

Crossacres Medium Term Spelling Plan

Year 1

*Blue = National Curriculum expectations*

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| Term | Week | Expectation |
| *Autumn 1*  *(Units 1-5)* | 1 | **Unit 1:** letters  *Common exception words*  *Name the letters of the alphabet in order* |
| 2 | **Unit 2:** short a e i o u |
| 3 | **Unit 3:** sh th  *Common exception words* |
| 4 | **Unit 4:** ck nk  *The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck*  *The /ŋ/ sound spelt n before k*  *Using k for the /k/ sound (Teacher’s Book)* |
| 5 | **Unit 5:** ch tch  *‘tch’ sound* |
| 6-8 | *Revisit/extend expectations based on assessment information.* |
| *Autumn 2*  *(Units 6-10)* | 1 | **Unit 6:** s es  *Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs*  *Adding s and es to words (plural of nouns and the third person singular of verbs)* |
| 2 | **Unit 7:** ing, ed, er  *Using –ing, -ed, -er, -est where no change is needed in the spelling of root words*  *Adding the endings –ing, -ed, -er to verbs where no change is needed to the root word* |
| 3 | **Unit 8:** er, est  *Using –ing, -ed, -er, -est where no change is needed in the spelling of root words*  *Adding –er and –est to adjectives where no change is needed to the root word* |
| 4 | **Unit 9:** ll, ff, ss, zz  *Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs*  *Using –ing, -ed, -er, -est where no change is needed in the spelling of root words*  *The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck*  *Adding s and es to words (plural of nouns and the third person singular of verbs)*  *Adding the endings –ing, -ed, -er to verbs where no change is needed to the root word* |
| 5 | **Unit 10:** a-e, ai, ay  *Common exception words*  *Using letter names to distinguish alternative spellings with same sound*  *ai, oi, ay, oy, a-e* |
| 6 | *Revisit/extend expectations based on assessment information.* |

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| Term | Week | Expectation |
| *Spring 1*  *(Units 11-15)* | 1 | **Unit 11:** ee, ea, ie, e-e  *Common exception words*  *Using letter names to distinguish alternative spellings with same sound*  *Using –ing, -ed, -er, -est where no change is needed in the spelling of root words*  *Adding the endings –ing, -ed, -er to verbs where no change is needed to the root word*  *e-e, ee, ea (sea, dream), ie (chief, field)* |
| 2 | **Unit 12:** i-e, ie, igh, y  *Common exception words*  *Using letter names to distinguish alternative spellings with same sound*  *Using –ing, -ed, -er, -est where no change is needed in the spelling of root words*  *The /v/ sound at the end of words*  *Adding the endings –ing, -ed, -er to verbs where no change is needed to the root word*  *i-e, ie (lie, tie), igh (high, night)* |
| 3 | **Unit 13:** oa, o-e, oe, ow  *Common exception words*  *Using letter names to distinguish alternative spellings with same sound*  *o-e, oa (boat, coat), oe (toe, goes), ow (blow, slow)* |
| 4 | **Unit 14:** oo, u-e, ue, ew  *Common exception words*  *Using letter names to distinguish alternative spellings with same sound*  *u-e, oo (food, pool), ue (blue, clue), ew (new, few)* |
| 5 | **Unit 15:** y endings  *Words ending –y (/i:/ or /ɪ/)* |
| 6 | *Revisit/extend expectations based on assessment information.* |
| *Spring 2*  *(Units 16-20)* | 1 | **Unit 16:** ar  *Common exception words*  *ar* |
| 2 | **Unit 17:** oi, oy  *Using letter names to distinguish alternative spellings with same sound*  *Using –ing, -ed, -er, -est where no change is needed in the spelling of root words*  *Adding the endings –ing, -ed, -er to verbs where no change is needed to the root word* |
| 3 | **Unit 18:** ear, ea  *Common exception words*  *Using letter names to distinguish alternative spellings with same sound*  *ea(head, bread), ear (hear, dear)* |
| 4 | **Unit 19:** er, ir, ur  *Common exception words*  *Using letter names to distinguish alternative spellings with same sound*  *er (her, term), er (better, under), ir, ur* |
| 5 | **Unit 20:** ou, ow  *Common exception words*  *Using letter names to distinguish alternative spellings with same sound*  *ou (out, mouth), ow (now, how)* |
| 6 | *Revisit/extend expectations based on assessment information.* |

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| Term | Week | Expectation |
| *Summer 1*  *(Units 21-25)* | 1 | **Unit 21:** or, ore, aw, au  *Using letter names to distinguish alternative spellings with same sound*  *or (for, short), ore (more, score), aw (saw, draw), au (author, August)* |
| 2 | **Unit 22:** air, ear, are  *Using letter names to distinguish alternative spellings with same sound*  *air (air, fair), ear (bear, pear, wear), are (bare, dare)* |
| 3 | **Unit 23:** oo (short)  *Common exception words*  *oo (book, took)* |
| 4 | **Unit 24:** days of the week  *The days of the week* |
| 5 | **Unit 25:** compound words, syllables  *Division of words into syllables*  *Compound words* |
| 6 | *Revisit/extend expectations based on assessment information.* |
| *Summer 2*  *(Units 26-28)* | 1 | **Unit 26:** wh, ph  *Common exception words*  *New consonant spellings ph and wh* |
| 2 | **Unit 27:** un beginnings  *Using the prefix un-*  *Adding the prefix –un* |
| 3 | **Unit 28:** alphabet  *Name the letters of the alphabet in order* |
| 4 | *Revisit/extend expectations based on assessment information.* |
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