type: none">Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to commentsUse spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas <p>Transcription:</p> <ul style="list-style-type: none">Spell words containing each of the 40+ phonemes already taught.Spell common exception wordsUsing letter names to distinguish between alternative spellings of the same sound.Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.Using the prefix un-Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper; eating, quicker, quickest] <p>Composition:</p> <p>Write sentences by:</p> <ul style="list-style-type: none">Saying out loud what they are going to write about.Composing a sentence orally before writing it.Sequencing sentences to form short narratives.Re-reading what they have written to check that it makes sense.Read aloud their writing clearly enough to be heard by their peers and the teacher. <p>Vocabulary, grammar & punctuation:</p> <ul style="list-style-type: none">Leaving spaces between words.Joining words and joining clauses using and.Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'



Week 6 and 7

Letter to new teacher
(Letter)

Spoken language:

- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)

Transcription:

- Spell words containing each of the 40+ phonemes already taught.
- Spell common exception words
- Using letter names to distinguish between alternative spellings of the same sound.
- Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.
- Using the prefix un-
- Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

Composition:

Write sentences by:

- Saying out loud what they are going to write about.
- Composing a sentence orally before writing it.
- Sequencing sentences to form short narratives.
- Re-reading what they have written to check that it makes sense.
- Discuss what they have written with the teacher or other pupils.

Read aloud their writing clearly enough to be heard by their peers and the teacher.

Vocabulary, grammar & punctuation:

- Leaving spaces between words.
- Joining words and joining clauses using and.
- Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
- Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'



National Curriculum Objectives

Spoken Language

Pupils should be taught to:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication.

Transcription

Pupils should be taught to:

- Spell words containing each of the 40+ phonemes already taught
- Spell common exception words
- Spell the days of the week
- Naming the letters of the alphabet in order.
- Using letter names to distinguish between alternative spellings of the same sound.
- Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.
- Using the prefix un-
- Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- Apply simple spelling rules and guidance, as listed in English Appendix 1
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.



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Composition:

Pupils should be taught to:

Write sentences by:

- Saying out loud what they are going to write about.
- Composing a sentence orally before writing it.
- Sequencing sentences to form short narratives.
- Re-reading what they have written to check that it makes sense.
- Discuss what they have written with the teacher or other pupils.
- Read aloud their writing clearly enough to be heard by their peers and the teacher.

Vocabulary, grammar and punctuation:

Pupils should be taught to:

Develop their understanding of the concepts set out in English Appendix 2 by:

- Leaving spaces between words.
- Joining words and joining clauses using and.
- Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
- Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- Learning the grammar for year 1 in English Appendix 2
- Use the grammatical terminology in English Appendix 2 in discussing their writing.



Spelling			
Statutory requirements	Rules and guidance (non-statutory)	Example words	Week taught
The sounds /f/, /v/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /f/, /v/, /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	If the ending sounds like /s/ or /z/, it is spelt as -s. If the ending sounds like /ɪz/ and forms an extra	cats, dogs, spends, rocks, thanks, catches	



person singular of verbs)	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.	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			
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	



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e-e		these, theme, complete	
i-e		five, ride, like, time, side	
o-e		home, those, woke, hope, hole	
u-e	Both the /ui/ 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 schwa sound): better, under, summer, winter, sister	
ir		girl, bird, shirt, first, third	



SHERINGDALE

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, for example, zoo	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	



SHERINGDALE

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 and wh	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, while	



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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 - un	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. Each part of the longer word is spelt as it would be if it were on its own.	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 - and/or others, according to the programme used	