



THE LITERACY
COMPANY

Year 1

Literacy at Home Spelling and Phonics





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This is the year 1 list of common exception words from the National Curriculum:

| | | | |
|--------|-------|--------|-------|
| a | his | push | was |
| are | house | put | we |
| ask | I | said | were |
| be | is | says | where |
| by | love | school | you |
| come | me | she | your |
| do | my | so | |
| friend | no | some | |
| full | of | the | |
| go | once | they | |
| has | one | there | |
| he | hour | to | |
| here | pull | today | |

Choose 5 words to focus on each day. For the words your child doesn't know how to spell yet, think of ways to help them to remember:

- Decide which the tricky bit is. Write out the word and write the tricky bit in another colour or capitalise the letters that don't make the sound you think they should. This will help your child to remember the word.
- Some people find that 'Look, say, cover, write, check' helps them learn spellings too.

Year one also focuses on Phase 5 of phonics. The phonemes covered are as follows:

ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a_e (bake), e_e (sphere), i_e (spike), o_e (bone), u_e (flute)



Choose one of the activity cards to investigate/ learn how to spell your personal list of words or your spelling list words.

Activity card 1



Play compound word dominoes.

Take 12 compound words. Put half of the word on one piece of paper and the other half on another. Mix up the cards. Find the partners to form the words.

| | | | | | |
|------|-------|------|------|-------|--------|
| gold | fish | foot | ball | play | ground |
| cup | board | pan | cake | bed | room |
| sun | shine | farm | yard | black | berry |
| rain | bow | snow | man | class | room |

Activity card 2



Which *o* is it?

How many words can you think of that contain the *o* sound?

Which phoneme do we use to spell them?

Write examples in a table:

| | | | | |
|-----------|----------|-----------|------------|-----------|
| oa | o | oe | o-e | ow |
| boat | hotel | toe | home | snow |

Activity card 3



Play matching pairs.

Take the phoneme **ue**. List as many words as you can that contain this phoneme (glue, rescue, venue). Write each word twice on different pieces of paper. Mix them up and turn over all the words. Turn them over one by one. Can you find the two matching words?

Activity card 4



Make a tray containing some sand, glitter, slime or paint.

Write the phoneme you are practising several times in the sand.

When you have practised the phoneme, practise words containing this sound.



Activity card 5



Can you make sentences using your common exception words?

I will ask my friend to my house.

Make them longer by using *and*.

I will ask my friend to my house and we can play.

Activity card 6



Create a grid containing words with phonemes you are practising. Number columns 1-6.

| 1 | 2 | 3 | 4 | 5 | 6 |
|-------|-------|------|-------|-------|-------|
| boat | foal | coal | roast | soak | toad |
| coat | float | oak | foam | coast | cloak |
| shoal | roam | soap | load | road | toast |

Roll a dice. Choose a word from that column. Read it aloud. Put a counter on to mark it.

Activity card 7



Use a strip of paper to make a racetrack/ board game with spaces.

On each space, write a word with the phoneme you are practising (e.g. ay)

Roll the dice and move a counter to move along the track.

| | | | | | | |
|-------|------|-----|------|------|------|-------|
| Start | tray | say | play | away | clay | delay |
|-------|------|-----|------|------|------|-------|

Activity card 8



Play three in a row.

Make a grid with words containing the phoneme you are practising (e.g. ew)

Take turns to choose a word to read aloud. If your partner agrees it is correct, cover the word with a counter.

Try to get three correct in a row in a certain time.



Activity card 9



Find a word that stays the same when you add ed or ing.

| | | |
|-------------|-----------|------------|
| | ed | ing |
| open | | |

Activity card 10



Hopscotch

Draw a grid on the floor with numbers 1-10 in a hopscotch grid formation.

Write ten words on post-it notes that contain the phoneme you are practising (e.g. wh) and place one in each square.

Throw a stone, hop to where it lands and read the word in the square.