

## KS1 Summer Term Phonics and Spelling Patterns

Week	Spelling pattern& words to cover	Activities to try
1	<b>Phonics: au, ph, qu</b> <b>Spellings: Double the consonant before adding the suffix</b> Y1: hot, hotter, hottest, big, bigger Y2: <b>fat, fatter, fattest, sad, sadder, saddest, fit, fitter, fittest, thinner</b>	Use the phonic cards to go over the sounds – ‘au’ is not on the cards so gather words with this sound and then try making up funny alien words with the sound too.
2	<b>Phonics: ir, ur, er</b> <b>Spellings: The or sound spelt a before l and ll</b> Y1: all, ball, call, walk, talk Y2: <b>small, almost, always, chalk, stalk, also, talk, walk, hall, fall</b>	Use the Look, say, cover, write and check method to practise the daily spellings - make sure that your child is not peeking as this defeats the point of the activity and will not lead to long term retention of the spelling pattern.
3	<b>Phonics: ir, ou, oy</b> <b>Spellings: The ‘u’ sound spelt ‘o’</b> Y1: other, mother, brother, nothing, Monday Y2: <b>another, wonderful, other, mother, brother, nothing, Monday, others, brothers, mothering</b>	Look up words in the dictionary – you can access online dictionaries if you don’t have one at home - try Collins online.
4	<b>Phonics: air, ar, or,</b> <b>Spellings: The ‘ee’ sound spelt ‘ey’</b> Y1: key, money, honey, turkey, monkey Y2: <b>donkey, monkey, valley, journey, chimney, alley, trolley, keys, monkeys, turkeys</b>	Look for words that fit the pattern as you read or talk. Review patterns regularly and draw attention to mistakes in writing tasks if they are amongst the weekly spellings.
5	<b>Phonics: ea, oi</b> <b>Spellings: The ‘o’ sound spelt a after w and qu</b> Y1: was, want, watch, what, wash Y2: <b>wander, quality, quarrel, quantity, squash, wasp, wand, wallet, watch, what</b>	
6	<b>Phonics: tion, tious, cious</b> <b>Spellings: The ‘ur’ sound spelt or</b> Y1: word, work, worm, world, worth Y2: <b>worms, workshop, worse, working, worked, word, work, worm, world, worth,</b>	Use the phonic cards to go over the sounds – ‘au’ is not on the cards so gather words with this sound and then try making up funny alien words with the sound too.
7	<b>Phonics: a-e, i-e, o-e, u-e</b> <b>Spellings: suffixes –ment / -ness</b> (exceptions: argument and root words ending in y with a consonant before but only if the root word has more than one syllable) Y1: sadness, fullness, lateness, kindness, goodness Y2: <b>enjoyment, treatment, amazement, attachment, punishment, measurement, judgement, movement, replacement, excitement</b>	Use the Look, say, cover, write and check method to practise the daily spellings - make sure that your child is not peeking as this defeats the point of the activity and will not lead to long term retention of the spelling pattern.
8	<b>Phonics: l, igh, i-e, ie, y</b> <b>Spellings: Words ending in ‘tion’</b> Y1: action, station, motion, nation, section Y2: <b>fiction, national, celebration, attention, station, option, lotion, caption, section, action</b>	Look up words in the dictionary – you can access online dictionaries if you don’t have one at home - try Collins online.
9	<b>Phonics: ow, oo, oo</b> <b>Spellings: Homophones and near homophones</b> Y1: there, their, they’re, see, sea Y2: <b>quite, quiet, one, won, bare, bear, to, two, son, sun</b>	Look for words that fit the pattern as you read or talk. Review patterns regularly and draw attention to mistakes in writing tasks if they are amongst the weekly spellings.
10	<b>Phonics: aw, are</b> <b>Spellings: Contractions</b> Y1: I’m, he’ll she’ll didn’t, can’t Y2: <b>couldn’t, wouldn’t, shouldn’t, won’t, don’t, may’ve, should’ve, would’ve, could’ve, didn’t</b>	
11	<b>Phonics: ay, ai, a-e</b> <b>Spellings: The ‘ju’ sound spelt s</b> Y1: usual, television, treasure, unusual, usually, Y2: <b>usual, television, treasure, unusual, usually, treasury, vision, visionary,</b>	
12	<b>Phonics: ire, ear, ure</b> Spelling review week.	