



Year 1 Spellings (Spring 1 – January 2025)

Thursday 2nd January 2025

Dear year 1 parents,

Please see the spellings below which need to be learnt for the children's weekly homework for the spring half term. They will be tested every Friday as per the table below.

Please help your child to compose exciting sentences using the weekly spelling words, which are grammatically correct and encourage them to use the correct tense and punctuation. The children should try to come up with their own sentences, but some may need guidance from yourselves. Please discuss ideas with them as this will encourage them in this regard. The sentences should be photographed and uploaded onto Tapestry on a weekly basis, with the rest of their consolidation home learning.

As we move further into the curriculum, phonics is still the foundation of all reading and writing, so please continue to use this all the time – especially as the words get longer and more challenging for the children. Again, sound buttons will be very helpful for the children, for example:

g-i-f-t s-t-a-m-p c-r-u-n-ch

sh-r-i-n-k m-o-n-s-t-er

Spellings to be tested on Friday 10th January 2025: (Level 4)

crabs	lobster	clams	shells	starfish	flapjack
drink	plums	slug	melt	toast	milk

Spellings to be tested on Friday 17th January 2025: (Level 4)

floating	toothbrush	sandpit	mushroom	lunchbox	toaster
camping	lightning	windmill	flapjack	cracker	shampoo

Spellings to be tested on Friday 24th January 2025: (Level 4)

trunks	sprinkler	drinks	splash	floats	sunscreen
strong	batting	sports	splits	scrunch	string

Spellings to be tested on Friday 31st January 2025: (Level 5)

crayon	spray	pray	Sunday	days	say
enjoy	oyster	toys	boys	royal	destroy

Spellings to be tested on Friday 7th February 2025: (Level 5)

seal	cream	eat	team	meat	treat
tie	pie	cried	flies	spied	dried

Spellings to be tested on Friday 14th February 2025: (Level 5)

cake	snake	bake	make	wake	take
like	bike	slide	time	prize	shine

Here are some examples of words with sound buttons / bars to help you understand how we do this in class:

Point to each grapheme and say the sound to support your child to read the words.

milk
...

nest
...

damp
...

toast
...

soft
...

belt

bulb

shelf

film

next

Can you add sound buttons and bars to the rest of the words? Remember that adjacent consonants have separate sound buttons, whereas digraphs have sound bars.

Point to each grapheme and say the sound to support your child to read the words.

black
...

glad
...

plan
...

snap
...

skin
...

sleep

twig

trap

dress

cross

Can you add sound buttons and bars to the rest of the words? Remember that adjacent consonants have separate sound buttons, whereas digraphs have sound bars.

Point to each grapheme and say the sound to support your child to read the words.

spring
...

splash
...

attempt
...

Astra
...

prompt

scrunch

street

sprinkler

Can you add sound buttons and bars to the rest of the words? Remember that adjacent consonants have separate sound buttons, whereas digraphs have sound bars.

When a word has two or more syllables, or 'beats', we call it a polysyllabic word. By breaking these words into parts, they become easier to read and spell.

Example words would be 'rain ing', 'thun der' (both with two syllables in each) and 'um brell a' (a three syllable word).

Remember, every syllable in a word must contain at least one vowel.

Point to each grapheme and say the sound to support your child to read the words.

light/ning


lunch/box


hand/stand


thunderstorm

sandpit

pondweed

windmill

flower

starlight

Can you add sound buttons and bars to the rest of the words? Remember that adjacent consonants have separate sound buttons, whereas digraphs have sound bars. You could also add a small slash between the syllables to help show your child how to read the words more easily.

* The words below need to be learnt throughout this academic year – children should be able to read and spell these (but you **can't** use sound buttons / bars for these words as they are not decodable):

Year 1 Common Exception Words

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