

RECEPTION Autumn Term 1 Spellings

- Learning to spell words in Reception class requires children to practise lots of SOUND TALKING. This involves breaking down each word into the smallest units of sound and saying letter by the sound it makes NOT the letter name. e.g. s-u-n (sss-u-nnn). For more information about how to articulate each sound correctly please click on the link: <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>
- We will learn new sounds and letter formation in our daily phonics lessons. The sounds are taught in the order set out below and we build up words using sounds previously taught.
- Please practise learning to write each letter using the correct formation. We use a letter formation phrase to aid the memory of each letter. Please click on the link: <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/> and download the sounds for Autumn 1.
- Practising writing each letter in mud, sand, condensation alongside using pens, pencils, chalk, felt tips and paper can make spelling far more exciting and memorable for children.

Settling into school	Settling into school	Settling into school	Settling into school	Can you recognise and say the following sounds correctly. Learn how to write the letter correctly. Use the formation phrase to help if necessary.	Can you recognise and say the following sounds correctly. Learn how to write the letter correctly. Use the formation phrase to help if necessary.
Please practise lots of sound talking.	Please practise lots of sound talking.	Please practise lots of sound talking.	Please practise lots of sound talking.	s a t p	i n m d
How many nursery rhymes can you sing? Can you make an instrument and play along as you sing?	How many environmental sounds can you create? E.g. quack like a duck, beep like a horn, nee-ow like an aeroplane etc.	Can you clap the syllables in words? E.g. butterfly =3 claps, caterpillar= 4 claps, tiger= 2 claps etc.	Can you create rhyming word strings? E.g. hen, men, pen, when, Jen etc.	Please practise sound talking simple words using sounds above: e.g. sat, pin, pat, tap.	Please practise sound talking simple words using previous sounds and new sounds above: e.g. pin, mad, tin, map etc.

RECEPTION Autumn Term 2 Spellings

- Learning to spell words in Reception class involves children practicing SOUND TALKING. This involves breaking down each word into the smallest units of sound and saying letter by the sound it makes NOT the letter name. e.g. s-u-n (sss-u-nnn). For more information about how to articulate each sound correctly click on the link: <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>
- We will learn new sounds and letter formation in our daily phonics lessons. The sounds are taught in the order set out below and we build up words using sounds previously taught.
- Please practise learning to write each letter using the correct formation. We use a letter formation phrase to aid the memory of each letter. Please click on the link: <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/> and download the Autumn 2 sounds.

Can you recognise and say the following sounds correctly. Learn how to write the letter correctly. Use the formation phrase to help if necessary. g o c k	Can you recognise and say the following sounds correctly. Learn how to write the letter correctly. Use the formation phrase to help if necess. ck e u r	Can you recognise and say the following sounds correctly. Learn how to write the letter correctly. Use the formation phrase to help. h b f l	Can you recognise and say the following sounds correctly. Learn how to write the letter correctly. Use the formation phrase to help. ff ll ss j	Can you recognise and say the following sounds correctly. Learn how to write the letter correctly. Use the formation phrase to help. v w x y	Can you recognise and say the following sounds correctly. Learn how to write the letter correctly. Use the formation phrase to help. zz q qu ch
Please practise sound talking simple words using previous sounds and the sounds above: e.g. cop, nag, kit, God etc.	Please practise sound talking simple words using previous sounds and the sounds above: e.g. sack, pen, rub, duck etc.	Please practise sound talking simple words using previous sounds and the sounds above: e.g. lock, hot, fun, bun etc.	Please practise sound talking simple words using previous sounds and new sounds above: e.g. puff, bill, hiss, jack etc.	Please practise sound talking simple words using previous sounds and new sounds above: e.g. vet, box, yak, wax etc.	Please practise sound talking simple words using previous sounds and new sounds above: e.g. quiz, yak, zip, check etc.

RECEPTION Spring Term 1 Spellings

- Children will complete a spelling test every **Friday**.
- New words will be sent home each week (see below). Four of the words will be phonically decodable and two will be tricky words.
- Tricky words are indicated with * and these will need to be learned by sight recognition rather than phonically decoded.
- In addition to spelling words the children will also continue to learn new digraphs (two letters that make one sound) and trigraphs (three letters that make one sound). There is a mnemonic picture and catchphrase for each of these digraphs and trigraphs. Please click on the link: <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/> and download the Spring 1 sounds.

GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5	
<p style="text-align: center;"> dog ten kid mum *is *I </p>	<p style="text-align: center;"> cat top bed pin *the *as </p>	<p style="text-align: center;"> put pull full ten *and *has </p>	<p style="text-align: center;"> sack hug rock lick *his *her </p>	<p style="text-align: center;"> back run fix jam *go *no </p>	<p>Grand Spell: Please revise all the spellings from these groups.</p>
<p>Recognise and correctly write the following sounds:</p> <p style="text-align: center;"> sh th (loud as in that) th (quiet as in thin) ng nk </p> <p>How many words can you blend using these sounds?</p>	<p>Practise blending words with ‘s’ (/z/) at the end (plurals and verb forms) E.g. hops, begs, pins, rings, cats, shells, etc</p> <p>How many words can you blend using /’s’/?</p>	<p>Recognise and correctly write the following sounds:</p> <p style="text-align: center;"> ai ee igh oa </p> <p>How many words can you blend using these sounds?</p>	<p>Recognise and correctly write the following sounds:</p> <p style="text-align: center;"> oo (long as in moon) oo (short as in book) ar or </p> <p>How many words can you blend using these sounds?</p>	<p>Recognise and correctly write the following sounds:</p> <p style="text-align: center;"> ur ow oi ear </p> <p>How many words can you blend using these sounds?</p>	<p>Can you name and write all the sounds correctly?</p> <p>Keep practicing you will get there!!</p>

RECEPTION Spring Term 2 Spellings

- Children will complete a spelling test every **Friday**.
- New words will be sent home each week (see below). Four of the words will phonically decodable and two will be tricky words.
- Tricky words are indicated with * and these will need to be learned by sight recognition rather than phonically decoded.

GROUP 6	GROUP 7	GROUP 8	GROUP 9	GROUP 10	
fill mess duck jog *to *into	push ring sink ship *he *of	chop check pots cups *we *me	zip fish buzz dogs *be *was	chips sheds hugs this *you *they	Grand Spell: Please revise all the spellings from these groups.
Recognise and correctly write the following sounds: air er Make words containing double letters: dd, mm, tt, bb, rr, gg, dd, pp, ff, e.g. digger, rabbit, hidden, carrot etc.	Practise making and reading longer words E.g. sunset, laptop, lemon	Practise making and reading longer words E.g. puppet, toffee, boxer	Practise making and reading longer words E.g. carpet, velvet, chicken	Practise making and reading longer words E.g. magnet, rocket, farmyard	Can you name and write all the sounds correctly? Keep practicing you will get there!!

RECEPTION Summer Term 1 Spellings

- Children will complete a spelling test every **Friday**.
- New words will be sent home each week (see below). Four of the words will be phonically decodable and two will be tricky words.
- Tricky words are indicated with * and these will need to be learned by sight recognition rather than phonically decoded.
- Can you practise writing these words in sentences?

GROUP 11	GROUP 12	GROUP 13	GROUP 14	GROUP 15	
rain wait paid see feet teeth *my *by	high light fight boat road foam *all *are	food cool moon book look took *sure *pure	dark car hard fork horn for *said *so	now down town oil foil boing *have *like	Grand Spell: Please revise all the spellings from these groups.

RECEPTION Summer Term 2 Spellings

- Children will complete a spelling test every **Friday**.
- New words will be sent home each week (see below). Four of the words will be phonically decodable and two will be tricky words.
- Tricky words are indicated with * and these will need to be learned by sight recognition rather than phonically decoded.
- Can you practise writing these words in sentences?

GROUP 16	GROUP 17	GROUP 18	GROUP 19	GROUP 20	
<p> kitten rabbit pocket hidden carrot chicken *some *come </p>	<p> chair pair flair near hear clear *love *do </p>	<p> fur turn hurt hammer letter rubber crunch scrub </p>	<p> went help jump band best nest sixth crack </p>	<p> champ thump chest punch shelf milk plug smash </p>	<p> Grand Spell: Please revise all the spellings from these groups. How many words can you spell from all the lists this year? </p>