

Spelling Shed

Spelling Scheme of Work



Stage 1





Welcome to The Spelling Shed Year 1 scheme of work.

What is included?

- Common exception words list.
- 36 weekly spelling lists (See contents) each based on National Curriculum spelling rules.
- For each list, you will find the following resources:
 - One 20 – 30 minute lesson plan.
 - Resources to aid the delivery of the lesson.
 - One spelling practice sheet.
 - One homework sheet.

Spelling lists – Stage 1



1. 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.
2. The /k/ sound spelled 'k' before e, l and y. The /nk/ sound found at the end of words usually comes after a vowel.
3. The -tch This sound is usually spelled as 'tch' when it comes after a single vowel letter.
4. Some words end with an /e/ sound spelled 'y'. 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'.
5. Adding s and es to words (plurals) If the ending sounds like /s/ or /z/, it is spelled as -s. If it forms an extra syllable, then it is spelled as -es.
6. Adding the suffixes -ing and -ed to verbs. If the verb ends in two consonant letters (the same or different), the ending is simply added on.
7. Adding -er, -est and un- to words.
8. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear. Sometimes words can be joined together to form compound words.
9. The /ai/ and /oi/ digraphs. These digraphs are virtually never used at the end of words in English.
10. The ay and oy digraphs. These digraphs are used for those sounds at the ends of words and syllables.
11. The long vowel sound /a/ spelled with the split digraph a-e
12. The long vowel sound /e/ spelled with the split digraph e-e.
13. The long vowel sound /i/ spelled with a split digraph i-e.
14. The long vowel sound /o/ spelled with the split digraph o_e.
15. The long vowel /oo/ and /yoo/ sounds spelled as u-e. These sounds are usually found in the middle or at the end of words.
16. The /ar/ consonant digraph. This digraph may be used at the beginning, middle or end of words.
17. Long vowel sound /e/ spelled ee. The letters 'ee' make a long vowel sound like in the word see. This is a common way of spelling the sound and is found in the middle of words and sometimes at the end.
18. The long vowel sound /e/ spelled ea. Another common spelling of the sound which is often found in the middle and end of words.
19. The short vowel sound /e/ spelled ea.
20. The vowel digraph er. In these words the sound is stressed
21. The vowel digraph er. In these words the sound is unstressed and found at the end of words.
22. The digraphs ir and ur. Often found in the middle of words and occasionally at the beginning of words.
23. The long vowel sound /oo/ as in Zoo. Very few words start or end with /oo/
24. The short vowel sound 'oo' as in foot. *Standard English pronunciation has been used here. In some parts of England the -ook words may have a longer sound.
25. The 'oo' digraph can come at the beginning or in the middle of words but very rarely at the end. The 'oe' digraph can be sometimes found at the end of words.
26. The 'ou' digraph. This digraph can be found at the beginning and in the middle of words. The only common English word ending in 'ou' is you.
27. The 'ow' digraph. This digraph can make two different sounds like in 'cow' or in 'blow.'
28. The 'oo' and 'yoo' sounds can be spelled as u-e, ue and ew. If words end in the /oo/ sound, then it is likely that they will be spelled ew or ue.
29. The digraph 'ie' making the /a/ sound as in pie.
30. The digraph 'ie' making the /ee/ sound.
31. The long vowel sound /i/ spelled 'igh.' This is usually found in the middle of words but sometimes at the end of words too.
32. The /or/ sound. The vowel digraph 'or' and trigraph 'ore.' It is more likely that when at the end of a word then it will be spelled with an 'e.'
33. The /or/ sound spelled with the digraph aw or au. If it is at the end of a word it is more likely to be spelled with an aw and at the beginning of a word with au.
34. The trigraphs 'air' and 'ear'. These spellings are commonly found in the middle or at the end of words but can sometimes used at the beginning of words too.
35. The /er/ sound spelled with 'ear' or 'are'
36. Words with 'ph' or 'wh' spellings.



Stage 1 – Common Exception Words.

These words can be used to supplement the weekly lists. We recommend that these words be practised through the year alongside spelling pattern words.

a	the	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



Stage: 1	Words ending with the /f/, /l/, /s/, /z/ or /k/ sound in English almost always have double consonant.
List: 1	

Spellings
puff
fluff
bell
doll
grass
kiss
buzz
fizz
clock
back

Introduction	Words ending with the /f/, /l/, /s/, /z/ or /k/ sound in English almost always have double consonant. This week's words are shown in random order. Sound the words out and count the sounds. Ask the children if they can see a pattern with the last sound. Discuss that the /k/ sound is usually written as "ck".
Main Teaching Activity	Read the sentence for each word and ask children for the word and spelling to reinforce the double-consonant rule.
Independent Activity	Ask the children to choose one of their words to complete the two sentences. Then ask them to choose three more words and write their own sentences. Work in pairs or with support if necessary. Share sentences and spellings with the class.



Stage: 1	The /k/ sound is spelt as k rather than as c before e, i and y. The /nk/ sound found at the end of words and usually comes after a vowel.
List: 2	

Spellings
bank
honk
tank
pink
think
kit
skin
frisky
sketch
basket

Introduction	Say some of the words to the children, can they pick up the sound that appears in every word? Ask them to sound out the words and clap when they hear the /k/ sound. Explain the spelling rules: The /k/ sound is spelt as k rather than as c before e, i and y. The /nk/ sound is often found at the end of words and usually comes after a vowel.
Main Teaching Activity	Using the power point slide, discuss the meaning of the spelling list this week. Get children to come out and underline the /k/ or /nk/ sound in each word.
Independent Activity	<p>Get children to work in small groups, one child picks one of the spelling list words and writes the first letter on a mini whiteboard, then passes the board to their left, the next child writes the next letter of the word and so on until the word is complete.</p> <p>The child that writes the final letter checks the spelling is correct and then picks another word from the board to start again.</p>



Stage: 1	Words ending '-tch'. The /ch/ sound is usually spelt as 'tch' when it comes after a single vowel letter.
List: 3	

Spellings
catch
kitchen
hutch
ditch
match
fetch
notch
witch
patch
watch

Introduction	Explain how the 'tch' sound is pronounced and ask the children if they can think of any words that contain this sound – give them a clue, e.g. the person flies on a broomstick, you wear this on your arm to tell the time. Get them to say the sound together.
Main Teaching Activity	Ask the children to look at the slide with the images and write down the 6 words, remind them that each of the words will contain 'tch'. Share the spellings and discuss any mistakes or misconceptions.
Independent Activity	Using the images again, or the other words in the list, ask the children to write sentences using the words, can they make them really interesting? Share the sentences with the class



Stage: 1	Some words end with an /e/ sound spelled 'y'. 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'.
List: 4	

Spellings
very
happy
funny
party
family
give
have
love
five
save

Introduction	<p>Some words end with an /e/ sound spelled 'y'. 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'.</p> <p>Ask the children to think of any words which end with an e (long e) or /v/ sound, demonstrate how they are spelled on the board.</p>
Main Teaching Activity	<p>Ask the children to match up the beginning and endings of each word on the slide. Remind them to be careful as some look very similar to others!</p> <p>Share their spellings and discuss any misconceptions!</p>
Independent Activity	<p>Ask the children to work independently to choose 5 words and write them in to a sentence, to extend more able children you could ask them to use two of the words in one sentence, e.g. above and dove or dive and save.</p> <p>Share sentences.</p>



Stage: 1	Adding s and es to words (plurals). If the ending sounds like /s/ or /z/, it is spelled as -s. If it forms an extra syllable, then it is spelled as -es.
List: 5	

Spellings
flowers
boxes
lunches
apples
beaches
trees
dishes
dogs
peaches
clouds

Introduction	When adding plurals to words explain that when the plural makes an extra syllable then it is usually spelled 'es', for example box (one syllable) becomes boxes (2 syllables).
Main Teaching Activity	Ask the children to split the words between the two boxes, depending on whether the plural word has an extra syllable or not. Encourage children to clap the syllables in the singular word (red) and then in the plural word (green), to help them decide. Share their results and discuss.
Independent Activity	Get children to write the word 'peaches' across their mini white board. Set a 7 minute timer and see who can add as many of the spelling list words in to a scrabble web as possible. You can use the example on the slide below if they need some support getting started. Feedback and if time, draw a scrabble web on the board as a class.



Stage: 1	Adding the endings -ing and -ed to verbs. If the verb ends in two consonant letters (the same or different), the ending is simply added on.
List: 6	

Spellings
hunting
buzzing
jumping
walking
shouting
hunted
buzzed
jumped
walked
shouted

Introduction	Adding the endings – ing and –ed to verbs. If the verb ends in two consonant letters (the same or different), the ending is simply added on.
Main Teaching Activity	<p>Talk to the children about vowels and consonants, do they know what the five vowels are? Get the children to come and circle the two consonants before the prefixes 'ing' or 'ed.'</p> <p>Show children the slide with the root words, ask them to add ed and ing to each of the words to make new words.</p>
Independent Activity	<p>Get children to work in small groups, one child picks one of the spelling list words and writes the first letter on a mini whiteboard, then passes the board to their left, the next child writes the next letter of the word and so on until the word is complete.</p> <p>The child that writes the final letter checks the spelling is correct and then picks another word from the board to start again.</p>



Stage: 1	Adding -er and -est to adjectives and the prefix un-.
List: 7	

Spellings
fresher
quicker
higher
hardest
darkest
unhappy
undo
unload
unfair
unlock

Introduction	When adding er and est to words you create adjectives, usually the prefix can be added straight on to the end of the word.
Main Teaching Activity	Get the children to look at the list of spellings, all of which are adjectives and ask them to write down the root words. Share the root words and discuss the opposite of each word.
Independent Activity	Children to become the teacher by marking Evie's work and helping her to work out which 6 words are spelled incorrectly.. After the children have had a minute to look at it, click the powerpoint slide to hide the spelling list for this activity.



Stage: 1	Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear. Sometimes words can be joined together to form compound words.
List: 8	

Spellings
pocket
rabbit
carrot
thunder
sunset
football
playground
farmyard
bedroom
blackberry

Introduction	Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear. Sometimes words can be joined together to form compound words so this lesson is all about breaking words up into smaller parts. Using a clap or a musical instrument, beat out the syllables in this weeks words with the children.
Main Teaching Activity	Ask the children to cut out this weeks words, mix up and sort into words that can be broken into other words without changing the sounds (compound words), and those that can only be broken into syllables. A printable grid can be found at end of this lesson. N.B. Carrot cannot be split into 'car' and 'rot' because the pronunciation of 'car' changes.
Independent Activity	The children should work independently or in groups to colour the parts of their words to show the syllables. Answers are given but as pronunciation may vary by local dialect, please adjust this as necessary.



Stage: 1	The /ai/ and /oi/ digraphs. These digraphs are virtually never used at the end of words in English.
List: 9	

Spellings
rain
train
afraid
join
point
wait
paid
oil
coin
soil

Introduction	The digraphs 'ai' and 'oi' are almost always found in the middle of words, but occasionally at the start of words.
Main Teaching Activity	<p>Show the children the list of words and ask them to sort them according to the sound /ai/ or /oi/.</p> <p>Share and discuss results and misconceptions. Get the children to come up and draw lines from the words to the correct boxes.</p>
Independent Activity	<p>Play word bingo – get each child to draw a noughts and crosses board to create 6 boxes on their white board. Ask them to write down 6 of the words on the powerpoint.</p> <p>Teacher randomly picks a word and says it as part of a sentence, children need to work out if they have the word (and double check they have the correct spelling) and cross it off. First to find all 6 wins.</p>



Stage: 1	The 'ay' and 'oy' digraphs. These digraphs are used for those sounds at the ends of words and syllables.
List: 10	

Spellings	Introduction	
day	Main Teaching Activity	Introduce the digraph sounds ay and oy to the class. These sounds are often found at the end of words. Ask the children to draw a line down their whiteboards and put 'toy' at the top of one side and 'say' at the top of the other side. Get them to work in pairs to see how many rhyming words they can add (with the same spelling pattern) to each side. Share the results and discuss and misconceptions or incorrectly spelled words.
say		
stay	Independent Activity	Children to work in pairs to practise writing the words, one child picks a word and their partner writes it on the whiteboard. The first child checks the word and then they switch roles.
toy		
joy		
play		
way		
clay		
enjoy		
cowboy		



Stage: 1	The long vowel sound /a/ spelled with the split digraph a-e.
List: 11	

Spellings
made
same
take
plate
mistake
came
rake
safe
awake
snowflake

Introduction	Say the words in the list to the children and see if they can identify the sound that each word has. Write 'made' on the board and ask children if they know which letters are making the /ay/ sound (a_e)
Main Teaching Activity	<p>Ask the children to identify the images and apply the split digraph /ay/ sound when spelling them. There are some extra words in this section (flame, gate, grape, lake)</p> <p>Share their spellings and discuss misconceptions or errors.</p>
Independent Activity	<p>Get children to try and create two new words from the letters within a spelling list word.</p> <p>For example:</p> <p>snowflake – snow – now mistake - stake - time</p>



Stage: 1	The long vowel sound /e/ spelled with the split digraph e-e.
List: 12	

Spellings
even
theme
these
evening
eve
delete
Chinese
complete
athlete
extreme

Introduction	Say the words in the list to the children and see if they can identify the sound that each word has. Write 'theme' on the board and ask children if they know which letters are making the /ee/ sound (e_e)
Main Teaching Activity	Show children the split words and ask them to write the beginnings and ends on their whiteboard to form the spelling lists. Click o the slide to hide the spelling list if you want to make it more challenging. Share the words the children have made and discuss.
Independent Activity	Children play spelling noughts and crosses (tic tac toe). On a mini whiteboard draw a nought and crosses grid (see powerpoint slide). Each child chooses a target word from the list and has to write it in one of the squares next child writes their word in another, play like noughts and crosses. First to get three words in a row wins that round. Begin again with a new word from the list.



Stage: 1	The long vowel sound /i/ spelled with a split digraph i-e.
List: 13	

Spellings
five
like
side
spike
fire
ride
time
slide
trike
mice

Introduction	Say the words in the list to the children and see if they can identify the sound that each word has. Write 'side' on the board and ask children if they know which letters are making the /iy/ sound (i_e)
Main Teaching Activity	Show the children the slides and get them to input the correct word from the spelling list, remind them that all of the words have the split digraph i_e in them! Share their words and discuss misconceptions.
Independent Activity	Get the children to pick 5 of the words and write a definition for them, they can then share them in small groups, or to the whole class, and see if children can guess what the word is (like Balderdash)



Stage: 1	The long vowel sound /o/ spelled with the split digraph o-e.
List: 14	

Spellings
home
woke
hole
spoke
bone
those
hope
mole
joke
phone

Introduction	Say the words in the list to the children and see if they can identify the sound that each word has. Write 'spoke' on the board and ask children if they know which letters are making the /oh/ sound (o_e)
Main Teaching Activity	Ask the children to work out the scrambled up words to create their word list. Remind them that each word contains the o_e split digraph. Share their spellings and discuss any misconceptions.
Independent Activity	Give the children the word search and ask them to find and colour in their spelling list words.



Stage: 1	The long vowel /oo/ and /yoo/ sounds spelt as u-e. These sounds are usually found in the middle or at the end of words.
List: 15	

Spellings
June
rude
tube
flume
huge
rule
use
tune
flute
plume

Introduction	The long vowel /oo/ and /yoo/ sounds spelt as u-e. These sounds are usually found in the middle or at the end of words.
Main Teaching Activity	<p>Ask the children to copy the words from the spelling list and put them in alphabetical order – use the slide with the alphabet on if support is required.</p> <p>Discuss the order and any misconceptions.</p>
Independent Activity	<p>Use the dice activity and allow the children to complete it for each word.</p> <p>Share their sentences and definitions.</p>



Stage: 1	The /ar/ digraph. This digraph may be used at the beginning, middle or end of words.
List: 16	

Spellings	Introduction	The /ar/ digraph. This digraph may be used at the beginning, middle or end of words.
car	Main Teaching Activity	Get the children to come up and circle the /ar/ sound in each word. What do they notice? The sound can be found at the beginning, middle or end of words. Discuss the /ar/ sound with the children, can they think of any more words that contain the sound? Bark, far, tar, charm, sharp, starve, large.
park		
garden	Independent Activity	Get the children to match the words to the definitions. They can either draw lines between them or copy the words down and write the definitions with them. Share the definitions and discuss any unknown words.
dark		
army		
jar		
arm		
hard		
stars		
yard		



Stage: 1	Long vowel sound /e/ spelt ee. The letters 'ee' make a long vowel sound like in the word see. This is a common way of spelling the sound and is found in the middle of words and sometimes at the end.
List: 17	

Spellings
feel
tree
green
meet
week
see
free
sheet
feet
seek

Introduction	Long vowel sound /e/ spelt ee. The letters 'ee' make a long vowel sound like in the word see. This is a common way of spelling the sound and is found in the middle of words and sometimes at the end.
Main Teaching Activity	<p>Ask the children to copy down the words and circle the common sound in each. How is it spelled? Can they think of any more words with 'ee' in them?</p> <p>Show the children the slide with the words with missing 'ee' sounds. They need to add 'ee' to those letters to create a word. So fl needs ee in the middle to make feel, grn needs ee in the middle to make green. The letters are in the order they appear in the final word.</p>
Independent Activity	<p>Get children to work in small groups, one child picks one of the spelling list words and writes the first letter on a mini whiteboard, then passes the board to their left, the next child writes the next letter of the word and so on until the word is complete.</p> <p>The child that writes the final letter checks the spelling is correct and then picks another word from the board to start again.</p>



Stage: 1	The long vowel sound / ē / spelt ea. Another common spelling of the sound which is often found in the middle and end of words.
List: 18	

Spellings
each
reach
lead
leave
squeak
peach
teach
leaf
beak
real

Introduction	The long vowel sound /ē/ spelled ea. Another common spelling of the sound which is often found in the middle and end of words. Let the children see the word list and see if they can spot the letters that are making the /e/ sound.
Main Teaching Activity	Do a speed spell and ask the children to write the words you say on their whiteboards as quickly as possible. Remind them that all of the spellings contain the 'ea' digraph. Share the spellings and discuss any misconceptions.
Independent Activity	Get the children to complete the sentences using the words from this week's spellings. Share with a partner to check answers and then share with the class.



Stage: 1	The short vowel sound /e/ spelt ea.
List: 19	

Spellings
head
meant
wealth
threat
dead
bread
instead
sweat
spread
deaf

Introduction	Explain that the digraph 'ea' can be pronounced as a long /e/ sound or a short /e/ sound. This week we are looking at the short sound.
Main Teaching Activity	Get the children to look at the lists of words and divide them in to a group with a long /e/ sound and a group with a short /e/ sound. Discuss the words and get the children to come up and write them in to the correct bucket. Discuss misconceptions.
Independent Activity	Get the children to think about meanings of words by selecting five of their spellings and writing a definition for them. They can use a dictionary if they get stuck.



Stage: 1	The vowel digraph 'er'. In these words the sound is stressed.
List: 20	

Spellings
herb
her
person
stern
verse
verb
term
germ
perch
yesterday

Introduction	In this week's spellings they each have the /er/ sound which is stressed in the word. This does not always happen, there are exceptions.
Main Teaching Activity	<p>Show children the power point slide with the mixed up beginnings and endings. Click the mouse to hide the spelling list and see if children can copy down the correct beginning and end to create the spelling list!</p> <p>Share the words created and discuss any errors or misconceptions.</p>
Independent Activity	<p>Get children to try and create two new words from the letters within a spelling list word.</p> <p>For example:</p> <p>yesterday – say – yes person - son - pore</p>



Stage: 1	The vowel digraph 'er'. In these words the sound is unstressed and found at the end of words.
List: 21	

Spellings
better
summer
sister
over
never
under
winter
brother
ever
river

Introduction	The vowel digraph 'er'. In these words the sound is unstressed and found at the end of words.
Main Teaching Activity	Ask the children to copy the words from the spelling list and put them in alphabetical order – use the slide with the alphabet on if support is required. Discuss the order and any misconceptions.
Independent Activity	Play a word version of noughts and crosses – each partner chooses a word from the spelling list and has to try and get three of their chosen word in a row. Winner has three in a row, all spelled correctly. Start again with new words.



Stage: 1	The digraphs 'ir' and 'ur'. Often found in the middle of words and occasionally at the beginning of words.
List: 22	

Spellings	Introduction	The digraphs ir and ur. Often found in the middle of words and occasionally at the beginning of words.
girl	Main Teaching Activity	Ask the children to draw a line down the middle of their whiteboards and write 'ir' on one side and 'ur' on the other. Read the words out to the children and ask them to write them in to the correct side. Discuss any misconceptions or mistakes.
shirt		
third	Independent Activity	Ask the children to circle or colour in their spellings in the wordsearch.
bird		
first		
turn		
hurt		
burst		
church		
Thursday		



Stage: 1	The long vowel sound /oo/ as in zoo.
List: 23	

Spellings
food
moon
soon
boots
afternoon
pool
zoo
tool
spoon
boom

Introduction	The long vowel sound /oo/ is found in the middle and at the end of words, it is not found at the start of virtually any English words.
Main Teaching Activity	<p>Ask the children to write down as many /oo/ words as they can in 2 minutes, they can work in pairs.</p> <p>Share the words they have come up with and discuss misconceptions or errors.</p>
Independent Activity	Children play /oo/ snap or pelmanism, print out two sets of cards and children play in small groups. When they get a pair they need to spell it out.



Stage: 1	The short vowel sound 'oo' as in foot. Standard English pronunciation has been used here. In some parts of England the -ook words may have a longer sound.
List: 24	

Spellings
book
foot
good
brook
cook
took
wood
shook
stood
wool

Introduction	Some words in English use the 'oo' spelling which is pronounced as a short sound, this is dependent on location and dialect however.
Main Teaching Activity	Ask children to look at the beginning sound, add the /oo/ sound and then work out what the end sound is to make their spelling words. They can draw lines or write the words in full. Share and discuss their results.
Independent Activity	Use the dice activity and allow the children to complete it for each word. Share their sentences and definitions.



Stage: 1	The 'oa' digraph can come at the beginning or in the middle of words but very rarely at the end. The 'oe' digraph can be sometimes found at the end of words.
List: 25	

Spellings
boat
road
toe
soap
goat
coat
coach
goes
toast
cloak

Introduction	The 'oa' digraph can come at the beginning or in the middle of words but very rarely at the end. The 'oe' digraph can be sometimes found at the end of words.
Main Teaching Activity	<p>Get the children to split the words up on the whiteboard according to whether they have /oa/ or /oe/ spellings. Ask them to write the words in to two lists and colour in, or circle, the common spelling pattern.</p> <p>Explain that there is no specific rule for how the words are spelled and so they need to be learnt.</p>
Independent Activity	<p>Play sound bingo.</p> <p>Give the children the grid, or get them to draw their own. Get them to put a small sound in each corner, either 'oe' or 'oa' – they choose which one (the first one is done to show them how)</p> <p>Once they have a spelling sound in each box, say one of the words from the list and they must put it in one of the boxes which contains that spelling. E.g. if you said toe or goes then it could go in the first box. The aim is to get a row of three and then a full house first.</p>



Stage: 1	The 'ou' digraph. This digraph can be found at the beginning and in the middle of words. The only common English word ending in 'ou' is you.
List: 26	

Spellings
out
mouth
sound
proud
shout
about
around
found
mound
count

Introduction	The 'ou' digraph. This digraph can be found at the beginning and in the middle of words. The only common English word ending in 'ou' is you.
Main Teaching Activity	Get the children to look at the sheet with the missing letters and try and locate the missing ones in pairs. You can allow them to see the spelling list or you can hide it if you want more challenge. Share the spellings that the children come up with and discuss any misconceptions.
Independent Activity	Get the children to look at Marvin's spelling test, he got 5 words wrong. Can they spot which ones are incorrect? They can use the spelling list if needed or hide it to make it more challenging.



Stage: 1	The 'ow' digraph. This digraph can make two different sounds like in 'cow' or in 'blow'.
List: 27	

Spellings
how
brown
down
town
frown
own
blow
snow
grow
show

Introduction	The 'ow' digraph can be pronounced two ways – e.g. cow and blow.
Main Teaching Activity	Ask the children to decide which words go in the 'ow' like cow box and which go in the 'ow' like blow box. Share their classifications and check for misunderstandings.
Independent Activity	In small groups, one child picks a spelling list word and tells the others what it is. They must write the word on their whiteboard and the first child acts as teacher to check the spellings. The next child then becomes the teacher and they choose a word. Continue until all words have been spelled by the group.



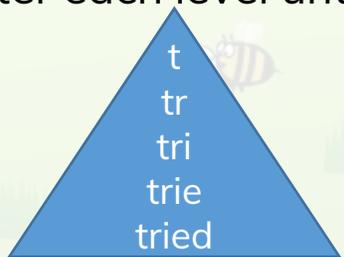
Stage: 1	The 'oo' and 'yoo' sounds can be spelt as u-e, ue and ew. If words end in the /oo/ sound, then it is likely that they will be spelt ew or ue.
List: 28	

Spellings	Introduction	Ask the children if they can remember any ways of spelling the 'oo' sound (ue, ew, u_e)
blue	Main Teaching Activity	Ask the children to sort the spelling list in to groups depending on their spelling pattern. They can do this on their whiteboards. Share with the class and discuss any misconceptions. Get the children to come up and draw a line from each spelling to the correct box. (two new words have been added to enable them to see the u_e spelling)
true		
Tuesday	Independent Activity	Write each of your words twice using rainbow colours (red, orange, yellow, green, blue, indigo and violet)
few		
drew		
clue		
rescue		
new		
grew		
threw		



Stage: 1	The digraph 'ie' making the /ai/ sound as in pie.
List: 29	

Spellings
lie
pie
tried
spied
dried
tie
cried
died
fried
tied

Introduction	Say some of the words from the list to the children and see if they can work out what digraph is that is making the /ai/ sound.
Main Teaching Activity	<p>Do a speed spell where you say the words quickly and children write them down on their white board and hold them up as quickly as they can.</p> <p>Address misconceptions or mistakes as they occur and remind children that all of the words have the same 'ie' digraph in them.</p>
Independent Activity	<p>Get the children to create triangle spellings where they draw a triangle and add a letter each level until they write the whole spelling</p> 



Stage: 1	The digraph 'ie' making the /ee/ sound.
List: 30	

Spellings
chief
thief
piece
brief
handkerchief
field
belief
priest
shield
grief

Introduction	Ask the children if they know what digraph is making the /ee/ sound in the spelling list words. What ways are there to make /ee/?
Main Teaching Activity	Get the children to copy down their spelling list and then colour in the digraph in each word. Check the spellings and discuss any misconceptions or mistakes.
Independent Activity	Put the images up from the slide and see if they children know what they are and how to spell each word without the clues. You can add clues if they are finding it hard, e.g. write the first letter for them.



Stage: 1	The long vowel sound /i/ spelt 'igh'. This is usually found in the middle of words but sometimes at the end of words too.
List: 31	

Spellings
high
light
right
tight
fright
night
bright
sight
mighty
midnight

Introduction	Tell the children some of the spelling list words, can they identify the common sound? Do they know how the sound is spelled?
Main Teaching Activity	Ask the children to put the partial spellings through the machine to add 'igh' in the gap. What words do they make? Can they think of any more 'igh' words to add to their list?
Independent Activity	Ask the children to put their words in alphabetical order. Check with a partner and share with the class. They can use the alphabet list on the slide if they need support.



Stage: 1	The /or/ sound. The vowel digraph 'or' and trigraph 'ore.' It is more likely that when at the end of a word then it will be spelled with an 'e.'
List: 32	

Spellings
forty
north
horse
score
wore
morning
torn
more
before
shore

Introduction	The /or/ sound can be made by the digraph 'or' or the trigraph 'ore', If it is in the middle of the word it is usually 'or' and at the end of a word has the 'e' on the end.
Main Teaching Activity	Show children the split words and ask them to write the beginnings and ends on their whiteboard to form the spelling lists. Click o the slide to hide the spelling list if you want to make it more challenging. Share the words the children have made and discuss.
Independent Activity	Get children to work in small groups, one child picks one of the spelling list words and writes the first letter on a mini whiteboard, then passes the board to their left, the next child writes the next letter of the word and so on until the word is complete. The child that writes the final letter checks the spelling is correct and then picks another word from the board to start again.



Stage: 1	The /or/ sound spelt with the digraph aw or au. If it is at the end of a word it is more likely to be spelt with an aw and at the beginning of a word with au.
List: 33	

Spellings
saw
yawn
author
dinosaur
astronaut
draw
crawl
August
lawn
drawn

Introduction	The /or/ sound spelt with the digraph aw or au. If it is at the end of a word it is more likely to be spelt with an aw and at the beginning of a word with au
Main Teaching Activity	<p>Ask the children to look at the spelling list and find a way to split the words according to the digraph that they use – either ‘aw’ or ‘au’.</p> <p>They can make two lists, colour them in, put different shapes around, make a code or anything else to identify the words with the same digraph.</p>
Independent Activity	<p>Get the children to find a rhyming word for each of the spelling list words, they don’t need to have the same spelling rule.</p> <p>If any children need to be extended then they can try and create sentences containing both the spelling word and the new rhyming word in!</p>



Stage: 1	The trigraphs 'air' and 'ear'. These spellings are commonly found in the middle or at the end of words but can sometimes used at the beginning of words too.
List: 34	

Spellings
air
pair
chair
fairy
hairy
ear
hear
year
near
clear

Introduction	The trigraphs 'air' and 'ear'. These spellings are commonly found in the middle or at the end of words but can sometimes used at the beginning of words too.
Main Teaching Activity	<p>Can children think of any? Get them to work in pairs to try and make a list of any words that contain the 'air' or 'ear' trigraph. If children are struggling then put the alphabet list on the board and get them to work through and see which letters can simply be added to the front of 'air' or ear to make a word E.g. fair, hair, lair, pair, hear, dear. Then ask them to add y or s to the end to make more words – fairy, hairy, lairy, fairs, hairs, lairs, pairs etc.</p> <p>Share the word lists the children create.</p>
Independent Activity	Get the children to pick 5 of the spelling list words and write is down on the sheet then draw a picture of what it is!



Stage: 1	The /air/ sound spelled with 'ear' or 'are'
List: 35	

Spellings
bear
wear
dare
share
mare
pear
bare
care
scared
hare

Introduction	The /air/ sound can be created using 'ear' or 'are'.
Main Teaching Activity	<p>Get the children to split the words up depending on their trigraph. They can do this by putting a line down the middle of their whiteboards and writing a list on either side.</p> <p>Share their lists and discuss any misconceptions. To extend them, see if they can add any more words to either list.</p>
Independent Activity	Complete the dice activity for each word.



Stage: 1	Words with 'ph' or 'wh' spellings.
List: 36	

Spellings
dolphin
phonics
when
which
while
alphabet
elephant
where
wheel
white

Introduction	Ask the children if they know a way to create a /f/ sound using a digraph (ph), can they think of any words? Tell the children some of the 'wh' words, can they identify the starting sound and how it is spelled?
Main Teaching Activity	<p>Do a speed spell, each child has a whiteboard and you say the words from the list. Children quickly write the word down and hold up their whiteboard to show.</p> <p>Discuss misconceptions and correct after each spelling and remind the children that each word will contain either 'ph' or 'wh'</p>
Independent Activity	Ask the children to find their spellings in the word-search. One word from the list is not in the word-search. Can they identify it? (Elephant)