

**Spelling: Long term overview**

**YEAR 1**

*Use this guidance in conjunction with National Curriculum English Appendix 1: Spelling*

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<b>ONGOING PHONICS TEACHING</b>					
<b>Statement from the tracker</b>	I can spell the days of the week.  I can spell words with /v/ sound at the end (e.g. have).	I can spell words correctly with k for /k/ sound (before e, i, y).  I can spell words ending in -y (/i/).	I can spell words with the prefix un-.  I can spell words with the new consonant spellings 'ph' and 'wh'.	I can use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.	I can spell words with the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words.	I can spell words with the 'ch' sound spelt 'tch'.  I can spell some compound words accurately.
<b>Linked NC objectives</b>	The /v/ sound at the end of words	Using k for the /k/ sound  Words ending -y (/i:/ or /i/)	Adding the prefix -un  New consonant spellings ph and wh	Adding s and es to words (plural of nouns and the 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	-tch  Compound words
<b>Common exception words</b>	the to I no go a of is his put	are was you they be he me she we my	do said so were there where some come has one	your by here push pull full ask	once school today our	says house love friend

