

Year 1 Scope and Sequence Chart: Spelling and Grammar				
	Term 1		Term 2	
	Wks 1-9 Spelling	Wks 1-9 Grammar	Wks 1-9 Spelling	Wks 1-9 Grammar
Instructional Content	sh ch th ng qu ar short vowels ff ll	Capitals Sentences Sentences Capital letters Proper nouns Common nouns Alphabetical order 'a' or 'an' plurals	ff//ll/ss/zz/ ck y on end vowels a_e i_e o_e u_e wh	Pronouns Initial blends Initial blends Alphabetical order Verbs Conjugating verbs Past tense Doubling rule Future tense
Rate of introduction	1 spelling/week	1 grammar concept/wk	1 spelling/week	1 grammar concept/wk
Special words*	I, the he, she me, we be, was to, do are, all you, your come, some said, here	there, they go, no, so my, by one only, old like, have live, give little, down what, when, why	where, which who, any, many more, before other, were because, want saw, put could, should, would right, two	four, goes does, made, their, <b>there (revised)</b> once, upon, always, also, of, eight love, cover, mother, father after, every
Rate of introduction	Read & write /week 2 special words	Read & write /week 2 special words (or 3 to group words with a similar spelling pattern together)	Read & write /week 2 special words (or 3 to group words with a similar spelling pattern together)	Read & write /week 2 special words (or 3 to group words with a similar spelling pattern together)
Letter formation	Revise & monitor: Pencil hold Correct formation lower-case and upper-case letters	Revise & monitor Pencil hold Correct formation lower- case and upper-case letters	Revise & monitor: Pencil hold Correct formation lower-case and upper- case letters	Revise & monitor: Pencil hold Correct formation lower- case and upper-case letters
Homework	Practise reading and writing Spelling words & Special words	Practise reading and writing Spelling words & Special words	Practise reading and writing Spelling words & Special words	Practise reading and writing Spelling words & Special words
Application <i>Reading</i>	Read phonic-based text aloud for 3 minutes, daily, to consolidate phonic knowledge. If a student has no errors in phonic-based texts that include the 42 basic sounds and the commonly used alternative spellings of the vowels, and reads at a rate of 60 words /minute or more, they may choose the book they read to the teacher. <b>A book is too hard if the student makes more than one error per ten words.</b>			
<i>Writing</i>	Teacher prepares students for an independent writing activity, weekly			
Assessment	Weekly spelling test Weekly dictation	Weekly spelling test Weekly dictation	Weekly spelling test Weekly dictation	Weekly spelling test Weekly dictation
*Special words are words with some irregular spellings eg <b>ai</b> in <b>said</b> or spellings that have not yet been taught				