

Welcome to
Key Stage 1
Spelling
& Writing

KS1 Curriculum
Meeting for Parents
November 2025

To try is to achieve, to achieve is to grow





**How to help your child with
spelling and writing a
good sentence**

In Key Stage One the children:

- Use their **phonic knowledge** to sound out and spell words **independently**
- Learn and spell common exception words that don't follow normal phonics rules – like **was, said, you, they** and **because**.
- Start to understand basic **spelling rules** – for example, adding endings like **-s, -ed** and **-ing**
- Learn to **proofread** their writing, noticing when a word doesn't 'look right' and editing independently or with an adult
- Apply taught spelling rules and common exception word spellings to their writing

Year 1	Transcription
Phase 1	<ul style="list-style-type: none"> • Spell words containing each of the 40+ phonemes already taught • Spell common exception words that have been taught • Name the letters of the alphabet in order • Use letter names to distinguish between alternative spellings of the same sound • Use -ing and -ed, where no change is needed in the spelling of root words

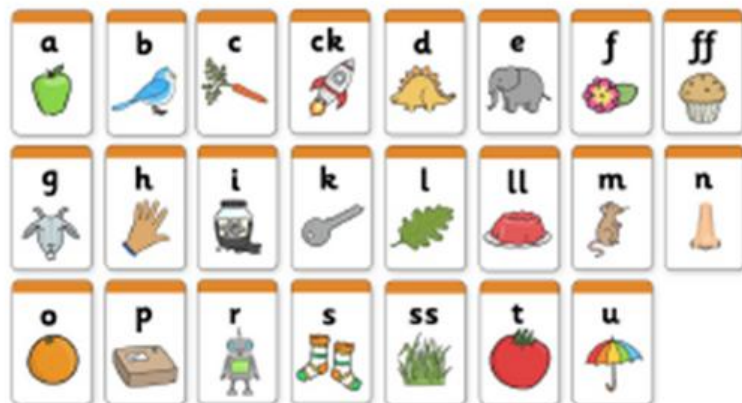
Phase 2	<ul style="list-style-type: none"> • Spell the days of the week • Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs • Begin to spell words using contracted forms
Phase 3	<ul style="list-style-type: none"> • Can use the prefix un- • Can add prefixes and suffixes using -er and -est where no change is needed in the spelling of root words • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Year 2	Transcription
Phase 1	<ul style="list-style-type: none"> • Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly • Spell by learning new ways of spelling phonemes for which one or more spellings are already known • Spell common homophones • Spell common exception words taught so far • Add suffixes to spell longer words, including -ly

Phase 2	<ul style="list-style-type: none"> • Use the possessive apostrophe (singular) • Add suffixes to spell longer words, including -ful, -less (to create adjectives) • Spell more words with contracted forms • Distinguish between homophones and near-homophones
Phase 3	<ul style="list-style-type: none"> • Add suffixes to spell longer words -ment, -ness • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Sound mats are on our website

Phase 2 Sound Mat



Phase 3 Sound Mat



Phase 5 Sound Mat



Spelling mat is on our website

Year 1 Spelling Mat : Common exception words

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

Spelling mat is on our website

Year 2 Spelling Mat : Common exception words

door	only	beautiful	move	busy
floor			prove	
poor	both	after	improve	people
because	old	fast	sure	water
	cold	last	sugar	again
find	gold	past		
kind	hold		eye	half
mind	told	father		
behind			could	money
	every	class	should	
child	everybody	grass	would	
children		pass		
	even		who	Mr
wild		plant	whole	Mrs
	great			
climb	break	path	any	parents
	steak	bath	many	
most				Christmas
	pretty	hour	clothes	

Ways to practise common exception words

- **Rainbow writing**
- **Chalk writing.**
- **Paint brush and water**
- **Say the letter names as you write 's' 'a' 'i' 'd'**
- **Mnemonics 'save animals in danger'**
- **Connect the dots**



Year 1 & Year 2 spelling support

Year 1

- On the newsletter to practise each week.
- We practise daily and weekly in school as part of our daily phonics lessons.
- We use word mats and words on display in our classroom to help us when we forget.
- Need to know Year R words off by heart and begin to learn the Year 1 words.
- Tested termly.

Year 2

- On the newsletter to practise each week.
- We practise daily and weekly in school as part of our daily phonics lessons and spelling practice sessions.
- We use word mats and words on display in our classroom to help us when we forget.
- Need to know Year 1 words off by heart and begin to learn the Year 2 words.
- Tested termly.

How to write a **good** sentence

Year 1

Finger spaces between each word

Full stop at the end of the sentence

Capital letters to begin the sentence

Use 'and' and 'because'

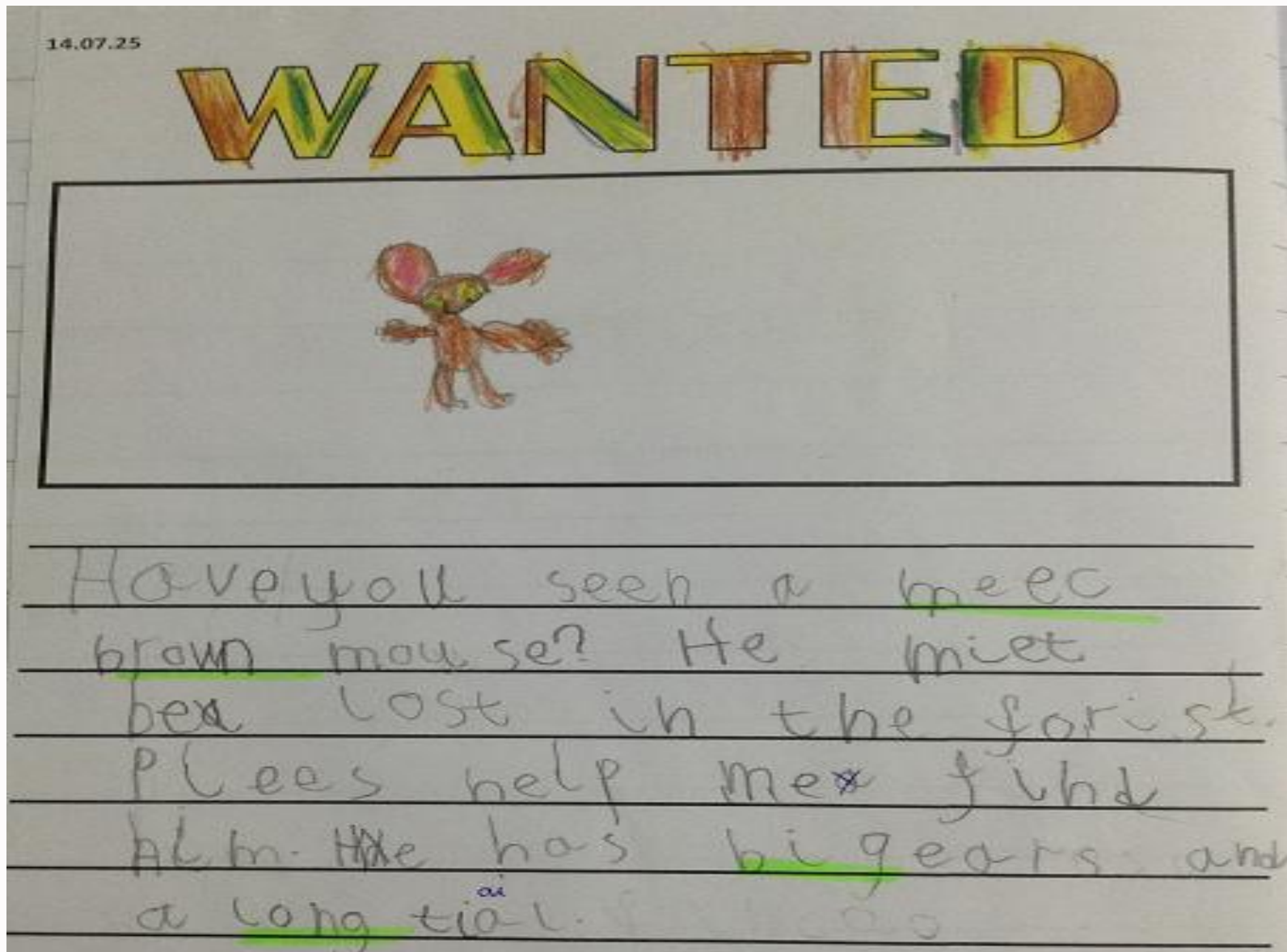
Adjectives (words of the day)

Phonetically plausible attempts at new words e.g. huej, groosum

Key words spelt correctly (purple rethink)




Example



Example

20.06.25

Setting Description



Below my seat were ~~the~~ weird shaped leaves and beautiful ~~color~~ colorful birds calling. Around my body I could hear ~~coconuts~~ hissing, frogs croaking and water falling. When I ~~took~~ looked up ^{I could see} small vibrant flowering ~~rather~~ delicious fruit and woody trees. I started to feel humid and hot. I loved it!

①

How to write a **good** sentence

Year 2

Capital letters to begin the sentence and for proper nouns

Adjectives and adverbs (words of the day)

Commas in a list

Use a range of conjunctions (and, because, when, that, so)

Full stop, question mark or exclamation mark at the end of the sentence

Key words spelt correctly

Applying phonics and spelling rules more accurately e.g. huge, happily



Example

Dear my lovely, wonderful family.
I'm having the time of my life! It's
amazing here the weather is perfect and
the food is delicious. I'm in the cool
rainforest! I arrived yesterday and
I've already met colourful, noisy parrots.
Can you believe it? I also made a
new friend ^{and} her name is Leah. She is a
leopard she can run very quickly! She
falls asleep quite a lot because she
is sleepy. I wish you were here all
my sunglasses Sunny x x x

Example

06.05.25

Inside the horrid animal's mouth were rotten, yellow teeth that could tear through bones. The fierce dog's orange eyes were wide when he saw people cross his bridge. The creature had a pointed, long nose. The strict dog's hair was so itchy that it had anyting flor.



Please practise spellings **little** **and often**

These **key words** and **skills** need to be learnt through the whole year so **practising at home is essential.**



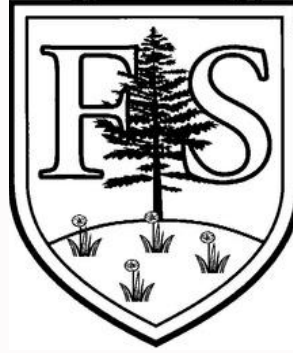
Home Learning

In both year groups, there will be opportunities to practise writing.

Please use the phonic sound mats and key word cards mentioned earlier (on the website) to support.

Newsletter - spellings

Thank You



We have an open door policy- if there is a problem please share it!



website
www.fleet.hants.sch.uk



email
info@fleet.hants.sch.uk

