Words that pupils need to learn to spell

In Reception, your child will be given around 45 high   frequency words to learn over the year – the aim is for them to be able to recognise these words and to be able to read them. Children learn these words as part of their phonics lessons and may also bring high frequency words home to read

It is really important that children learn how to read these words as they will make up a large proportion of the words they will be reading in everyday texts. They also need to learn to spell these words as they will find they will need to use them a great deal in their writing. (Research has shown that just 16 words, such as 'and', 'he', 'I' and 'in', but also the more phonetically-difficult 'the', 'to', 'you', 'said', 'are', 'she' and 'was', make up a quarter of the words in a piece of writing, whether it's for adults or children.)
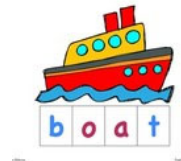
I	and		see
a	the		look
in		we	come
is	on	me	
it	up	he	
to	am	at	said
mum	my	was	this
dad	go	went	like
cat	no	get	you
dog		can	are
		big	going

South Lake Primary School

Guide to Communication, Language and Literacy

Foundation 2

On entry to F2, your child should be able to...

⇒ uses beyond 300 different words including descriptive language, space, function.

⇒ Frequently asks simple questions e.g 'Where's my drink?' and how and why questions.

⇒ Uses sentences of four to six words.

F2 Communication, Language and Literacy

Children in F2 will be working towards their Early Learning Goals (ELG) for Communication and Language.

Age appropriate expectations….

Listening and Attention ELG — Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding ELG — Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Definitions adapted from Letters and Sounds publication

Blend — to draw individual sounds together to pronounce a word, e.g. s-n-a-p, blended together, reads snap

Cluster — two (or three) letters making two (or three) sounds, e.g. the first three letters of 'straight' are a consonant cluster

Diagraph — two letters making one sound, e.g. sh, ch, th, ph.

Vowel Diagraphs comprise of two vowels which, together, make one sound, e.g. ai, oo, ow

Split Diagraph — two letters, split, making one sound, e.g. a-e as in make or i-e in site

Grapheme — a letter or a group of letters representing one sound, e.g. sh, ch, igh, ough (as in 'though')

Grapheme-Phoneme Correspondence (GPC) — the relationship between sounds and the letters which represent those sounds; also known as 'letter-sound correspondences'

Mnemonic — a device for memorising and recalling something, such as a snake shaped like the letter 'S'