



SPELLING LISTS YEAR 1 –Spring Term One

The children will be taught spelling rules in class each week. Below are the rules that we intend to cover each week and a **sample of the words** the children will encounter as **expected standard for their age**. The children will also be given two high frequency words to learn to spell each week. The amount of words the children will learn may vary depending on the difficulty of the rule they are learning. **The emphasis should be on their understanding of spelling rules and being able to apply them to any words, including words that are not on the list.** Therefore to extend your child further you may also wish to help them find and spell other words which include the sound(s) that they are learning each week. **Highlighted words** are the 'challenge words' for each spelling pattern. Words in **bold** are the high frequency words.

Week 1 – Split digraph 'a-e'	Week 2 – Split digraph 'i-e'	Week 3 – Split digraph 'o-e'	Week 4- Split digraph 'u-e' and 'ow' as /oa/	Week 5 – Split digraph 'e-e' and 'ir' /er/	Week 6 – Trigraph 'air'
came	bike	rope	cute	these	air
same	five	note	June	even	airport
blame	kite	smoke	flute	Pete	hair
flame	nine	broke	cube	Steve	pair
name	time	hope	snow	skirt	stairs
date	slide	stone	crow	birds	chair
make	smile	spoke	show	twirl	fair
wave	inside	home	blow	girl	lair
plates	white	throne	rainbow	thirty	fairy
baked	collide	wrote	tune	theme	hairbrush
some	like	little	what	Mr	there
come	were	out	when	Mrs	looked

These spelling lists will be put into your child's Spelling Book weekly, on a Friday, so that they can practise these with you every day. It is important that the children practise their spellings regularly so that they can begin to use them in their independent writing. Please ensure that the children have their Spelling Book in school **every Friday** as we use the same book for both the new spellings and test. Please also return the accompanying handwriting and LCWC (look, cover, write, check) sheet each week to receive a Dojo.