



Spelling Track Back Year 1

This document can be used to: track back learning to identify where any misconceptions or gaps in learning may be present, differentiate for pupils who need to accelerate to age-related expectations and support teachers in securing their subject knowledge. Some statements track back to both the alternative representations of a sound (graphemes) and the alternative pronunciations (phoneme) as misconceptions could be found in either of these areas. Reading has also been referred to where appropriate. To bridge the skills of reading and spelling use scaffolds such as word banks, lists, charts, displays.



Contents

- The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck (off, well, miss, buzz, back)
3. The /ŋ/ sound spelt n before k (bank)
Division of words into syllables
/tʃ/ sound spelt -tch (catch)
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- The /v/ sound at the end of words (give)
Adding -s and -es to words (cats, catches)
4. Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (hunting, hunted, hunter)
Adding -er and -est to adjectives where no change is needed to the root word (quicker, quickest)
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- /aɪ/ sound spelt i-e/-ie/-igh/ (five/tie/high)
/ɔɪ/ sound spelt oi/oy (coin/boy)
5. /i:/ sound spelt e-e/-ee/-ea/ie (these/tree/sea/chief)
/ɛ/ sound spelt ea (head)
-
- /ɜ:/ sound spelt -er/-ur/-ir (germ/burn/girl)
/ə/ sound spelt er (unstressed schwa sound- better, under)
6. /u:/ sound spelt oo/u-e/ue/ew (zoo/June/blue/new)
/ʊ/ sound spelt oo (book)
-
- /əʊ/ sound spelt oe/o-e /ow/oa (toe/home/snow/coat)
/aʊ/ sound spelt ou/ow (mouth/now)
7. /ɔ:/ sound spelt au/aw/or/ore (August/draw/for/more)
/ɑ:/ sound spelt ar (car)
-
- /ɛə/ sound spelt air/ear/are (pair/bear/care)
/ɪə/sound spelt ear (hear)
8. Words ending -y (/i:/ or /ɪ/ - happy)
New consonant spellings ph and wh (dolphin, when)
-
- Using k for the /k/ sound (skin)
9. Adding the prefix un- (unhappy)
Compound words (playground)
-
10. International Phonetic Alphabet
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Spelling Track Back - Year 1

Year group statutory requirements and content to be introduced

Year 1

The sounds /f/, /l/, /s/, /z/
and /k/ spelt ff, ll, ss, zz and
ck (off, well, miss, buzz, back)

Letters and Sounds Phases (2-4)

Ph 2

/f/ sound spelt f-/-ff
(fan/puff)

/l/ sound spelt l-/-ll
(leg/doll)

/s/ sound spelt s-/-ss
(sat/miss)

/k/ sound spelt -c/k-/-ck
(cap/kit/pack)

Ph 3

/z/ sound spelt z- (zip)

Year 1

The /ŋ/ sound spelt n
before k (bank)

Letters and Sounds Phases (2-4)

Ph 3

/ŋ/ sound spelt -ng (ring)

Ph 4

Reading and spelling words
with adjacent consonants:
sink, bunk

Year 1

Division of words into
syllables

Letters and Sounds Phases (2-4)

Introduced in phases
3 and 4

Year 1

/tʃ/ sound spelt -tch (catch)

Letters and Sounds Phases (2-4)

Ph 3

/tʃ/ sound spelt ch-/-ch
(chop/rich)

KEY

- Phases 2-4
- Year 1
- Tip
- Non-statutory Guidance

Links to reading

Tricky words for
spelling

Spelling Track Back - Year 1

Year group statutory requirements and content to be introduced

Year 1
The /v/ sound at the end of words (give)

Letters and Sounds Phases (2-4)
Ph 3
/v/ sound spelt v- (van)
Ph 4
Tricky word for spelling: have

Year 1
Adding -s and -es to words (cats, catches)

Letters and Sounds Phases (2-4)
Ph 4
Add -s to pluralise words
Read and spell words containing adjacent consonants e.g. cats, dogs

Year 1
Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (hunting, hunted, hunter)

Letters and Sounds Phases (2-4)
Ph 3 /ŋ/ sound spelt -ng (ring)
/ɪ/ɪ/ sounds clustered and spelt -ing (quacking)
/ɜ:/ sound spelt -ur (burn)
Ph 3 Reading and spelling two syllable words (each syllable is cvc) e.g. sadness
Ph 4 Reading e.g. softest, hardest, floated

Tip
These are words where there both is and is not a change to the root word, eg hopped, hoped.

Year 1
Adding -er and -est to adjectives where no change is needed to the root word (quicker, quickest)

Letters and Sounds Phases (2-4)
Ph 3 /ə/ sound spelt er (unstressed schwa sound: farmer, better, under)
/ɜ:/ sound spelt -ur (burn)
Ph 3 Reading and spelling two syllable words (each syllable is cvc) e.g. sadness
Ph 4 Reading e.g. softest, hardest, floated

KEY

- Phases 2-4
- Year 1
- Tip
- Non-statutory Guidance

Links to reading

Tricky words for spelling

Spelling Track Back - Year 1

Year group statutory requirements and content to be introduced

Year 1
/aɪ/ sound spelt i-e/-ie/-igh/
(five/tie/high)

Letters and Sounds Phases (2-4)
Ph 3
/aɪ/ sound spelt igh (high)
Tricky word for reading: like

Year 1
/ɔɪ/ sound spelt oi/oy
(coin/boy)

Letters and Sounds Phases (2-4)
Ph 3
/ɔɪ/ sound spelt oi (coin)

Year 1
/i:/ sound spelt e-e/-ee-/ea/
ie (these/tree/sea/chief)

Letters and Sounds Phases (2-4)
Ph 3
/i:/ sound spelt -ee-
Tricky words for reading:
he, me, she, we, be
Ph 4
Tricky words for spelling:
he, me, she, we, be

KEY

- Phases 2-4
- Year 1
- Tip
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Links to reading

Tricky words for spelling

Year 1
/ɛ/ sound spelt ea (head)

Letters and Sounds Phases (2-4)
Ph 2
/ɛ/ sound spelt -e- (pen)

Spelling Track Back - Year 1

Year group statutory requirements and content to be introduced

Year 1
/ɜ:/ sound spelt -er/-ur/-ir
(germ/burn/girl)

Letters and Sounds Phases (2-4)

Ph 3
/ɜ:/ sound spelt -ur (burn)
Tricky word for reading: her

Ph 4
Tricky word for spelling: her

Year 1
/ə/ sound spelt er
(unstressed schwa sound -
better, under)

Letters and Sounds Phases (2-4)

No related statement

Year 1
/u:/ sound spelt oo/u-e/ue/
ew (zoo/June/blue/new)

Letters and Sounds Phases (2-4)

Ph 2
Tricky words for reading:
to, into

Ph 3
/u:/ sound spelt oo (zoo)
Tricky word for reading: you

Ph 4
Tricky word for spelling: do

KEY

- Phases 2-4
- Year 1
- Tip
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Links to reading

Tricky words for spelling

Year 1
/ʊ/ sound spelt oo (book)

Letters and Sounds Phases (2-4)

Ph 3
/ʊ/ sound spelt oo (book)

Spelling Track Back - Year 1

Year group statutory requirements and content to be introduced

Year 1
/əʊ/ sound spelt *oe/o-e / ow/oa* (toe/home/snow/ coat)

Letters and Sounds Phases (2-4)

Ph 2
Tricky words for reading: *no, go*

Ph 3
/əʊ/ sound spelt *-oa-* (coat)

Ph 4
Tricky word for spelling: *so*

Year 1
/aʊ/ sound spelt *ou/ow* (mouth/now)

Letters and Sounds Phases (2-4)

Ph 3
/aʊ/ sound spelt *-ow* (now)

Ph 4
Tricky word for spelling: *out*

Year 1
/ɔ:/ sound spelt *au/aw/or/ ore* (August/draw/for/more)

Letters and Sounds Phases (2-4)

Ph 3
/ɔ:/ sound spelt *or* (for)
Tricky word for reading: *all*

Ph 4
Tricky word for spelling: *all*

KEY

- Phases 2-4
- Year 1
- Tip
- Non-statutory Guidance

Links to reading

Tricky words for spelling

Year 1
/ɑ:/ sound spelt *ar* (car)

Letters and Sounds Phases (2-4)

Ph 3
/ɑ:/ sound spelt *-ar* (car)

Spelling Track Back - Year 1

Year group statutory requirements and content to be introduced

Year 1
/ɛə/ sound spelt air/ear/are
(pair/bear/care)

**Letters and Sounds
Phases (2-4)**
Ph 3
/ɛə/ sound spelt -air (pair)
Tricky word for reading: are

Year 1
/ɪə/sound spelt ear (hear)

**Letters and Sounds
Phases (2-4)**
Ph 3
/ɪə/ sound spelt -ear (hear)

Year 1
Words ending -y
(/i:/ or /ɪ/ - happy)

**Letters and Sounds
Phases (2-4)**
Ph 3
/j/ sound spelt y- (yes)
/i:/ sound spelt -ee- (feel)
Tricky words for reading: he,
me, she, we, be
Ph 4
Tricky words for spelling:
he, me, she, we, be

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- Phases 2-4
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Links to reading

Tricky words for spelling

Year 1
New consonant spellings
ph and wh (dolphin, when)

**Letters and Sounds
Phases (2-4)**
Ph 2
/f/ sound spelt f-/-ff
(fan/puff)
Ph 3
/w/ sound spelt w- (win)
Ph 4
Tricky words for spelling:
what, when, one

Spelling Track Back - Year 1

Year group statutory requirements and content to be introduced

Year 1
Using k for the /k/ sound
(skin)

**Letters and Sounds
Phases (2-4)**
Ph 2
/k/ sound spelt -c/k/-ck
(cap/kit/pack)

Year 1
Adding the prefix un-
(unhappy)

**Letters and Sounds
Phases (2-4)**
No related statement

Year 1
Compound words
(playground)

**Letters and Sounds
Phases (2-4)**
Ph 3
Two syllable compound
words

KEY

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- Year 1
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[Links to reading](#)

[Tricky words for spelling](#)

International Phonetic Alphabet (Non-statutory)

The table below shows each symbol of the International Phonetic Alphabet (IPA) and provides examples of the associated grapheme(s). It is intended simply as guidance for teachers in understanding the IPA symbols used above.

Consonants

/b/	bad
/d/	dog
/ð/	this
/dʒ/	gem, jug
/f/	if, puff, photo
/g/	gum
/h/	how
/j/	yes
/k/	cat, check, key, school
/l/	leg, hill
/m/	man
/n/	man
/ŋ/	sing
/θ/	both
/p/	pet
/r/	red
/s/	sit, miss, cell
/ʃ/	she, chef
/t/	tea
/tʃ/	check
/v/	vet
/w/	wet, when
/z/	zip, hens, buzz
/ʒ/	pleasure

Vowels

/ɑ:/	father, arm
/ɒ/	hot
/æ/	cat
/aɪ/	mind, fine, pie, high
/aʊ/	out, cow
/ɛ/	hen, head
/eɪ/	say, came, bait
/ɛə/	air
/əʊ/	cold, boat, cone, blow
/ɪ/	hit
/ɪə/	beer
/i:/	she, bead, see, scheme, chief
/ɔ:/	launch, raw, born
/ɔɪ/	coin, boy
/ʊ/	book
/ʊə/	tour
/u:/	room, you, blue, brute
/ʌ/	cup
/ɜ:/	fern, turn, girl
/ə/	farmer