

# Phonics and Spelling KS1

# Phonics

# SPELLING

## **Parental Guidance**

The spellings below are linked to the phonics that your child(ren) should have learnt in the Autumn and Spring terms and also follow the expectations of the National Curriculum for KS1 English.

Your school will be able to tell you which phonics phase or stage your child is at and can give you additional materials to support phonics learning at home. However, below are some ideas for continuously practicing phonics through: environmental sounds, instrumental sounds, body percussion, rhythm and rhyme, alliteration, voice sounds, and, oral blending and segmenting. This continuous work should be completed from Reception all the way through, until the end of KS1.

### **Spelling**

There is a similar pattern of activities that the children should follow each week which are stated at the end of the spelling lists for each week.

When going through the prefixes and suffixes, it is important to check that your child(ren) know how the prefix or suffix changes the root word.

Year 1:

#### **Suffixes**

er – comparative e.g. the cat was small but the mouse was smaller (or a person who does e.g. teach → teacher)

est – comparative e.g. the football was the largest ball and the tennis ball was the smallest

ed – changing the root word to the past tense e.g. we talk → we talked

Year 2

#### **Pre-fixes**

re – to do again e.g. we stock the shelves → we restocked the shelves

non – opposite e.g. the train stops at every station → the train is non-stop

dis – not, opposite of e.g. we agree about the route → we disagree about the route

un – not e.g. Lewis Hamilton was beaten in every race → Lewis Hamilton was unbeaten in every race.

mis – incorrectly e.g. I did not use the pegs correctly – they were misused

anti – against e.g. antibody – against the body.

#### **Suffixes**

ment – action or process e.g. pay → payment (noun suffix)

ful – full of e.g. beautiful → full of beauty (adjective suffix)

ness – state of being e.g. happy → happiness (noun suffix)

less – not having, without e.g. toothless (adjective suffix)

## PHONICS – CONTINUOUS PRACTICE OF PHONIC SOUNDS– QUICK REFERENCE SHEET

### Aspect 1 – Environmental sounds

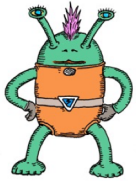
Sound stories – add animal sounds to stories

Eg. Duck in a Truck

Traditional stories

- . simple story structures
- . simple characters with key features

Environmental sounds – Mummy has a box



### Aspect 2 – Instrumental sounds

Onomatopoeia – Train track.

Train chugging chchch, slowing down  
in the station shshsh, whistling  
oooooh

### Aspect 3 – Body Percussion

Auditory skills – cat, hat, bat, rat

Linked to visual activities – cat, hat,....., rat  
Which one is missing?

Tune into sounds – I spy

Let's Dance – songs where the whole  
body moves

- . The Farmer wants a Wife

### Aspect 5 - Alliteration – Bertha goes to the zoo.

Alliterative rhyme – miss out words from favourite  
rhymes/stories....add alternatives

Alliteration aliens – Ping, Pang, Pong, Poo, Pop

Tongue twisters – David's dangerous dinosaur

### Aspect 4 – Rhythm and rhyme

Counting Rhymes

1,2,3,4,5 Once I caught a fish alive.....

Ten green bottles

Opportunities for rhyme – songs and nursery rhymes.

- . Rhyming soup
- . Rhyming Bingo – Odd one out – cat, hat, rat, dog
- Identify nursery rhyme by clapping the rhythm – Baa, baa, black sheep

Action rhymes and songs – Mirror me

- . Two Little Dicky Birds

### Aspect 7 – Oral blending and Segmenting

The puppet says 'I spy with my  
little eye z-i-p'

### .Aspect 6 – Voice sounds

Relax into a chair – aaah

Make your voice bounce like a ball –  
boing, boing



Continuous phonics learning	
Aspect 1: Environmental sounds	<ul style="list-style-type: none"> <li>Join child(ren) in their play to extend their talk and enrich their vocabulary.</li> <li>Explore with your child(ren) the sounds different animals make, including imaginary ones such as dragons.</li> <li>Encourage your child(ren) to use language for thinking by asking open questions such as <i>'What does it feel like to be in the t</i></li> <li>Children enjoy experimenting with sounds different objects can make.</li> <li>Making large movements with swirling ribbons helps to develop physical skills necessary for writing.</li> <li>Using a more unusual role-play area inspires children to use language for a range of purposes.</li> </ul>
Aspect 2: Instrumental sounds	<ul style="list-style-type: none"> <li>Children can use home-made shakers to explore and learn how sounds can be changed (buttons/stones in a plastic bottle)</li> <li>Playing with musical instruments outdoors encourages children to experiment with the sounds they can hear eg pan lids with spoons</li> <li>Can your child(ren) can make up simple rhythms.</li> <li>Can you play home made instruments with your child(ren) - do they listen to as others play the instruments.</li> </ul>
Aspect 3 : Body Percussion	<ul style="list-style-type: none"> <li>Get your child(ren) to explore different ways of making sounds with their bodies.</li> <li>Talk with your child(ren) as they write/draw and comment on the movements and shapes they are making.</li> <li>Can your child(ren) <i>stamp, march and splash (in the sink or bath)</i> to the beat.</li> <li>Make simple sound patterns to accompany your child(ren)'s writing e.g. sss for words beginning with 's' and ow ow ow for words with ow endings</li> <li>Listen to your child(ren) as they retell or re-enact familiar stories.</li> </ul>
Aspect 4: Rhythm and rhyme	<ul style="list-style-type: none"> <li>Children need to build a stock of rhymes through hearing them repeated over and over again.</li> <li>Enjoying and sharing books leads to children seeing them as a source of pleasure and interest.</li> <li>Encourage children's word play by inventing new rhymes with them such as <i>Hickory, Dickory Dable, the mouse ran up the .....</i></li> <li>Children enjoy listening to rhymes and inventing their own.</li> <li>Remind children of rhymes they know when you join them in the role play area <i>Miss Polly had a dolly....!</i></li> </ul>
Aspect 5: Alliteration	<ul style="list-style-type: none"> <li>Play alongside your child(ren) imaginary settings e.g. in a cafe and place an order: <i>'Please may I have some juicy jelly' or 'sizzling sausages' or 'chunky chips'.</i></li> <li>During bath time and washing up activities play alliterative tongue twisters such as <i>She sells seashells, Peter Piper has a peck</i></li> <li>Look up alliterative rhymes and jingles on the internet and join in</li> </ul>
Aspect 6: Voice sounds	<ul style="list-style-type: none"> <li>When cleaning their teetch, encourage them to vocalise <i>'Weeeeee! "Ooooooh', 'Aaaaahhh', 'O-w-e', 'Meeeee!'</i>.</li> <li>Get your child(ren) to explore the texture of everyday household products such as shaving foam, pasta shapes or foamy water, introduce words that may be new to them such as <i>smooth, crunchy, frothy.</i></li> <li>When your child(ren) retells or acts out familiar stories, encourage them to use sound effects like <i>swish, swish through the grass, squelch squelch in the mud, splashy splashy through the rain.</i></li> <li>Encourage your child(ren) to replicate water noises with sounds such as <i>drip, bubble, bubble, swoosh.</i></li> </ul>
Aspect 7: Oral blending and segmenting	<ul style="list-style-type: none"> <li>Encourage your child(ren) to vocalise as they hop <i>'h','h','h','h'</i> jump <i>'j','j','j','j'</i> or <i>'sk', 'sk', 'sk', 'sk'</i> when they are doing exercise such as with Jo Wickes</li> <li>When your child(ren) choose to play with the sound talk toys, listen out to how well they are trying to segment words into phonemes.</li> <li>When child(ren) are writing note whether they are beginning to say their words and sentences aloud as they write, as they have seen adults do.</li> <li>As children play with the balls, bounce a ball alongside them making the sound <i>'b', 'b', 'b'</i> or <i>'ck', 'ck', 'ck'</i> when kicking them.</li> </ul>



**Spellings to revise - linked to phonics and National Curriculum expectations for KS1**

Year 1	Year 2
Week 1	Week 1
<b><i>Spilt digraphs (e making the vowel says its name)</i></b> flame shape square inside broken frozen scrape spite prize cube chute throne	<b><i>Prefixes re-, non-, dis- and un-</i></b> refresh replace revisit non-stick non-stop nonsense disagree displease disrepair unbeaten unfold unselfish unnecessary
Week 2	Week 2
<b><i>'or' and 'igh'</i></b> form storm morning horse north snort light fight brighten fright lighten tonight	<b><i>Prefixes mis- and anti-</i></b> misbehave misfire mislead misplace misspell misunderstand misuse antifreeze antibody anticlockwise antisocial antiseptic
Week 3	Week 3
<b><i>'ck', 'ke', 'old', 'ild', 'ind', and 'nt'</i></b> crack clock track smock struck strike golden scold mild wild behind pint	<b><i>Suffixes -ment, -ful, -ness, -less</i></b> amazement enjoyment excitement treatment helpful careful powerful useful darkness kindness suddenness penniless

Week 4	Week 4
<b>'er', 'est' (comparative) and 'ed' endings(past tense)</b> older lighter braver smaller richest safest longest bravest grunted planted tested lifted	<b>Plurals es and s</b> Surprises Purposes Preaches Bubbles Diseases Stream Houses Markets Farmers Grumbles Surrounds flowers
Week 5	Week 5
<b>Double the consonant and 'le' endings</b> address paddle collect smuggle drizzle puzzle dawdle chuckle prickle angle grumble simple	<b>'dge', 'j saying dge' and 'ge'</b> badge edge bridge dodge fudge jacket join adjust change charge bulge village
Week 6	Week 6
<b>Plural 's or es'</b> Noises Beaches Fishes Wishes Roses Buzzes Reaches Screams Peaches Hisses Fizzes Crushes	'b saying s', 'silent k and silent g' and 'wr saying r' city fancy iced knock knife knickers gnat gnaw gnome write wrong wrapped

## To learn and practice the spellings

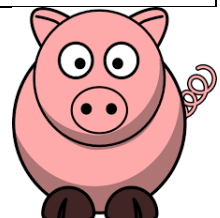
1. Look, say, cover, write, check each word for the weekly set of 12 spellings
2. Put each word into a sentence and say it aloud to check you understand what that word means
3. Choose 5 words from your spelling lists and write them in a sentence.
4. Ask a member of your family to test you on the spellings you have learnt.

### Week 1



**Look, cover say, write check**


### My sentences

## Week 1 Spelling Check



1.
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12.





## Week 2



**Look, cover say, write check**


## My sentences




## Week 2 Spelling Check



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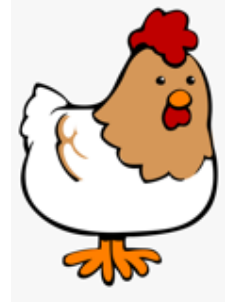


### Week 3



**Look, cover say, write check**


### My sentences

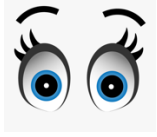
### Week 3 Spelling Check



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## Week 4



Look, cover say, write check


## My sentences



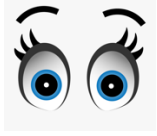

## Week 4 Spelling Check



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## Week 5



**Look, cover say, write check**


## My sentences




## Week 5 Spelling Check



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**Week 6**



**Look, cover say, write check**


**My sentences**




## Week 6 Spelling Check



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**Other words that KS1 children should know and that should be applied within their everyday writing:**

### **Year 1**

Irregular	After, because, blue, could, don't give, going, how, know, live, more, Mr, Mrs, now, only right, should, these, their, they want, when, which, who, would
Other	Balloon, can't, coming, didn't door, knew, lady lived, love, money, often, place, school, sometimes, something, stopped, until, whole, write
Tricky words	said have like so do some come were there little one when out what

### **Year 2**

Irregular	Before, four, head, once, only, their, two, were
Other	Above, animals, brought, change, different, during, earth, eyes, friends, great, heard, important, laugh, people, suddenly, sure, swimming, tries, world, young
Tricky words	Oh their people Mr Mrs looked called asked could

Try and use these word as often as you can in your writing.

Circle or tick the words when you have used them. You my need to use different colours!

