

<p>This grid shows the spellings for Year 1 and 2 children for the Autumn first half term.</p>	<p>Reading books will be changed twice a week (Monday and Friday). It is important to make sure you child has their reading diary with them every day.</p>	<p>Year 1 and 2 children will have a spelling test every Friday. They do spent time learning the words in school, but those who practise them at home as well tend to do much better.</p>	
<p><b>Week beginning</b></p>	<p><b>Phonics</b></p>	<p><b>Spellings</b></p>	
<p>6<sup>th</sup> January</p>	<p><b>F2 - Revision of sounds so far, assessment and introduction of special friend 'qu' and 'th'.</b></p> <p><b>Year 1 and 2 - revision and consolidation of - ph, wh, kn, ea</b></p>	<p><b>Year 1, the trigraph igh.</b> right, bright, light, night, fright, tight, high, I, by, my.</p>	<p><b>Year 2, adding -ed, -er, and -est to a word ending in -y with a consonant before it.</b> copier, copied, happier, happiest, cried, replied, tried, dried, driest, funnier.</p>
<p>13<sup>th</sup> January</p>	<p><b>F2 - new sounds 'ng' 'ch' 'nk'</b></p> <p><b>Year 1 and 2 - revision and consolidation of - oi a-e i-e ie</b></p>	<p><b>Year 1, the vowel digraph 'ar'.</b> car, start, park, arm, garden, artist, star, are, were, our.</p>	<p><b>Year 2, adding -ing to a word ending in -y with a consonant before it.</b> copying, crying, replying, marrying, carrying, flying, trying, drying, skiing, taxiing.</p>
<p>20<sup>th</sup> January</p>	<p><b>F2 - new sounds 'ck' 'ay' 'ee'</b></p> <p><b>Year 1 and 2 - revision and consolidation of - o-e u-e e-e e</b></p>	<p><b>Year 1, the vowel digraph 'er' (unstressed) and 'er' (stressed).</b> better, under, summer, winter, sister, rubber, her, term, verb, person.</p>	<p><b>Year 2, adding -ing, -ed, -er, -est to words ending in -e with a consonant before it.</b> hiking, hiked, hiker, nicer, nicest, shiny, being, shining, scary, scaring.</p>

27 <sup>th</sup> January	<p><b>F2 - new sounds "igh' 'ow' 'oo' (soon)</b></p> <p><b>Year 1 and 2 - revision and consolidation of - aw au are ur</b></p>	<p><b>Year 1, the vowel digraph 'ir' and 'ur'.</b>  girl, bird, shirt, first, third, turn, hurt, church, burst, burn.</p>	<p><b>Year 2, adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant after a single vowel.</b>  patting, patted, humming, hummed, dropping, dropped, sadder, saddest, runner, runny.</p>
3 <sup>rd</sup> February	<p><b>F2 - new sounds "oo' (Look) 'ar' 'or'</b></p> <p><b>Year 1 and 2 - revision and consolidation of - er ow ai oa</b></p>	<p><b>Year 1, adding -er and -est to adjectives where no change is needed to the root word.</b>  grander, grandest, fresher, freshest, quicker, quickest, taller, tallest, slower, slowest.</p>	<p><b>Year 2, the sound 'or' spelt with 'a' before 'l' or 'll'.</b>  all, ball, call, walk, talk, always, small, wall, fall, altogether.</p>

<p>10<sup>th</sup> February INSET</p>	<p><b>F2 - revision of sounds this half term.</b></p> <p><b>Year 1 and 2 - revision and consolidation of - ew ue ire ure</b></p>	<p><b>Year 1, days of the week/common exception words.</b> Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, there, here, they.</p>	<p><b>Year 2, common exception words.</b> fast, last, father, class, grass, pass, plant, path, bath, people.</p>
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