

# Spelling Shed

Spelling Scheme of Work



Stage 1





Welcome to The Spelling Shed Year 1 scheme of work.

What is included?

- Common exception words list.
- 36 weekly spelling lists (See contents) each based on National Curriculum spelling rules.
- For each list, you will find the following resources:
  - One 20 – 30 minute lesson plan.
  - Resources to aid the delivery of the lesson.
  - One spelling practice sheet.
  - One homework sheet.

# Spelling lists – Stage 1

1. The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words.
2. The /k/ sound spelled 'k' before e, l and y. The /nk/ sound found at the end of words usually comes after a vowel.
3. The -tch This sound is usually spelled as 'tch' when it comes after a single vowel letter.
4. Some words end with an /e/ sound spelled 'y'. English words hardly ever end with the letter 'v', so if a word ends with a /v/ sound, the letter 'e' usually needs to be added after the 'v'.
5. Adding s and es to words (plurals) If the ending sounds like /s/ or /z/, it is spelled as -s. If it forms an extra syllable, then it is spelled as -es.
6. Adding the suffixes -ing and -ed to verbs. If the verb ends in two consonant letters (the same or different), the ending is simply added on.
7. Adding -er, -est and un- to words.
8. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear. Sometimes words can be joined together to form compound words.
9. The /ai/ and /oi/ digraphs. These digraphs are virtually never used at the end of words in English.
10. The ay and oy digraphs. These digraphs are used for those sounds at the ends of words and syllables.
11. The long vowel sound /a/ spelled with the split digraph a-e
12. The long vowel sound /e/ spelled with the split digraph e-e.
13. The long vowel sound /i/ spelled with a split digraph i-e.
14. The long vowel sound /o/ spelled with the split digraph o\_e.
15. The long vowel /oo/ and /yoo/ sounds spelled as u-e. These sounds are usually found in the middle or at the end of words.
16. The /ar/ consonant digraph. This digraph may be used at the beginning, middle or end of words.
17. Long vowel sound /e/ spelled ee. The letters 'ee' make a long vowel sound like in the word see. This is a common way of spelling the sound and is found in the middle of words and sometimes at the end.
18. The long vowel sound /e/ spelled ea. Another common spelling of the sound which is often found in the middle and end of words.
19. The short vowel sound /e/ spelled ea.
20. The vowel digraph er. In these words the sound is stressed
21. The vowel digraph er. In these words the sound is unstressed and found at the end of words.
22. The digraphs ir and ur. Often found in the middle of words and occasionally at the beginning of words.
23. The long vowel sound /oo/ as in Zoo. Very few words start or end with /oo/
24. The short vowel sound 'oo' as in foot. \*Standard English pronunciation has been used here. In some parts of England the -ook words may have a longer sound.
25. The 'oo' digraph can come at the beginning or in the middle of words but very rarely at the end. The 'oe' digraph can be sometimes found at the end of words.
26. The 'ou' digraph. This digraph can be found at the beginning and in the middle of words. The only common English word ending in 'ou' is you.
27. The 'ow' digraph. This digraph can make two different sounds like in 'cow' or in 'blow.'
28. The 'oo' and 'yoo' sounds can be spelled as u-e, ue and ew. If words end in the /oo/ sound, then it is likely that they will be spelled ew or ue.
29. The digraph 'ie' making the /a/ sound as in pie.
30. The digraph 'ie' making the /ee/ sound.
31. The long vowel sound /i/ spelled 'igh.' This is usually found in the middle of words but sometimes at the end of words too.
32. The /or/ sound. The vowel digraph 'or' and trigraph 'ore.' It is more likely that when at the end of a word then it will be spelled with an 'e.'
33. The /or/ sound spelled with the digraph aw or au. If it is at the end of a word it is more likely to be spelled with an aw and at the beginning of a word with au.
34. The trigraphs 'air' and 'ear'. These spellings are commonly found in the middle or at the end of words but can sometimes used at the beginning of words too.
35. The /er/ sound spelled with 'ear' or 'are'
36. Words with 'ph' or 'wh' spellings.



# Stage 1 – Common Exception Words.

These words can be used to supplement the weekly lists. We recommend that these words be practised through the year alongside spelling pattern words.

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

# Spelling Shed

Stage: 1

List: 1

Words ending with the /f/, /l/, /s/, /z/ or /k/ sound in English almost always have double consonant.



Stage: 1	Words ending with the /f/, /l/, /s/, /z/ or /k/ sound in English almost always have double consonant.
List: 1	

<b>Spellings</b>
puff
fluff
bell
doll
grass
kiss
buzz
fizz
clock
back

Introduction	Words ending with the /f/, /l/, /s/, /z/ or /k/ sound in English almost always have double consonant. This week's words are shown in random order. Sound the words out and count the sounds. Ask the children if they can see a pattern with the last sound. Discuss that the /k/ sound is usually written as "ck".
Main Teaching Activity	Read the sentence for each word and ask children for the word and spelling to reinforce the double-consonant rule.
Independent Activity	Ask the children to choose one of their words to complete the two sentences. Then ask them to choose three more words and write their own sentences. Work in pairs or with support if necessary. Share sentences and spellings with the class.

Stage: 1

Words ending with the /f/, /l/, /s/, /z/ or /k/ sound in English almost always have double consonant.

List: 1

Name:



Spelling Shed

puff

doll

clock

back

grass

kiss

fluff

bell

buzz

fizz



A \_\_\_\_\_ of smoke came from the train.



Answer:

A **\_puff\_** of smoke came from the train.





The kitten was covered in \_\_\_\_\_.



Answer:

The kitten was covered in **\_fluff\_**.





The teacher rang the \_\_\_\_\_.



Answer:



The teacher rang the **\_bell\_**.





The \_\_\_\_\_ has a blue dress.



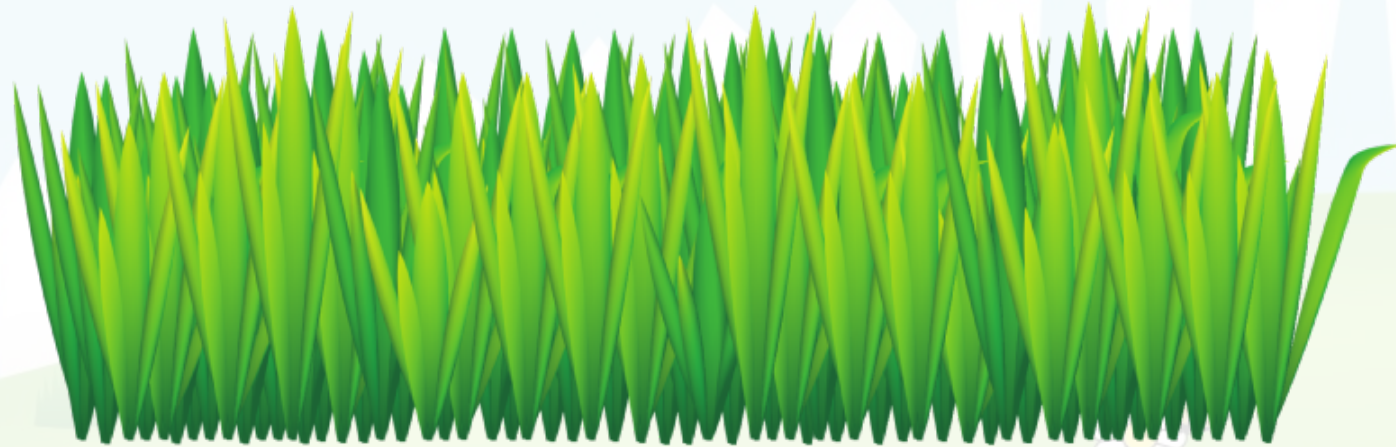
Answer:

The **\_doll\_** has a blue dress.





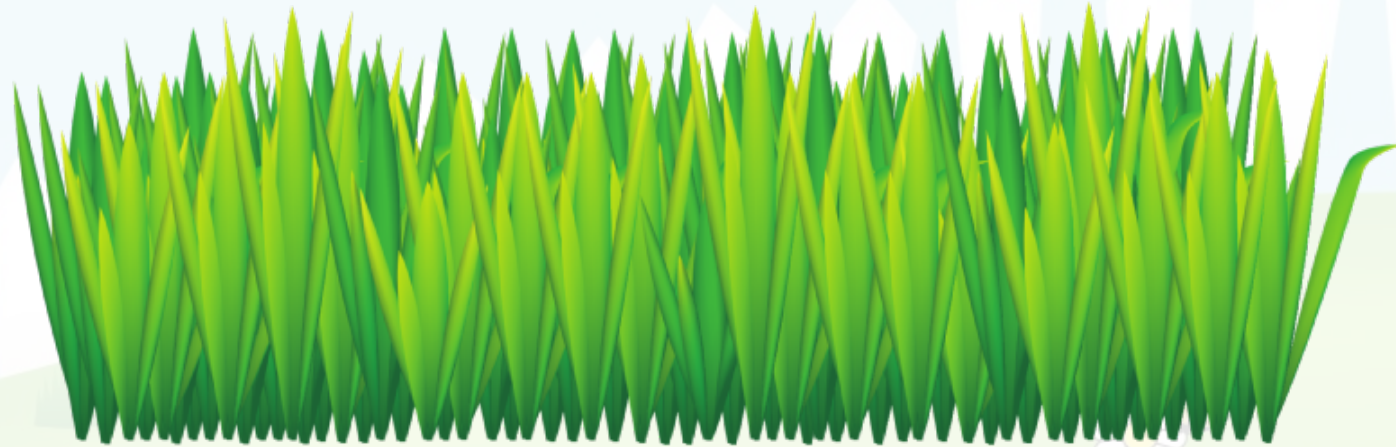
The \_\_\_\_\_ on the field is green.



Answer:



The **\_grass\_** on the field is green.





The mermaid blew a \_\_\_\_\_.



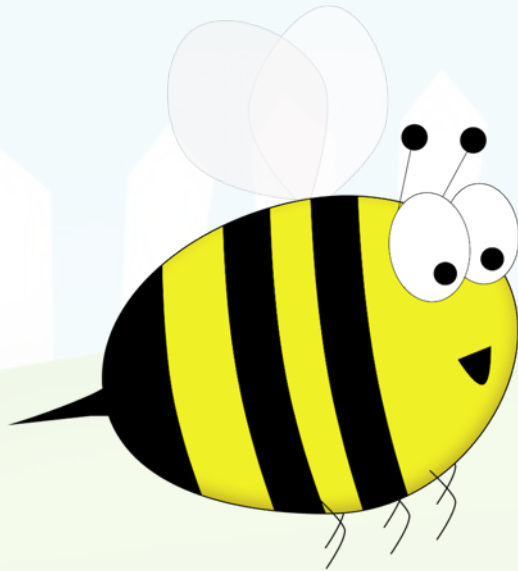
Answer:

The mermaid blew a **\_kiss\_**.





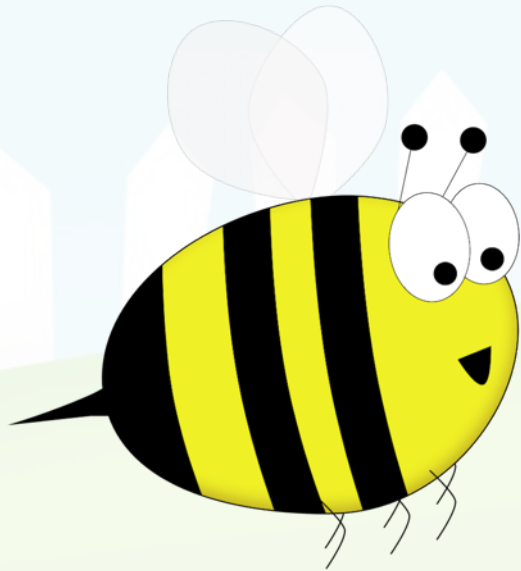
Bumble's wings \_\_\_\_\_.



Answer:



Bumble's wings **\_buzz\_**.





The can was full of \_\_\_\_\_.



Answer:

The can was full of **\_fizz\_**.





Spelling Shed

You tell the time by  
using a \_\_\_\_\_.



Answer:

You tell the time by  
using a **\_clock\_**.



Spelling Shed





The girl's hair ran down her

\_\_\_\_\_.



Answer:

The girl's hair ran down her  
**\_back\_**.





Stage: 1	Words ending with the /f/, /ll/, /s/, /z/ or /k/ sound in English almost always have double consonant.
List: 1	

Chose one of your words to complete the two sentences. Try to write three sentences of your own.

Spellings
puff
fluff
bell
doll
grass
kiss
buzz
fizz
clock
back

Your word

Your sentence

The clouds looked like balls of \_\_\_\_\_ in the sky.

“Can you hear the church \_\_\_\_\_?” asked mum.



Stage: 1	Words ending with the /f/, /l/, /s/, /z/ or /k/ sound in English almost always have double consonant. <b>Answers</b>
List: 1	

Chose one of your words to complete the two sentences. Try to write three sentences of your own.

Spellings
puff
fluff
bell
doll
grass
kiss
buzz
fizz
clock
back

Your word

Your sentence

The clouds looked like balls of **\_fluff\_** in the sky.

“Can you hear the church **\_bell\_**?” asked mum.



Stage: 1	Words ending with the /f/, /ll/, /s/, /z/ or /k/ sound in English almost always have double consonant.
List: 1	

Name: \_\_\_\_\_

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
puff					
fluff					
bell					
doll					
grass					
kiss					
buzz					
fizz					
clock					
back					



Stage: 1	Words ending with the /f/, /ll/, /s/, /z/ or /k/ sound in English almost always have double consonant.
List: 1	
Name: _____	

Spellings
puff
fluff
bell
doll
grass
kiss
buzz
fizz
clock
back

p	u	f	f	q	d	b	e	l	l
a	v	r	f	l	u	f	f	o	p
j	d	o	l	l	n	b	l	k	g
w	v	e	i	s	p	q	j	n	r
f	b	u	z	z	a	c	h	i	a
c	l	o	c	k	g	r	n	o	s
v	g	a	h	y	s	k	i	s	s
a	b	a	c	k	f	b	c	f	m
k	x	l	z	c	f	i	z	z	z

Find and colour your spellings which are hiding in this grid.



Stage: 1	Words ending with the /f/, /ll/, /s/, /z/ or /k/ sound in English almost always have double consonant.
List: 1	

Answers:

Spellings
puff
fluff
bell
doll
grass
kiss
buzz
fizz
clock
back

p	u	f	f	q	d	b	e	l	l
a	v	r	f	l	u	f	f	o	p
j	d	o	l	l	n	b	l	k	g
w	v	e	i	s	p	q	j	n	r
f	b	u	z	z	a	c	h	i	a
c	l	o	c	k	g	r	n	o	s
v	g	a	h	y	s	k	i	s	s
a	b	a	c	k	f	b	c	f	m
k	x	l	z	c	f	i	z	z	z

Find and colour your spellings which are hiding in this grid.



# Spelling Shed

Stage: 1

List: 2



The /k/ sound is spelt as k rather than as c before e, i and y. The /nk/ sound found at the end of words and usually comes after a vowel.



Stage: 1	The /k/ sound is spelt as k rather than as c before e, i and y. The /nk/ sound found at the end of words and usually comes after a vowel.
List: 2	

<b>Spellings</b>
bank
honk
tank
pink
think
kit
skin
frisky
sketch
basket

<b>Introduction</b>	Say some of the words to the children, can they pick up the sound that appears in every word? Ask them to sound out the words and clap when they hear the /k/ sound. Explain the spelling rules: The /k/ sound is spelt as k rather than as c before e, i and y. The /nk/ sound is often found at the end of words and usually comes after a vowel.
<b>Main Teaching Activity</b>	Using the power point slide, discuss the meaning of the spelling list this week. Get children to come out and underline the /k/ or /nk/ sound in each word.
<b>Independent Activity</b>	<p>Get children to work in small groups, one child picks one of the spelling list words and writes the first letter on a mini whiteboard, then passes the board to their left, the next child writes the next letter of the word and so on until the word is complete.</p> <p>The child that writes the final letter checks the spelling is correct and then picks another word from the board to start again.</p>

Circle the /k/ or /nk/ sound in each word. What do the words mean? Can you use them in a sentence?

honk	bank	tank	pink	think
kit	skin	frisky	sketch	basket

Circle the /nk/ sound in each word. What do the words mean? Can you use them in a sentence?

Answers:

honk	bank	tank	pink	think
kit	skin	frisky	sketch	basket



Stage: 1	The /nk/ sound found at the end of words. This sound usually comes after a vowel.
List: 2	
Name: _____	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
bank					
honk					
tank					
pink					
think					
kit					
skin					
frisky					
sketch					
basket					



Stage: 1

The /nk/ sound found at the end of words. This sound usually comes after a vowel.

List: 2

Name:

Spellings

bank

honk

tank

pink

think

kit

skin

frisky

sketch

basket

ba\_\_

ta\_\_

ho\_\_

fris\_\_y

Add "k" or  
"nk" to these  
words and read  
them out loud.

s\_\_in

thi\_\_

\_\_it

bas\_\_et

pi\_\_

s\_\_etch



Stage: 1	The /nk/ sound found at the end of words. This sound usually comes after a vowel.
List: 2	Answers:

Spellings
bank
honk
tank
pink
think
kit
skin
frisky
sketch
basket

bank	tank	honk
frisky	Add "k" or "nk" to these words and read them out loud.	skin
think		kit
basket	pink	sketch

# Spelling Shed

Stage: 1

List: 3

Words ending '-tch'. The /ch/ sound is usually spelt as 'tch' when it comes after a single vowel letter.



Stage: 1	Words ending '-tch'. The /ch/ sound is usually spelt as 'tch' when it comes after a single vowel letter.
List: 3	

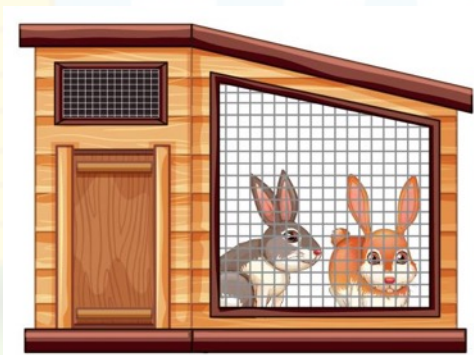
<b>Spellings</b>
catch
kitchen
hutch
ditch
match
fetch
notch
witch
patch
watch

Introduction	Explain how the 'tch' sound is pronounced and ask the children if they can think of any words that contain this sound – give them a clue, e.g. the person flies on a broomstick, you wear this on your arm to tell the time. Get them to say the sound together.
Main Teaching Activity	Ask the children to look at the slide with the images and write down the 6 words, remind them that each of the words will contain 'tch'.  Share the spellings and discuss any mistakes or misconceptions.
Independent Activity	Using the images again, or the other words in the list, ask the children to write sentences using the words, can they make them really interesting?  Share the sentences with the class

What can you see? Write down what these images are:



Spelling Shed





What can you see? Write down what these images are:

Answers:



watch



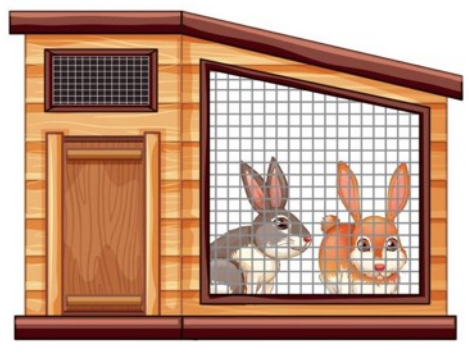
kitchen



match



witch



hutch



Stage: 1	Words ending '-tch'. The /ch/ sound is usually spelt as 'tch' when it comes after a single vowel letter.
List: 3	
Name: _____	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
catch					
kitchen					
hutch					
ditch					
match					
fetch					
notch					
witch					
patch					
watch					



Stage: 1	Words ending '-tch'. The /ch/ sound is usually spelt as 'tch' when it comes after a single vowel letter.
List: 3	
Name: _____	

Spellings
catch
kitchen
hutch
ditch
match
fetch
notch
witch
patch
watch

I can \_\_\_\_\_ the ball.

The \_\_\_\_\_ rides a broomstick.

The rabbit lives in his \_\_\_\_\_.

The footballers are playing a \_\_\_\_\_.

The dog will \_\_\_\_\_ the ball.

The food is cooked in the \_\_\_\_\_.

The \_\_\_\_\_ is filled with muddy water.

I wear a \_\_\_\_\_ to tell the time.

Some pirates wear an eye - \_\_\_\_\_.

The tool has a \_\_\_\_\_ for pulling out nails.



Stage: 1

Words ending '-tch'. The /ch/ sound is usually spelt as 'tch' when it comes after a single vowel letter.

List: 3

Answers:

## Spellings

catch

kitchen

hutch

ditch

match

fetch

notch

witch

patch

watch

I can **\_catch\_** the ball.

The **\_witch\_** rides a broomstick.

The rabbit lives in his **\_\_\_hutch\_\_\_**.

The footballers are playing a **\_match\_**.

The dog will **\_\_fetch\_\_** the ball.

The food is cooked in the **\_kitchen\_**.

The **\_\_ditch\_** is filled with muddy water.

I wear a **\_\_watch\_\_** to tell the time.

Some pirates wear an eye - **\_patch\_**.

The tool has a **\_notch\_** for pulling out nails.



# Spelling Shed

Stage: 1

List: 4



Some words end with an /e/ sound spelled 'y'. English words hardly ever end with the letter 'v', so if a word ends with a /v/ sound, the letter 'e' usually needs to be added after the 'v'.



Stage: 1	Some words end with an /e/ sound spelled 'y'. English words hardly ever end with the letter 'v', so if a word ends with a /v/ sound, the letter 'e' usually needs to be added after the 'v'.
List: 4	

<b>Spellings</b>
very
happy
funny
party
family
give
have
love
five
save

Introduction	<p>Some words end with an /e/ sound spelled 'y'. English words hardly ever end with the letter 'v', so if a word ends with a /v/ sound, the letter 'e' usually needs to be added after the 'v'.</p> <p>Ask the children to think of any words which end with an e (long e) or /v/ sound, demonstrate how they are spelled on the board.</p>
Main Teaching Activity	<p>Ask the children to match up the beginning and endings of each word on the slide. Remind them to be careful as some look very similar to others!</p> <p>Share their spellings and discuss any misconceptions!</p>
Independent Activity	<p>Ask the children to work independently to choose 5 words and write them in to a sentence, to extend more able children you could ask them to use two of the words in one sentence, e.g. above and dove or dive and save.</p> <p>Share sentences.</p>



Stage: 1	The /s/ sound spelt c before e, i and y.
List: 4	
Name:	

Click to hide the spelling list!



fun
hap
l
fami
ve
hav
g
fi
par
s

py
e
ive
ny
ly
ave
ty
ve
ry
ove

Match the beginning sound to its ending.

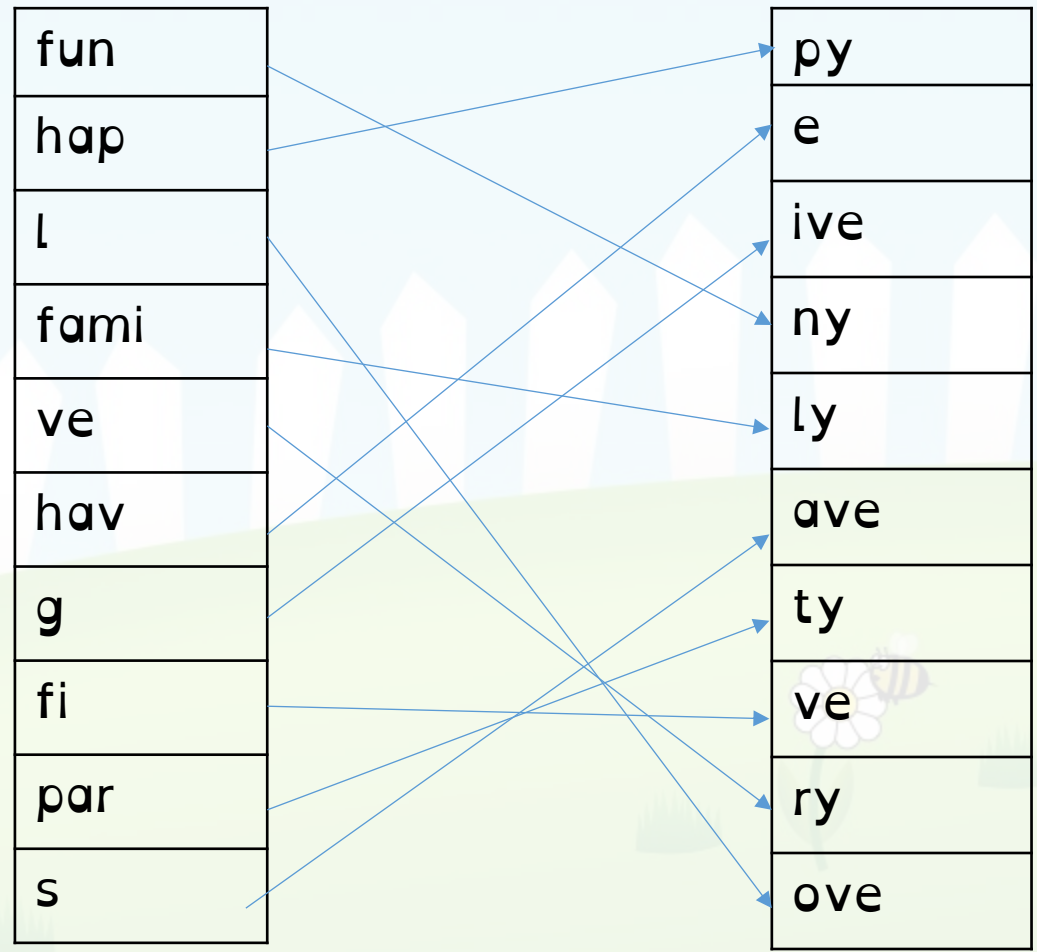


Stage: 1      The /s/ sound spelt c before e, i and y.

List: 4      **Answers:**

Click to hide the spelling list!

Spellings
very
happy
funny
party
family
give
have
love
five
save



Match the beginning sound to its ending.



Stage: 1	The /v/ sound at the end of words. English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the v.
List: 4	

Choose 5 of the words and write them in to a sentence. You can try and add two of the words to a sentence too!

Spellings
very
happy
funny
party
family
give
have
love
five
save

Your word	Your sentence
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>



Stage: 1	The /v/ sound at the end of words. English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the v.
List: 4	

Name: \_\_\_\_\_

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
very					
happy					
funny					
party					
family					
give					
have					
love					
five					
save					



Stage: 1

The /v/ sound at the end of words. English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the v.

List: 4

Name:

## Spellings

very

happy

funny

party

family

give

have

love

five

save

a	f	u	n	n	y	f	h	v	e	r	y
b	h	c	g	r	d	f	a	m	i	l	y
g	i	v	e	z	a	h	g	q	r	r	d
n	j	t	l	y	t	p	s	a	v	e	j
v	k	u	y	l	o	v	e	s	q	k	f
w	l	v	k	z	b	o	x	f	i	v	e
d	h	a	p	p	y	w	p	p	n	m	k
f	m	z	j	x	b	n	p	a	r	t	y
h	a	v	e	w	a	v	v	u	r	t	s

Find and colour your spellings that are hidden in this grid.



Stage: 1

The /v/ sound at the end of words. English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the v.

List: 4

Answers:

## Spellings

very

happy

funny

party

family

give

have

love

five

save

a	f	u	n	n	y	f	h	v	e	r	y
b	h	c	g	r	d	f	a	m	i	l	y
g	i	v	e	z	a	h	g	q	r	r	d
n	j	t	l	y	t	p	s	a	v	e	j
v	k	u	y	l	o	v	e	s	q	k	f
w	l	v	k	z	b	o	x	f	i	v	e
d	h	a	p	p	y	w	p	p	n	m	k
f	m	z	j	x	b	n	p	a	r	t	y
h	a	v	e	w	a	v	v	u	r	t	s

Find and colour your spellings that are hidden in this grid.



# Spelling Shed

Stage: 1

List: 5

Adding s and es to words (plurals). If the ending sounds like /s/ or /z/, it is spelled as -s. If it forms an extra syllable, then it is spelled as -es.





Stage: 1	Adding s and es to words (plurals). If the ending sounds like /s/ or /z/, it is spelled as -s. If it forms an extra syllable, then it is spelled as -es.
List: 5	

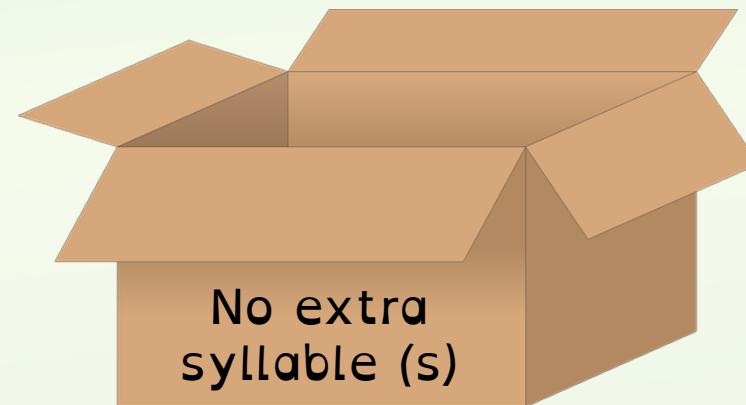
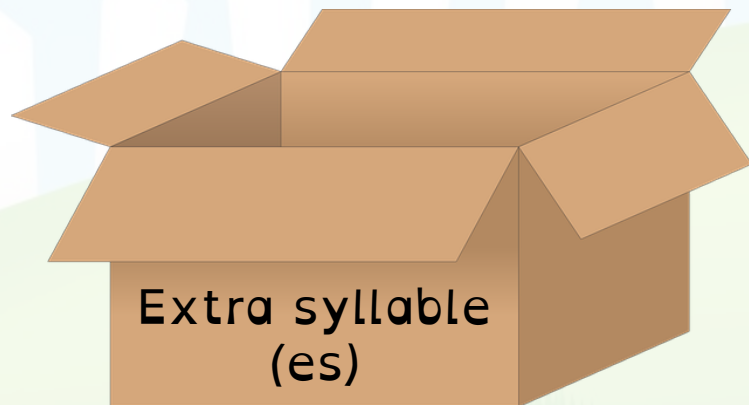
<b>Spellings</b>
flowers
boxes
lunches
apples
beaches
trees
dishes
dogs
peaches
clouds

Introduction	When adding plurals to words explain that when the plural makes an extra syllable then it is usually spelled 'es', for example box (one syllable) becomes boxes (2 syllables).
Main Teaching Activity	Ask the children to split the words between the two boxes, depending on whether the plural word has an extra syllable or not. Encourage children to clap the syllables in the singular word (red) and then in the plural word (green), to help them decide.  Share their results and discuss.
Independent Activity	Get children to write the word 'peaches' across their mini white board. Set a 7 minute timer and see who can add as many of the spelling list words in to a scrabble web as possible.  You can use the example on the slide below if they need some support getting started.  Feedback and if time, draw a scrabble web on the board as a class.



Say the singular word (red word) then say the plural word (green word) and see if an extra syllable has been added.

flower flowers	box boxes	lunch lunches	apple apples	beach beaches
dish dishes	dog dogs	peach peaches	cloud clouds	tree trees

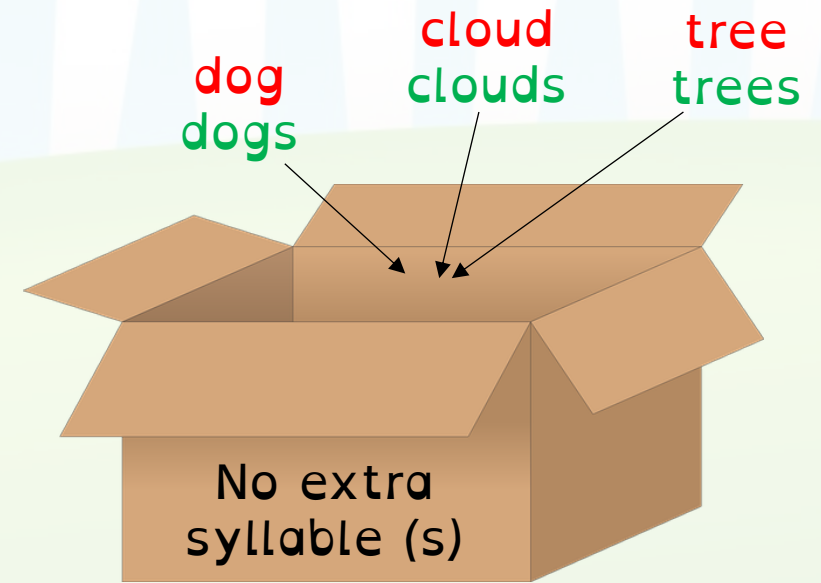
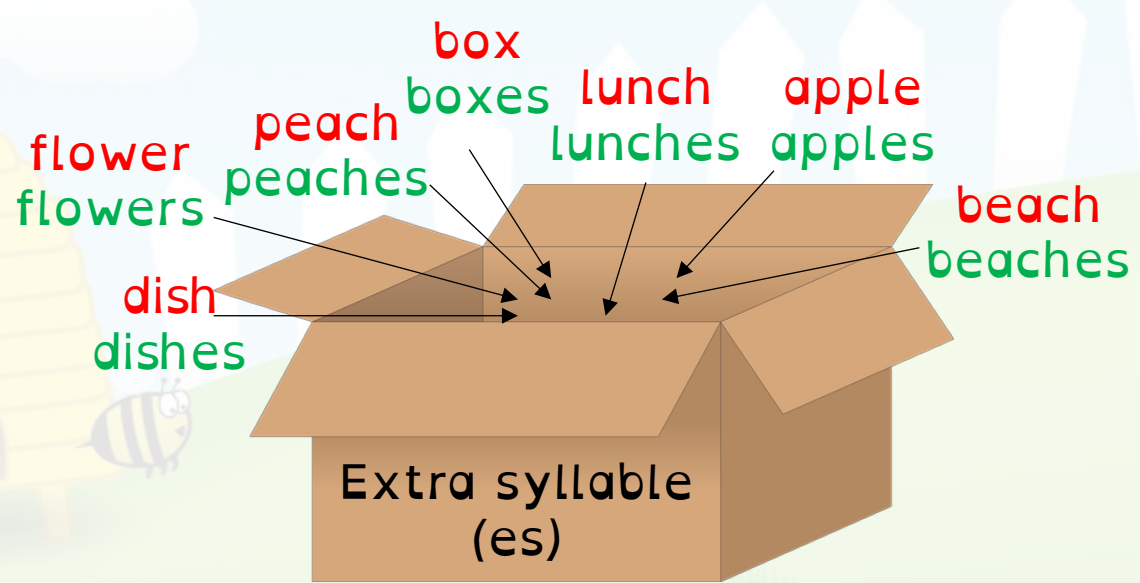




Say the singular word (red word) then say the plural word (green word) and see if an extra syllable has been added.

Answers:

flower flowers	box boxes	lunch lunches	apple apples	beach beaches
dish dishes	dog dogs	peach peaches	cloud clouds	tree trees





Spelling Shed

flowers

unc  
beach

tr  
es



Answers (e.g.):

flowers

t  
r  
e  
s

P  
dishes

o a  
g clouds  
h  
e  
s

Beaches

o p e  
x p s  
e l  
s e  
s



Stage: 1	Adding s and es to words (plurals). If the ending sounds like /s/ or /z/, it is spelled as -s. If it forms an extra syllable, then it is spelled as -es.
List: 5	

Name: \_\_\_\_\_

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
flowers					
boxes					
lunches					
apples					
beaches					
trees					
dishes					
dogs					
peaches					
clouds					



Stage: 1

Adding s and es to words (plurals). If the ending sounds like /s/ or /z/, it is spelled as -s. If it forms an extra syllable, then it is spelled as -es.

List: 5

Name:

## Spellings

flowers

boxes

lunches

apples

beaches

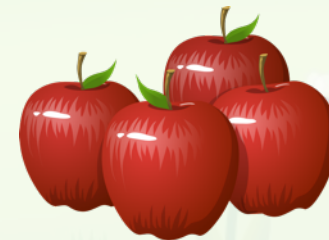
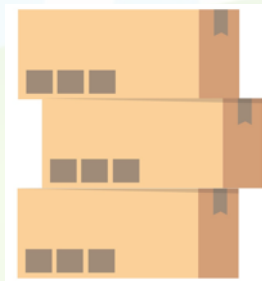
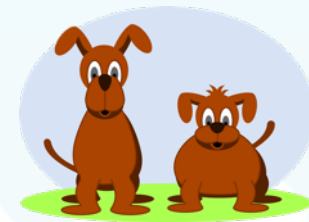
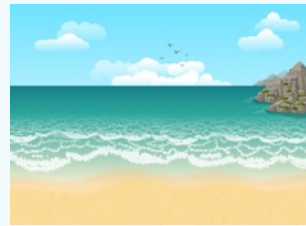
trees

dishes

dogs

peaches

clouds





Stage: 1

Adding s and es to words (plurals). If the ending sounds like /s/ or /z/, it is spelled as -s. If it forms an extra syllable, then it is spelled as -es.

List: 5

Answers:

## Spellings

flowers

boxes

lunches

apples

beaches

trees

dishes

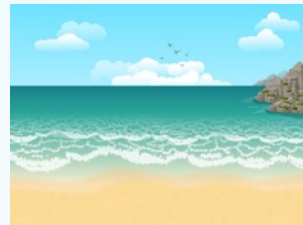
dogs

peaches

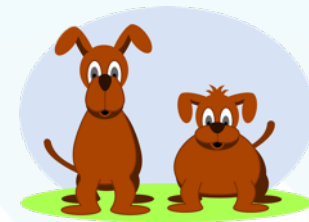
clouds



clouds



beaches



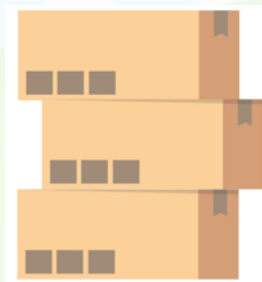
dogs



peaches



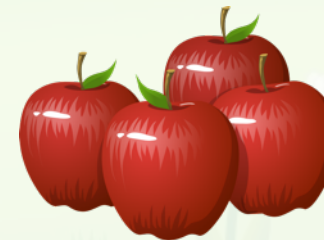
dishes



boxes



flowers



apples



lunches



trees

# Spelling Shed

Stage: 1

List: 6

Adding the endings -ing and -ed to verbs. If the verb ends in two consonant letters (the same or different), the ending is simply added on.



Stage: 1	Adding the endings -ing and -ed to verbs. If the verb ends in two consonant letters (the same or different), the ending is simply added on.
List: 6	

<b>Spellings</b>
hunting
buzzing
jumping
walking
shouting
hunted
buzzed
jumped
walked
shouted

Introduction	Adding the endings – ing and –ed to verbs. If the verb ends in two consonant letters (the same or different), the ending is simply added on.
Main Teaching Activity	<p>Talk to the children about vowels and consonants, do they know what the five vowels are? Get the children to come and circle the two consonants before the prefixes 'ing' or 'ed.'</p> <p>Show children the slide with the root words, ask them to add ed and ing to each of the words to make new words.</p>
Independent Activity	<p>Get children to work in small groups, one child picks one of the spelling list words and writes the first letter on a mini whiteboard, then passes the board to their left, the next child writes the next letter of the word and so on until the word is complete.</p> <p>The child that writes the final letter checks the spelling is correct and then picks another word from the board to start again.</p>



Stage: 1	Adding the endings -ing and -ed to verbs. If the verb ends in two consonant letters (the same or different), the ending is simply added on. Name:
List: 6	

Root Word	add '-ing'	add '-ed'
hunt		
buzz		
jump		
walk		
shout		



Stage: 1

Adding the endings -ing and -ed to verbs. If the verb ends in two consonant letters (the same or different), the ending is simply added on.

List: 6

Answers:

Root Word	add '-ing'	add '-ed'
hunt	hunting	hunted
buzz	buzzing	buzzed
jump	jumping	jumped
walk	walking	walked
shout	shouting	shouted



Stage: 1	Adding the endings – ing and –ed to verbs. If the verb ends in two consonant letters (the same or different), the ending is simply added on.
List: 6	
Name: _____	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
hunting					
buzzing					
jumping					
walking					
shouting					
hunted					
buzzed					
jumped					
walked					
shouted					



Stage: 1	Adding the endings –ing and –ed to verbs. If the verb ends in two consonant letters (the same or different), the ending is simply added on.
List: 6	
Name: _____	

Spellings
hunting
buzzing
jumping
walking
shouting
hunted
buzzed
jumped
walked
shouted

Read through your spellings. Then cover them up. Circle the correct spelling in each row of the grid below.

hunting	huntting	hunnting
buzing	buzzing	bussing
jumppping	jumping	junping
walking	walkking	walkking
shoutting	shouting	shoutinng
hunted	huntted	huntid
bussed	buzzed	buzed
jumpt	jumped	jumped
walkked	walkked	walked
shouted	shoutted	shoutedd



Stage: 1

Adding the endings –ing and –ed to verbs. If the verb ends in two consonant letters (the same or different), the ending is simply added on.

List: 6

Answers:

## Spellings

hunting

buzzing

jumping

walking

shouting

hunted

buzzed

jumped

walked

shouted

Read through your spellings. Then cover them up.  
Circle the correct spelling in each row of the grid below.

<b>hunting</b>	huntting	hunnting
buzing	<b>buzzing</b>	bussing
jumppping	<b>jumping</b>	junping
<b>walking</b>	walkking	walkking
shoutting	<b>shouting</b>	shoutinng
<b>hunted</b>	huntted	huntid
bussed	<b>buzzed</b>	buzed
jumpt	jumppped	<b>jumped</b>
walkked	walkked	<b>walked</b>
<b>shouted</b>	shoutted	shoutedd

# Spelling Shed

Stage: 1

List: 7

Adding -er and -est to adjectives and the prefix un-.



Stage: 1	Adding -er and -est to adjectives and the prefix un-.
List: 7	

<b>Spellings</b>
fresher
quicker
higher
hardest
darkest
unhappy
undo
unload
unfair
unlock

Introduction	When adding er and est to words you create adjectives, usually the prefix can be added straight on to the end of the word.
Main Teaching Activity	Get the children to look at the list of spellings, all of which are adjectives and ask them to write down the root words.  Share the root words and discuss the opposite of each word.
Independent Activity	Children to become the teacher by marking Evie's work and helping her to work out which 6 words are spelled incorrectly..  After the children have had a minute to look at it, click the powerpoint slide to hide the spelling list for this activity.



Stage: 1

Adding -er and -est to adjectives and the prefix un-.

List: 7

Name:

	Root Word	Opposite
fresher	fresh	stale
quicker		
higher		
hardest		
darkest		
unhappy		
undo		
unload		
unfair		
unlock		



Stage: 1

Adding -er and -est to adjectives and the prefix un-.

List: 7

Answers:

	Root Word	Opposite
fresher	fresh	stale
quicker	quick	slow
higher	high	low
hardest	hard	soft
darkest	dark	light
unhappy	happy	unhappy
undo	do	undo
unload	load	unload
unfair	fair	unfair
unlock	lock	unlock

Stage: 1

Adding -er and -est to adjectives and the prefix un-

List: 7



Spelling Shed

Cover your spellings for this task

Evie has scored 4/8 in her spelling test.  
Can you help her to work out which spellings are wrong and write them correctly?



freshir  
qicker  
higher  
harrdest  
darkist  
unhapee  
undo  
unlowd  
unfair  
unlok

freshest

quicker

higher

hardest

darkest

unhappy

undo

unload

unfair

unlock



Stage: 1

Adding -er and -est to adjectives and the prefix un-

List: 7

Answers:

Cover your spellings for this task

## Spellings

fresher

quicker

higher

hardest

darkest

unhappy

undo

unload

unfair

unlock

Evie has scored 4/10 in her spelling test.  
Can you help her to work out which spellings are wrong and write them correctly?



freshir  
qicker  
higher  
harrdest  
darkist  
unhapee  
undo  
unlowd  
unfair  
unlok

freshest

quicker

higher

hardest

darkest

unhappy

undo

unload

unfair

unlock



Stage: 1	Adding -er and -est to adjectives and the prefix un-.
List: 7	
Name: _____	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
fresher					
quicker					
higher					
hardest					
darkest					
unhappy					
undo					
unload					
unfair					
unlock					



Stage: 1	Adding -er and -est to adjectives and the prefix un-.
List: 7	
Name: _____	

Add -er, -est and un- to the root words to create new words.

Spellings
fresher
quicker
higher
hardest
darkest
unhappy
undo
unload
unfair
unlock

Root word	Add -er	Add -est
fresh		
quick		
high		
hard		
dark		
Root word	Add un-	
happy		
do		
load		
fair		
lock		



Stage: 1	Adding -er and -est to adjectives and the prefix un-.
List: 7	

Answers:

Spellings	Root word	Add -er	Add -est
fresher	fresh	fresher	freshest
quicker	quick	quicker	quickest
higher	high	higher	highest
hardest	hard	harder	hardest
darkest	dark	darker	darkest
	Root word	Add un-	
unhappy	happy	unhappy	
undo	do	undo	
unload	load	unload	
unfair	fair	unfair	
unlock	lock	unlock	



# Spelling Shed

Stage: 1

List: 8

Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear. Sometimes words can be joined together to form compound words.





Stage: 1	Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear. Sometimes words can be joined together to form compound words.
List: 8	

<b>Spellings</b>
pocket
rabbit
carrot
thunder
sunset
football
playground
farmyard
bedroom
blackberry

Introduction	Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear. Sometimes words can be joined together to form compound words so this lesson is all about breaking words up into smaller parts. Using a clap or a musical instrument, beat out the syllables in this weeks words with the children.
Main Teaching Activity	Ask the children to cut out this weeks words, mix up and sort into words that can be broken into other words without changing the sounds (compound words), and those that can only be broken into syllables. A printable grid can be found at end of this lesson.  N.B. Carrot cannot be split into 'car' and 'rot' because the pronunciation of 'car' changes.
Independent Activity	The children should work independently or in groups to colour the parts of their words to show the syllables. Answers are given but as pronunciation may vary by local dialect, please adjust this as necessary.



Sort the words by whether they are a compound word that can be split up to make other words (without changing any sounds) or can only be split into syllables.

carrot

football

rabbit

farmyard

thunder

bedroom

pocket

sunset

playground

blackberry

Compound  
Word

Syllables



Stage: 1	Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear. Sometimes words can be joined together to form compound words.
List: 8	
Name: _____	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
pocket					
rabbit					
carrot					
thunder					
sunset					
football					
playground					
farmyard					
bedroom					
blackberry					



Stage: 1	Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear. Sometimes words can be joined together to form compound words.
List: 8	

Spellings
pocket
rabbit
carrot
thunder
sunset
football
playground
farmyard
bedroom
blackberry

For each of your words can you mark the syllables with different colours?

carrot	football	rabbit	farmyard
bedroom	pocket	sunset	playground
thunder	blackberry		



Stage: 1

Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear. Sometimes words can be joined together to form compound words.

List: 8

Answers (adjust for local dialect if necessary)

## Spellings

pocket

rabbit

carrot

thunder

sunset

football

playground

farmyard

bedroom

blackberry

For each of your words can you mark the syllables with different colours?

carrot	football	rabbit	farmyard
bedroom	pocket	sunset	playground
thunder	blackberry		



carrot

football

rabbit

farmyard

thunder

bedroom

pocket

sunset

playground

blackberry

# Spelling Shed

Stage: 1

List: 9

The /ai/ and /oi/ digraphs. These digraphs are virtually never used at the end of words in English.



Stage: 1	The /ai/ and /oi/ digraphs. These digraphs are virtually never used at the end of words in English.
List: 9	

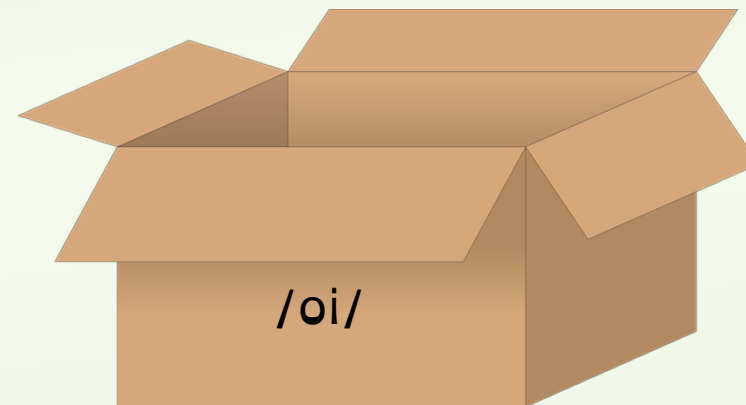
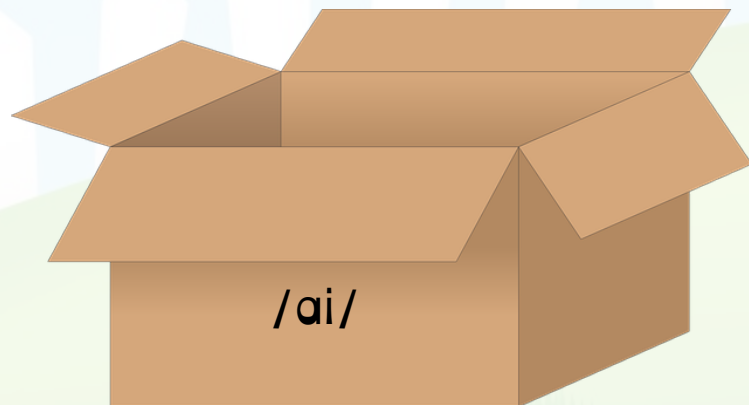
<b>Spellings</b>
rain
train
afraid
join
point
wait
paid
oil
coin
soil

Introduction	The digraphs 'ai' and 'oi' are almost always found in the middle of words, but occasionally at the start of words.
Main Teaching Activity	<p>Show the children the list of words and ask them to sort them according to the sound /ai/ or /oi/.</p> <p>Share and discuss results and misconceptions. Get the children to come up and draw lines from the words to the correct boxes.</p>
Independent Activity	<p>Play word bingo – get each child to draw a noughts and crosses board to create 6 boxes on their white board. Ask them to write down 6 of the words on the powerpoint.</p> <p>Teacher randomly picks a word and says it as part of a sentence, children need to work out if they have the word (and double check they have the correct spelling) and cross it off. First to find all 6 wins.</p>



Sort the spelling list according to the sounds in the words.

rain	train	afraid	join	point
wait	paid	oil	coin	soil

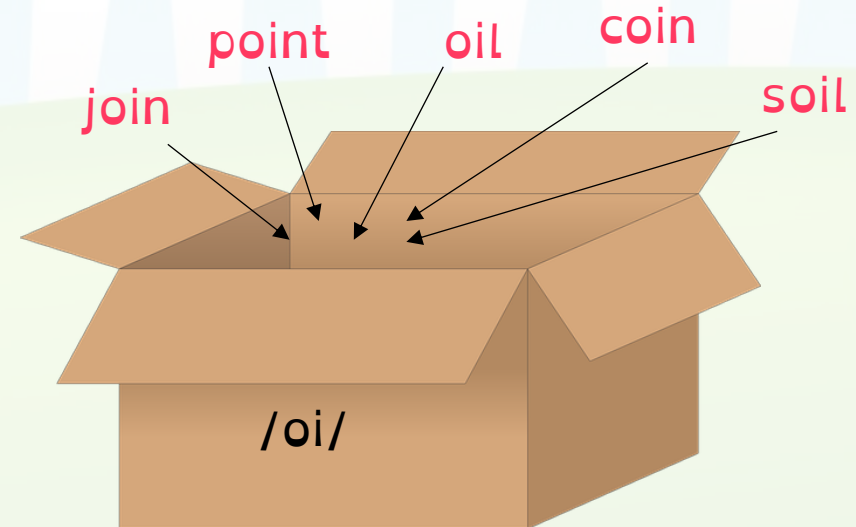
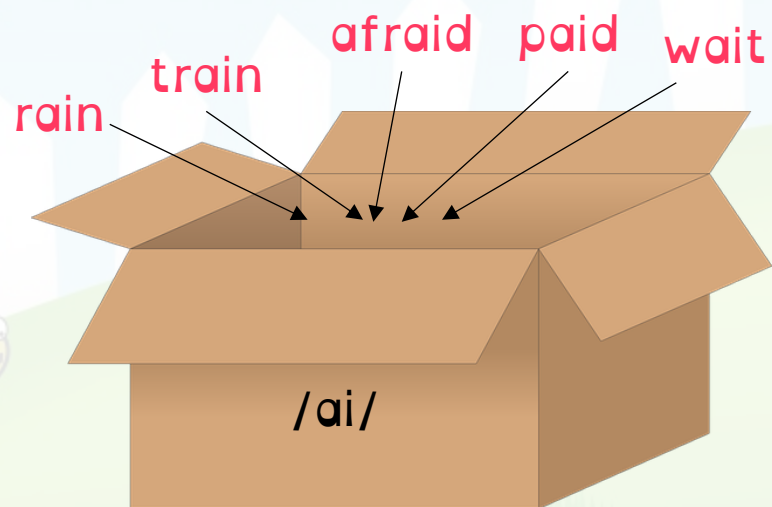




Sort the spelling list according to the sounds in the words.

Answers:

rain	train	afraid	join	point
wait	paid	oil	coin	soil





Stage: 1	The /ai/ and /oi/ digraphs. These digraphs are virtually never used at the end of words in English.
List: 9	
Name: _____	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
rain					
train					
afraid					
join					
point					
wait					
paid					
oil					
coin					
soil					



Stage: 1

The /ai/ and /oi/ digraphs. These digraphs are virtually never used at the end of words in English.

List: 9

Name:

Spellings

rain

train

afraid

join

point

wait

paid

oil

coin

soil

Read your spellings and then cover them up

r \_ \_ \_ n

p \_ \_ \_ nt

p \_ \_ \_ d

tr \_ \_ \_ n

Add the missing digraph to complete each word.

\_ \_ \_ l

afr \_ \_ d

c \_ \_ \_ n

j \_ \_ \_ n

w \_ \_ \_ t

s \_ \_ \_ l



Stage: 1

The /ai/ and /oi/ digraphs. These digraphs are virtually never used at the end of words in English.

List: 9

Answers:

Spellings

rain

train

afraid

join

point

wait

paid

oil

coin

soil

Read your spellings and then cover them up

rain

point

paid

train

Add the missing digraph to complete each word.

oil

afraid

coin

join

wait

soil



# Spelling Shed

Stage: 1

List: 10



The 'ay' and 'oy' digraphs. These digraphs are used for those sounds at the ends of words and syllables.





Stage: 1	The 'ay' and 'oy' digraphs. These digraphs are used for those sounds at the ends of words and syllables.
List: 10	

<b>Spellings</b>	<b>Introduction</b>	Introduce the digraph sounds ay and oy to the class. These sounds are often found at the end of words.
day	<b>Main Teaching Activity</b>	Ask the children to draw a line down their whiteboards and put 'toy' at the top of one side and 'say' at the top of the other side. Get them to work in pairs to see how many rhyming words they can add (with the same spelling pattern) to each side.  Share the results and discuss and misconceptions or incorrectly spelled words.
say		
stay	<b>Independent Activity</b>	Children to work in pairs to practise writing the words, one child picks a word and their partner writes it on the whiteboard. The first child checks the word and then they switch roles.
toy		
joy		
play		
way		
clay		
enjoy		
cowboy		



Spelling Shed

toy

say



Answers:

toy

boy  
joy  
enjoy  
cowboy  
annoy  
ahoy

say

stay  
play  
way  
clay  
day  
may  
bay  
lay



Stage: 1	Spelling Rule: ay and oy digraphs. These digraphs are used for those sounds at the ends of words and syllables.
List: 10	
Name: _____	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
day					
say					
stay					
toy					
joy					
play					
way					
clay					
enjoy					
cowboy					



Stage: 1

Spelling Rule: ay and oy digraphs. These digraphs are used for those sounds at the ends of words and syllables.

List: 10

Name:

## Spellings

day

say

stay

toy

joy

play

way

clay

enjoy

cowboy

Sort your spellings into the right circle.

-oy words

-ay words



Stage: 1

Spelling Rule: ay and oy digraphs. These digraphs are used for those sounds at the ends of words and syllables.

List: 10

Answers:

Spellings

day

say

stay

toy

joy

play

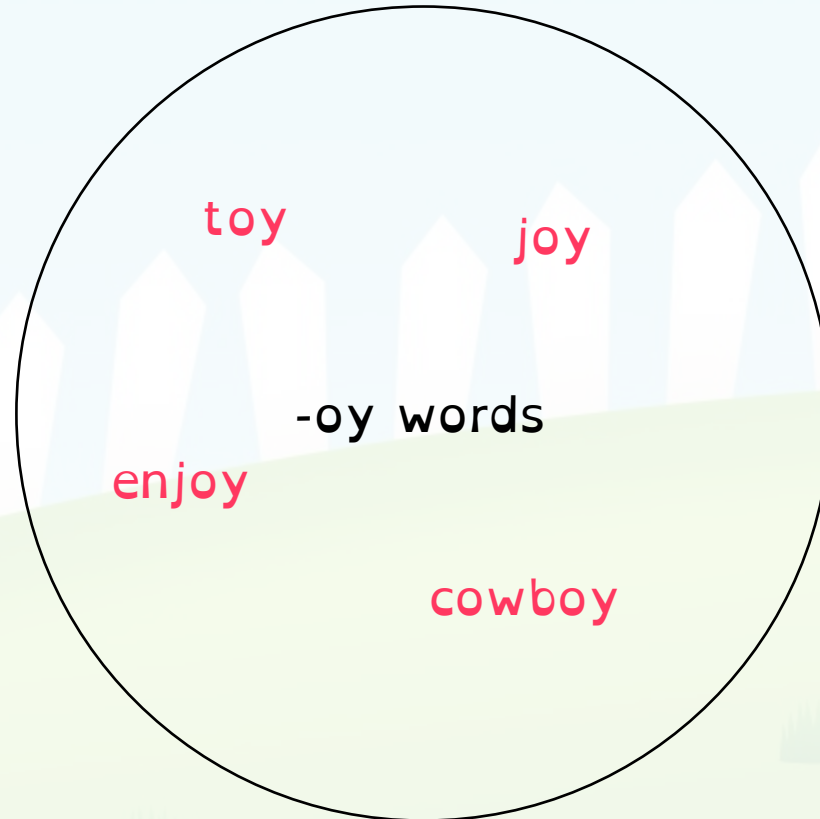
way

clay

enjoy

cowboy

Sort your spellings into the right circle.



# Spelling Shed

Stage: 1

List: 11

The long vowel sound /a/ spelled with the split digraph a-e.



Stage: 1	The long vowel sound /a/ spelled with the split digraph a-e.
List: 11	

<b>Spellings</b>
made
same
take
plate
mistake
came
rake
safe
awake
snowflake

Introduction	Say the words in the list to the children and see if they can identify the sound that each word has. Write 'made' on the board and ask children if they know which letters are making the /ay/ sound (a_e)
Main Teaching Activity	Ask the children to identify the images and apply the split digraph /ay/ sound when spelling them. There are some extra words in this section (flame, gate, grape, lake)  Share their spellings and discuss misconceptions or errors.
Independent Activity	Get children to try and create two new words from the letters within a spelling list word.  For example:  snowflake – snow – now mistake - stake - time

What can you see? Write down what these images are:



Spelling Shed



What can you see? Write down what these images are: **Answers:**



**Spelling Shed**



rake

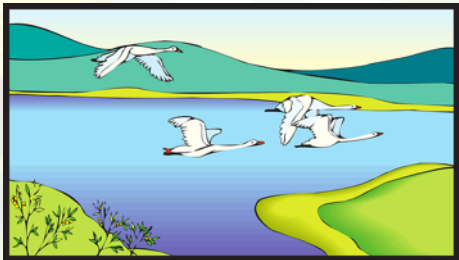


snowflake



plate

lake



grape



flame



gate



Stage: 1	The long vowel sound /a/ spelled with the split digraph a-e.
List: 11	
Name: _____	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
made					
same					
take					
plate					
mistake					
came					
rake					
safe					
awake					
snowflake					



Stage: 1

The long vowel sound /a/ spelled with the split digraph a-e.

List: 11

Name:

## Spellings

made

same

take

plate

mistake

came

rake

safe

awake

snowflake

He tidied the garden with a \_\_\_\_\_.

Their dinner was served on a \_\_\_\_\_.

The policeman made the children feel \_\_\_\_\_.

I made a \_\_\_\_\_ in my book.

My dad \_\_\_\_\_ a pizza for lunch.

My brother and I like the \_\_\_\_\_ things.

I like to \_\_\_\_\_ my teddy to bed.

My grandma \_\_\_\_\_ to visit at the weekend.

I was \_\_\_\_\_ early this morning.

A freezing cold \_\_\_\_\_ landed on my nose.

Insert a spelling into each sentence so that it makes sense.



Stage: 1	The long vowel sound /a/ spelled with the split digraph a-e.
List: 11	Name: <b>Answers:</b>

Spellings
made
same
take
plate
mistake
came
rake
safe
awake
snowflake

He tidied the garden with a **\_rake\_**.

Their dinner was served on a **\_plate\_**.

The policeman made the children feel **\_safe\_**.

I made a **\_mistake\_** in my book.

My dad **\_made\_** a pizza for lunch.

My brother and I like the **\_same\_** things.

I like to **\_take\_** my teddy to bed.

My grandma **\_came\_** to visit at the weekend.

I was **\_awake\_** early this morning.

A freezing cold **\_snowflake\_** landed on my nose.

Insert a spelling into each sentence so that it makes sense.



# Spelling Shed

Stage: 1

List: 12



The long vowel sound /e/ spelled with the split digraph e-e.



Stage: 1	The long vowel sound /e/ spelled with the split digraph e-e.
List: 12	

<b>Spellings</b>
even
theme
these
evening
eve
delete
Chinese
complete
athlete
extreme

Introduction	Say the words in the list to the children and see if they can identify the sound that each word has. Write 'theme' on the board and ask children if they know which letters are making the /ee/ sound (e_e)
Main Teaching Activity	Show children the split words and ask them to write the beginnings and ends on their whiteboard to form the spelling lists. Click o the slide to hide the spelling list if you want to make it more challenging.  Share the words the children have made and discuss.
Independent Activity	Children play spelling noughts and crosses (tic tac toe). On a mini whiteboard draw a nought and crosses grid (see powerpoint slide). Each child chooses a target word from the list and has to write it in one of the squares next child writes their word in another, play like noughts and crosses. First to get three words in a row wins that round. Begin again with a new word from the list.



Stage: 1

The long vowel sound /e/ spelled with the split digraph e-e.

List: 12

Click to hide the spelling list!

ev

extr

th

eve

e

del

Chi

comp

at

the

ese

ve

en

ete

hlete

ning

me

lete

nese

eme

Match the  
beginning sound  
to its ending.

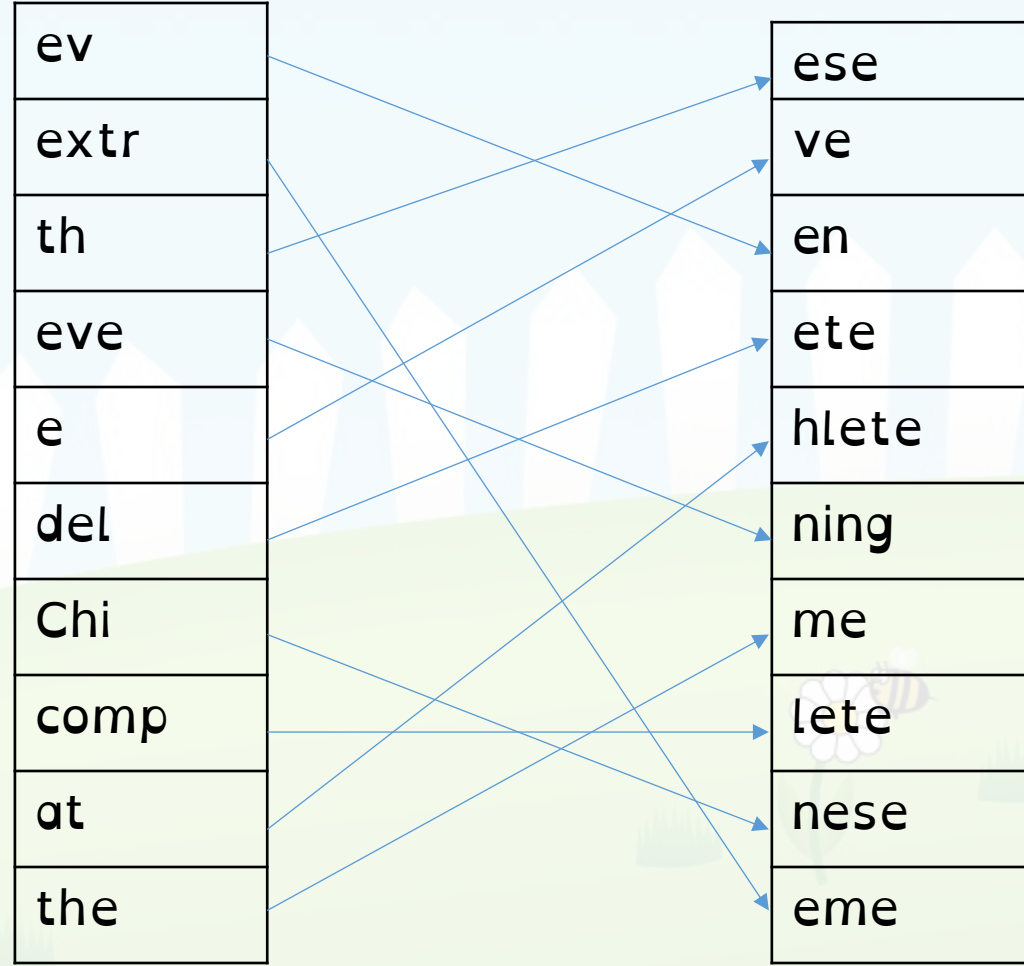


Stage: 1	The long vowel sound /e/ spelled with the split digraph e-e.
List: 12	

Answers:

Click to hide the spelling list!

Spellings
even
theme
these
evening
eve
delete
Chinese
complete
athlete
extreme



Match the beginning sound to its ending.



Play a word version of noughts and crosses:

- Each partner chooses a word from the spelling list and has to try and get three of their chosen word in a row.
- Winner has three in a row, all spelled correctly.
- Start again with new words.

theme	evening	
	theme	
evening		theme



Stage: 1	The long vowel sound /e/ spelled with the split digraph e-e.
List: 12	
Name: _____	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
even					
theme					
these					
evening					
eve					
delete					
Chinese					
complete					
athlete					
extreme					



Stage: 1	The long vowel sound /e/ spelled with the split digraph e-e.
List: 12	
Name: _____	

<b>Spellings</b>
even
theme
these
evening
eve
delete
Chinese
complete
athlete
extreme

Can you write 4 sentences? Use one of your spellings in each sentence.

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# Spelling Shed

Stage: 1

List: 13

The long vowel sound /i/ spelled with a split digraph i-e.



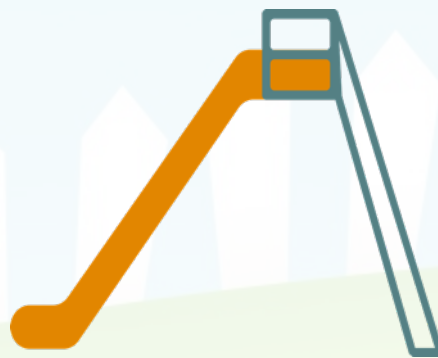
Stage: 1	The long vowel sound /i/ spelled with a split digraph i-e.
List: 13	

Spellings
five
like
side
spike
fire
ride
time
slide
trike
mice

Introduction	Say the words in the list to the children and see if they can identify the sound that each word has. Write 'side' on the board and ask children if they know which letters are making the /iy/ sound (i_e)
Main Teaching Activity	Show the children the slides and get them to input the correct word from the spelling list, remind them that all of the words have the split digraph i_e in them!  Share their words and discuss misconceptions.
Independent Activity	Get the children to pick 5 of the words and write a definition for them, they can then share them in small groups, or to the whole class, and see if children can guess what the word is (like Balderdash)

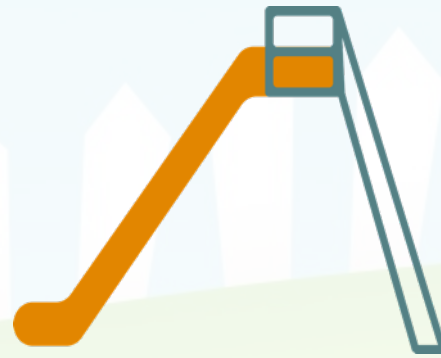


My favourite thing at the park is  
the \_\_\_\_\_.



Answer:

My favourite thing at the park is  
the \_\_\_\_\_.



slide



Does anyone know what \_\_\_\_\_  
the match is on tonight?



Answer:

Does anyone know what \_\_\_\_\_  
the match is on tonight?



time



My new \_\_\_\_\_ is really fun, did you know they have three wheels?



Answer:

My new \_\_\_\_\_ is really fun, did you know they have three wheels?



trike



Don't go too near that \_\_\_\_\_, it  
is really hot.



Answer:

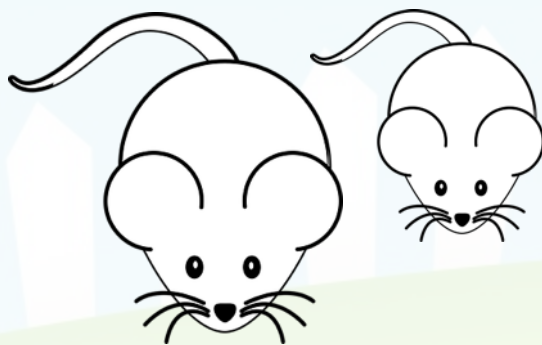
Don't go too near that \_\_\_\_\_, it  
is really hot.



fire

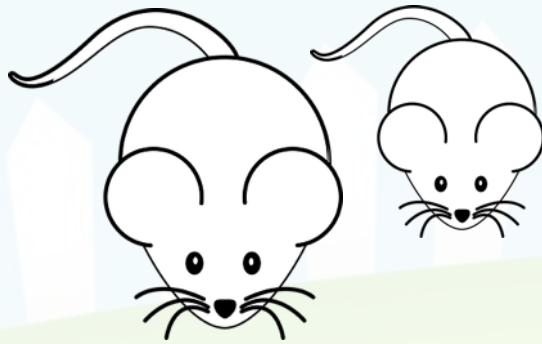


We have so many \_\_\_\_\_ in the barn  
but the cats like to catch them.



Answer:

We have so many \_\_\_\_\_ in the barn  
but the cats like to catch them.



mice



Stage: 1	The long vowel sound /i/ spelled with a split digraph i-e.
List: 13	
Name: _____	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
five					
like					
side					
spike					
fire					
ride					
time					
slide					
trike					
mice					

Stage: 1	The long vowel sound /i/ spelled with a split digraph i-e.
List: 13	Name:

Spellings
five
like
side
spike
fire
ride
time
slide
trike
mice

Draw a line from each picture to one of your spellings.



five



slide

spike



time

fire

mice



trike



Stage: 1

The long vowel sound /i:/ spelled with a split digraph i-e.

List: 13

Answers:



Spelling Shed

Spellings

five

like

side

spike

fire

ride

time

slide

trike

mice

Draw a line from each picture to one of your spellings.



five

time

slide

spike

fire

trike

mice



# Spelling Shed

Stage: 1

List: 14

The long vowel sound /o/ spelled with the split digraph o-e.



Stage: 1	The long vowel sound /o/ spelled with the split digraph o-e.
List: 14	

Spellings
home
woke
hole
spoke
bone
those
hope
mole
joke
phone

Introduction	Say the words in the list to the children and see if they can identify the sound that each word has. Write 'spoke' on the board and ask children if they know which letters are making the /oh/ sound (o_e)
Main Teaching Activity	Ask the children to work out the scrambled up words to create their word list. Remind them that each word contains the o_e split digraph.  Share their spellings and discuss any misconceptions.
Independent Activity	Give the children the word search and ask them to find and colour in their spelling list words.



Stage: 1

The long vowel sound /o/ spelled with the split digraph o-e.

List: 14

Name:

## Spellings

home

woke

hole

spoke

bone

those

hope

mole

joke

phone

Find and unscramble your spellings in the grids.

h	m	o	e

o	h	e	l

l	m	o	e

s	o	p	e	k

n	b	o	e

h	p	o	e

t	e	h	o	s

j	k	o	e

h	p	n	o	e

k	w	o	e



Stage: 1

The long vowel sound /o/ spelled with the split digraph o-e.

List: 14

Answers:

## Spellings

home

woke

hole

spoke

bone

those

hope

mole

joke

phone

Find and unscramble your spellings in the grids.

h	m	o	e
h	o	m	e

o	h	e	l
h	o	l	e

l	m	o	e
m	o	l	e

s	o	p	e	k
s	p	o	k	e

n	b	o	e
b	o	n	e

h	p	o	e
h	o	p	e

t	e	h	o	s
t	h	o	s	e

j	k	o	e
j	o	k	e

h	p	n	o	e
p	h	o	n	e

k	w	o	e
w	o	k	e



Stage: 1

The long vowel sound /o/ spelled with the split digraph o-e.

List: 14

Name:

## Spellings

home

woke

hole

spoke

bone

those

hope

mole

joke

phone

h	o	m	e	t	y	b	w	o	k	e	p
o	i	j	n	m	p	n	l	s	f	j	t
h	x	w	o	v	h	i	s	t	m	a	h
o	d	k	b	j	o	k	e	k	q	p	o
p	c	m	e	a	n	b	a	p	o	c	s
e	t	h	o	l	e	j	o	m	x	l	e
c	b	o	f	i	h	e	b	o	n	e	h
b	y	z	n	h	s	p	r	l	a	o	w
s	p	o	k	e	t	z	y	e	e	a	b

Find and colour your spellings that are hidden in this grid.



Stage: 1

The long vowel sound /o/ spelled with the split digraph o-e.

List: 14

Answers:

## Spellings

home

woke

hole

spoke

bone

those

hope

mole

joke

phone

h	o	m	e	t	y	b	w	o	k	e	p
o	i	j	n	m	p	n	l	s	f	j	t
h	x	w	o	v	h	i	s	t	m	a	h
o	d	k	b	j	o	k	e	k	q	p	o
p	c	m	e	a	n	b	a	p	o	c	s
e	t	h	o	l	e	j	o	m	x	l	e
c	b	o	f	i	h	e	b	o	n	e	h
b	y	z	n	h	s	p	r	l	a	o	w
s	p	o	k	e	t	z	y	e	e	a	b

Find and colour your spellings that are hidden in this grid.



Stage: 1	The long vowel sound /o/ spelled with the split digraph o-e.
List: 14	
Name: _____	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
home					
woke					
hole					
spoke					
bone					
those					
hope					
mole					
joke					
phone					



Stage: 1

Spelling Rule: The long vowel sound /o/ spelled with the split digraph o-e.

List: 14

Name:

## Spellings

home

woke

hole

spoke

bone

those

hope

mole

joke

phone

Add one of your spellings to each sentence so that it makes sense.

We walk \_\_\_\_\_ from school.

The dog likes to chew his \_\_\_\_\_.

The clown told a funny \_\_\_\_\_.

The \_\_\_\_\_ made a little mound on the grass.

I \_\_\_\_\_ up early this morning.

I \_\_\_\_\_ to my friend on the \_\_\_\_\_.

I looked through the \_\_\_\_\_ in the wall.

\_\_\_\_\_ children over there are my friends.



Stage: 1

Spelling Rule: The long vowel sound /o/ spelled with the split digraph o-e.

List: 14

Answers:

## Spellings

home

woke

hole

spoke

bone

those

hope

mole

joke

phone

Add one of your spellings to each sentence so that it makes sense.

We walk **\_home\_** from school.

The dog likes to chew his **\_bone\_**.

The clown told a funny **\_joke\_**.

The **\_mole\_** made a little mound on the grass.

I **\_woke\_** up early this morning.

I **\_spoke\_** to my friend on the **\_phone\_**.

I looked through the **\_hole\_** in the wall.

**\_those\_** children over there are my friends.



# Spelling Shed

Stage: 1

List: 15



The long vowel /oo/ and /yoo/ sounds spelt as u-e. These sounds are usually found in the middle or at the end of words.



Stage: 1	The long vowel /oo/ and /yoo/ sounds spelt as u-e. These sounds are usually found in the middle or at the end of words.
List: 15	

<b>Spellings</b>
June
rude
tube
flume
huge
rule
use
tune
flute
plume

Introduction	The long vowel /oo/ and /yoo/ sounds spelt as u-e. These sounds are usually found in the middle or at the end of words.
Main Teaching Activity	<p>Ask the children to copy the words from the spelling list and put them in alphabetical order – use the slide with the alphabet on if support is required.</p> <p>Discuss the order and any misconceptions.</p>
Independent Activity	<p>Use the dice activity and allow the children to complete it for each word.</p> <p>Share their sentences and definitions.</p>

Put the words in your spelling list in to alphabetical order

Spellings
June
rude
tube
flume
huge
rule
use
tune
flute
plume

a b c d e f g h i j k l m n

o p q r s t u v w x y z



Put the words in your spelling list in to alphabetical order **Answers:**

Spellings
flume
flute
huge
June
plume
rude
rule
tube
tune
use

a b c d e f g h i j k l m n

o p q r s t u v w x y z



Stage: 1

The long vowel /oo/ and /yoo/ sounds spelt as u-e. These sounds are usually found in the middle or at the end of words.

List: 15

Name:

Spellings

June

rude

tube

flume

huge

rule

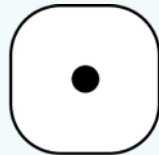
use

tune

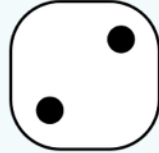
flute

plume

Roll a die or ask someone to pick a number from 1-6 for each spelling.



Write your word in a full sentence.



Write your word in capital letters.



Write your word three times.



Write your word in different colours.



Write what your word means.



Spell the word out loud.



Stage: 1	The long vowel /oo/ and /yoo/ sounds spelt as u-e. These sounds are usually found in the middle or at the end of words.
List: 15	

Name: \_\_\_\_\_

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
June					
rude					
tube					
flume					
huge					
rule					
use					
tune					
flute					
plume					



Stage: 1

The long vowel /oo/ and /yoo/ sounds spelt as u-e. These sounds are usually found in the middle or at the end of words.

List: 15

Name:

## Spellings

June

rude

tube

flume

huge

rule

use

tune

flute

plume

Ju\_e

tu\_e

ru\_e

tu\_e

Add the  
missing letters  
to these  
words.

flu\_e

ru\_e

u\_e

flu\_e

hu\_e

plu\_e



Stage: 1

The long vowel /oo/ and /yoo/ sounds spelt as u-e. These sounds are usually found in the middle or at the end of words.

List: 15

Answers:

Spellings

June

rude

tube

flume

huge

rule

use

tune

flute

plume

June

tube

rude

tune

Add the missing letters to these words.

flume

rule

use

flute

huge

plume



# Spelling Shed

Stage: 1

List: 16



The /ar/ digraph. This digraph may be used at the beginning, middle or end of words.





Stage: 1	The /ar/ digraph. This digraph may be used at the beginning, middle or end of words.
List: 16	

<b>Spellings</b>	Introduction	The /ar/ digraph. This digraph may be used at the beginning, middle or end of words.
car	Main Teaching Activity	Get the children to come up and circle the /ar/ sound in each word. What do they notice? The sound can be found at the beginning, middle or end of words.  Discuss the /ar/ sound with the children, can they think of any more words that contain the sound? Bark, far, tar, charm, sharp, starve, large.
park		
garden		
dark		
army		
jar		
arm		
hard	Independent Activity	Get the children to match the words to the definitions. They can either draw lines between them or copy the words down and write the definitions with them.  Share the definitions and discuss any unknown words.
stars		
yard		



Stage: 1	The /ar/ digraph. This digraph may be used at the beginning, middle or end of words.
List: 16	

Spellings
car
park
garden
dark
army
jar
arm
hard
stars
yard

Write your spelling list on your white board and then write the definition for each word next to it.

A vehicle.

A place with swings and a slide.

A place where flowers often grow.

The opposite of light.

Soldiers that protect the country and fight wars.

This often has jam inside it.

Your hand is attached to this limb.



There are millions of these in the sky at night.

An American word for garden or outside space.

The opposite of soft.



Stage: 1

The /ar/ digraph. This digraph may be used at the beginning, middle or end of words.

List: 16

Answers:

Spellings

car

park

garden

dark

army

jar

arm

hard

stars

yard

Write your spelling list on your white board and then write the definition for each word next to it.

A vehicle.  
**car**

A place with swings and a slide.  
**park**

A place where flowers often grow.  
**garden**

The opposite of light.  
**dark**

Soldiers that protect the country and fight wars.  
**army**

This often has jam inside it.  
**jar**

Your hand is attached to this limb.  
**arm**



There are millions of these in the sky at night.  
**stars**

An American word for garden or outside space.  
**yard**



Stage: 1	The /ar/ digraph. This digraph may be used at the beginning, middle or end of words.
List: 16	
Name: _____	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
car					
park					
garden					
dark					
army					
jar					
arm					
hard					
stars					
yard					



Stage: 1	The /ar/ digraph. This digraph may be used at the beginning, middle or end of words.
List: 16	

Spellings
car
park
garden
dark
army
jar
arm
hard
stars
yard

Where does the /ar/ come in your words? Sort your spellings into the correct column. (Can you add some more of your own?)

Beginning	Middle	End



Stage: 1

The /ar/ digraph. This digraph may be used at the beginning, middle or end of words.

List: 16

Answers:

## Spellings

car

park

garden

dark

army

jar

arm

hard

stars

yard

Where does the /ar/ come in your words? Sort your spellings into the correct column. (Can you add some more of your own?)

Beginning

Middle

End

army  
arm

car  
park  
garden  
dark  
jar  
hard  
yard

stars



# Spelling Shed

Stage: 1

List: 17

Long vowel sound /e/ spelt ee. The letters 'ee' make a long vowel sound like in the word see.





Stage: 1	Long vowel sound /e/ spelt ee. The letters 'ee' make a long vowel sound like in the word see. This is a common way of spelling the sound and is found in the middle of words and sometimes at the end.
List: 17	

Spellings	Introduction
feel	Long vowel sound /e/ spelt ee. The letters 'ee' make a long vowel sound like in the word see. This is a common way of spelling the sound and is found in the middle of words and sometimes at the end.
tree	
green	Main Teaching Activity
meet	
week	
see	Ask the children to copy down the words and circle the common sound in each. How is it spelled? Can they think of any more words with 'ee' in them?  Show the children the slide with the words with missing 'ee' sounds. They need to add 'ee' to those letters to create a word. So fl needs ee in the middle to make feel, grn needs ee in the middle to make green. The letters are in the order they appear in the final word.
free	
sheet	
feet	
seek	
	Independent Activity
	Get children to work in small groups, one child picks one of the spelling list words and writes the first letter on a mini whiteboard, then passes the board to their left, the next child writes the next letter of the word and so on until the word is complete.  The child that writes the final letter checks the spelling is correct and then picks another word from the board to start again.



Stage: 1

Long vowel sound /e/ spelt ee. The letters 'ee' make a long vowel sound like in the word see.

List: 17

Name:

## Spellings

feel

tree

green

meet

week

see

free

sheet

feet

seek

fl

tr

grn

mt

Add the missing 'ee' sound to these letters to create words. Some might go in the middle and some at the end

wk

s

fr

sht

ft

sk



Stage: 1

Long vowel sound /e/ spelt ee. The letters 'ee' make a long vowel sound like in the word see.

List: 17

Answers:

## Spellings

feel

tree

green

meet

week

see

free

sheet

feet

seek

feel

tree

green

meet

Add the missing 'ee' sound to these letters to create words. Some might go in the middle and some at the end

week

see

free

sheet

feet

seek



Stage: 1	Long vowel sound /e/ spelt ee. The letters 'ee' make a long vowel sound like in the word see.
List: 17	
Name: _____	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
feel					
tree					
green					
meet					
week					
see					
free					
sheet					
feet					
seek					



Stage: 1	Long vowel sound /e/ spelt ee. The letters 'ee' make a long vowel sound like in the word see.
List: 17	Name: _____

Spellings
feel
tree
green
meet
week
see
free
sheet
feet
seek

Write the correct spelling into each sentence.

I wear shoes on my \_\_\_\_\_.

A \_\_\_\_\_ has seven days.

The branches on the \_\_\_\_\_ are covered with \_\_\_\_\_ leaves.

The grass is \_\_\_\_\_.

My teacher needs glasses to \_\_\_\_\_.

I \_\_\_\_\_ proud when I get the answers right.

It is polite to shake hands when you \_\_\_\_\_ someone new.

Sometimes we play hide and \_\_\_\_\_ at playtimes.



Stage: 1

Long vowel sound /e/ spelt ee. The letters 'ee' make a long vowel sound like in the word see.

List: 17

Answers:

## Spellings

feel

tree

green

meet

week

see

free

sheet

feet

seek

Write the correct spelling into each sentence.

I wear shoes on my feet.

A week has seven days.

The branches on the tree are covered with green leaves.

The grass is green.

My teacher needs glasses to see.

I feel proud when I get the answers right.

It is polite to shake hands when you meet someone new.

Sometimes we play hide and seek at playtimes.



# Spelling Shed

Stage: 1

List: 18



The long vowel sound /ē/ spelled ea. Another common spelling of the sound which is often found in the middle and end of words.



Stage: 1	The long vowel sound / ē / spelt ea. Another common spelling of the sound which is often found in the middle and end of words.
List: 18	

Spellings
each
reach
lead
leave
squeak
peach
teach
leaf
beak
real

Introduction	The long vowel sound /ē/ spelled ea. Another common spelling of the sound which is often found in the middle and end of words. Let the children see the word list and see if they can spot the letters that are making the /e/ sound.
Main Teaching Activity	Do a speed spell and ask the children to write the words you say on their whiteboards as quickly as possible. Remind them that all of the spellings contain the 'ea' digraph.  Share the spellings and discuss any misconceptions.
Independent Activity	Get the children to complete the sentences using the words from this week's spellings. Share with a partner to check answers and then share with the class.



Stage: 1	The long vowel sound /ē/ spelt ea. Another common spelling of the sound which is often found in the middle and end of words.
List: 18	
Name: _____	

Spellings
each
reach
lead
leave
squeak
peach
teach
leaf
beak
real

Choose one of your spellings to complete the sentence.

You can have one biscuit \_\_\_\_\_.

I am so little that I can't \_\_\_\_\_ the cupboard!

You know the way George, you \_\_\_\_\_ the way.

I definitely heard a \_\_\_\_\_, do you think there is a mouse?

My favourite fruit is a \_\_\_\_\_.

I can \_\_\_\_\_ you how to dance if you like?

You can draw around a \_\_\_\_\_ to get a good shape.

Birds have a \_\_\_\_\_ to peck food.

Is that treasure map \_\_\_\_\_?



Stage: 1	The long vowel sound /ē/ spelt ea. Another common spelling of the sound which is often found in the middle and end of words.
List: 18	

Answers:

Spellings
each
reach
lead
leave
squeak
peach
teach
leaf
beak
real

Choose one of your spellings to complete the sentence.

You can have one biscuit **\_each\_**.

I am so little that I can't **\_reach\_** the cupboard!

You know the way George, you **\_lead\_** the way.

I definitely heard a **\_squeak\_**, do you think there is a mouse?

My favourite fruit is a **\_peach\_**.

I can **\_teach\_** you how to dance if you like?

You can draw around a **\_leaf\_** to get a good shape.

Birds have a **\_beak\_** to peck food.

Is that treasure map **\_real\_**?



Stage: 1	The long vowel sound /ē/ spelt ea. Another common spelling of the sound which is often found in the middle and end of words.
List: 18	
Name: _____	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
each					
reach					
lead					
leave					
squeak					
peach					
teach					
leaf					
beak					
real					



Stage: 1	The long vowel sound /ē/ spelt ea. Another common spelling of the sound which is often found in the middle and end of words.
List: 18	
Name: _____	

Spellings
each
reach
lead
leave
squeak
peach
teach
leaf
beak
real

Unscramble the letters below to create the correct spelling.	
e a h c r	
c h e a	
l e a r	
f e a l	
a d l e	
c h t a e	
v e a l e	
k e a b	
s k u e q a	
p c h e a	



Stage: 1	The long vowel sound /ē/ spelt ea. Another common spelling of the sound which is often found in the middle and end of words.
List: 18	

Answers:

Spellings
each
reach
lead
leave
squeak
peach
teach
leaf
beak
real

Unscramble the letters below to create the correct spelling.	
e a h c r	reach
c h e a	each
l e a r	real
f e a l	leaf
a d l e	lead
c h t a e	teach
v e a l e	leave
k e a b	beak
s k u e q a	squeak
p c h e a	peach



# Spelling Shed

Stage: 1

List: 19



The short vowel sound /e/ spelt ea.



Stage: 1	The short vowel sound /e/ spelt ea.
List: 19	

Spellings	Introduction	Main Teaching Activity	Independent Activity
head	Explain that the digraph 'ea' can be pronounced as a long /e/ sound or a short /e/ sound. This week we are looking at the short sound.	Get the children to look at the lists of words and divide them in to a group with a long /e/ sound and a group with a short /e/ sound.	Get the children to think about meanings of words by selecting five of their spellings and writing a definition for them. They can use a dictionary if they get stuck.
meant		Discuss the words and get the children to come up and write them in to the correct bucket. Discuss misconceptions.	
wealth			
threat			
dead			
bread			
instead			
sweat			
spread			
deaf			



Stage: 1

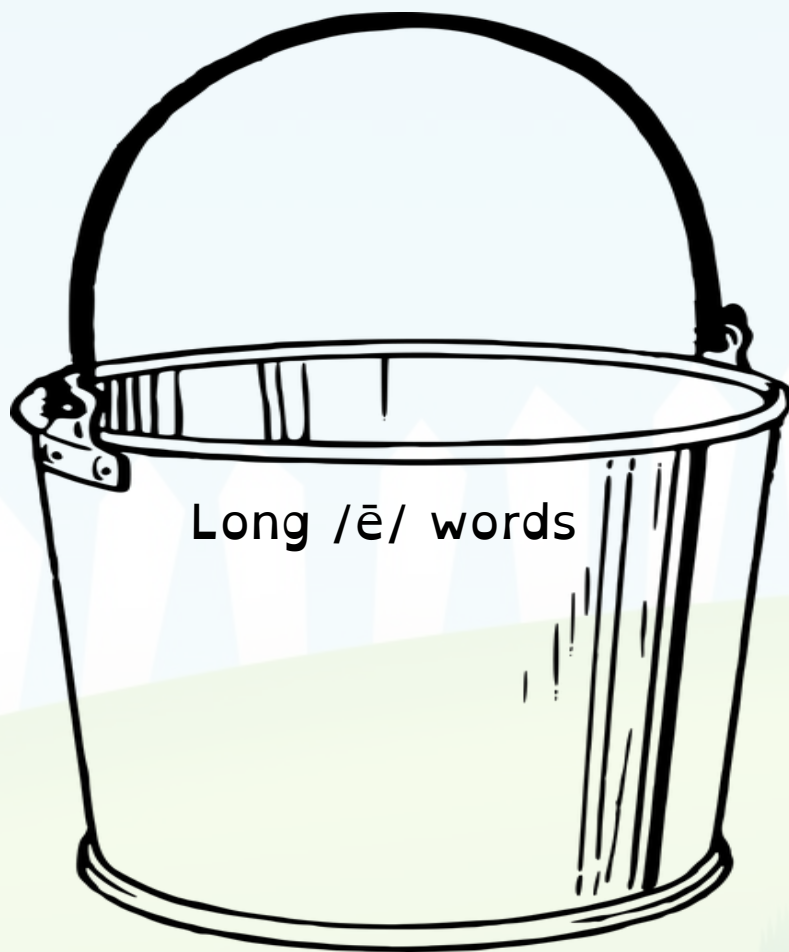
The short vowel sound /e/ spelt ea.

List: 19

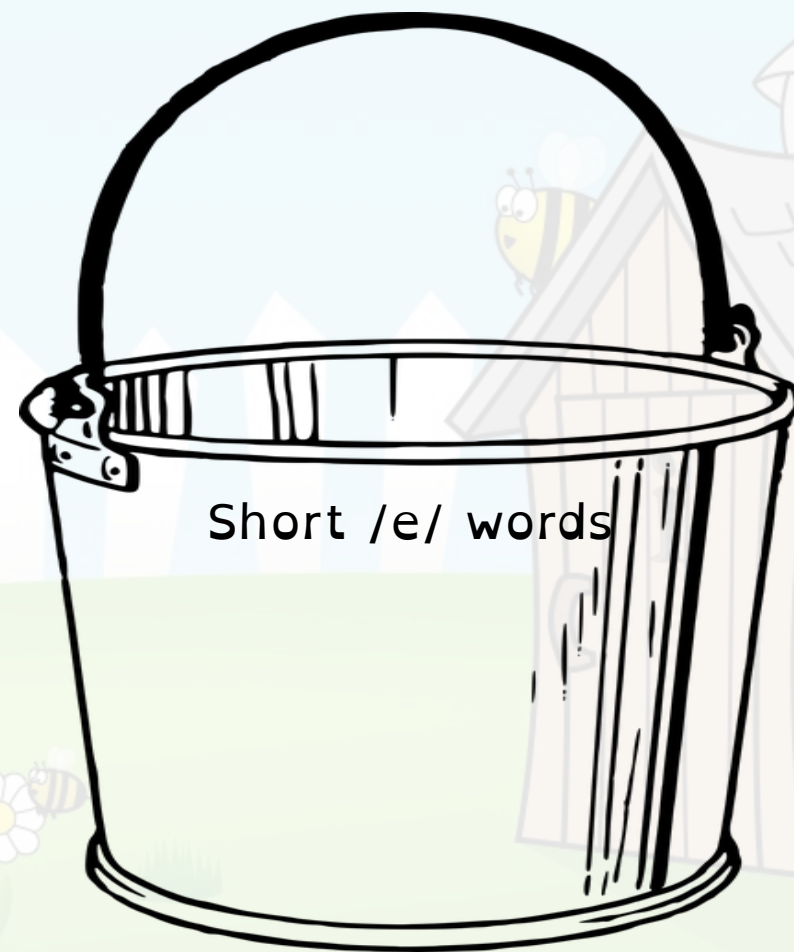
Name:

## Spellings

head	wealth
meant	threat
teach	dead
real	each
beak	reach
leave	lead
bread	sweat
peach	deaf
instead	leaf



Long /ē/ words



Short /e/ words

Sort the words between the buckets. Can you add any of your own words?



Stage: 1

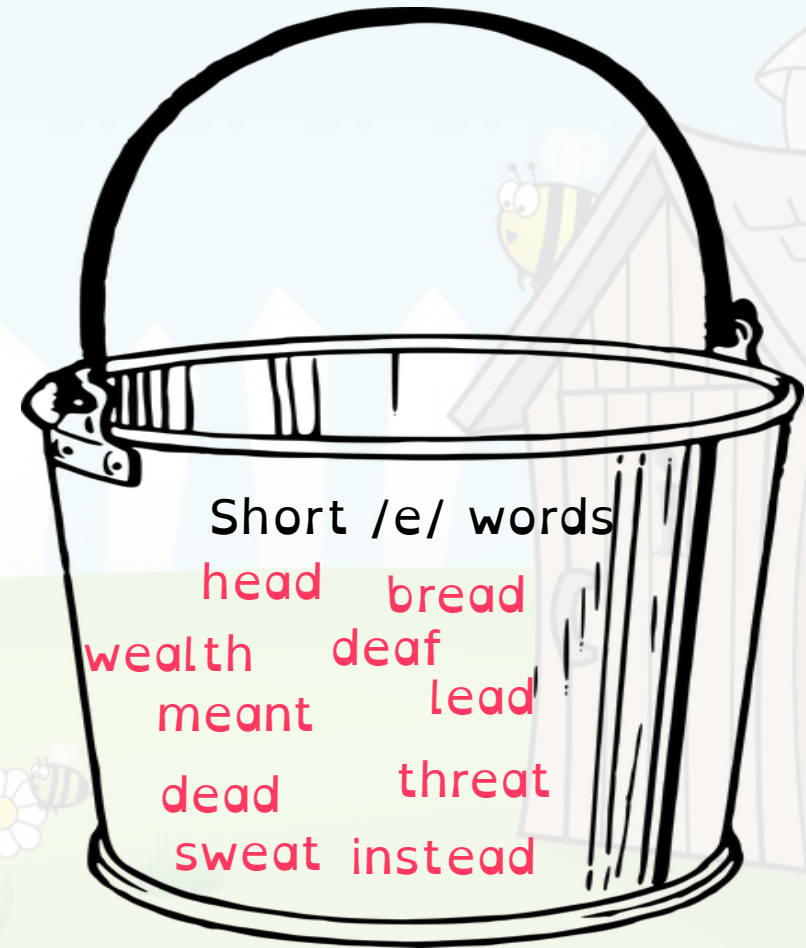
The short vowel sound /e/ spelt ea.

List: 19

Answers:

## Spellings

head	wealth
meant	threat
teach	dead
real	each
beak	reach
leave	lead
bread	sweat
peach	deaf
instead	leaf



Sort the words between the buckets. Can you add any of your own words?



Stage: 1	The short vowel sound /e/ spelt ea.
List: 19	Name:

Use a dictionary to find out what your spellings mean.  
Create your own definition for 5 of your words.

Spellings
head
meant
wealth
threat
dead
bread
instead
sweat
spread
deaf

Your word	Your definition



Stage: 1	The short vowel sound /e/ spelt ea.
List: 19	
Name: _____	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
head					
meant					
wealth					
threat					
dead					
bread					
instead					
sweat					
spread					
deaf					



Stage: 1

The short vowel sound /e/ spelt ea.

List: 19

Name:

## Spellings

head

meant

wealth

threat

dead

bread

instead

sweat

spread

deaf

h	e	a	d	t	y	b	r	e	a	d	q
b	i	j	e	m	m	n	l	s	f	r	r
h	x	w	a	v	i	n	s	t	e	a	d
g	d	k	d	u	l	m	k	g	q	p	t
f	c	m	e	a	n	t	j	p	o	c	u
s	w	e	a	t	j	n	o	k	x	l	v
c	b	i	d	i	h	w	e	a	l	t	h
b	y	z	g	h	s	p	r	e	a	d	w
t	h	r	e	a	t	z	y	d	e	a	f

Find and colour your spellings that are hidden in this grid.



Stage: 1

The short vowel sound /e/ spelt ea.

List: 19

Answers:

## Spellings

head

meant

wealth

threat

dead

bread

instead

sweat

spread

deaf

h	e	a	d	t	y	b	r	e	a	d	q
b	i	j	e	m	m	n	l	s	f	r	r
h	x	w	a	v	i	n	s	t	e	a	d
g	d	k	d	u	l	m	k	g	q	p	t
f	c	m	e	a	n	t	j	p	o	c	u
s	w	e	a	t	j	n	o	k	x	l	v
c	b	i	d	i	h	w	e	a	l	t	h
b	y	z	g	h	s	p	r	e	a	d	w
t	h	r	e	a	t	z	y	d	e	a	f

Find and colour your spellings that are hidden in this grid.

# Spelling Shed

Stage: 1

List: 20

The vowel digraph 'er'. In these words the sound is stressed.



Stage: 1	The vowel digraph 'er'. In these words the sound is stressed.
List: 20	

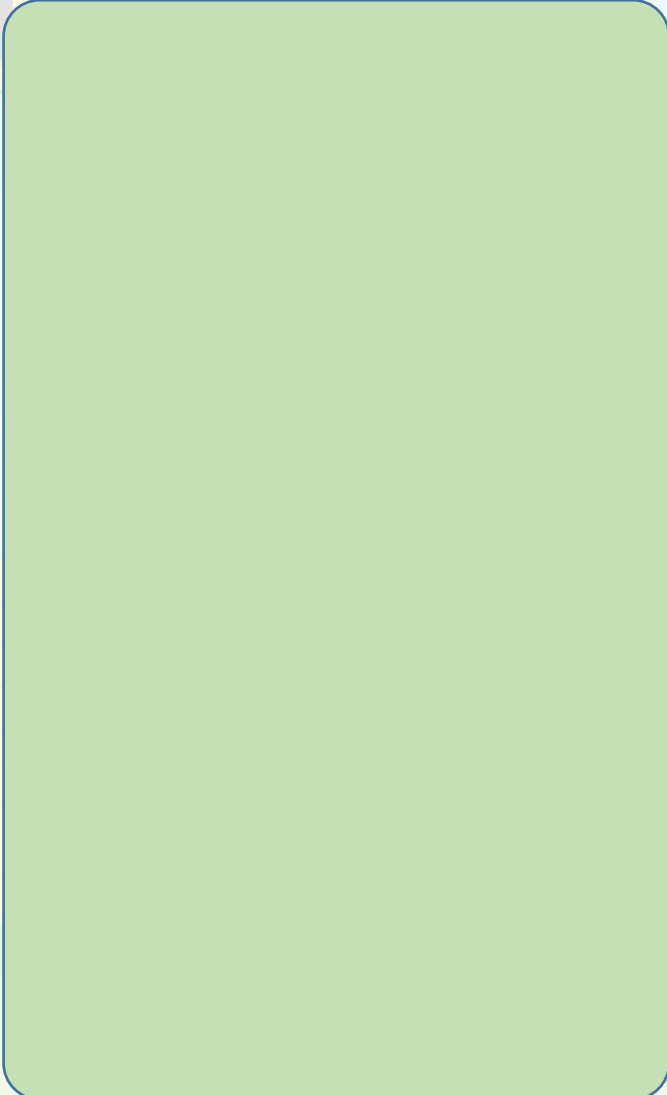
<b>Spellings</b>
herb
her
person
stern
verse
verb
term
germ
perch
yesterday

Introduction	In this week's spellings they each have the /er/ sound which is stressed in the word. This does not always happen, there are exceptions.
Main Teaching Activity	<p>Show children the power point slide with the mixed up beginnings and endings. Click the mouse to hide the spelling list and see if children can copy down the correct beginning and end to create the spelling list!</p> <p>Share the words created and discuss any errors or misconceptions.</p>
Independent Activity	<p>Get children to try and create two new words from the letters within a spelling list word.</p> <p>For example:</p> <p>yesterday – say – yes person - son - pore</p>



Stage: 1	The vowel digraph 'er'. In these words the sound is stressed.
List: 20	
Name:	

Click to hide the spelling list!



he
h
per
st
ver
ver
t
ger
p
yeste

er
se
m
rday
rb
ern
erm
erch
b
son

Match the beginning sound to its ending.

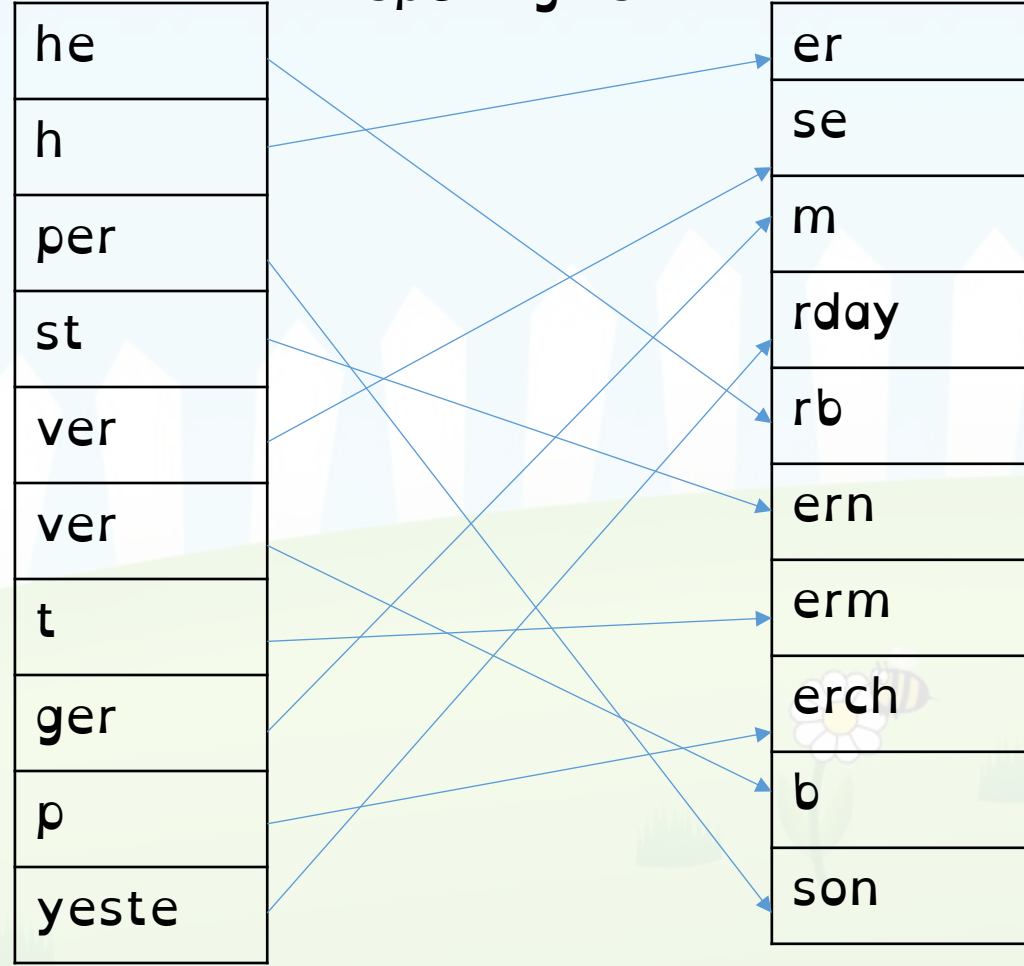


Stage: 1	The vowel digraph 'er'. In these words the sound is stressed.
List: 20	

Answers:

Click to hide the spelling list!

Spellings
herb
her
person
stern
verse
verb
term
germ
perch
yesterday



Match the beginning sound to its ending.



Stage: 1	The vowel digraph er. In these words the sound is stressed.
List: 20	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
herb					
her					
person					
stern					
verse					
verb					
term					
germ					
perch					
yesterday					





Stage: 1

The vowel digraph er. In these words the sound is stressed.

List: 20

Answers:

## Spellings

herb

her

person

stern

verse

verb

term

germ

perch

yesterday

Find and unscramble your spellings in the grids.

s	r	o	e	p	n
p	e	r	s	o	n

s	r	e	e	v
v	e	r	s	e

n	r	e	t	s
s	t	e	r	n

t	r	e	m
t	e	r	m

m	r	e	g
g	e	r	m

e	r	v	b
v	e	r	b

c	r	e	p	h
p	e	r	c	h

e	h	r
h	e	r

e	r	h	b
h	e	r	b

e	t	r	d	s	e	y	a	y
y	e	s	t	e	r	d	a	y



# Spelling Shed

Stage: 1

List: 21



The vowel digraph 'er'. In these words the sound is unstressed and found at the end of words.



Stage: 1	The vowel digraph 'er'. In these words the sound is unstressed and found at the end of words.
List: 21	

<b>Spellings</b>
better
summer
sister
over
never
under
winter
brother
ever
river

Introduction	The vowel digraph 'er'. In these words the sound is unstressed and found at the end of words.
Main Teaching Activity	Ask the children to copy the words from the spelling list and put them in alphabetical order – use the slide with the alphabet on if support is required.  Discuss the order and any misconceptions.
Independent Activity	Play a word version of noughts and crosses – each partner chooses a word from the spelling list and has to try and get three of their chosen word in a row. Winner has three in a row, all spelled correctly. Start again with new words.



Put the words in your spelling list in to alphabetical order.

Spellings
better
summer
sister
over
never
under
winter
brother
ever
river

a b c d e f g h i j k l m n

o p q r s t u v w x y z

Answers:

Put the words in your spelling list in to alphabetical order.



Spelling Shed

Spellings
better
brother
ever
never
over
river
sister
summer
under
winter

a b c d e f g h i j k l m n

o p q r s t u v w x y z



Play a word version of noughts and crosses:

- Each partner chooses a word from the spelling list and has to try and get three of their chosen word in a row.
- Winner has three in a row, all spelled correctly.
- Start again with new words.

over	winter	
	over	
winter		over



Stage: 1	The vowel digraph 'er'. In these words the sound is unstressed and found at the end of words.  Name:
List: 21	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
better					
summer					
sister					
over					
never					
under					
winter					
brother					
ever					
river					



Stage: 1	The vowel digraph 'er'. In these words the sound is unstressed and found at the end of words.
List: 21	
Name:	

Spellings
better
summer
sister
over
never
under
winter
brother
ever
river

Read through your spellings. Then cover them up. Circle the correct spelling in each row of the grid below.

beter	better	bettre
summer	sumer	sumerr
sista	sister	sisster
ovver	overr	over
nevver	never	nevver
underr	undder	under
winter	winnter	wintter
brothher	brrother	brother
evver	ever	evver
river	rivver	riverr



Stage: 1

The vowel digraph 'er'. In these words the sound is unstressed and found at the end of words.

List: 21

Answers:

## Spellings

better

summer

sister

over

never

under

winter

brother

ever

river

Read through your spellings. Then cover them up.  
Circle the correct spelling in each row of the grid below.

beter	<b>better</b>	bettre
<b>summer</b>	sumer	sumerr
sista	<b>sister</b>	sisster
ovver	overr	<b>over</b>
nevver	<b>never</b>	nevver
underr	undder	<b>under</b>
<b>winter</b>	winnter	wintter
brothher	brrother	<b>brother</b>
everr	<b>ever</b>	evver
<b>river</b>	rivver	riverr



# Spelling Shed

Stage: 1

List: 22



The digraphs 'ir' and 'ur'. Often found in the middle of words and occasionally at the beginning of words.



Stage: 1	The digraphs 'ir' and 'ur'. Often found in the middle of words and occasionally at the beginning of words.
List: 22	

Spellings	Introduction	
girl	Main Teaching Activity	Ask the children to draw a line down the middle of their whiteboards and write 'ir' on one side and 'ur' on the other. Read the words out to the children and ask them to write them in to the correct side.  Discuss any misconceptions or mistakes.
shirt		
third	Independent Activity	Ask the children to circle or colour in their spellings in the wordsearch.
bird		
first		
turn		
hurt		
burst		
church		
Thursday		



Stage: 1

The digraphs 'ir' and 'ur'.

List: 22

Name:

## Spellings

girl

shirt

third

bird

first

turn

hurt

burst

church

Thursday

Place the words from your spellings into the correct box.  
Can you think of any more of your own?

Digraph 'ir'

Digraph 'ur'



Stage: 1

The digraphs 'ir' and 'ur'.

List: 22

Answers:

Spellings

girl

shirt

third

bird

first

turn

hurt

burst

church

Thursday

Place the words from your spellings into the correct box.  
Can you think of any more of your own?

Digraph 'ir'

third

girl

bird

shirt

first

Digraph 'ur'

burst

turn

church

Thursday

hurt



Stage: 1	The digraphs 'ir' and 'ur'.
List: 22	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
girl					
shirt					
third					
bird					
first					
turn					
hurt					
burst					
church					
Thursday					



Stage: 1

The digraphs 'ir' and 'ur'.

List: 22

Name:

## Spellings

girl

shirt

third

bird

first

turn

hurt

burst

church

Thursday

s	o	v	t	b	e	s	o	t	u	r	n
h	u	r	t	n	g	f	a	m	f	n	h
i	a	y	b	h	o	i	t	g	i	r	l
r	e	m	n	y	n	r	e	b	a	e	h
t	k	t	h	u	r	s	d	a	y	i	t
s	f	e	c	b	a	t	v	b	n	y	h
c	h	u	r	c	h	s	c	t	e	r	i
y	z	g	h	s	y	r	e	a	r	v	r
b	u	r	s	t	e	m	n	b	i	r	d

Find and colour your spellings that are hidden in this grid.



Stage: 1

The digraphs 'ir' and 'ur'.

List: 22

Answers:

## Spellings

girl

shirt

third

bird

first

turn

hurt

burst

church

Thursday

s	o	v	t	b	e	s	o	t	u	r	n
h	u	r	t	n	g	f	a	m	f	n	h
i	a	y	b	h	o	i	t	g	i	r	l
r	e	m	n	y	n	r	e	b	a	e	h
t	k	t	h	u	r	s	d	a	y	i	t
s	f	e	c	b	a	t	v	b	n	y	h
c	h	u	r	c	h	s	c	t	e	r	i
y	z	g	h	s	y	r	e	a	r	v	r
b	u	r	s	t	e	m	n	b	i	r	d

Find and colour your spellings that are hidden in this grid.



# Spelling Shed

Stage: 1

List: 23



The long vowel sound /oo/ as in zoo.

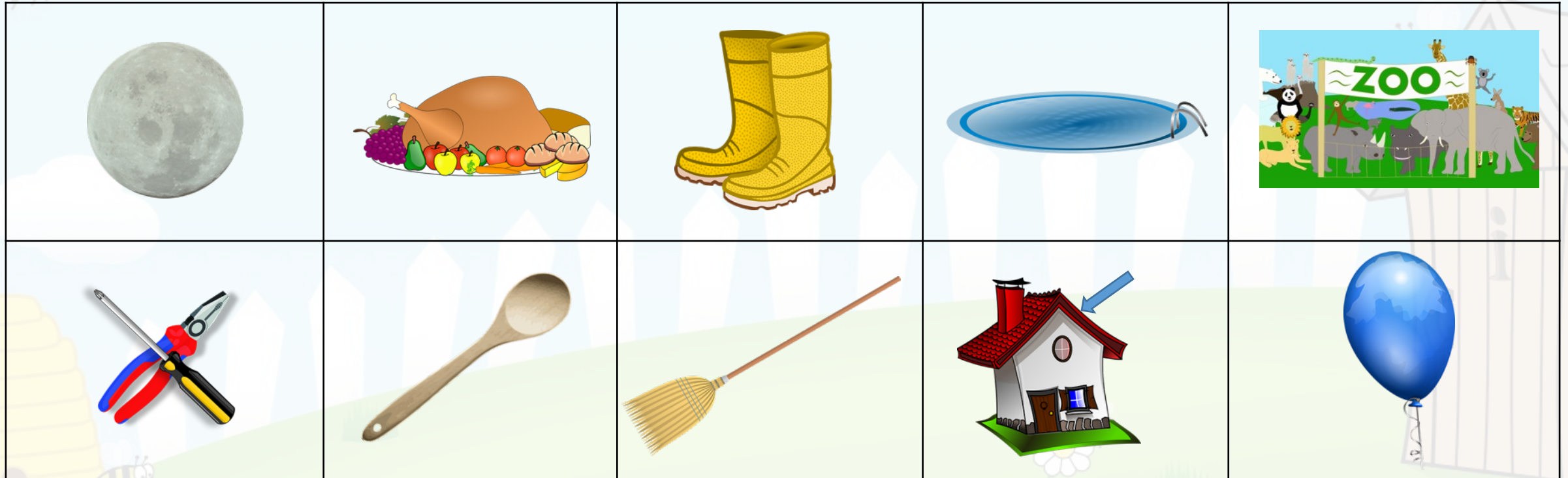


Stage: 1	The long vowel sound /oo/ as in zoo.
List: 23	

Spellings
food
moon
soon
boots
afternoon
pool
zoo
tool
spoon
boom

Introduction	The long vowel sound /oo/ is found in the middle and at the end of words, it is not found at the start of virtually any English words.
Main Teaching Activity	Ask the children to write down as many /oo/ words as they can in 2 minutes, they can work in pairs.  Share the words they have come up with and discuss misconceptions or errors.
Independent Activity	Children play /oo/ snap or pelmanism, print out two sets of cards and children play in small groups. When they get a pair they need to spell it out.

Print two sets of cards and in pairs children play snap, when they get a pair, they need to write the spelling on their whiteboard.





Stage: 1	The long vowel sound /oo/ as in Zoo.
List: 23	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
food					
moon					
soon					
boots					
afternoon					
pool					
zoo					
tool					
spoon					
boom					



Stage: 1

The long vowel sound /oo/ as in Zoo.

List: 23

Name: \_\_\_\_\_

## Spellings

food

moon

soon

boots

afternoon

pool

zoo

tool

spoon

boom

Write the correct spelling into each sentence.

The \_\_\_\_\_ can be seen in the sky at night.

I wear Wellington \_\_\_\_\_ in the rain.

The animals in the \_\_\_\_\_ were eating their \_\_\_\_\_.

I need my armbands in the swimming \_\_\_\_\_.

My mum used a hammer from the \_\_\_\_\_ box.

My baby brother is learning to eat with a \_\_\_\_\_.

I told my friends I would be out to play \_\_\_\_\_.

In the \_\_\_\_\_ we played football.

The fireworks made a loud \_\_\_\_\_.



Stage: 1

The long vowel sound /oo/ as in Zoo.

List: 23

Answers:

## Spellings

food

moon

soon

boots

afternoon

pool

zoo

tool

spoon

boom

Write the correct spelling into each sentence.

The moon can be seen in the sky at night.

I wear Wellington boots in the rain.

The animals in the zoo were eating their food.

I need my armbands in the swimming pool.

My mum used a hammer from the tool box.

My baby brother is learning to eat with a spoon.

I told my friends I would be out to play soon.

In the afternoon we played football.

The fireworks made a loud boom.



# Spelling Shed

Stage: 1

List: 24

The short vowel sound 'oo' as in foot.

\*Standard English pronunciation has been used here. In some parts of England the -ook words may have a longer sound.





Stage: 1	The short vowel sound 'oo' as in foot. Standard English pronunciation has been used here. In some parts of England the -ook words may have a longer sound.
List: 24	

Spellings
book
foot
good
brook
cook
took
wood
shook
stood
wool

Introduction	Some words in English use the 'oo' spelling which is pronounced as a short sound, this is dependent on location and dialect however.
Main Teaching Activity	Ask children to look at the beginning sound, add the /oo/ sound and then work out what the end sound is to make their spelling words. They can draw lines or write the words in full.  Share and discuss their results.
Independent Activity	Use the dice activity and allow the children to complete it for each word.  Share their sentences and definitions.



Stage: 1

The short vowel sound 'oo' as in foot.

List: 24

Name:

Click to hide the  
spelling list!

b
f
g
br
c
t
w
sh
st
w

+ oo

d
k
k
d
t
k
l
k
d
k

Match the  
beginning sound  
to its ending.

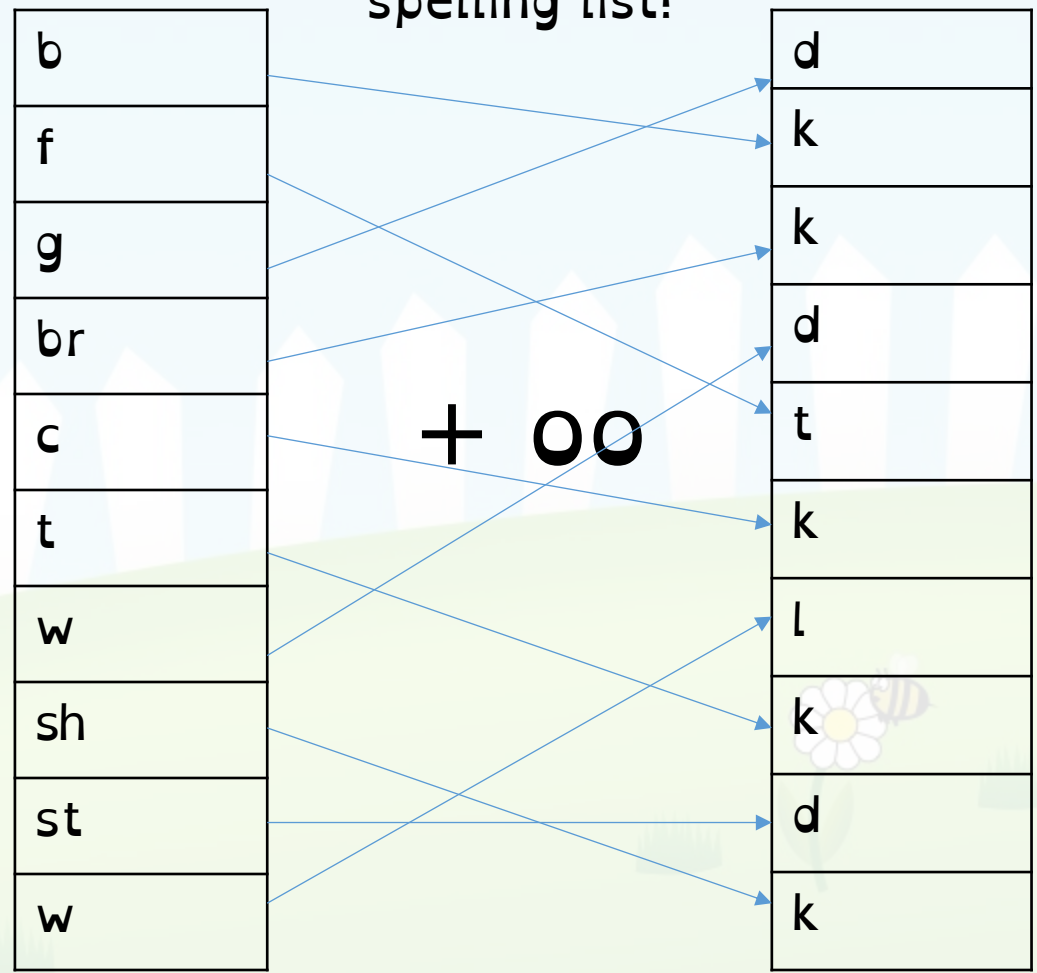


Stage: 1	The short vowel sound 'oo' as in foot.
List: 24	

Answers:

Spellings
book
foot
good
brook
cook
took
wood
shook
stood
wool

Click to hide the spelling list!



Match the beginning sound to its ending.



Stage: 1

The short vowel sound 'oo' as in foot.

List: 24

Name:

### Spellings

book

foot

good

brook

cook

took

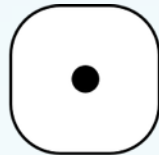
wood

shook

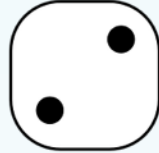
stood

wool

Roll a die or ask someone to pick a number from 1-6 for each spelling.



Write your word in a full sentence.



Write your word in capital letters.



Write your word three times.



Write your word in different colours.



Write what your word means.



Spell the word out loud.



Stage: 1	The short vowel sound 'oo' as in foot.
List: 24	
Name: _____	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
book					
foot					
good					
brook					
cook					
took					
wood					
shook					
stood					
wool					



Stage: 1

The short vowel sound 'oo' as in foot.

List: 24

Name:

Spellings

book

foot

good

brook

cook

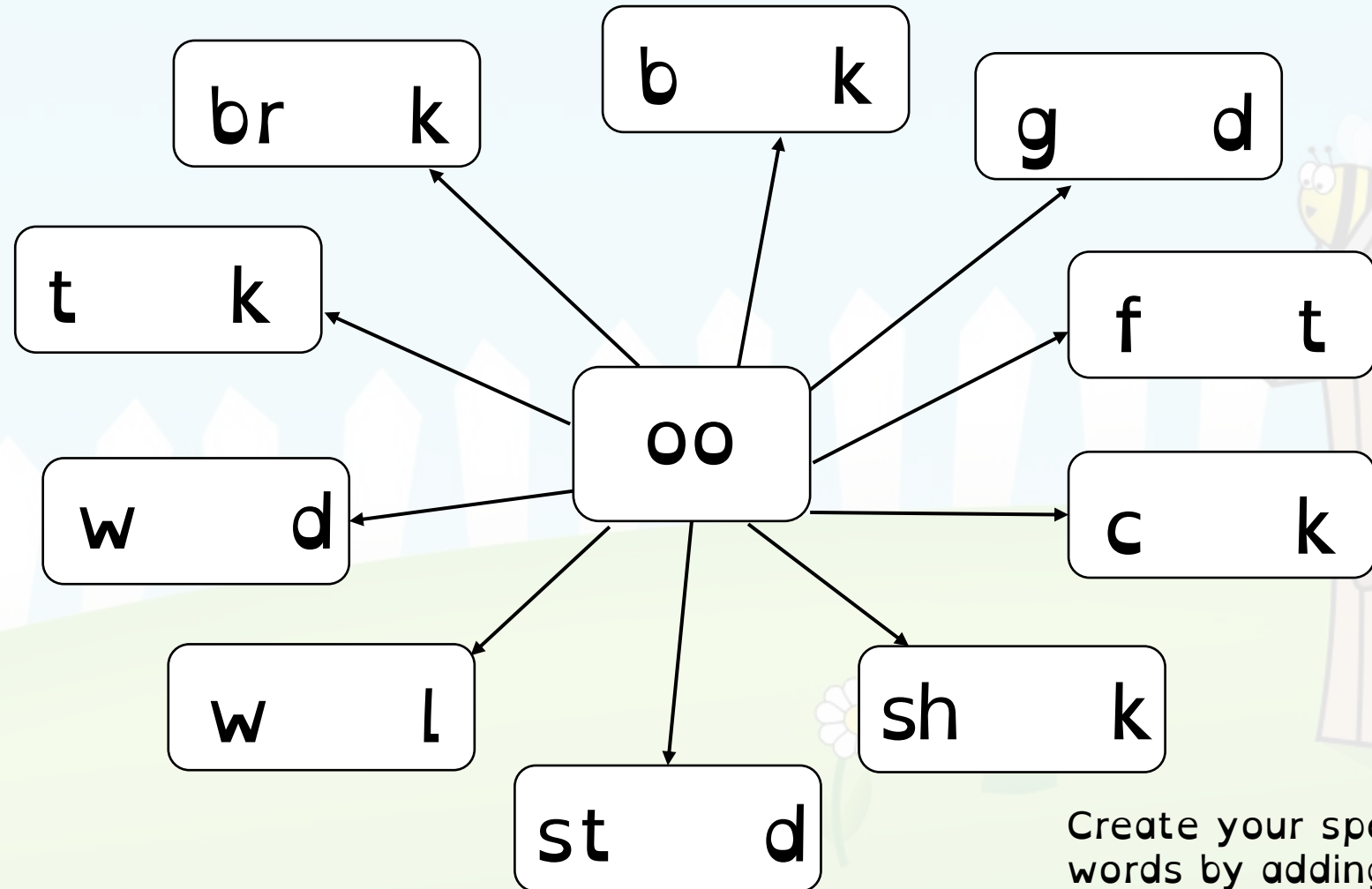
took

wood

shook

stood

wool



Create your spelling words by adding oo.  
Can you say them in a sentence?



Stage: 1

The short vowel sound 'oo' as in foot.

List: 24

Answers:

Spellings

book

foot

good

brook

cook

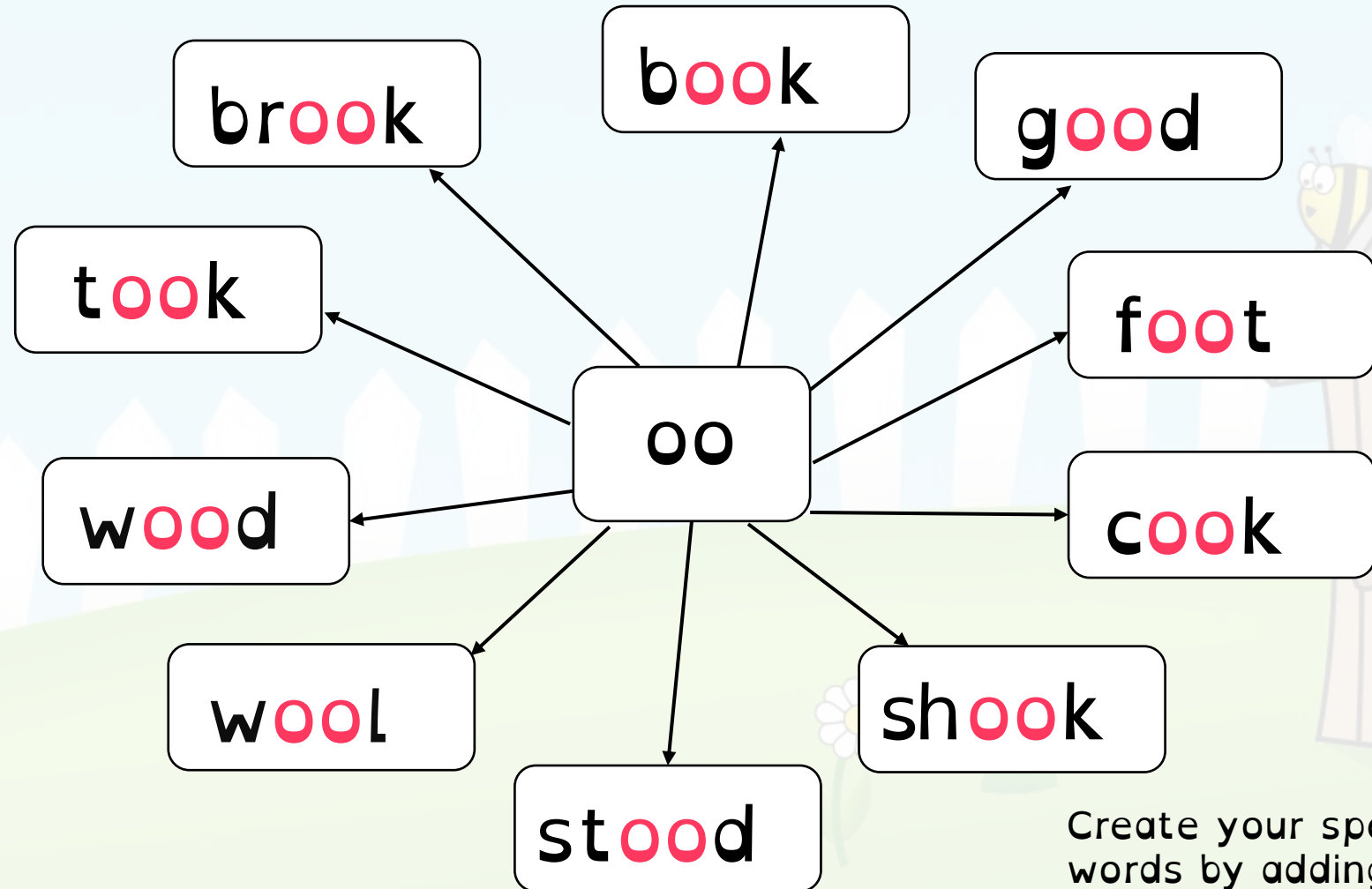
took

wood

shook

stood

wool





Create your spelling words by adding oo. Can you say them in a sentence?



# Spelling Shed

Stage: 1

List: 25



The 'oa' digraph can come at the beginning or in the middle of words but very rarely at the end.

The 'oe' digraph can be sometimes found at the end of words.



Stage: 1	The 'oa' digraph can come at the beginning or in the middle of words but very rarely at the end. The 'oe' digraph can be sometimes found at the end of words.
List: 25	

Spellings
boat
road
toe
soap
goat
coat
coach
goes
toast
cloak

Introduction	The 'oa' digraph can come at the beginning or in the middle of words but very rarely at the end. The 'oe' digraph can be sometimes found at the end of words.
Main Teaching Activity	<p>Get the children to split the words up on the whiteboard according to whether they have /oa/ or /oe/ spellings. Ask them to write the words in to two lists and colour in, or circle, the common spelling pattern.</p> <p>Explain that there is no specific rule for how the words are spelled and so they need to be learnt.</p>
Independent Activity	<p>Play sound bingo.</p> <p>Give the children the grid, or get them to draw their own. Get them to put a small sound in each corner, either 'oe' or 'oa' – they choose which one (the first one is done to show them how)</p> <p>Once they have a spelling sound in each box, say one of the words from the list and they must put it in one of the boxes which contains that spelling. E.g. if you said toe or goes then it could go in the first box. The aim is to get a row of three and then a full house first.</p>



Stage: 1

The 'oa' digraph can come at the beginning or in the middle of words but very rarely at the end. The 'oe' digraph can be sometimes found at the end of words.

List: 25

Name:

/oh/

'oe'

'oa'

oe		





Stage: 1

The 'oa' digraph can come at the beginning or in the middle of words but very rarely at the end. The 'oe' digraph can be sometimes found at the end of words.

List: 25

Name: \_\_\_\_\_

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
boat					
road					
toe					
soap					
goat					
coat					
coach					
goes					
toast					
cloak					



Stage: 1

The 'oa' digraph can come at the beginning or in the middle of words but very rarely at the end. The 'oe' digraph can be sometimes found at the end of words.

List: 25

Name:

## Spellings

boat

road

toe

soap

goat

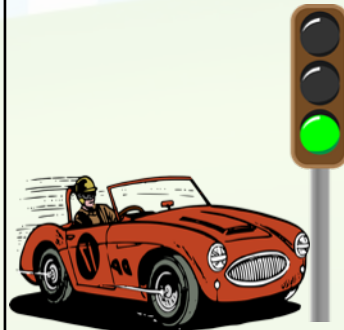
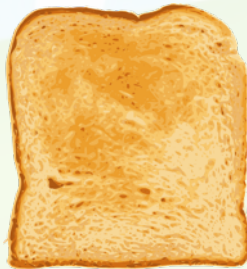
coat

coach

goes

toast

cloak





Stage: 1

The 'oa' digraph can come at the beginning or in the middle of words but very rarely at the end. The 'oe' digraph can be sometimes found at the end of words.

List: 25

Answers:

## Spellings

boat

road

toe

soap

goat

coat

coach

goes

toast

cloak



coat



soap



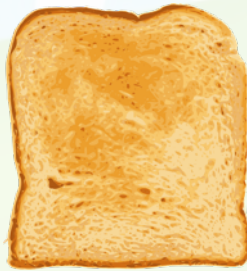
road



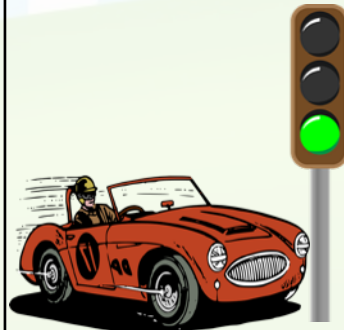
boat



cloak



toast



goes



goat



coach



toe



# Spelling Shed

Stage: 1

List: 26



The 'ou' digraph. This digraph can be found at the beginning and in the middle of words. The only common English word ending in 'ou' is you.



Stage: 1	The 'ou' digraph. This digraph can be found at the beginning and in the middle of words. The only common English word ending in 'ou' is you.
List: 26	

<b>Spellings</b>
out
mouth
sound
proud
shout
about
around
found
mound
count

Introduction	The 'ou' digraph. This digraph can be found at the beginning and in the middle of words. The only common English word ending in 'ou' is you.
Main Teaching Activity	<p>Get the children to look at the sheet with the missing letters and try and locate the missing ones in pairs. You can allow them to see the spelling list or you can hide it if you want more challenge.</p> <p>Share the spellings that the children come up with and discuss any misconceptions.</p>
Independent Activity	Get the children to look at Marvin's spelling test, he got 5 words wrong. Can they spot which ones are incorrect? They can use the spelling list if needed or hide it to make it more challenging.



Stage: 1

The 'ou' digraph.

List: 26

Name:

## Spellings

out

mouth

sound

proud

shout

about

around

found

mound

count

o      t

c   o   u   n

m   o   u      h

s      u   n   d

m   o   u   n

    r   o   u   d

    o   u   n   d

a      o   u   t

a   r      u   n   d

    h   o   u   t

Can you use your spellings to locate the missing letters?

Stage: 1

The 'ou' digraph.

List: 26

Answers:



Spelling Shed

Spellings

out

mouth

sound

proud

shout

about

around

found

mound

count

o u t

c o u n t

m o u t h

s o u n d

m o u n d

p r o u d

f o u n d

a b o u t

a r o u n d

s h o u t

Can you use your spellings to locate the missing letters?





Stage: 1

The 'ou' digraph.

List: 26

Answers:

Cover your spellings for this task

## Spellings

out

mouth

sound

proud

shout

about

around

found

mound

count



Marvin has scored 5/10 in his spelling test.

Can you help him out by writing the correct spellings into this grid?

out

mowth

sound

proud

showt

abbout

arownd

found

mound

cownt

out

mouth

sound

proud

shout

about

around

found

mound

count



Stage: 1	The 'ou' digraph.
List: 26	Name:

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
out					
mouth					
sound					
proud					
shout					
about					
around					
found					
mound					
count					



Stage: 1

The 'ou' digraph.

List: 26

Name:

## Spellings

out

mouth

sound

proud

shout

about

around

found

mound

count

o	u	t	s	m	o	u	n	d	u
h	r	f	s	o	u	n	d	o	p
s	h	o	u	t	t	r	f	d	g
o	s	a	e	c	m	o	u	t	h
f	o	u	n	d	c	e	n	d	c
h	t	p	r	o	u	d	a	k	o
e	r	i	a	b	o	u	t	n	u
a	r	o	u	n	d	e	l	o	n
v	s	e	b	o	b	s	i	m	t

Can you find and colour your spellings hiding in this grid.



Stage: 1

The 'ou' digraph.

List: 26

Answers:

## Spellings

out

mouth

sound

proud

shout

about

around

found

mound

count

o	u	t	s	m	o	u	n	d	u
h	r	f	s	o	u	n	d	o	p
s	h	o	u	t	t	r	f	d	g
o	s	a	e	c	m	o	u	t	h
f	o	u	n	d	c	e	n	d	c
h	t	p	r	o	u	d	a	k	o
e	r	i	a	b	o	u	t	n	u
a	r	o	u	n	d	e	l	o	n
v	s	e	b	o	b	s	i	m	t

Can you find and colour your spellings hiding in this grid.



# Spelling Shed

Stage: 1

List: 27



The 'ow' digraph. This digraph can make two different sounds like in 'cow' or in 'blow.'



Stage: 1	The 'ow' digraph. This digraph can make two different sounds like in 'cow' or in 'blow'.
List: 27	

<b>Spellings</b>
how
brown
down
town
frown
own
blow
snow
grow
show

Introduction	The 'ow' digraph can be pronounced two ways – e.g. cow and blow.
Main Teaching Activity	Ask the children to decide which words go in the 'ow' like cow box and which go in the 'ow' like blow box.  Share their classifications and check for misunderstandings.
Independent Activity	In small groups, one child picks a spelling list word and tells the others what it is. They must write the word on their whiteboard and the first child acts as teacher to check the spellings. The next child then becomes the teacher and they choose a word. Continue until all words have been spelled by the group.

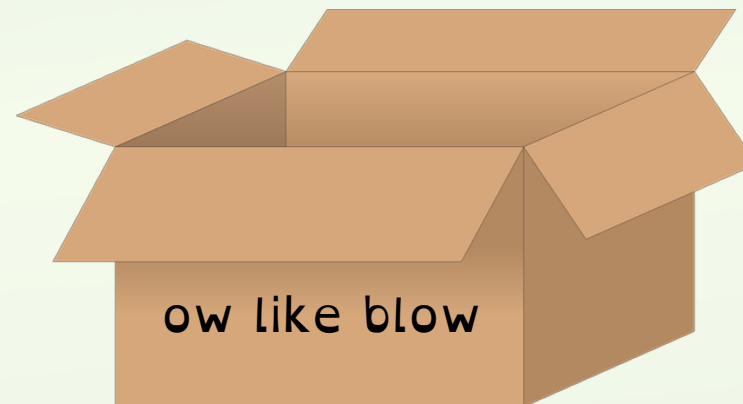
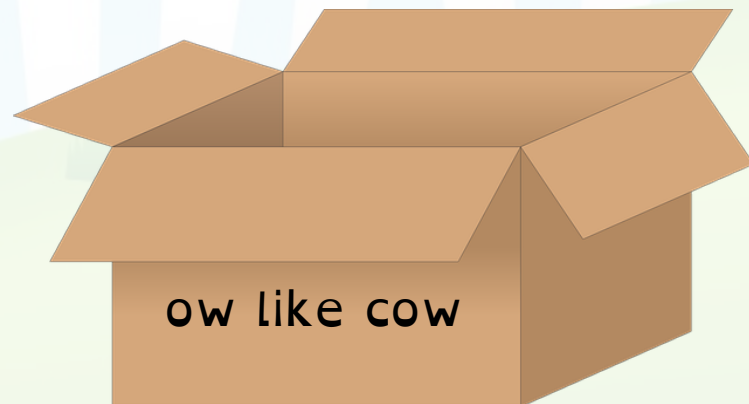
Split the words up depending on their sound:



Spelling Shed

'ow' like cow  
'ow' like blow

how	own	brown	blow	down
grow	snow	show	frown	town



Split the words up depending on their sound:

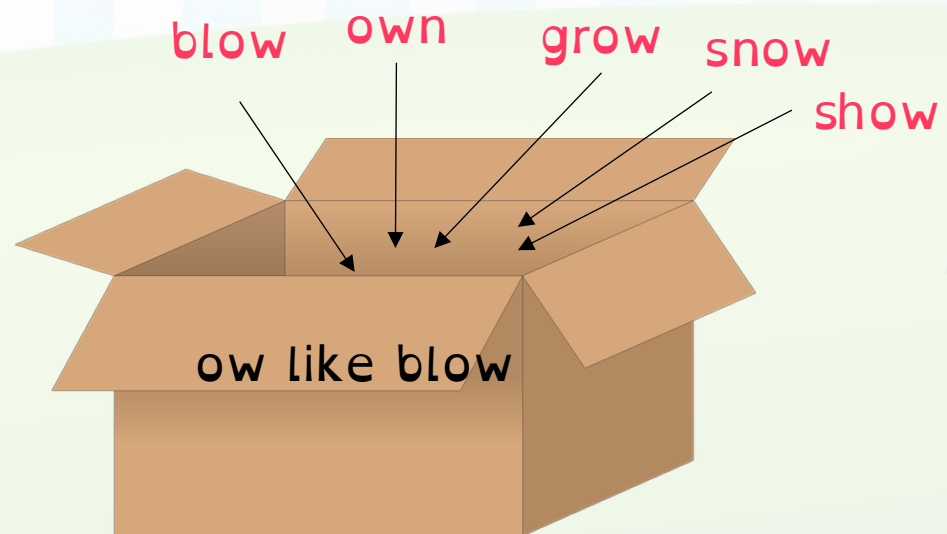
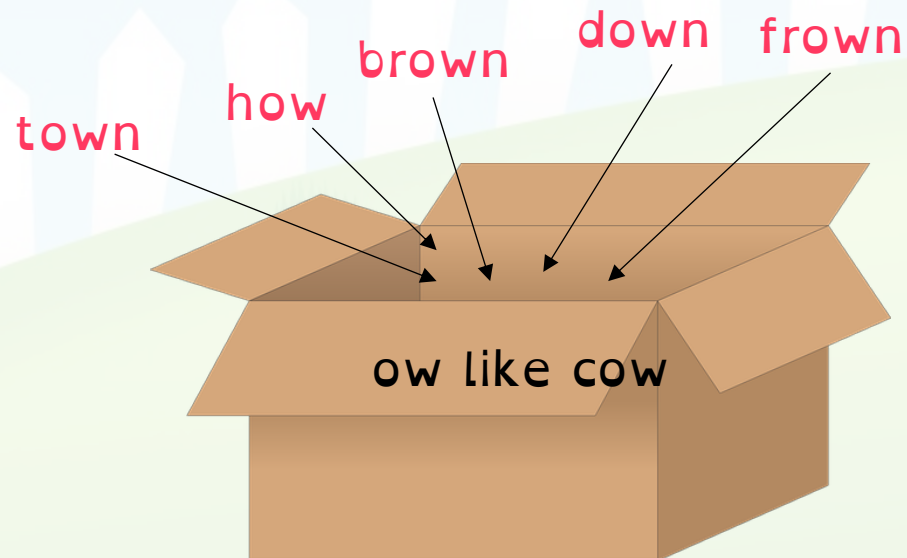


Spelling Shed

Answers:

'ow' like cow  
'ow' like blow

how	own	brown	blow	down
grow	snow	show	frown	town





Stage: 1	The 'ow' digraph. This digraph can make two different sounds like in 'cow' or in 'blow.'
List: 27	

Name: \_\_\_\_\_

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
how					
brown					
down					
town					
frown					
own					
blow					
snow					
grow					
show					



Stage: 1

The 'ow' digraph. This digraph can make two different sounds like in 'cow' or in 'blow.'

List: 27

Name:

## Spellings

how

brown

down

town

frown

own

blow

snow

grow

show

Find and unscramble your spellings in the grids.

t	w	o	n

w	n	o	r	b

w	h	o

n	w	o	r	f

n	o	w

w	o	s	h

l	o	w	b

w	g	r	o

d	w	o	n

w	s	n	o



Stage: 1

The 'ow' digraph. This digraph can make two different sounds like in 'cow' or in 'blow.'

List: 27

Answers:

## Spellings

how

brown

down

town

frown

own

blow

snow

grow

show

Find and unscramble your spellings in the grids.

t	w	o	n
t	o	w	n

w	n	o	r	b
b	r	o	w	n

w	h	o
h	o	w

n	w	o	r	f
f	r	o	w	n

n	o	w
o	w	n

w	o	s	h
s	h	o	w

l	o	w	b
b	l	o	w

w	g	r	o
g	r	o	w

d	w	o	n
d	o	w	n

w	s	n	o
s	n	o	w



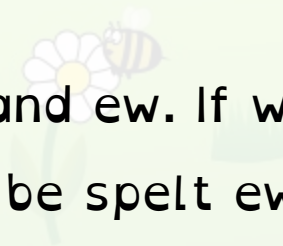
# Spelling Shed

Stage: 1

List: 28



The 'oo' and 'yoo' sounds can be spelt as u-e, ue and ew. If words end in the /oo/ sound, then it is likely that they will be spelt ew or ue.





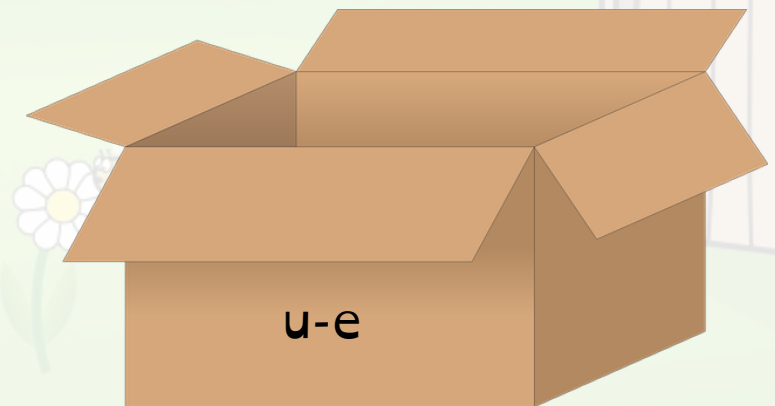
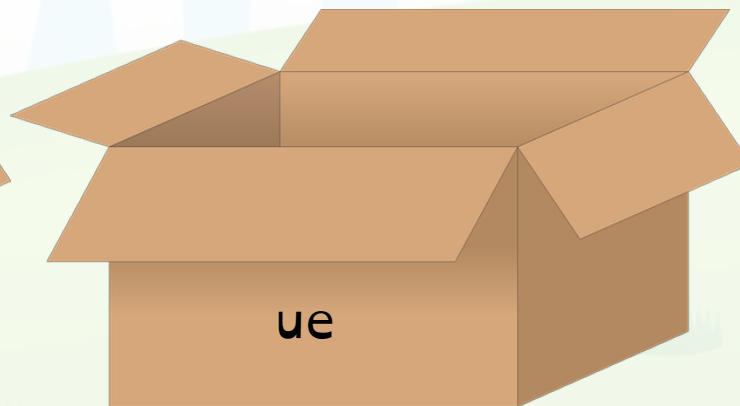
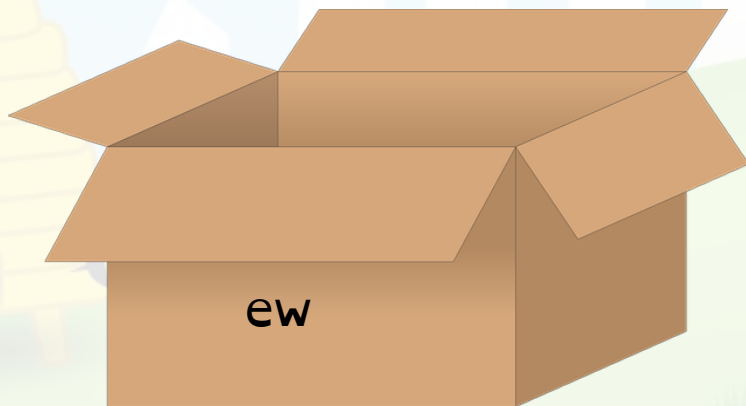
Stage: 1	The 'oo' and 'yoo' sounds can be spelt as u-e, ue and ew. If words end in the /oo/ sound, then it is likely that they will be spelt ew or ue.
List: 28	

Spellings	Introduction
blue	Ask the children if they can remember any ways of spelling the 'oo' sound (ue, ew, u_e)
true	
Tuesday	Main Teaching Activity Ask the children to sort the spelling list in to groups depending on their spelling pattern. They can do this on their whiteboards.  Share with the class and discuss any misconceptions. Get the children to come up and draw a line from each spelling to the correct box. (two new words have been added to enable them to see the u_e spelling)
few	
drew	
clue	
rescue	Independent Activity Write each of your words twice using rainbow colours (red, orange, yellow, green, blue, indigo and violet)
new	
grew	
threw	



Divide the words up depending on their spelling pattern:

blue	threw	grew	true	tube	new
Tuesday	few	rescue	drew	cute	clue

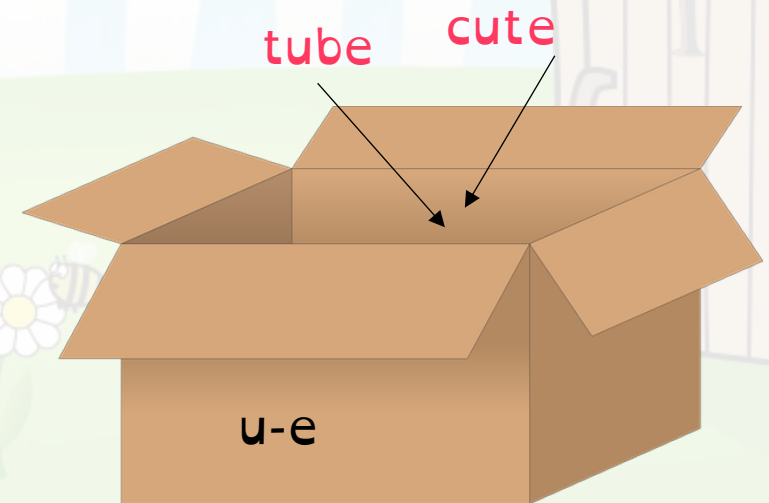
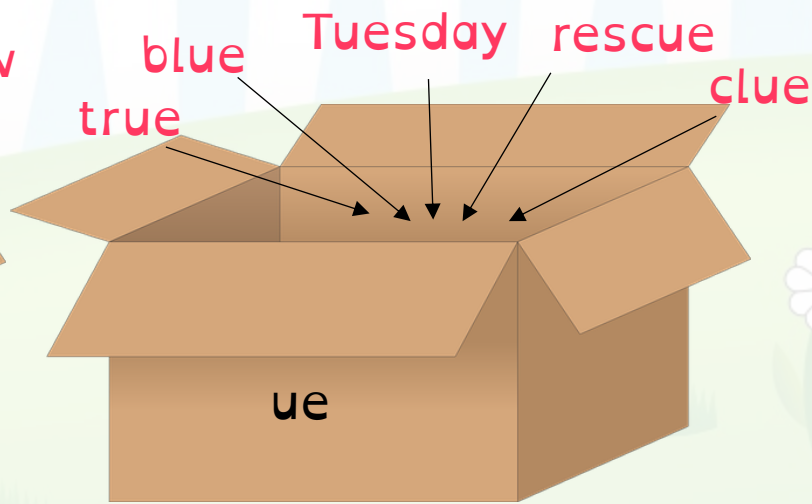
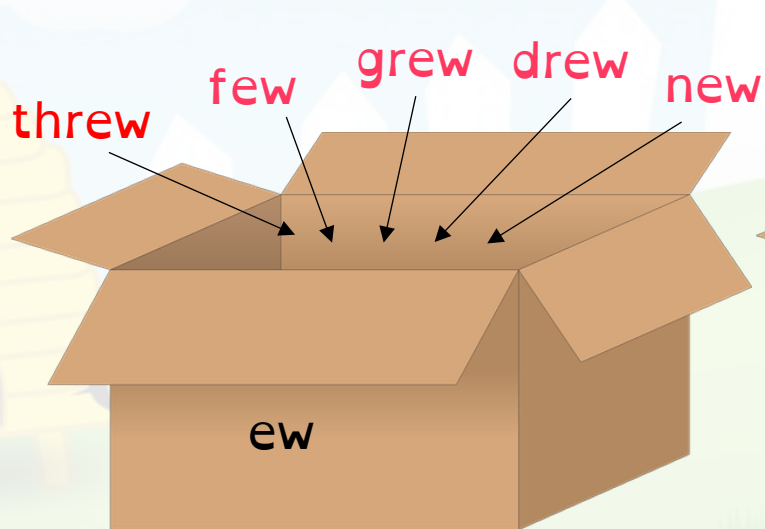




Divide the words up depending on their spelling pattern:

Answers:

blue	threw	grew	true	tube	new
Tuesday	few	rescue	drew	cute	clue





# Rainbow Spelling

blue	threw	grew	true	new
Tuesday	few	rescue	drew	clue





Stage: 1

The 'oo' and 'yoo' sounds can be spelt as u-e, ue and ew.

List: 28

Name:

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
blue					
true					
Tuesday					
few					
drew					
clue					
rescue					
new					
grew					
threw					



Stage: 1

The 'oo' and 'yoo' sounds can be spelt as u-e, ue and ew.

List: 28

Name:

## Spellings

blue

true

Tuesday

few

drew

clue

rescue

new

grew

threw

## Which spelling is correct?

blue

blew

trew

true

Tewsday

Tuesday

few

fue

drew

drue

clew

clue

rescew

rescue

nue

new

grew

grue

threw

thru

Cover your spellings and colour the correct spelling from each spelling pair.



Stage: 1

The 'oo' and 'yoo' sounds can be spelt as u-e, ue and ew.

List: 28

Answer:

## Spellings

blue

true

Tuesday

few

drew

clue

rescue

new

grew

threw

## Which spelling is correct?

blue

blew

trew

true

Tewsday

Tuesday

few

fue

drew

drue

clew

clue

rescew

rescue

nue

new

grew

grue

threw

thru

Cover your spellings and colour the correct spelling from each spelling pair.

# Spelling Shed

Stage: 1

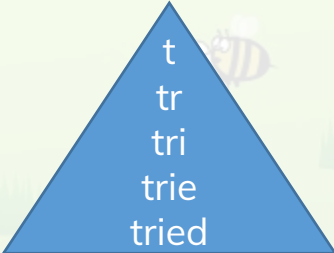
List: 29

The digraph 'ie' making the /aɪ/ sound as in pie.



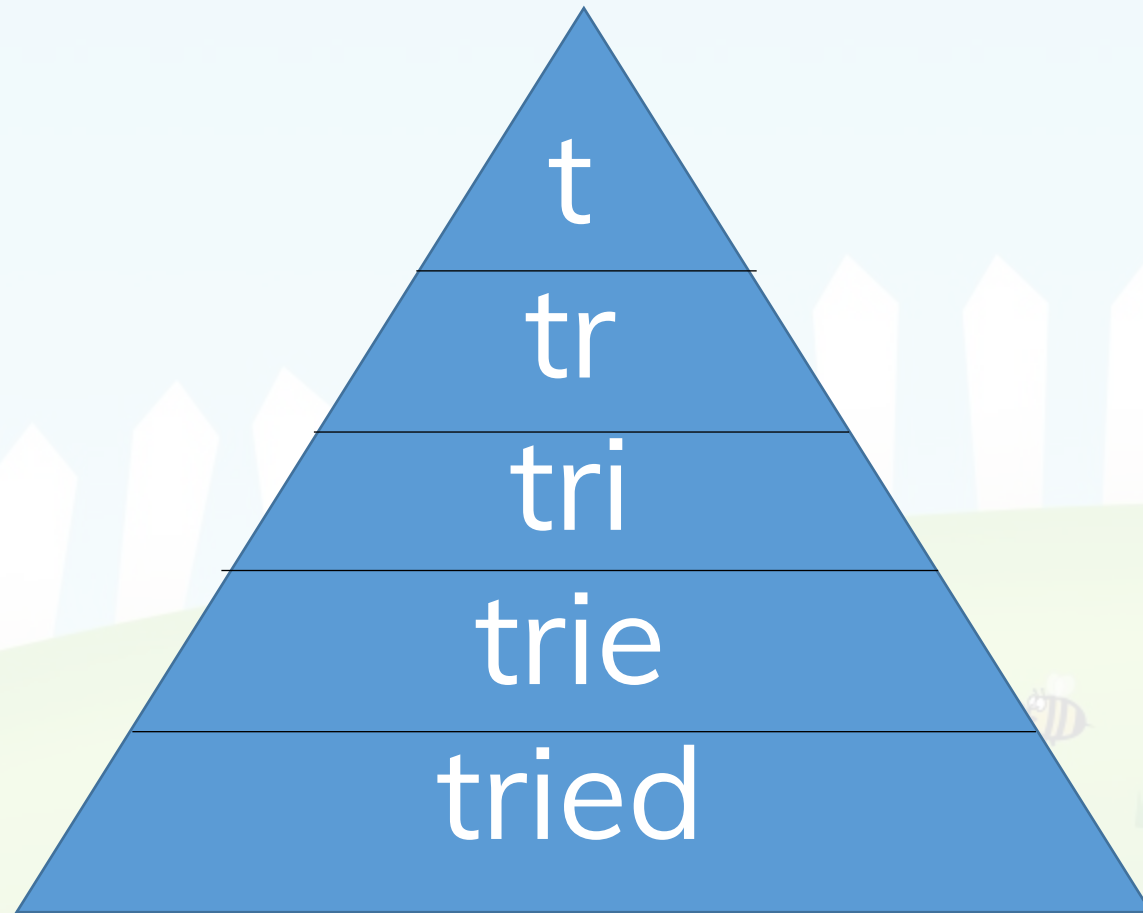
Stage: 1	The digraph 'ie' making the /ai/ sound as in pie.
List: 29	

<b>Spellings</b>
lie
pie
tried
spied
dried
tie
cried
died
fried
tied

Introduction	Say some of the words from the list to the children and see if they can work out what digraph is that is making the /ai/ sound.
Main Teaching Activity	<p>Do a speed spell where you say the words quickly and children write them down on their white board and hold them up as quickly as they can.</p> <p>Address misconceptions or mistakes as they occur and remind children that all of the words have the same 'ie' digraph in them.</p>
Independent Activity	<p>Get the children to create triangle spellings where they draw a triangle and add a letter each level until they write the whole spelling</p> 

# Triangle Spellings

Add a letter for each level until you write the whole word.





Stage: 1	The digraph 'ie' making the /ɪ/ sound as in pie.
List: 29	
Name: _____	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
lie					
pie					
tried					
spied					
dried					
tie					
cried					
died					
fried					
tied					



Stage: 1

The digraph 'ie' making the /ɔɪ / sound as in pie.

List: 29

Name:

## Spellings

lie

pie

tried

spied

dried

tie

cried

died

fried

tied

l

i

t

e

d

t

i

e

d

c

r

i

d

f

r

i

e

d

e

d

p

i

p

i

e

d

t

e

d

i

e

d

Can you use your spellings to locate the missing letters?



Stage: 1

The digraph 'ie' making the /ɔɪ / sound as in pie.

List: 29

Answers:

Spellings

lie

pie

tried

spied

dried

tie

cried

died

fried

tied

l i e

t i e d

t r i e d

c r i e d

f r i e d

d i e d

p i e

s p i e d

t i e

d r i e d

Can you use your spellings to locate the missing letters?

# Spelling Shed

Stage: 1

List: 30

The digraph 'ie' making the /ee/ sound.



Stage: 1	The digraph 'ie' making the /ee/ sound.
List: 33	

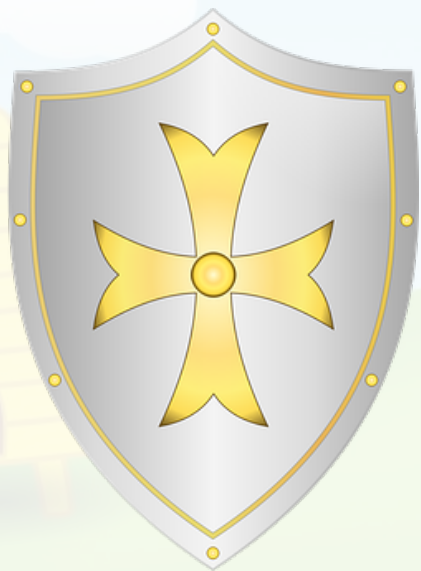
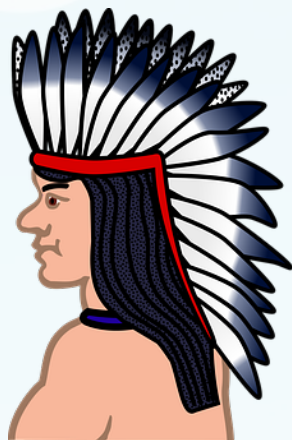
<b>Spellings</b>
chief
thief
piece
brief
handkerchief
field
belief
priest
shield
grief

Introduction	Ask the children if they know what digraph is making the /ee/ sound in the spelling list words. What ways are there to make /ee/?
Main Teaching Activity	Get the children to copy down their spelling list and then colour in the digraph in each word.  Check the spellings and discuss any misconceptions or mistakes.
Independent Activity	Put the images up from the slide and see if they children know what they are and how to spell each word without the clues. You can add clues if they are finding it hard, e.g. write the first letter for them.

What can you see? Write down what these images are:



Spelling Shed



What can you see? Write down what these images are:

Answers:



Spelling Shed



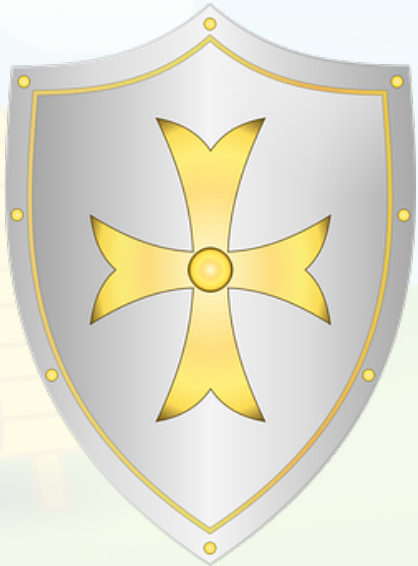
chief



handkerchief



thief



shield



priest



field



Stage: 1	The digraph 'ie' making the /ee/ sound.
List: 30	

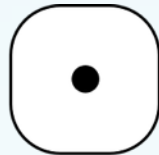
Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
chief					
thief					
piece					
brief					
handkerchief					
field					
belief					
priest					
shield					
grief					



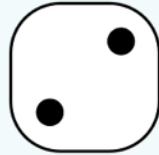
Stage: 1	The digraph 'ie' making the /ee/ sound.
List: 30	Name:

Spellings
chief
thief
piece
brief
handkerchief
field
belief
priest
shield
grief

Roll a die or ask someone to pick a number from 1-6 for each spelling.



Write your word in a full sentence.



Write your word in capital letters.



Write your word three times.



Write your word in different colours.



Write what your word means.



Spell the word out loud.



# Spelling Shed

Stage: 1

List: 31



The long vowel sound /i:/ spelt 'igh.' This is usually found in the middle of words but sometimes at the end of words too.



Stage: 1	The long vowel sound /i/ spelt 'igh'. This is usually found in the middle of words but sometimes at the end of words too.
List: 31	

<b>Spellings</b>
high
light
right
tight
fright
night
bright
sight
mighty
midnight

Introduction	Tell the children some of the spelling list words, can they identify the common sound? Do they know how the sound is spelled?
Main Teaching Activity	Ask the children to put the partial spellings through the machine to add 'igh' in the gap. What words do they make?  Can they think of any more 'igh' words to add to their list?
Independent Activity	Ask the children to put their words in alphabetical order. Check with a partner and share with the class. They can use the alphabet list on the slide if they need support.



Stage: 1

The long vowel sound /i/ spelled 'igh'.

List: 31

Name:

## Spellings

h

l \_\_\_ t

r \_\_\_ t

t \_\_\_ t

fr \_\_\_ t

n \_\_\_ t

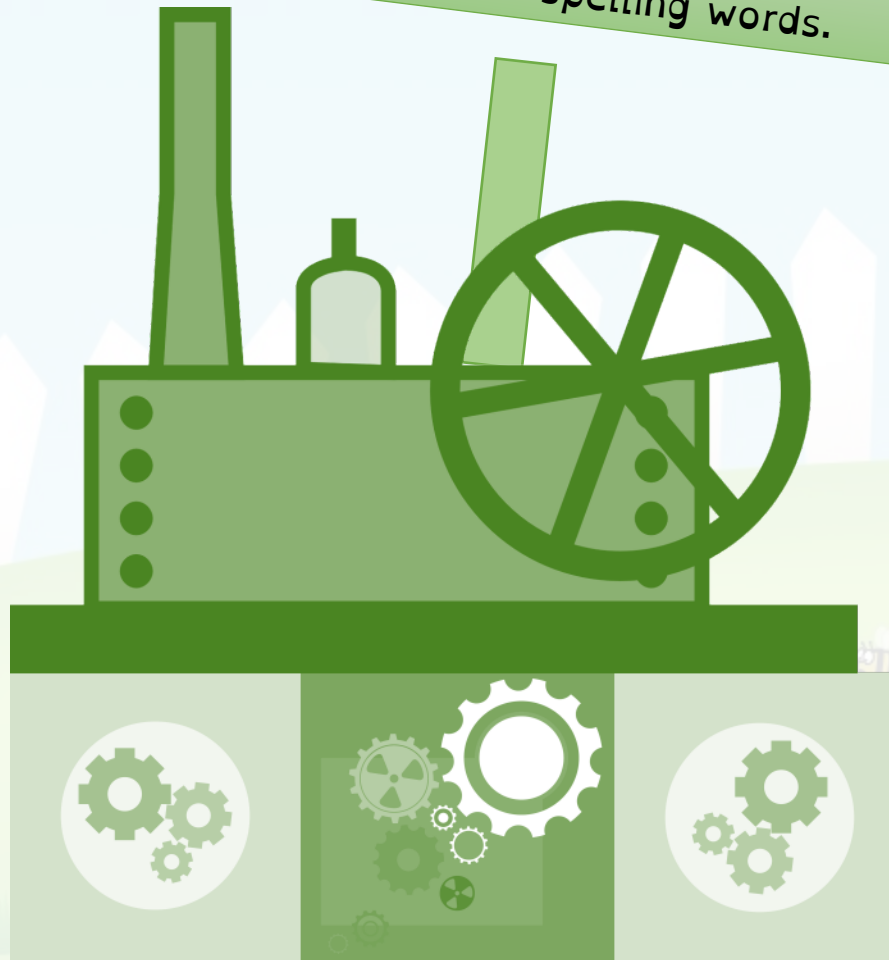
br \_\_\_ t

s \_\_\_ t

m \_\_\_ ty

midn \_\_\_ t

Add 'igh' to these words to make your spelling words.



high



Stage: 1

The long vowel sound /i/ spelled 'igh'.

List: 31

Answers:

## Spellings

h

l \_\_\_ t

r \_\_\_ t

t \_\_\_ t

fr \_\_\_ t

n \_\_\_ t

br \_\_\_ t

s \_\_\_ t

m \_\_\_ ty

midn \_\_\_ t

Add 'igh' to these words to make your spelling words.

high

light

right

tight

fright

night

bright

sight

mighty

midnight

Put the words in your spelling list in to alphabetical order



Spelling Shed

Spellings
high
light
right
tight
fright
night
bright
sight
mighty
midnight

a b c d e f g h i j k l m n  
o p q r s t u v w x y z

Put the words in your spelling list in to alphabetical order

Answers:

Spellings
bright
fright
high
light
midnight
mighty
night
right
sight
tight

a b c d e f g h i j k l m n  
o p q r s t u v w x y z



Stage: 1	The long vowel sound /i/ spelled 'igh'.
List: 31	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
high					
light					
right					
tight					
fright					
night					
bright					
sight					
mighty					
midnight					



Stage: 1

The long vowel sound /i/ spelt 'igh'.

List: 31

Name:

Spellings

high

light

right

tight

fright

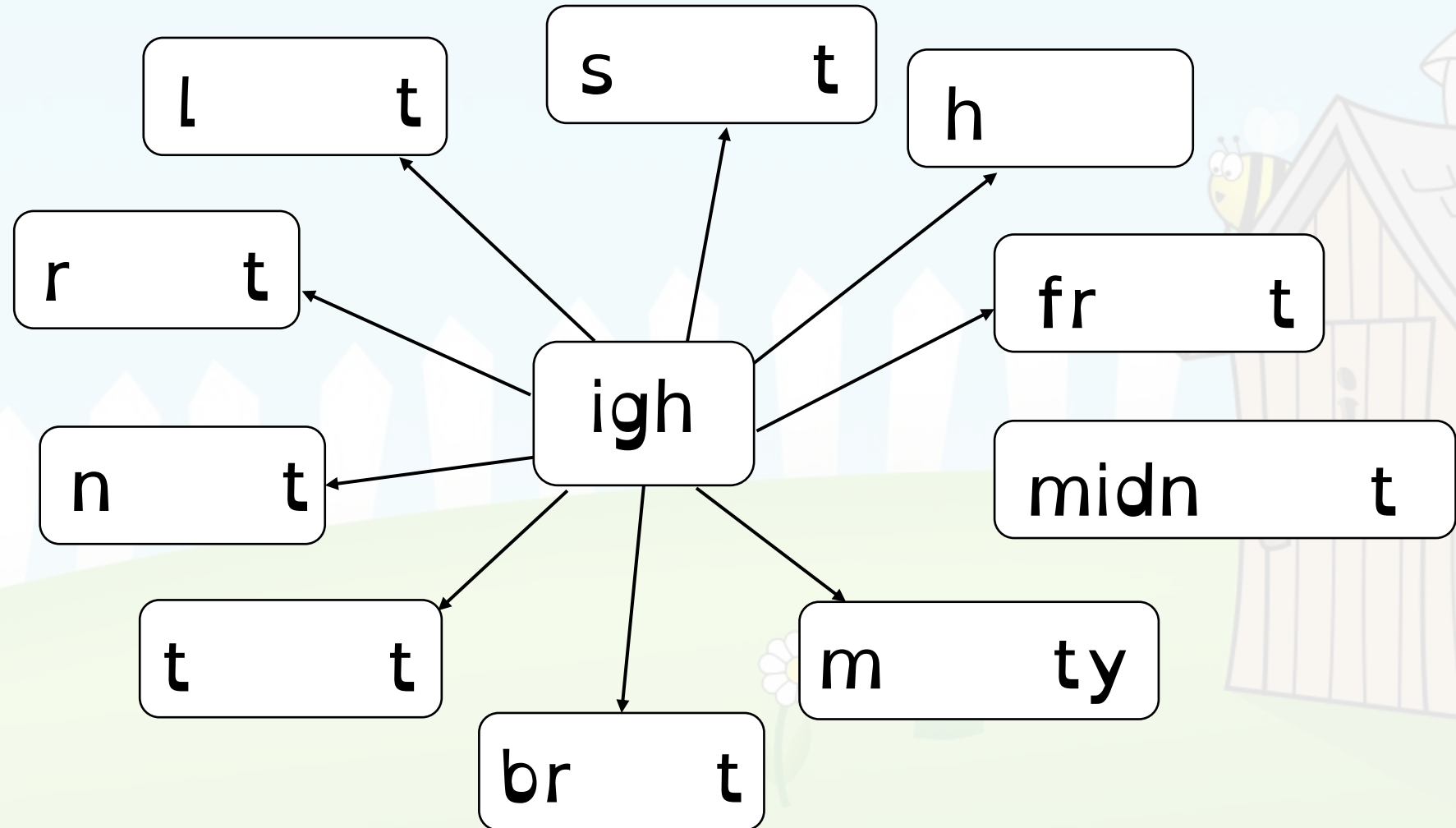
night

bright

sight

mighty

midnight



Create your spelling words by adding igh. Can you say them in a sentence?



Stage: 1

The long vowel sound /i/ spelt 'igh'.

List: 31

Answers:

Spellings

high

light

right

tight

fright

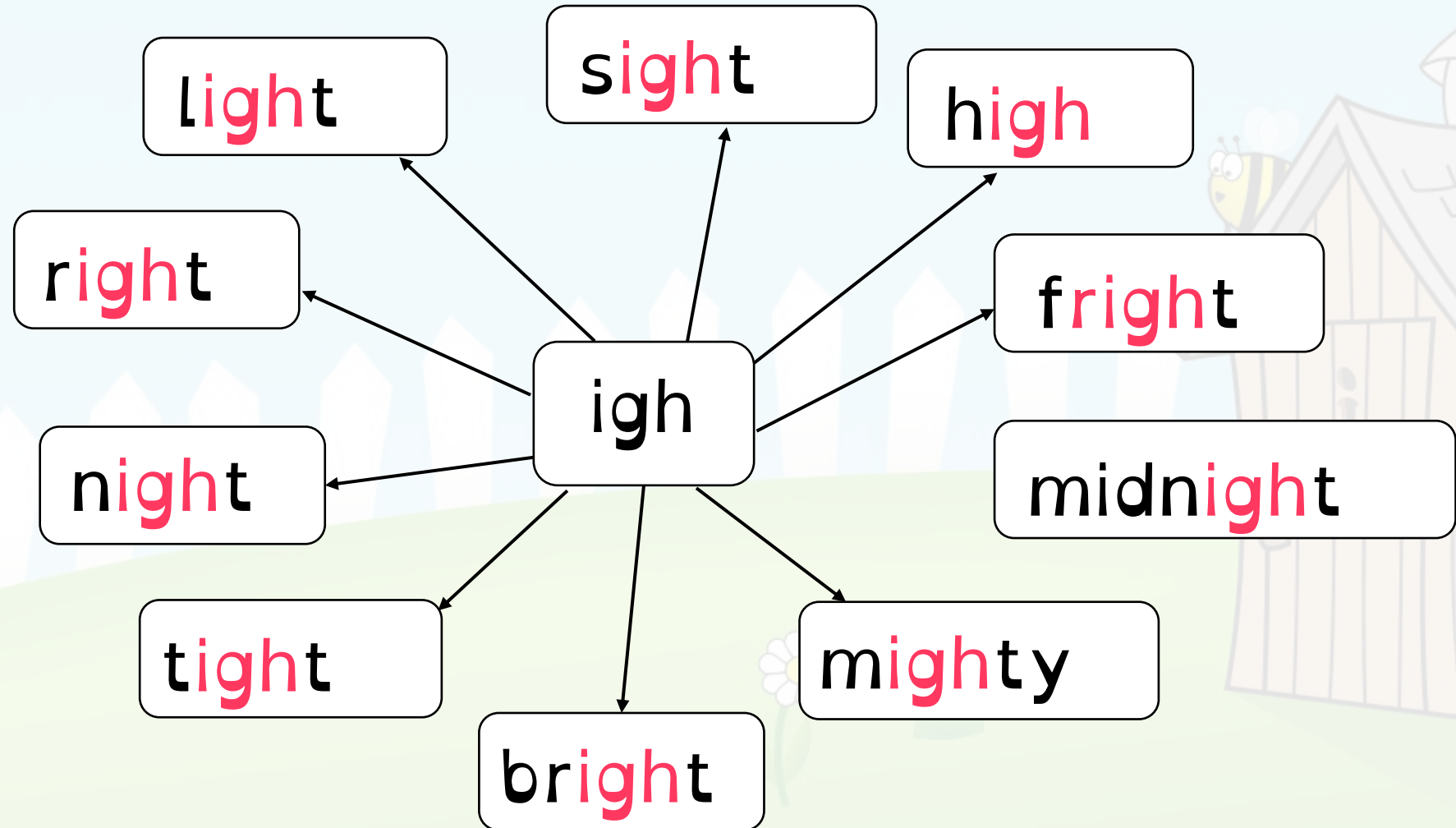
night

bright

sight

mighty

midnight



Create your spelling words by adding igh. Can you say them in a sentence?



# Spelling Shed

Stage: 1

List: 32



The /or/ sound. The vowel digraph 'or' and trigraph 'ore'. It is more likely that when at the end of a word then it will be spelled with an 'e'.



Stage: 1	The /or/ sound. The vowel digraph 'or' and trigraph 'ore.' It is more likely that when at the end of a word then it will be spelled with an 'e.'
List: 32	

<b>Spellings</b>
forty
north
horse
score
wore
morning
torn
more
before
shore

Introduction	The /or/ sound can be made by the digraph 'or' or the trigraph 'ore', If it is in the middle of the word it is usually 'or' and at the end of a word has the 'e' on the end.
Main Teaching Activity	Show children the split words and ask them to write the beginnings and ends on their whiteboard to form the spelling lists. Click o the slide to hide the spelling list if you want to make it more challenging.  Share the words the children have made and discuss.
Independent Activity	Get children to work in small groups, one child picks one of the spelling list words and writes the first letter on a mini whiteboard, then passes the board to their left, the next child writes the next letter of the word and so on until the word is complete.  The child that writes the final letter checks the spelling is correct and then picks another word from the board to start again.

Stage: 1

The /or/ sound.

List: 32



Spelling Shed

Click to hide the spelling list!

for

nor

ho

s

wor

morn

to

m

be

sh

core

rn

th

ty

ore

fore

rse

ore

e

ing

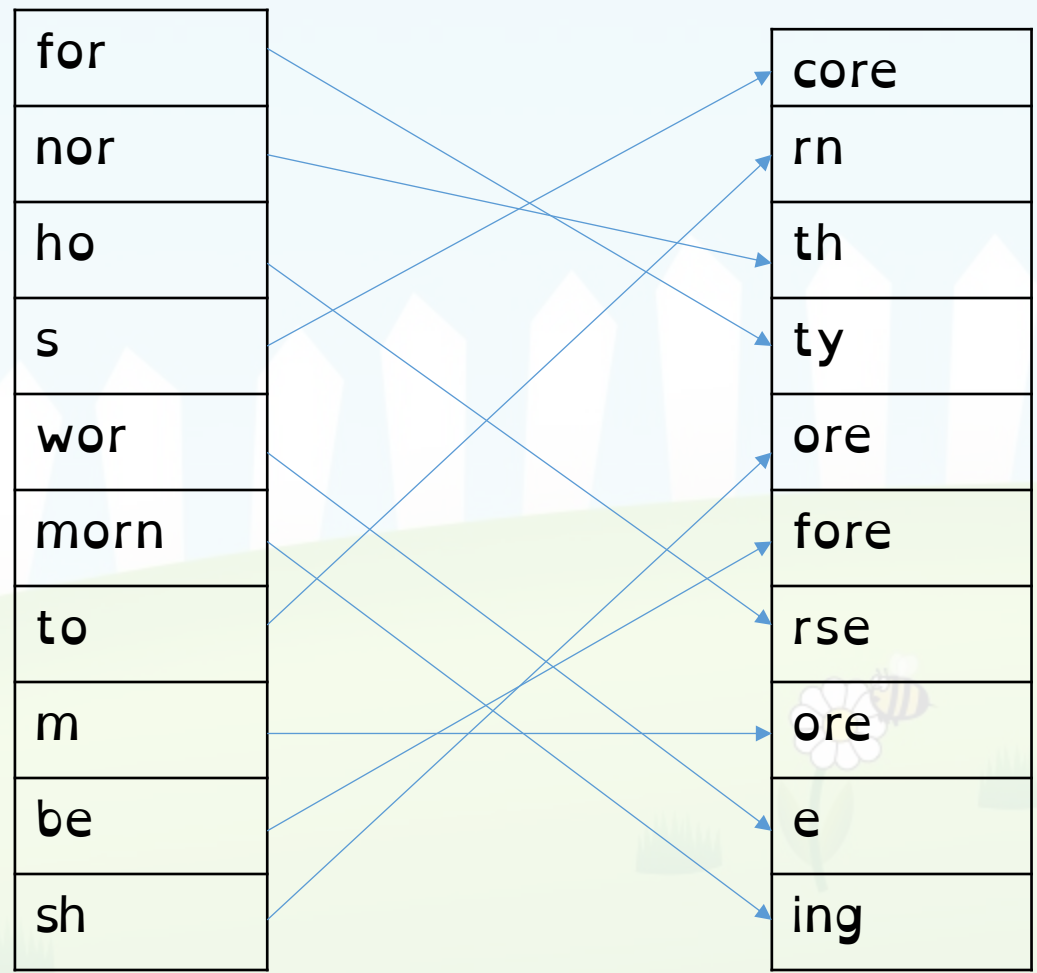
Match the  
beginning sound  
to its ending.



Stage: 1	The /or/ sound. <b>Answers:</b>
List: 32	

Click to hide the spelling list!

Spellings
forty
north
horse
score
wore
morning
torn
more
before
shore



Match the beginning sound to its ending.



Stage: 1	The /or/ sound.
List: 32	Name:

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt		
forty					
north					
horse					
score					
wore					
morning					
torn					
more					
before					
shore					



Stage: 1

The /or/ sound.

List: 32

Name:

Spellings

forty

north

horse

score

wore

morning

torn

more

before

shore

Unscramble the letters below to create the correct spelling.

n o r m g l n

s e h o r

o r f t y

t n o r

t h o r n

e r o m

o w r e

s e c r o

f r e o b e

h o r s e



Stage: 1

The /or/ sound.

List: 32

Answers:

## Spellings

forty

north

horse

score

wore

morning

torn

more

before

shore

Unscramble the letters below to create the correct spelling.

n o r m g i n

morning

s e h o r

shore

o r f t y

forty

t n o r

torn

t h o r n

north

e r o m

more

o w r e

wore

s e c r o

score

f r e o b e

before

h o r s e

horse



# Spelling Shed

Stage: 1

List: 33

The /or/ sound spelt with the digraph aw or au. If it is at the end of a word it is more likely to be spelt with an aw and at the beginning of a word with au.





Stage: 1	The /or/ sound spelt with the digraph aw or au. If it is at the end of a word it is more likely to be spelt with an aw and at the beginning of a word with au.
List: 33	

Spellings
saw
yawn
author
dinosaur
astronaut
draw
crawl
August
lawn
drawn

Introduction	The /or/ sound spelt with the digraph aw or au. If it is at the end of a word it is more likely to be spelt with an aw and at the beginning of a word with au
Main Teaching Activity	<p>Ask the children to look at the spelling list and find a way to split the words according to the digraph that they use – either ‘aw’ or ‘au’.</p> <p>They can make two lists, colour them in, put different shapes around, make a code or anything else to identify the words with the same digraph.</p>
Independent Activity	<p>Get the children to find a rhyming word for each of the spelling list words, they don’t need to have the same spelling rule.</p> <p>If any children need to be extended then they can try and create sentences containing both the spelling word and the new rhyming word in!</p>



Stage: 1	The /or/ sound spelt with the digraph aw or au.
List: 33	
Name: _____	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
saw					
yawn					
author					
dinosaur					
astronaut					
draw					
crawl					
August					
lawn					
drawn					



Stage: 1

The /or/ sound spelt with the digraph aw or au.

List: 33

Name:

Spellings

saw

yawn

author

dinosaur

astronaut

draw

crawl

August

lawn

drawn

Sort your spellings into the right circle.  
Can you add any other words you know?

Digraph aw

Digraph au



Stage: 1

The /or/ sound spelt with the digraph aw or au.

List: 33

Answers:

## Spellings

saw

yawn

author

dinosaur

astronaut

draw

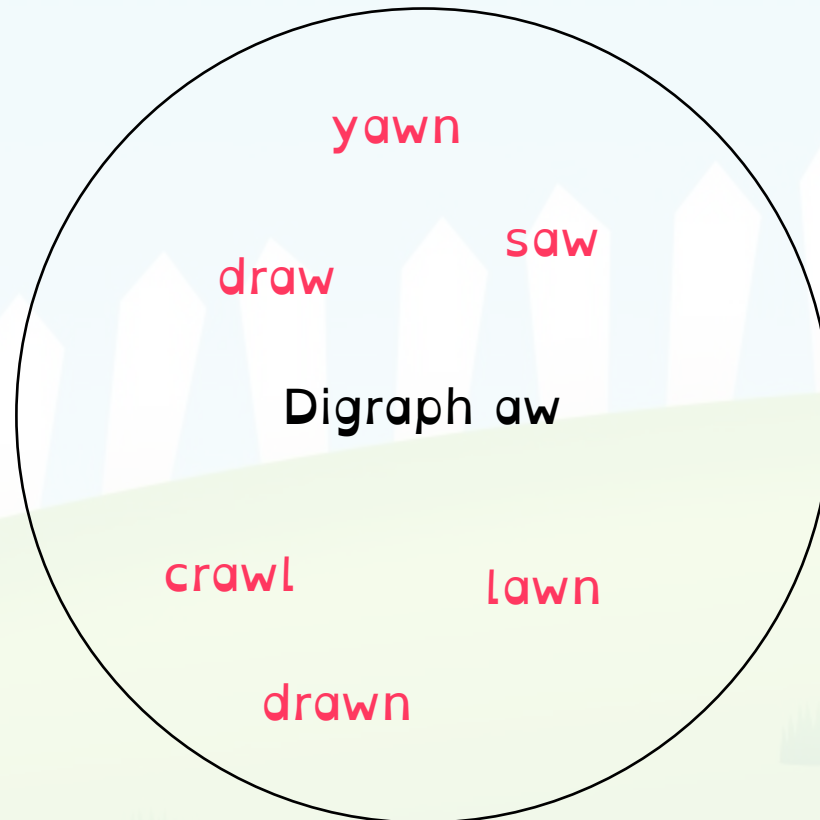
crawl

August

lawn

drawn

Sort your spellings into the right circle.  
Can you add any other words you know?



# Spelling Shed

Stage: 1

List: 34

The trigraphs 'air' and 'ear'. These spellings are commonly found in the middle or at the end of words but can sometimes be used at the beginning of words too.



Stage: 1	The trigraphs 'air' and 'ear'. These spellings are commonly found in the middle or at the end of words but can sometimes used at the beginning of words too.
List: 34	

Spellings
air
pair
chair
fairy
hairy
ear
hear
year
near
clear

Introduction	The trigraphs 'air' and 'ear'. These spellings are commonly found in the middle or at the end of words but can sometimes used at the beginning of words too.
Main Teaching Activity	<p>Can children think of any? Get them to work in pairs to try and make a list of any words that contain the 'air' or 'ear' trigraph. If children are struggling then put the alphabet list on the board and get them to work through and see which letters can simply be added to the front of 'air' or ear to make a word E.g. fair, hair, lair, pair, hear, dear. Then ask them to add y or s to the end to make more words – fairy, hairy, lairy, fairs, hairs, lairs, pairs etc.</p> <p>Share the word lists the children create.</p>
Independent Activity	Get the children to pick 5 of the spelling list words and write is down on the sheet then draw a picture of what it is!



Put the words in your spelling list in to alphabetical order.

Spellings
air
pair
chair
fairy
hair
ear
hear
year
near
clear

a b c d e f g h i j k l m n

o p q r s t u v w x y z



Put the words in your spelling list in to alphabetical order.

Spellings
air
chair
clear
ear
fairy
hairy
hear
near
pair
year

Answers:

a b c d e f g h i j k l m n

o p q r s t u v w x y z



Stage: 1

The trigraphs 'air' and 'ear'. These spellings are commonly found in the middle or at the end of words but can sometimes be used at the beginning of words too.

List: 34

Name: \_\_\_\_\_

Pick five of the spellings, write the word and draw what it is.

## Spellings

air

pair

chair

fairy

hairy

ear

hear

year

near

clear






Stage: 1

The trigraphs 'air' and 'ear'. These spellings are commonly found in the middle or at the end of words but can sometimes be used at the beginning of words too.

List: 34

Name: \_\_\_\_\_

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
air					
pair					
chair					
fairy					
hairy					
ear					
hear					
year					
near					
clear					



Stage: 1

The trigraphs 'air' and 'ear'. These spellings are commonly found in the middle or at the end of words but can sometimes be used at the beginning of words too.

List: 34

Name: \_\_\_\_\_

## Spellings

air

pair

chair

fairy

hairy

ear

hear

year

near

clear

Can you select 6 of your spellings to write into sentences?

1.

2.

3.

4.

5.

6.

# Spelling Shed

Stage: 1

List: 35

The /air/ sound spelled with 'ear' or 'are'.



Stage: 1	The /air/ sound spelled with 'ear' or 'are'
List: 35	

<b>Spellings</b>
bear
wear
dare
share
mare
pear
bare
care
scared
hare

Introduction	The /air/ sound can be created using 'ear' or 'are'.
Main Teaching Activity	<p>Get the children to split the words up depending on their trigraph. They can do this by putting a line down the middle of their whiteboards and writing a list on either side.</p> <p>Share their lists and discuss any misconceptions. To extend them, see if they can add any more words to either list.</p>
Independent Activity	Complete the dice activity for each word.

Divide the words up depending on their spelling pattern:

bear	mare	wear	pear	hare	dare
care	bare	share	scared	tear	square

are



ear





Divide the words up depending on their spelling pattern:

Answers:

bear	mare	wear	pear	hare	dare
care	bare	share	scared	tear	square





Stage: 1

The /air/ sound spelled with 'ear' or 'are'

List: 35

Name:

### Spellings

bear

wear

dare

share

mare

pear

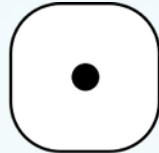
bare

care

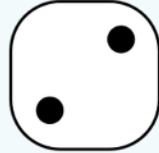
scared

hare

Roll a die or ask someone to pick a number from 1-6 for each spelling.



Write your word in a full sentence.



Write your word in capital letters.



Write your word three times.



Write your word in different colours.



Write what your word means.



Spell the word out loud.



Stage: 1	The /air/ sound spelled with 'ear' or 'are'
List: 35	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
bear					
wear					
dare					
share					
mare					
pear					
bare					
care					
scared					
hare					



Stage: 1	The /air/ sound spelled with 'ear' or 'are'
List: 35	Name:

Spellings
bear
wear
dare
share
mare
pear
bare
care
scared
hare

Write the correct spelling into each sentence.

The men took great \_\_\_\_\_ as the \_\_\_\_\_ passed by.

Climbing the wall was a silly \_\_\_\_\_.

The boys decided to \_\_\_\_\_ the toys.

It looked like a rabbit but, in fact, it was a \_\_\_\_\_.

I didn't want to \_\_\_\_\_ my new school shoes.

My favourite fruit is a \_\_\_\_\_.

My sister was \_\_\_\_\_ of the big dog on the playground.

The horse in the field was a \_\_\_\_\_.

I had forgotten my gloves, and my hands were \_\_\_\_\_.



Stage: 1

The /air/ sound spelled with 'ear' or 'are'

List: 35

Answers:

## Spellings

bear

wear

dare

share

mare

pear

bare

care

scared

hare

Write the correct spelling into each sentence.

The men took great care as the bear passed by.

Climbing the wall was a silly dare.

The boys decided to share the toys.

It looked like a rabbit but, in fact, it was a hare.

I didn't want to wear my new school shoes.

My favourite fruit is a pear.

My sister was scared of the big dog on the playground.

The horse in the field was a mare.

I had forgotten my gloves, and my hands were bare.

# Spelling Shed

Stage: 1

List: 36

Words with 'ph' or 'wh' spellings.



Stage: 1	Words with 'ph' or 'wh' spellings.
List: 36	

<b>Spellings</b>
dolphin
phonics
when
which
while
alphabet
elephant
where
wheel
white

Introduction	Ask the children if they know a way to create a /f/ sound using a digraph (ph), can they think of any words? Tell the children some of the 'wh' words, can they identify the starting sound and how it is spelled?
Main Teaching Activity	<p>Do a speed spell, each child has a whiteboard and you say the words from the list. Children quickly write the word down and hold up their whiteboard to show.</p> <p>Discuss misconceptions and correct after each spelling and remind the children that each word will contain either 'ph' or 'wh'</p>
Independent Activity	Ask the children to find their spellings in the word-search. One word from the list is not in the word-search. Can they identify it? (Elephant)



Stage: 1

Words with 'ph' or 'wh' spellings.

List: 36

Name:

## Spellings

dolphin

phonics

when

which

while

alphabet

elephant

where

wheel

white

d	o	l	p	h	i	n	a	w	e
e	e	w	h	e	e	l	t	h	f
l	w	f	o	o	o	q	i	i	t
e	h	e	n	i	p	t	l	t	g
p	e	w	i	e	e	w	f	e	w
h	r	w	c	q	w	h	i	c	h
a	e	x	s	u	l	e	h	j	i
n	l	v	b	n	m	n	e	w	l
t	a	l	p	h	a	b	e	t	e

Find and colour your spellings which are hiding in this grid. Which word is missing?



Stage: 1

Words with 'ph' or 'wh' spellings.

List: 36

Answers:

Spellings

dolphin

phonics

when

which

while

alphabet

elephant

where

wheel

white

d	o	l	p	h	i	n	a	w	e
e	e	w	h	e	e	l	t	h	f
l	w	f	o	o	o	q	i	i	t
e	h	e	n	i	p	t	l	t	g
p	e	w	i	e	e	w	f	e	w
h	r	w	c	q	w	h	i	c	h
a	e	x	s	u	l	e	h	j	i
n	l	v	b	n	m	n	e	w	l
t	a	l	p	h	a	b	e	t	e

Find and colour your spellings which are hiding in this grid. Which word is missing?



Stage: 1	Words with 'ph' or 'wh' spellings.
List: 36	Name: _____

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
dolphin					
phonics					
when					
which					
while					
alphabet					
elephant					
where					
wheel					
white					



Stage: 1	Words with 'ph' or 'wh' spellings.
List: 36	Name: _____

Spellings
dolphin
phonics
when
which
while
alphabet
elephant
where
wheel
white

d o l i n \_\_\_\_\_

i c h \_\_\_\_\_

e n \_\_\_\_\_

o n i c s \_\_\_\_\_

e r e \_\_\_\_\_

e e l \_\_\_\_\_

i t e \_\_\_\_\_

i l e \_\_\_\_\_

a l a b e t \_\_\_\_\_

e l e a n t \_\_\_\_\_

Can you use your spelling words to work out whether a wh or ph has been removed from each of these words?

Write the word again with the correct sound accurately placed.



Stage: 1

Words with 'ph' or 'wh' spellings.

List: 36

Answers:

Spellings

dolphin

phonics

when

which

while

alphabet

elephant

where

wheel

white

d o l i n      dolphin

i c h      which

e n      when

o n i c s      phonics

e r e      where

e e l      wheel

i t e      white

i l e      while

a l a b e t      alphabet

e l e a n t      elephant

Can you use your spelling words to work out whether a wh or ph has been removed from each of these words?

Write the word again with the correct sound accurately placed.