

Year 1  
Spelling Book  
Summer Term 1

**Book 1B SET 2 words**

Name: \_\_\_\_\_

Class: \_\_\_\_\_
















Rhymes for letter formation - taken from Read Write Inc.

<p>a</p> <p>Around the apple and down the leaf.</p>	<p>b</p> <p>Down the laces to the heel and around the toe.</p>	<p>c</p> <p>Curl around the caterpillar.</p>	<p>d</p> <p>Around the dinosaurs bottom, up his tall neck &amp; down to his toes.</p>	<p>e</p> <p>Lift off the top and scoop out the egg.</p>	<p>f</p> <p>Down the stem and draw the leaves.</p>
<p>g</p> <p>Around the girls face, down her hair and give her a curl.</p>	<p>h</p> <p>Down the head, to his hooves and over his back.</p>	<p>i</p> <p>Down the body and dot for the head.</p>	<p>j</p> <p>Down his body, curl, dot for his head.</p>	<p>k</p> <p>Down the kangaroo's body tail and leg.</p>	<p>l</p> <p>Down the long leg.</p>
<p>m</p> <p>Down Maisie, mountain, mountain.</p>	<p>n</p> <p>Down Nobby and over his net.</p>	<p>o</p> <p>All around the orange.</p>	<p>p</p> <p>Down the pirates plait and around his face.</p>	<p>qu</p> <p>Round her head, up past her earring, down her hair, and flick.</p>	<p>r</p> <p>Down the robots back and curl over his arm.</p>
<p>s</p> <p>Slither down the snake.</p>	<p>t</p> <p>Down the tower, across the tower.</p>	<p>u</p> <p>Down and under, up to the top and draw the puddle.</p>	<p>v</p> <p>Down a wing, up a wing.</p>	<p>w</p> <p>Down, up, down, up.</p>	<p>x</p> <p>Down the arm and leg, repeat the other side.</p>
<p>y</p> <p>Down a horn, up a horn and under head.</p>	<p>z</p> <p>Zig-zag-zig.</p>				

(taken from the RWI Ruth Miskin Scheme)


















Speed Sounds Set 1

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng nk

## Speed Sounds Set 2 (taken from the RWI Ruth Miskin Scheme)

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and twirl
			ou  shout it out	oy  toy for a boy

## Speed Sounds Set 3 (taken from the RWI Ruth Miskin Scheme)

ea  cup of tea	oi  spoil the boy			
ā-e  make a cake	i-e  nice smile	ō-e  phone home	ū-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure

## Questions & Answers for Support:

### **What is RWI (Read, Write, Inc.)?**

Read, Write, Inc. is the phonics scheme we use in school to teach reading and spellings.

### **What are the speed sounds with pictures?**

The speed sounds are the order the children are taught each sound. There are 3 sets; Set 1, Set 2 and Set 3. Set 1 sounds have pictures to remind the children how to form the letter. They also have a rhyme which the children learn to help them to remember. Set 1 and Set 3 have 'ditties' which is a short phrase to help the children to learn and remember the different spellings of sounds. Please practise recognising and reading the speed sounds with your child.

### **Should my child know all the Set 1, Set 2 and Set 3 speed sounds?**

By the end of Year 2, your child should know all of the Set 1, Set 2 and Set 3 sounds. We know children learn at different rates so in school they will be focusing on the sounds that they need to learn according to which RWI phonics group they are in. Your child is currently learning the **SET 2 sounds** and when they are ready, they will begin to learn the SET 3 sounds.

### **How do I know how to correctly pronounce each sound?**

You can go to this link which is a video showing how to pronounce each RWI sound: <https://www.youtube.com/watch?v=TkXcabDUg7Q>

### **How does this spelling book work?**

In this spelling book, you will find **SET 2 words** for your child to be able to read and spell. Each week, please ask your child to complete the weekly section by practising to write the SET 2 words. **PLEASE ONLY COMPLETE 1 SET OF SPELLINGS EACH WEEK. THIS SPELLING BOOK IS FOR 5 WEEKS OF SPELLINGS.** You can practise all the words but only one set will be tested each week.

### **When will the spelling test be?**

Spelling tests will generally be on a Tuesday each week. We will be asking the children to spell the **SET 2 words** they have learnt for that week.

### **What does 'review' mean?**

At CTK, we follow Barak Rosenshine's 'Principles of Instruction'. One of his theories is to **review** learning. Daily, weekly and monthly reviews are important for people to be able to remember previous learning and to strengthen the connections of the material they have learnt. Therefore, reviewing their CVC / CVCC word spellings as often as possible will help your child to remember them more easily.



## How can I help my child even more?

You could do some of the activities below each week with the relevant words they are learning. You could also use the below activities to practise reading and writing the speed sounds:

- ⇒ Write the words using chalks
- ⇒ Write the words using paints
- ⇒ Write the words using rainbow colours
- ⇒ Write the words using mud
- ⇒ Write the words using sand
- ⇒ Word hunt - write the words on paper and hide them around the house. Once they are found, can your child read the word and write the word?
- ⇒ Have a speed writing race—how quickly can they write the word? Can they beat their previous time?
- ⇒ Look for the words when you are out and about!
- ⇒ Spot the words and letters in their story books
- ⇒ Make the words using pasta shapes
- ⇒ Make the words using beads
- ⇒ Play SPLAT! - Write the words on paper—say a word and everyone tries to splat the correct word
- ⇒ Play BINGO with the words as a family



**EXAMPLE:** Ask your child to write each word 4 times by saying the words, covering the word then writing the word.



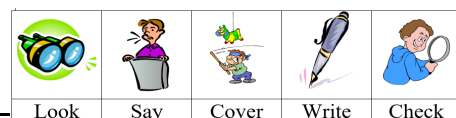
**Practise Time! Copy and complete the table below.**

	Say the word, write the word	Say the word, write the word	Say the word, write the word	Say the word, write the word
mat	mat	mat	mat	mat
sat	sat	sat	sat	sat
mad	mad	mad	mad	mad
dad	dad	dad	dad	dad
dam	dam	dam	dam	dam

**Extra Challenge: Can you use one of the words in a sentence?**

**Home Learning**

**Week 1: Test date: Tuesday 3rd May**



**Practise Time! Copy and complete the table below.**

	Say the word, write the word	Say the word, write the word	Say the word, write the word	Say the word, write the word
pair				
chair				
sharp				
away				
toy				

**Extra Challenge: Can you use one of the words in a sentence?**

**Home Learning**

**Week 2: Test date: Tuesday 10th May**



**Practise Time! Copy and complete the table below.**

	Say the word, write the word	Say the word, write the word	Say the word, write the word	Say the word, write the word
stay				
may				
pray				
fork				
three				

**Extra Challenge: Can you use one of the words in a sentence?**

**Home Learning****Week 3:****Test date: Tuesday 17th May**

Look



Say



Cover



Write



Check

**Practise Time! Copy and complete the table below.**

	Say the word, write the word	Say the word, write the word	Say the word, write the word	Say the word, write the word
out				
heel				
feet				
spoon				
pay				

**Extra Challenge: Can you use one of the words in a sentence?****Home Learning****Week 4:****Test date: Tuesday 24th May**

Look



Say



Cover



Write



Check

**Practise Time! Copy and complete the table below.**

	Say the word, write the word	Say the word, write the word	Say the word, write the word	Say the word, write the word
street				
shook				
creep				
flow				
queen				

**Extra Challenge: Can you use one of the words in a sentence?**