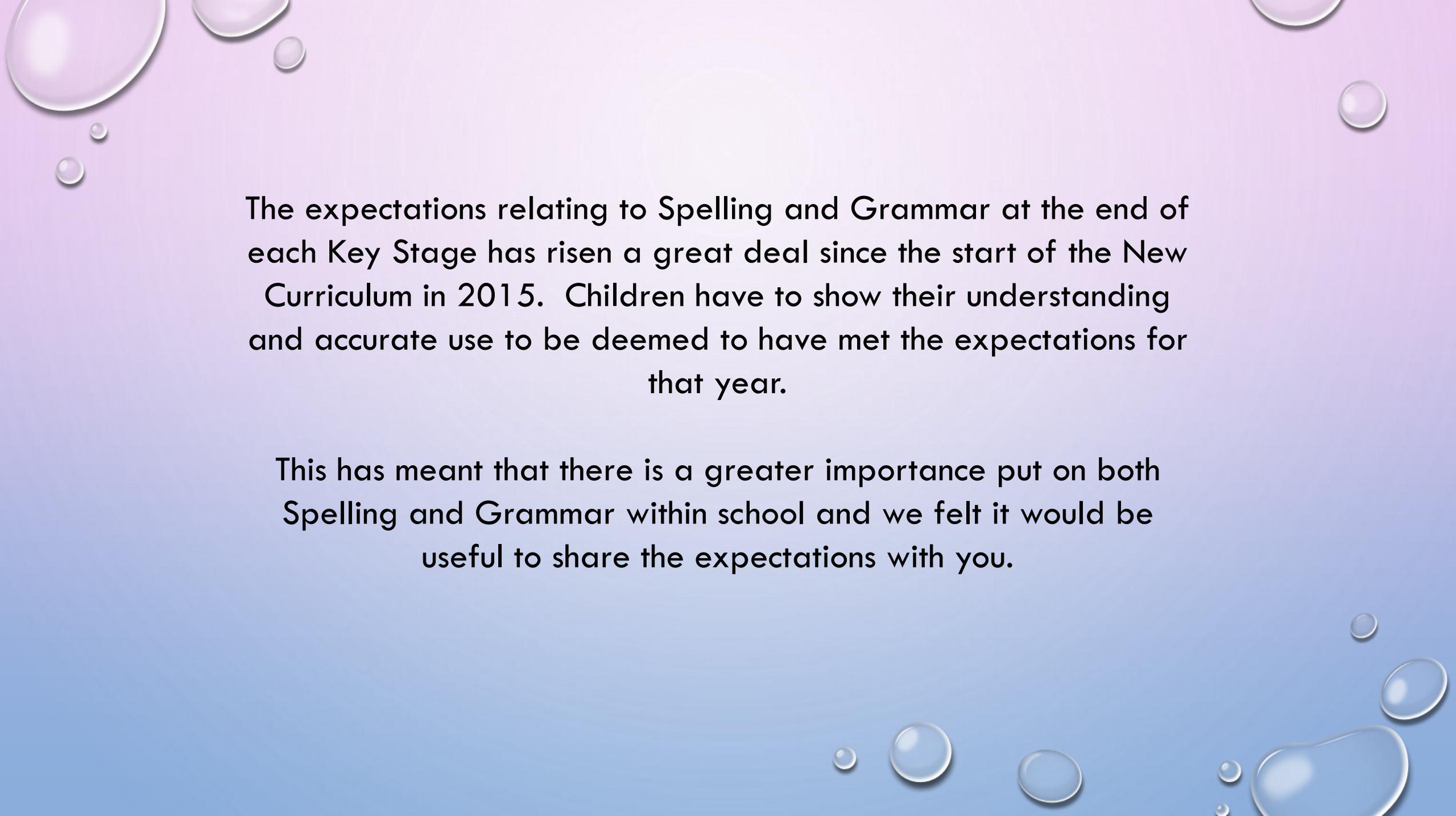
The background features a light purple-to-blue gradient. Numerous realistic water droplets of various sizes are scattered across the surface, with some showing highlights and shadows. A large, faint, light-colored circular graphic is centered behind the text.

# YEAR ONE

SPELLING AND GRAMMAR

The background is a light blue gradient with several realistic water droplets of various sizes scattered across it. In the center, there is a faint, large, light-colored circular graphic that resembles a stylized letter 'G' or a similar shape.

The expectations relating to Spelling and Grammar at the end of each Key Stage has risen a great deal since the start of the New Curriculum in 2015. Children have to show their understanding and accurate use to be deemed to have met the expectations for that year.

This has meant that there is a greater importance put on both Spelling and Grammar within school and we felt it would be useful to share the expectations with you.

# Spelling

You will have recently received this booklet which explains what we are doing in school and also how you can help your child at home.

## Spellings in Year One



A guide for how to support your child

Stage 1						
High Frequency and Common Exception Words						
I	up	look	we	like	and	on
at	for	he	is	said	go	you
are	this	going	they	away	play	a
am	cat	to	come	day	the	dog
big	mum	no	dad	all	get	in
went	was	of	me	she	see	it
yes	can					
Stage 2						
Common Exception Words						
do	today	says	were	they	his	has
your	be	we	no	go	so	by
my	here	there	where	love	some	one
once	ask	friend	school	put	push	pull
full	house	our				

two	three	four	five
six	seven	eight	nine
ten	eleven	twelve	thirteen
fourteen	fifteen	sixteen	seventeen
eighteen	nineteen	twenty	Monday
Tuesday	Wednesday	Thursday	Friday
Saturday	Sunday		

These are the words that all Year One children are expected to be able to read and write by the end of the year.

Along side the Common Exception and High Frequency words there are statutory spelling rules that are taught. These are taught mainly through the Read Write Inc word time sessions however we also have spelling lessons to teach specific rules.

Spellings are talked about during reading, writing and general day to day conversations to immerse the children.

## Spellings in Year One



Our statutory requirements

# Grammar

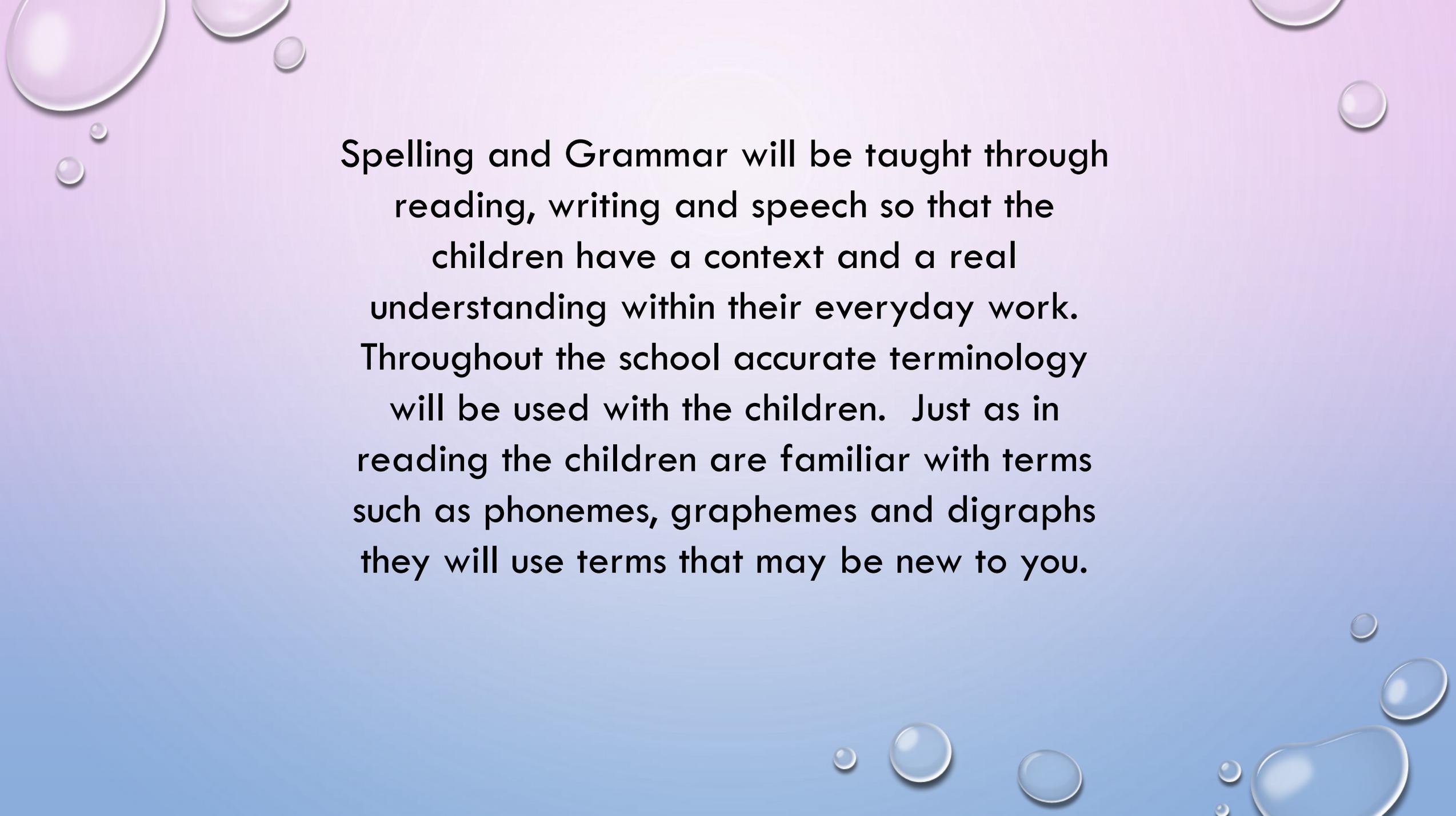
## The National Curriculum

### Year 1: Detail of content to be introduced (statutory requirement)

<b>Word</b>	Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i> ], including the effects of these suffixes on the meaning of the noun <b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i> ) How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind</i> , or <i>undoing: untie the boat</i> ]
<b>Sentence</b>	How <b>words</b> can combine to make <b>sentences</b> Joining <b>words</b> and joining <b>clauses</b> using <i>and</i>
<b>Text</b>	Sequencing <b>sentences</b> to form short narratives
<b>Punctuation</b>	Separation of <b>words</b> with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> Capital letters for names and for the personal <b>pronoun I</b>
<b>Terminology for pupils</b>	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Requirements	Rules and Examples
f,l,s,z and k spelt ff, ll, ss,zz and ck	Usually used after a single vowel letter in short words. <b>Off, well, miss, buzz, back.</b>
The n sound spelt nk	<b>Bank, think, honk, sunk.</b>
Division of words into syllables	Syllables are like beat. <b>Pocket, rabbit, carrot, thunder.</b>
tch	Usually after a single vowel letter <b>Catch, ,fetch, kitchen, notch</b>
V sound at the end of words	In English words the v sound at the end of words are spelt ve. <b>Have, live, give</b>
Adding s ,or es to words.	If a word ending sounds, like s or z it is spelt s If it sounds like iz and adds a syllable it is spelt es. <b>Cats, dogs, spends catches</b>
Adding the endings ing, ed and er where the root word is not changed	<b>Hunting, hunted, hunter</b> <b>Buzzing, buzzed, buzzer</b> <b>Jumping, jumped, jumper</b>
Adding er and est where the root word is not changed	<b>Grander, grandest</b> <b>Fresher, freshest</b> <b>Quicker, quickest</b>
Words ending y	<b>Very, happy, funny, party, family</b>
Spellings using ph and wh.	<b>Dolphin alphabet, phonics, elephant,</b> <b>When, where, which, wheel while</b>
Using k	K is used rather than c before e, i, and y <b>Kent, sketch, kit, skin, frisky</b>
Adding the prefix un	<b>Unhappy, undo, unload, unfair, unlock</b>
Compound words	Two words joined together. <b>Football, playground, farmyard, bedroom</b>

Vowel digraphs and trigraphs	Example
ai	rain, wait, train, paid, afraid
oi	oil, join, ,coin, point, soil
ay	day, play, say, way, stay
oy	boy, toy, enjoy, annoy
a-e	Made, came, same, take, safe
e-e	These, theme, complete
i-e	Five, ride, like, time, side
o-e	Home, those, woke, hope, hole
u-e	June, rule, rude, use, tube, tune
ar	Car, start, park, arm, gardener
ee	See, tree, green, meet, week
ea	Head, bread, meant, instead, read
er	Her, term, verb, person
er	Better, under, summer, winter, sister
ir	Girl, bird, shirt, first, third
ur	Turn, hurt, church, burst, Thursday
oo	Food, pool, moon, soon
oa	Boat, coat, road, coach, goal
oe	Toe, goes
ou	Out, about, mouth, around, sound
ow	Own, blow, snow, grow
ow	Now, brown, cow, down, town
ue	Blue, due, true, Tuesday
ew	New, few, grew, flew, threw
ie	Lie, tie, pie cried, tried, dried
ie	Chief, field, thief
igh	High, night, light, bright
or	For, short, born, horse, morning
ore	More, score, before, shore
aw	Saw, draw, yawn, crawl
au	August, dinosaur, author
air	Air, fair, pair, hair, chair
ear	Dear, hear, beard, near, year
ear	Bear, pear, wear
are	Dare, dare, care, share, scared



Spelling and Grammar will be taught through reading, writing and speech so that the children have a context and a real understanding within their everyday work. Throughout the school accurate terminology will be used with the children. Just as in reading the children are familiar with terms such as phonemes, graphemes and digraphs they will use terms that may be new to you.

We have put together a booklet that will help you with the terminology your child may use.

It covers the Grammar that children are introduced to in Key Stage One.

## Grammar Glossary

### Key Stage One



A guide to understanding terms your child is using