



Pathways to Spell

Year 1 Overview – Autumn Term

Autumn 1		
Wk	Review	Mastery focus
1		
2		
3		
4		
5		
6		

Autumn 2		
Wk	Review	Mastery focus
1		
2		
3		
4		
5		
6		



Pathways to Spell

Year 1 Overview – Spring Term

Spring 1		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Previously taught high frequency words	<ul style="list-style-type: none">Common exception words <i>-the, a, he, me, she, we, I, you, your, they, his, my, our</i>
2	<ul style="list-style-type: none">Revision: the process of segmenting spoken words into sounds before choosing the graphemes to represent them	<ul style="list-style-type: none">Division of words into syllables
3	<ul style="list-style-type: none">Revision: words with adjacent consonants	<ul style="list-style-type: none">Adding <i>s</i> and <i>es</i> to words (plural of nouns and the third person singular of verbs)
4	<ul style="list-style-type: none">Revision: vowel digraphs which have been taught and the sounds which they represent	<ul style="list-style-type: none">Adding <i>s</i> and <i>es</i> to words (plural of nouns and the third person singular of verbs)
5	<ul style="list-style-type: none">Revision: consonant digraphs which have been taught and the sounds which they represent	<ul style="list-style-type: none">The sounds /f/, /l/, /s/ and /k/ spelt <i>ff, ll, ss, zz</i> and <i>ck</i>
6	<ul style="list-style-type: none">Revision: all letters of the alphabet and the sounds which they most commonly represent	<ul style="list-style-type: none">Words ending <i>-y</i> (/i:/ or /ɪ/)

Spring 2		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Previously taught common exception words	<ul style="list-style-type: none">Common exception words <i>-has, be, was, were, is, are, said, says</i>
2	<ul style="list-style-type: none">Revision: the process of segmenting spoken words into sounds before choosing the graphemes to represent them	<ul style="list-style-type: none">Compound words
3	<ul style="list-style-type: none">Revision: words with adjacent consonants	<ul style="list-style-type: none">Adding the endings <i>-ing -ed -er</i> to verbs where no change is needed to the root word
4	<ul style="list-style-type: none">Revision: vowel digraphs which have been taught and the sounds which they represent	<ul style="list-style-type: none">Adding the endings <i>-ing -ed -er</i> to verbs where no change is needed to the root word
5	<ul style="list-style-type: none">Revision: consonant digraphs which have been taught and the sounds which they represent	<ul style="list-style-type: none">Adding the endings <i>-ing -ed -er</i> to verbs where no change is needed to the root word
6	<ul style="list-style-type: none">Revision: all letters of the alphabet and the sounds which they most commonly represent	<ul style="list-style-type: none">Adding the prefix <i>-un</i>



Pathways to Spell

Year 1 Overview – Summer Term

Summer 1		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Previously taught common exception words	<ul style="list-style-type: none">Common exception words – <i>to, today, or, no so, by, some, come</i>
2	<ul style="list-style-type: none">Division of words into syllables	<ul style="list-style-type: none">New consonant spellings <i>ph wh</i>
3	<ul style="list-style-type: none">Adding the endings <i>-ing -ed -er</i> to verbs where no change is needed to the root word	<ul style="list-style-type: none">Adding <i>-er</i> and <i>-est</i> to adjectives where no change is needed to the root word
4	<ul style="list-style-type: none">Adding the endings <i>-ing -ed -er</i> to verbs where no change is needed to the root word	<ul style="list-style-type: none">Adding <i>-er</i> and <i>-est</i> to adjectives where no change is needed to the root word
5	<ul style="list-style-type: none">Revision: vowel digraphs which have been taught and the sounds which they represent	<ul style="list-style-type: none">The /v/ sound at the end of wordsThe /ŋ/ sound spelt n before k
6	<ul style="list-style-type: none">Adding <i>s</i> and <i>es</i> to words (plural of nouns and the third person singular of verbs)	<ul style="list-style-type: none">-tch

Summer 2		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Previously taught common exception words	<ul style="list-style-type: none">Common exception words – <i>here, there, where one, once, put, full</i>
2	<ul style="list-style-type: none">Revision: vowel digraphs/trigraphs which have been taught and the sounds which they represent	<ul style="list-style-type: none">New vowel spellings <i>ir, ie, ou, ea, ay</i>
3	<ul style="list-style-type: none">Revision: vowel digraphs/trigraphs which have been taught and the sounds which they represent	<ul style="list-style-type: none">New vowel spellings <i>aw, au, ue, ew, oe, oy,</i>
4	<ul style="list-style-type: none">New vowel spellings <i>ir, ie, ou, ea, ay</i>	<ul style="list-style-type: none">Split digraphs
5	<ul style="list-style-type: none">New vowel spellings <i>aw, au, ue, oe, oy, ew</i>	<ul style="list-style-type: none">Split digraphs
6	<ul style="list-style-type: none">Revision: all letters of the alphabet and the sounds which they most commonly represent	<ul style="list-style-type: none">Using <i>k</i> for the /k/ sound