

Summer 2 Spellings

Spelling is a real focus throughout the year but in this half term we are looking for the children to apply the spelling rules they have learnt throughout year one. We have put together some of the key spelling errors that the children make.

We have also attached a list of the year **tricky words** that they should be able to read and begin to spell. We work on these daily through writing and phonics sessions. They should be confident in phase 2-5a by the end of the year.

To be known by:	
Week ending 8.6.18 Short week so these spellings can be worked on throughout the half term once you know the ones your child can spell.	<u>Days of the week</u> Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday. <i>Help your child with the tricky parts e.g. Wednesday – silent d – say Wednesday Tuesday – often spelt Choosday! Monday – not as it sounds Munday.</i>
Week ending 15.6.18	<u>Looking at the double consonants</u> Hiss, fuss, mess, cross, buzz, fizz, jazz, rock, back, kick <i>Remind them that these are only ever found at the end of words.</i>
Week ending 22.6.18	<u>Adding the suffix s/es to make a plural</u> Cats, nuts, boats, hopes, waves, likes, slides, foxes, fishes, fizzes, churches <i>The rule is words ending in s,ss,z,zz,ch,sh,x have the es suffix and all other have the s suffix so feel free to make up your own or challenge your child.</i>
Week ending 29.6.18	<u>tch/ch – help the children to identify words that have the tch and the ch</u> itch, scratch, witch, match, watch, church, , crunch, , March much such <i>Make lists of the words that have tch and ch to help them see the patterns. Add some words of your own.</i>
Week ending 6.7.18	<u>Adding the suffixes for year one – ed, ing, er, est</u> Shooting, thinking, sleeping, called, packed, joined, hunter, jumper, buzzer, longer, longest, kindest, richest <i>Encourage them to sound out the root word first and then add the suffix, ed for past tense and ing for present tense, er and est are used to compare things. Common errors – in not ing, t or d not ed, ist instead of est.</i>
Week ending 13.7.18	<u>A few of the alternative sounds.</u> <u>ea – bead, meat, clean, spread, bread, deaf, head</u> <u>ow – cow, bow, brow, clown, show, mow, throw</u> <u>ie – pie, fried, tried, cried, chief, thief, belief, field</u> <i>Talk about how the words have the same letters but the sound changes.</i>

We do a more formal spelling test at the end of Year One and some of these spellings may be included; along with others we have covered throughout the year. We also test the spellings for the days of the week as this is an end of year one objective.

Tricky Words

The bold words are ones that children have particular difficulty spelling – they have access to tricky word cards in school so it is also vital that they can read them.

Phase 2 - the, no, to, go, I

Phase 3 – he, she, we, me, be, was, you, **they**, all, are, my, her

Phase 4 – **said**, **have**, like, so, out, do, **some**, **come**, **were**, what, there, little, one, when

Phase 5a - oh, their, **people**, Mr, Mrs, looked, called, asked, could, should, would

Phase 5b – water, **where**, who, again, thought, through, work, mouse, many, laughed, **because**, different, any, eyes, friends, once, please.

Where and were they confuse with reading and spelling

Some tips for some of these

Said – say the rhyme - small **ants** in **dresses**.

People – **people** eat oranges, **people** like **eggs**

Because – **big** elephants can always understand small **elephants**

You might remember some of these from your school days – maybe you have one you could share with your child!

Hopefully you find this useful to support your child at home. If you have any questions about the spelling please come in and speak to the class teacher who will be happy to help.

Year One Team