

## Year 1: Autumn Term 1 Overview

| <b>Week 1</b><br>The sounds /f/ and /s/, spelt 'ff' and 'ss'   | <b>Week 2</b><br>The sounds /l/ and /k/, /z/ spelt 'll', 'zz' and 'ck'  | <b>Week 3</b><br>Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word                                | <b>Week 4</b><br>The sound spelt n before g 'ng'<br><br>The sound spelt n before k 'nk'                             | <b>Week 5</b><br>The sound /ch/ spelt 'ch'<br><br>The sound /ch/ spelt -'tch'  | <b>Week 6</b><br>The sound v<br><br>The /v/ sound at the end of words spelt with 've'                               | <b>Week 7</b><br>Review Week  |
|--|---|--|---|--|---|---|
| off<br><br>puff<br><br>sniff<br><br>miss<br><br>hiss<br><br>less<br><br>if<br><br>us<br><br>bus<br><br>yes | well<br><br>pull*<br><br>full*<br><br>wall<br><br>buzz<br><br>fizz<br><br>back<br><br>stick<br><br>flick<br><br>pal | hunting<br><br>hunted<br><br>hunter<br><br>buzzing<br><br>buzzed<br><br>buzzer<br><br>jumping<br><br>jumped<br><br>jumper<br><br>cracker | bank<br><br>think<br><br>honk<br><br>sunk<br><br>wink<br><br>bunk<br><br>sing<br><br>string<br><br>hang<br><br>long | chip<br><br>chick<br><br>catch<br><br>fetch<br><br>kitchen<br><br>notch<br><br>hutch<br><br>rich<br><br>much<br><br>such | van<br><br>vet<br><br>visit<br><br>have<br><br>live<br><br>give<br><br>love*<br><br>glove<br><br>above<br><br>nerve | Within this assess & review week, use the provided <b>Year 1 Term 1A Dictation Passages</b> and the <b>Spot the Mistake with Mr Whoops</b> self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term. |

Individual words highlighted pink are from the Y1 non-statutory example words and their exceptions

## Year 1: Autumn Term 2 Overview

| <b>Week 1</b><br>The digraphs 'ai' and 'oi' are hardly ever used at the end of English words. | <b>Week 2</b><br>The digraphs 'ay' and 'oy' are used for those sounds at the end of words and at the end of syllables. | <b>Week 3</b><br>The sound /oa/ spelt with the vowel digraphs 'oa', 'ow', 'oe' (oa is very rare at the end of a word) | <b>Week 4</b><br>The sound /ee/ spelt 'e' and with the vowel digraph 'ee' | <b>Week 5</b><br>The vowel digraph 'ea' | <b>Week 6</b><br>The vowel digraph 'ie' making the /igh/ and / ee/ sounds | <b>Week 7</b><br>Review Week  |
|---|--|---|---|---|---|---|
| rain  | play   | goal  | me*   | sea                                     | lie   | Within this assess & review week, use the provided <b>Year 1 Term 1B Dictation Passages</b> and the <b>Spot the Mistake with Mr Whoops</b> self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term. |
| wait  | way  | coach   | she*  | dream                                   | tie   |   |
| train   | stay   | own   | we*   | meat                                    | pie   |   |
| paid  | today*   | snow  | be*   | each                                    | cried   |   |
| afraid  | says*  | grow  | he*   | scream                                  | tried   |   |
| oil   | boy  | toe   | see   | read                                    | dried   |   |
| join  | toy  | goes  | tree  | head                                    | chief   |   |
| coin  | enjoy  | go*   | green   | bread                                   | field   |   |
| point   | annoy  | no*   | meet  | meant                                   | thief   |   |
| soil  | royal  | so*   | week  | instead                                 | shield  |   |

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\* Common Exception Words

## Year 1: Spring Term 1 Overview

| Week 1<br>The trigraph igh | Week 2<br>The vowel digraph 'ar' | Week 3<br>The vowel digraph 'er' (unstressed) 'er' (stressed) | Week 4<br>The vowel digraph 'ir', 'ur' | Week 5<br>Adding -er and -est to adjectives where no change is needed to the root word | Week 6<br>Days of the week/<br>Common Exception Words | Week 7<br>Review Week   |
|----------------------------|----------------------------------|---|--|--|---|---|
| right                      | car                              | better  | girl                                   | grander  | Monday  | Within this assess & review week, use the provided <b>Year 1 Term 2A Dictation Passages</b> and the <b>Spot the Mistake with Mr Whoops</b> self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term. |
| bright                     | start                            | under   | bird                                   | grandest   | Tuesday   |   |
| light                      | park                             | summer  | shirt                                  | fresher  | Wednesd<br>ay   |   |
| night                      | arm                              | winter  | first                                  | freshest   | Thursday  |   |
| fright                     | garden                           | sister  | third                                  | quicker  | Friday  |   |
| tight                      | artist                           | rubber  | turn                                   | quickest   | Saturday  |   |
| high                       | star                             | her   | hurt                                   | taller   | Sunday  |   |
| I*                         | are*                             | term  | church                                 | tallest  | there*  |   |
| by*                        | were*                            | verb  | burst                                  | slower   | here*   |   |
| my*                        | our*                             | person  | burn                                   | slowest  | they*   |   |

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\* Common Exception Words

## Year 1: Spring Term 2 Overview

| <b>Week 1</b><br><b>The sound /k/ spelt with 'k' not 'c', before e, i and y</b>  | <b>Week 2</b><br><b>The split vowel digraphs 'a-e' and 'e-e'</b>  | <b>Week 3</b><br><b>The split vowel digraphs 'i-e' 'o-e'</b>   | <b>Week 4</b><br><b>The /yoo/ and /oo/ sounds spelt with the split digraph 'u-e'</b>                                    | <b>Week 5</b><br><b>The vowel digraph 'oo' – very few words have oo at the end</b>                                     | <b>Week 6</b><br><b>The sounds/oo/ and /yoo/ spelt with 'ue' 'ew'</b>  | <b>Week 7</b><br><b>Review Week</b>  |
|--|---|--|---|--|--|--|
| <p>Kent</p> <p>sketc</p> <p>h kit</p> <p>skin</p> <p>frisky</p> <p>skill</p> <p>risky</p> <p>kettl</p> <p>e kilt</p> <p>king</p> | <p>made</p> <p>came</p> <p>same</p> <p>take</p> <p>safe</p> <p>date</p> <p>lake</p> <p>these</p> <p>theme</p> <p>complete</p> | <p>five</p> <p>ride</p> <p>like</p> <p>time</p> <p>side</p> <p>home</p> <p>those</p> <p>woke</p> <p>hope</p> <p>hole</p> | <p>June</p> <p>rule</p> <p>rude</p> <p>flute</p> <p>use</p> <p>tube</p> <p>tune</p> <p>huge</p> <p>cute</p> <p>cube</p> | <p>food</p> <p>pool</p> <p>moon</p> <p>soon</p> <p>zoo</p> <p>book</p> <p>took</p> <p>foot</p> <p>wood</p> <p>good</p> | <p>blue</p> <p>clue</p> <p>true</p> <p>rescue</p> <p>drew</p> <p>new</p> <p>few</p> <p>grew</p> <p>flew</p> <p>threw</p> | <p>Within this assess &amp; review week, use the provided <b>Year 1 Term 2B Dictation Passages</b> and the <b>Spot the Mistake with Mr Whoops</b> self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.</p> |

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\* Common Exception Words

## Year 1: Summer Term 1 Overview

| <b>Week 1</b><br>The vowel digraphs 'ow' and 'ou' | <b>Week 2</b><br>Words ending with the sound /e/ spelt with 'y' | <b>Week 3</b><br>The vowel digraph 'or' and the vowel trigraph 'ore' | <b>Week 4</b><br>The vowel digraphs 'aw' and 'au' | <b>Week 5</b><br>The vowel trigraph 'air' and 'are' | <b>Week 6</b><br>The vowel trigraph 'ear' | <b>Week 7</b><br>Review Week  |
|---|---|--|---|---|---|---|
| now   | very  | for  | saw   | air   | dear                                      | Within this assess & review week, use the provided <b>Year 1 Term 3A Dictation Passages</b> and the <b>Spot the Mistake with Mr Whoops</b> self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term. |
| how   | happy   | short  | draw  | fair  | hear                                      |   |
| brown   | funny   | born   | yawn  | pair  | beard                                     |   |
| down  | party   | horse  | crawl   | hair  | near                                      |   |
| town  | family  | morning  | claw  | chair   | year                                      |   |
| out   | dizzy   | more   | author  | bare  | clear                                     |   |
| about   | smelly  | score  | August  | dare  | fear                                      |   |
| mouth   | silly   | before   | dinosaur  | care  | bear                                      |   |
| sound   | jolly   | wore   | astronaut   | share   | wear                                      |   |
| you*  | sunny   | shore  | your*   | scared  | pear                                      |   |

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\*Common Exception Words

## Year 1: Summer Term 2 Overview

| Week 1<br>New consonant spelling 'ph' and 'wh' | Week 2<br>Adding the prefix –un without any change to the spelling of the root word | Week 3<br>Adding s and es to words | Week 4<br>Compound words | Week 5<br>Read words with contractions (Word reading - English) | Week 6<br>Common Exception Words | Week 7<br>Review Week  |
|--|---|------------------------------------|--------------------------|---|----------------------------------|--|
| dolphin  | unhappy   | cats                               | football                 | I'm   | of*                              | Within this assess & review week, use the provided <b>Year1 Term 3B Dictation Passages</b> and the <b>Spot the Mistake with Mr Whoops</b> self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term. |
| alphabet                                       | undo*   | dogs                               | playground               | I'll  | said*                            |  |
| phonics  | unload  | spends                             | farmyard                 | we'll   | was*                             |  |
| elephant                                       | unfair  | rocks                              | bedroom                  | she'll  | has*                             |  |
| when   | unlock  | school*s                           | blackberry               | you'll  | come*                            |  |
| where*   | unwrap  | friend*s                           | lighthouse*              | they'll   | one*                             |  |
| which  | unzip   | thanks                             | some*times               | we're   | once*                            |  |
| wheel  | untidy  | catches                            | bathroom                 | you're  | ask*                             |  |
| while  | unwell  | push*es                            | classroom                | he's  | your*                            |  |
| white  | unkind  | fetches                            | teatime                  | they're   | is*                              |  |

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\*Common Exception Words