



Initial Code  
C- Constant V-Vowel

Unit	Sounds	Example Words	Sound Swap Lists	High Frequency Words
1-CVC	a i m s t	Mat, sit, sat, Sam, Tim, it, at, am	Mat-sat- sit-it-at- am	
2- CVC	n o p	Map, sit, nap, pot, pan, sip, not, tin	Sat-sit- pit-pin- tin-tan	Is a
3-CVC	b c g h	Bag, can, gap, cap, cot, bat, cat, hit	Bag-tag- sag-sat- cat	The I
4-CVC	d e f v	Dad, dig, din, dip, vet, van, fed, met	Fed-bed- bad-mad- mat-fat	For of
5-CVC	k l r u	Red, lad, lip, leg, rot, rub, rib, rat, kit	Red-bed- bud-bug- rug-run	are
6-CVC	j w z	Jab, jam, jug, wig, web, wet, win, zip, jot	Win-wig- zig-zag- wag-bag	was
7-CVC	x y ff ll ss zz	Fox, box, yes, yet, bell, fell, miss, off, buzz	Yes-yell- bell-bill- fill-fizz	all
8-VCC and CVCC	No New Code	Ant, elf, end, desk, help, left, nest, must		Come some
9-CCVC	No New Code	Crab, grab, plan, slam, step, slip, swim, trip		to
10-CCVCC, CVCCC and CCCVC	No New Code	Drank, plank, slump, spent, trust, scrub, plump, trust		
11-	sh ch th ck wh ng qu	Shed, shell, chin, chop, thin, with, duck, clock, when, which, bang, wing, quit, quiz		There their these what where who



## Word Building

Can you build the word?

*Before the activity get the following ready:*

1. Choose a word from the unit that your child is working on.
2. Write down each sound (letter/s) from the word on separate postit notes.

*During do the activity:*

1. Give your child the sounds and tell them which word you would like them to build. **Say the sounds, build the word.**
2. If they struggle to build the word get them to say the word slowly and ask them what the 1<sup>st</sup>/2<sup>nd</sup>/ 3<sup>rd</sup> sound is that they can hear.
3. Once the word is built get them to read it to you by sounding it out and blending the sounds together. **Say the sounds, read the word.**

## Sound Swap

Can you swap the sounds to make a new word?



*Before the activity get the following ready:*

1. Choose a sound swap list.
2. Write down all the sounds (letter/s) needed for all the words onto separate post-it notes.

*During do the activity:*

1. Adult build the first word on the list and tell your child what word you have built.
2. Explain that you now want to change your word (the next one on the sound swap list).
3. Encourage your child to listen to the different sounds that they can hear in each word. If they struggle, tell them to say the new word slowly so they can hear the sounds. **Say the sounds, read the word.**

## Symbol Search Snap

Can you match the sound cards and win a game of snap?



**Before the activity get the following ready:**

1. Choose a unit to work from.
2. Write down all the sounds from that unit onto separate postit notes. Do this three times so you have three copies of each sound.

**During do the activity:**

1. Muddle the sound cards up and then share them between you and your child.
2. One at a time place the cards down on a table and say the sound on the card as it is put down.
3. If two cards have the same sound then the first person to shout snap wins all the cards on the pile.
4. The winner will be the person at the end with all the cards.

## High Frequency Word Bingo

Can you cross off all your words and shout bingo?



*Before the activity get the following ready:*

1. Get two pieces of paper and divide them into four so that you have four equal boxes.
2. Write down all the High Frequency Words that your child has learnt so far in a list and on separate postit notes. Put the postit notes in a pile upside down on the table.
3. You and your child choose four words from the list and write one in each of your boxes on your paper.

*During the activity:*

1. Take the top posit note off the pile and ask your child to read it. If either of you have it on your bingo board then cross it off.
2. Repeat until one of you crosses off all your words and can shout bingo!



### Extended Code

If your child is on Extended Code then please use the Word Building game and continue to practice the High Frequency Words from Initial Code.

Unit	Sounds	Spellings	Example Words
1	Sound /ae/	ai ay ea a-e	Pain, tail, stay, play, great, break, make, bake
2	Sound /ee/	e ea ee y	Be, we, read, tea, see, bee, messy, dolly
3	ae ee	Spelling /ea/	Bleak, clean, speak, break, great, steak
4	Sound /oe/	o oa ow oe o-e	Go, no, goat, boat, grow, know, toe, pole, bone
5	o oe	Spelling /o/	Bob, dog, hot, on, old, both, go, so
6	Sound /er/	er ir or ur	Germ, herd, bird, dirt, worm, work, curl, hurt
7	Sound /e/	e ea ai	Ben, egg, meant, spread, again, said
8	Sound /ow/	ou ow	Bound, cloud, brown, frown
9	oe ow	Spelling ow	allow, arrow, crown
10	oo ew ue u_e o	Spelling oo ew ue u_e o	Blew, broom, crew, flute, igloo, to
11	Sound /ie/	I ie y i_e igh	Bite, bright, by, five, tries, wild
12	Sound /oo/	oo u oul	Book, bull, bush, pudding, would
13	Sounds /oo/ (moon) and /oo/ (book)	oo	Balloon, shook, ooze, took
14	Sound /u/	u ou o	Above, but, cousin, cup, double, mother
15	Sounds /ow/ /u/ /oo/	ou	Cloud, coupon, double, shout
16	s	s ss st c ce se sc	Acid, ascend, cancel, dress, pips, press, scissors, thistle
17	/s/ /z/	S	Bricks, cps, papers, shoes, tins
18	/l/	ll al el il le ol	Along, cellar, dribble, lunch, paddle, pencil, ramble
19	/or/	or aw a ar au al	All, author, cause, dwarf, hawk, swarm, walk
20	/air/	air are ear ere eir ayer ayor	Bare, bear, flair, heir, mayor, prayer, pear, swear, where
21	/ue/	ue ew u u_e	Feud, knew, use, value
22	/oo. /ue/	ew	Brew, knew, pewter
23	/oy/	Oi oy	Boil, boy, enjoy, oyster, toilet
24	/ar/	Ar a al au	Almond, calm, lather, master
25	/o/	O a	Bottle, cot, wander, want, what
26	/a/	A o ae ar	Able, baby, m father, lamp, watch

27	/æ/	Ai ay a_e a ei ey eigh	Aid, eight, freight, grey, name, neigh, reign
28	/d/	D dd ed	Band, blend, code, dressed
29	/ee/	E ee ea y ey ie I	Annœe, bunny, feet, field, stream, valley, we glee
30	/i/	I ui e y	Bin, biscuit, gypsy, mystery
31	/y/	Y I ie ee	By, happy, lying, shy, yellow
32	/oe/	œ i_E ow œ œ ou ough o	Alone, mould, pillow, poke, shoulder, soul, toast, toe
33	/n/	N nn ne gn kn	And, done, knock, nail, never, pond, reign
34	Er	Ar er ir œr ur ear our	Beggar, early, fern, favour, skirt, pearl, winter, yearn
35	/v/	V vv ve	Above, convict, groove, river, sleeve
36	/œœ/	Oœ ew u ue u_e ui ou ough	Bamboo, coupon, fluid, into, juice, lute, route, shampoo
37	/j/	j g ge dge	Badge, genie, jem, golly, merge, smudge
38	/g/	G gg gh gu	Begging, ghastly, girl, ragged, waggle
39	/g/	J g	Age, agree, goal, rigid
40	/f/	F ff gh ph	Before, cough, effort, fact, fig, flag, graph
41	/gh/	F g	Agast, cough, ghee, trough
42	/m/	M mm mb mn	Animal, comma, solemn, thumb, time
43	/or/	Oar ore our augh ough	Ought, pour, brought, daughter, nought
44	/h/	H wh	Behave, her, reheat
45	/k/	C k ck ch cc	Acorn, bucket, comic, hiccup, piccolo
46	/r/	R rr rh wr	bright, friend, string, wallpaper
47	/t/	T t tbt te	Doubt, granite, rotten, subtle
48	/z/	Z zz ze s se ss	Amaze, dazzle, legs, please, possess
49	/eer/	Eer ere ear	Beard, mere, sneer, sphere, tear



## Word Building

### Can you build the word?

*Before the activity get the following ready:*

1. Choose a sound to focus on e.g. /ae/ (ay, ai, a\_e, ea, a).
2. Write down each sound (letter/s) for a range of /ae/ words on separate post it notes e.g. (play, date, tea, break, baby).

*During the activity:*

1. Ask your child to **say each sound** on a post-it note. Correct any mistakes immediately.
2. Say the word you would like your child to build and ask them to choose the sounds they need.
3. If they struggle to build the word, ask them to say the word slowly. Ask what the 1<sup>st</sup> / 2<sup>nd</sup> / 3<sup>rd</sup> etc. sound is that they can hear.
4. Once the word is built, ask them to read it to you by sounding it out and blending the sounds together. **Say the sounds, read the word.**
5. If your child chooses the wrong /ae/ sound, correct them and say "this is an /ae/ sound but not the correct /ae/ sound for this word. This word uses this /ae/ sound."



## Seek the Sound



*Before the activity get the following ready:*

- 1. Choose a sound to focus on e.g. /ae/ (ay, ai, a\_e, ea, a).*
- 2. Select your child's reading book.*

*During the activity:*

- 1. Ask your child to write down all the ways they know to make the /ae/ sound.*
- 2. Read a book with your child, encouraging them to spot all /ae/ sounds.*
- 3. Children could make a list of different /ae/ sounds, organising them by their diagraph. For example, all a\_e words, all ai words, all ay words etc.*

## Silly sentence writing



*Before the activity get the following ready:*

1. A list of words with target spellings. For example, /ae/ words such as play, date, baby, rain, cane.

*During the activity:*

1. Shuffle the cards and place them face down.
2. Ask your child to turn them over and read each word in turn.
3. If they struggle, encourage them to 'say the sounds, read the words'.
4. Turn the words face down again and ask your child to turn over 2.
5. Together, say and write a silly sentence using the 2 words.

# New Curriculum Spelling Lists Years 1 and 2

the  
a  
do  
to  
today  
of  
said  
says  
your  
they  
be  
he  
me  
she  
we  
no

come  
some  
one  
once  
ask  
friend  
school  
put  
are  
were  
was  
is  
his  
has  
I  
you

go  
so  
by  
my  
here  
there  
where  
love  
push  
pull  
full  
house  
our  
door  
poor  
find

mind  
floor  
because  
kind  
behind  
whole  
any  
child  
wild  
most  
both  
children  
climb  
only  
old  
many

clothes  
cold  
gold  
hold  
told  
every  
great  
break  
steak  
busy  
people  
pretty  
beautiful  
after  
fast  
last

past  
father  
class  
water  
again  
grass  
pass  
plant  
path  
bath  
hour  
move  
prove  
half  
money  
improve

sugar  
could  
would  
sure  
eye  
should  
who  
Mr  
Mrs  
parents  
Christmas  
everybody  
even

