



Year One Spelling Patterns

Phoneme focus	Pattern	National Curriculum	Additional	High frequency
ff ll ck	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. Exceptions: if, pal, us, bus, yes.	off well	sick black huff puff cliff	will fell pull tell back still duck
zz ss	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. Exceptions: if, pal, us, bus, yes.	buzz	cross less mess dizzy fizz jazz	miss
th f			roof leaf wolf scarf half	of off if the that with then them they this thing think there
ch tch	The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.	catch witch each coach	pitch watch	child which much
s zz spelt es	Adding s and es to words (plural of nouns and the third person singular of verbs) If the ending sounds like /s/ or /z/, it is spelt as -s. If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es.	catches	wishes lunches boxes	things birds trees eggs



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v ve	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'.	have live give		gave very over even ever
ee spelt y igh spelt y		very happy	cry try dry July	every baby floppy really only any my by why fly
ay ai	The diagraph ai is virtually never used at the end of a word. ay sound is used at the end of a word or the end of a syllable	day say way play rain wait paid		away may again
ee ea		see sea	dream	three eat need been sleep tea keep
e o				we he me she be no go so



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igh i-e		night light bright right	five	white time like
ow oa	The digraph oa is very rare at the end of an English word.	grow snow coat road coach		know window boat
oo ew u-e	Very few words end with the letters oo, although the few that do are often words that primary children in year 1 will encounter, for example, zoo	food soon new grew flew true	knew June	school room use
a-e i-e o-e			hope	came made like make take home time white
u oo		book took wood good		look up put must fun
or aw		for horse born morning saw draw crawl yawn		



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ore oor		more before score wore shore floor poor		door
ar		car park arm garden	star far	hard dark
air are		air fair hair chair pair bare care share scare		
ir ur er		girl bird first third turn hurt church her better under Thursday shirt	Saturday	over never after river ever
ou ow		down now how town out about		house round found



Phoneme focus	Pattern	National Curriculum	Additional	High frequency
oy oi	The sound oi is virtually never used at the end of a word. Oy sound is used at the end of a word or the end of a syllable	boy toy enjoy annoy join coin soil point		
ear		dear hear beard near year		
f ph	The /f/ sound is not usually spelt as ph in short everyday words (e.g. fat, fill, fun).	dolphin	telephone graph nephew	from first food fell
w wh		when where which witch	whale	what white why who with will was went were saw well
ing er ed to verbs	-ing and -er always add an extra syllable to the word when added as a suffix. -ed can sometimes add an extra syllable to a word. The past tense of some verbs may sound as if it ends in /id/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt -ed.	jumping jumper hunter buzzer hunting	helping helper shouting	going looking asked wanted lived liked pulled shouted fisher planter



Phoneme focus	Pattern	National Curriculum	Additional	High frequency
er est (to adjectives)	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on			old -er/est long -er/est fast -er/est cold -er/est
un	-un The prefix un- is added to the beginning of a word without any change to the spelling of the root word	unhappy unfair unlock undo unload		
c k	The /k/ sound is spelt ask rather than as c before e, i and y.	kit skin	cry	king keep cat can car

Additional spelling patterns

Phoneme focus	Pattern	National Curriculum	Additional	High frequency
e spelt ea		head bread meant read instead sea	dream	tea eat
air spelt ear		bear pear wear fair hair chair		
Additional spellings to teach throughout the curriculum	Mr Mrs do you your green said do of come could some would do to			



High frequency words covered

the if that look with then could come house to we go will old said can
too by he no from day made of my time her them what do you there me
help they out down now this came she have went when about off for
be asked like see saw some looked make so very your bear live away
more say good again boy soon cat round night over long tree never how
things new shouted first car after going wanted three where eat food
need head would king baby town took way school been gave think every
home play garden who take fast may only right still know well sea
found any better lived much under birds duck snow horse boat air
window trees hard white why sleep floppy feet tea really keep morning
river room queen wish liked each fell eggs jumped book use green dark
thing plants before ever girl looking miss pulled which most tell cold
fly park grow must fun fish was were saw

High frequency words revisited at least twice

cat thing shout food play bird fell jump which pull grow white even
ever off very over white time like fair hair chair tea eat dream sea
with will well