

# Year 1 Spelling Shed

## Summer Term 1



This term, we will put 2 spelling lists on Spelling Shed each Friday. One list will be a recap of the tricky words that we've learned (just to keep them ticking over). The 2<sup>nd</sup> list will be as detailed below.

The first week of new spellings are the extra Year 1 tricky words that we have not covered yet. The rest of the weeks are made up of spellings that are part of the Year 1 National Curriculum which we have taught in our English lessons. For example, days of the week, compound words, polysyllabic words, words with suffixes added and words with the prefix un-.

Date on Spelling Shed	Words	
<p style="text-align: center;"><b>24.4.26</b></p> <p>Extra Year 1 tricky words not covered yet</p>	ask friend love once pull push	says school today where our
<p style="text-align: center;"><b>1.5.26</b></p> <p>Adding the suffix -es to nouns to make plurals. The children have learned if a noun ends in the sound /s/, /x/, /ch/ or /sh/ then you add -es rather than just -s</p>	glasses crosses foxes boxes churches	lunches peaches wishes splashes flashes
<p style="text-align: center;"><b>8.5.26</b></p> <p>Adding the suffix -ing to verbs where there is no change to the root word.</p>	going meeting playing helping eating	reading crying flying singing cooking
<p style="text-align: center;"><b>15.5.26</b></p> <p>Adding the suffix -ed to verbs where there is no change to the root word. The children have learned that the end of words with the suffix -ed can sometimes sound like /id/, /t/ or /d/.</p>	jumped gasped helped pushed cleaned	kissed enjoyed started needed planted
<p style="text-align: center;"><b>22.5.26</b></p> <p>Days of the week</p>	day today yesterday Monday Tuesday	Wednesday Thursday Friday Saturday Sunday

Year 1 Spelling Shed  
Summer Term 2

Date on Spelling Shed	Words	
<p style="text-align: center;"><b>12.6.26</b></p> <p style="text-align: center;">Adding the suffix -er where there is no change to the root word. The children have learned that these words are used to compare.</p>	<p>higher longer shorter colder smaller</p>	<p>sharper faster softer neater brighter</p>
<p style="text-align: center;"><b>19.6.26</b></p> <p style="text-align: center;">Adding the suffix -est where there is no change to the root word. The children have learned that these words are used to compare.</p>	<p>highest smoothest sharpest longest oldest</p>	<p>softest dullest cleanest lightest fastest</p>
<p style="text-align: center;"><b>26.6.26</b></p> <p style="text-align: center;">Adding the prefix un- The children have learned that when you add the prefix un-, it changes to the opposite or negative form.</p>	<p>unkind unpack unwell unfair unsafe</p>	<p>unhappy unlucky unclear unzip unlock</p>
<p style="text-align: center;"><b>3.7.26</b></p> <p style="text-align: center;">Compound words 1 The children have learned that compound words are formed by combining two or more words to make a new word.</p>	<p>moonlight starfish sunflower pancake toothbrush</p>	<p>lighthouse popcorn football rainbow wheelchair</p>
<p style="text-align: center;"><b>10.7.26</b></p> <p style="text-align: center;">Compound words 2</p>	<p>lipstick snowman butterfly milkshake meatball</p>	<p>daydream jellyfish afternoon playground woodland</p>
<p style="text-align: center;"><b>17.7.26</b></p> <p style="text-align: center;">Polysyllabic words (more than one syllable)</p>	<p>thundering kangaroo hamburger elephant dragonfly</p>	<p>hospital animal eleven crocodile helicopter</p>