

# STAGE 1: YEAR 1

## Phonic knowledge EN1-PHOKW-01

uses initial and extended phonics, including vowel digraphs, trigraphs to decode and encode words when reading and creating texts

Teach with Spelling & Handwriting	Term 1	Term 2	Term 3	Term 4
<b>Single-syllable words</b>				
<ul style="list-style-type: none"> <li>blend grapheme–phoneme correspondences to read CCVCC words, CCCVC words and CCCVCC words and apply this when reading texts</li> </ul>	Use words with previously taught graphemes. (see Early Stage 1)	Review as needed: Apply to incorrectly spelled words when students are reading texts.		
<ul style="list-style-type: none"> <li>segment and encode one-syllable high-frequency base words with split digraphs and apply this when creating texts</li> </ul>	/ay/: a_e /ow/ ('go'): o_e /igh/: i_e	-	/ay/: a_e (review with new words when teaching /ay/)	/igh/: i_e (review with new words when teaching /igh/)
<ul style="list-style-type: none"> <li>segment and encode CCVCC words, CCCVC words and CCCVCC words and apply this when creating texts</li> </ul>	Use words with previously taught graphemes. (see Early Stage 1)	Review as needed: Apply to incorrectly spelled words when students create written texts.		
<ul style="list-style-type: none"> <li>blend and decode one-syllable words with taught extended vowel graphs and digraphs, including graphemes for r-controlled vowels and diphthongs, and apply this when reading texts</li> </ul>	/ay/: ay, ai, a_e /ee/: e, ea, ee /ow/ ('go'): o, oa /ow/ ('go'): o_e, ow /igh/: i_e	/oo/ (too): oo, ew, ue /ow ('now'): ow, ou /igh/: y, igh, i /oy/: oy, oi	/ar/ (car): ar, a /or/: or, ore /or/: aw, sure /er/: er, ir, ur /ay/: ay, ai, a_e, a, eigh	/ear/ (hear): ear /air/: air, are, ear /igh/: y, igh, i, i_e
<ul style="list-style-type: none"> <li>segment and encode one-syllable words with taught vowel graphs, digraphs and trigraphs and apply this when creating texts</li> </ul>	/ay/: ay, ai, a_e /ee/: e, ea, ee /ow/ ('go'): o, oa /ow/ ('go'): o_e, ow /igh/: i_e	/oo/ (too): oo, ew, ue /ow ('now'): ow, ou /igh/: y, igh, i /oy/: oy, oi	/ar/ (car): ar, a /or/: or, ore /or/: aw, sure /er/: er, ir, ur /ay/: ay, ai, a_e, a, eigh	/ear/ (hear): ear /air/: air, are, ear /igh/: y, igh, i, i_e
<ul style="list-style-type: none"> <li>decode words with less common consonant digraphs and apply this when reading texts</li> </ul>	-	-	-	/s/: s, ss, -ce /w/: w, wh (focus on high frequency words)
<ul style="list-style-type: none"> <li>decode words with trigraphs and quadgraphs and apply this when reading texts</li> </ul>	/j/: -dge, ge, j /ch/: -tch, ch	/igh/: igh	/ay/: eigh	-
<b>Multisyllabic words</b>				
<ul style="list-style-type: none"> <li>blend and decode 2-syllable words with taught vowel graphs, digraphs, trigraphs and quadgraphs, including graphemes for r-controlled vowels and diphthongs and apply this when reading texts</li> </ul>	<ul style="list-style-type: none"> <li>Include high frequency words with taught suffixes: see Spelling - Morphological component.</li> <li>Include compound words: see Spelling - Morphological component.</li> <li>Include relevant topic-specific words needed for key learning areas. Link to Vocabulary outcome.</li> <li>Include tricky or new words students encounter in texts or when creating written texts. Link to Vocabulary outcome.</li> </ul>			
<ul style="list-style-type: none"> <li>decode 2-syllable base words with common double consonants when reading texts</li> </ul>	-	-	-	Introduce using high frequency & topic specific words (e.g. <i>little, bottle, middle</i> ) see Spelling - Orthographic component

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## Spelling EN1-SPELL-01

applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of writing contexts

Teach with Phonic knowledge & Handwriting	Term 1	Term 2	Term 3	Term 4
<b>Phonological component</b> (use words taught for the orthographic and morphological components)				
<ul style="list-style-type: none"> <li>segment single-syllable words into phonemes as a strategy for spelling</li> </ul>	Compare words with short and long vowel phonemes. Compare voiced and unvoiced phonemes.		Identify where a target phoneme is in each taught word. Identify tricky phoneme-grapheme-correspondences where applicable.	
<ul style="list-style-type: none"> <li>segment multisyllabic words into syllables and phonemes as a strategy for spelling</li> </ul>	Use words taught for orthography and morphology. Identify where a target phoneme is in each taught word. Identify tricky phoneme-grapheme- correspondences where applicable.			
<b>Orthographic component</b>				
<ul style="list-style-type: none"> <li>explain when to use double consonants to spell 2-syllable base words and apply this when spelling</li> </ul>	-	-	-	Introduce using high frequency & topic specific words (e.g. <i>little, bottle, middle</i> )
<ul style="list-style-type: none"> <li>spell high-frequency base words with taught vowel graphs, digraphs, split digraphs, trigraphs and quadgraphs</li> </ul>	/ay/: ay, ai, a_e /ee/: e, ea, ee /ow/ ('go'): o, oa /ow/ ('go'): o_e, ow /igh/: i_e	/oo/ (too): oo, ew, ue /ow ('now'): ow, ou /igh/: y, igh, i /oy/: oy, oi	/ar/ (car): ar, a /or/: or, ore /or/: aw, sure /er/: er ir, ur /ay/: ay, ai, a_e, a, eigh	/ear/ (hear): ear /air/: air, are, ear /igh/: y, igh, i, i_e
<ul style="list-style-type: none"> <li>explain that the consonant trigraphs, -tch and -dge, can end a base word immediately following a short vowel and apply this when spelling</li> </ul>	Words ending in -dge Words ending in -tch	-	-	-
<ul style="list-style-type: none"> <li>spell taught high-frequency contractions</li> </ul>	-	-	-	-
<ul style="list-style-type: none"> <li>use extended phonic code for taught consonant phonemes</li> </ul>	/j/: -dge ge, j /ch/: -tch, ch	-	-	/s/: s, ss, -ce /w/: w, wh (focus on high frequency words)
<b>Morphological component</b>				
<ul style="list-style-type: none"> <li>use spelling conventions when adding plural-marking suffixes</li> </ul>	Generalisations for -s and -es	-	-	Review generalisations for -s and -es
<ul style="list-style-type: none"> <li>use spelling conventions when adding tense-marking suffixes</li> </ul>	-	Generalisations for -s and -es -ing	Generalisations for -ed	Review generalisations for -s/-es, -ing and -ed
<ul style="list-style-type: none"> <li>spell nouns ending in the suffix -er to indicate a person</li> </ul>	-	-	-	-
<ul style="list-style-type: none"> <li>use the comparative and superlative suffixes -er and -est</li> </ul>	-	-	-	-
<ul style="list-style-type: none"> <li>use the suffixes -ful, -y and -ly to spell taught high-frequency words</li> </ul>	-	-	-	Introduce suffix -ful
<ul style="list-style-type: none"> <li>use knowledge of morphemes to spell taught compound words and homophones with taught single-letter graphemes, digraphs, split digraphs, trigraphs and quadgraphs</li> </ul>	Homophones with taught vowel graphemes (e.g., <i>see/ sea; be/bee</i> )	Homophones with taught vowel graphemes (e.g., <i>to/ too/two</i> ).	Homophones with taught vowel graphemes (e.g., <i>ate/ eight; for/four</i> ).	Homophones with taught graphemes (e.g., <i>hear/here; l/eye; wear/where</i> ).
	Compound words with short vowel phonemes. Connect with phonological component (segment multisyllabic words). <i>tiptop, hotdog, dustbin, catfish, hopscotch</i>		Compound words with long vowel phonemes. Connect with phonological component (segment multisyllabic words). <i>cupcake, pancake, hometown, raincoat, raindrop, teacup, rowboat, tugboat, rainbow, inside, outside, sunshine</i>	
<ul style="list-style-type: none"> <li>use common prefixes such as un-, re- and dis-</li> </ul>	-	-	-	-