



Year 1 Spellings for Spring Term 1

Please help your child to learn these words. Try out some of the strategies on the back of this sheet

Go for diamond! Depending on your spelling ability you will have a target to achieve each week - however you are always welcome to try to exceed your target. Everyone should learn all the Ruby words each week. Some of you will be expected to learn the Amber and the Diamond words too. Have a go at learning the words every night for a few minutes. Every Wednesday we will check your progress.

REMEMBER: Use the Look, Say, Cover, Write and Check Strategy!

<i>Test date:</i>	<i>Test date:</i>	<i>Test date:</i>	<i>Test date:</i>	<i>Test date:</i>	<i>Test date:</i>
12.1.22	19.1.22	26.1.22	3.2.22	10.2.22	17.2.22
RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn	All Year 1 common exception words
<i>I</i>	<i>to</i>	<i>no</i>	<i>be</i>	<i>of</i>	See Purple Mash for the list
<i>a</i>	<i>has</i>	<i>go</i>	<i>he</i>	<i>was</i>	
<i>is</i>	<i>his</i>	<i>so</i>	<i>me</i>	<i>are</i>	
<i>the</i>	<i>today</i>	<i>my</i>	<i>she</i>	<i>one</i>	
<i>of</i>	<i>do</i>	<i>by</i>	<i>we</i>	<i>you</i>	
AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn	
<i>put</i>	<i>once</i>	<i>says</i>	<i>here</i>	<i>friend</i>	
<i>push</i>	<i>they</i>	<i>love</i>	<i>there</i>	<i>house</i>	
<i>pull</i>	<i>said</i>	<i>come</i>	<i>were</i>	<i>school</i>	
<i>full</i>	<i>your</i>	<i>some</i>	<i>where</i>	<i>our</i>	
DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	
<i>want</i>	<i>again</i>	<i>any</i>	<i>wanted</i>	<i>bubble</i>	
<i>what</i>	<i>have</i>	<i>many</i>	<i>looked</i>	<i>middle</i>	
<i>going</i>	<i>over</i>	<i>after</i>	<i>called</i>	<i>table</i>	
<i>every</i>	<i>little</i>	<i>before</i>	<i>when</i>	<i>puddle</i>	
<i>very</i>	<i>saw</i>	<i>all</i>	<i>only</i>	<i>apple</i>	

This term's list has some of the words from the last spelling list as we feel that many of the children would benefit from practising them for a little longer. If your child is confident in spelling the words in their group(s), they could always try the words for the next group



Use your eyes

Look at the word. Is it short?
Is it long? What else do you notice when you look at it?

- Can you see any small words inside your word?
- Take a picture of the word in your mind. Shut your eyes. Can you see it?
- Write the tricky part of the word in a different colour.

Use your hand

- Write the word in the air.
- Write the word in your best joined handwriting.
- Write the word again with your eyes shut.



Use your brain

- What does this word mean? Look it up in the dictionary if you're not sure.
- Put it in a sentence.
- Can you spell bits of this word already?
- Can you write any words that rhyme with this one?
- Do you know other words with the same pattern?

Use your ears

- Say the word out loud. Spell it out loud.
- Clap the syllables.
- Say the word in a silly or exaggerated way



Use your friend

- Show your word list to your friend. Give some clues about one word. Can they guess the word?
- Ask your friend to 'write' one of your words on your back with their finger – can you feel and imagine the letters?
- Sort your words e.g. alphabetically or by length or the number of syllables. Can your friend see how you have sorted them?
- Ask your friend to 'test' you when you know all your words.

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