

Parent Guide



@twinklparents

We're excited to share this activity with you. If you are interested in finding more exciting, fun and interesting activities for you and your children, then check out these links to different areas of the Twinkl Parents website.

games



crafts



puzzles



experiments



word searches



What is this resource and how do I use it?

Spelling practice at home is essential for your child. This pack contains a range of 'Look, Cover, Write, Check' activities linked to some important year 1 (ages 5 - 6) spelling patterns. You could print and use these when these spelling patterns come up at school, or do some practice whenever suits you and your child. Simple, but effective.

What skills does this practise?

Spelling

Handwriting

Pencil Grip

Letter Formation

Further Activity Ideas and Suggestions

Why not laminate the sheets if you can and use a fine tip whiteboard pen so you can reuse them? Practising spellings can get a bit dull. Make it a bit more fun with these [activity ideas](#). We have a whole host of resources to support both you and your child on our [Parents' Hub](#).

Parents Blog



Twinkl Kids' TV



Homework Help



twinkl

Parents Hub



Year 1

Spelling Practice

Homework Pack

Parents

In year 1, children start to learn more about the different ways of spelling familiar letter sounds that they learned during their Reception year. In addition, they learn more 'common exception words' (words that don't follow the usual rules but are used regularly). Teachers often find that getting children to learn spellings is one thing, but then getting them to use them in their everyday writing is another. One of the methods which works well is 'Look, Say, Cover, Write, Check' - as the title suggests, children are encouraged to look at the word, say it out loud, cover it up, have a go at writing it and then check if it is correct. Having two or three tries means they can correct any errors. Here we look at examples of the sounds /n/ and /k/ together as 'nk' at the end of words.

Spelling 'nk'

Practise the words on this list using look, say, cover, write and check.

Hint: Listen carefully for the sounds 'nk' at the end of these words!



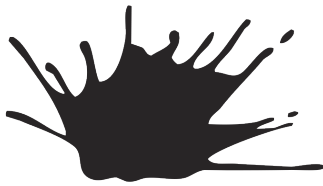
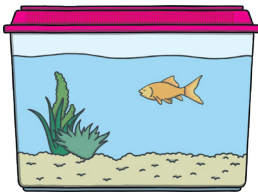
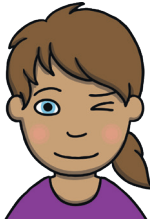
Word	1 st try	2 nd try	3 rd try
bank			
honk			
link			
sink			
thank			
junk			
pink			
stink			
think			
blink			

Challenge

Can you think of any other words with 'nk' at the end? Try these clues. Can you think of any other words? Add a picture and spell out the word.

Clue

Word



Parents

In year 1, children start to learn more about the different ways of spelling familiar letter sounds that they learnt during their Reception year. In addition, they learn more 'common exception words' (words that don't follow the usual rules but are used regularly.) Teachers often find that getting children to learn spellings is one thing, but then getting them to use them in their everyday writing is another. One of the methods which works well is 'Look, Say, Cover, Write, Check' - as the title suggests, children are encouraged to look at the word, say it out loud, cover it up, have a go at writing it and then check if it is correct. Having two or three tries means they can correct any errors. Here we look at examples of double consonants at the ends of words.

Double Consonant Word Endings

Practise the words on this list using look, say, cover, write and check.

Hint: Sometimes a single sound at the end of a word is spelt with double letters.



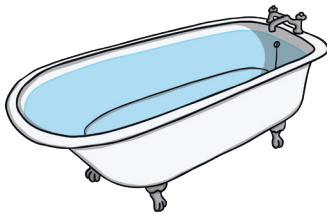
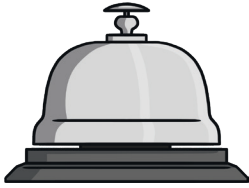
Word	1 st try	2 nd try	3 rd try
off			
well			
miss			
buzz			
stiff			
pass			
fuss			
mess			
fizz			

Challenge

Can you think of any other words with double consonants at the end? Try these clues. Can you think of any other words? Add a picture and spell out the word.

Clue

Word



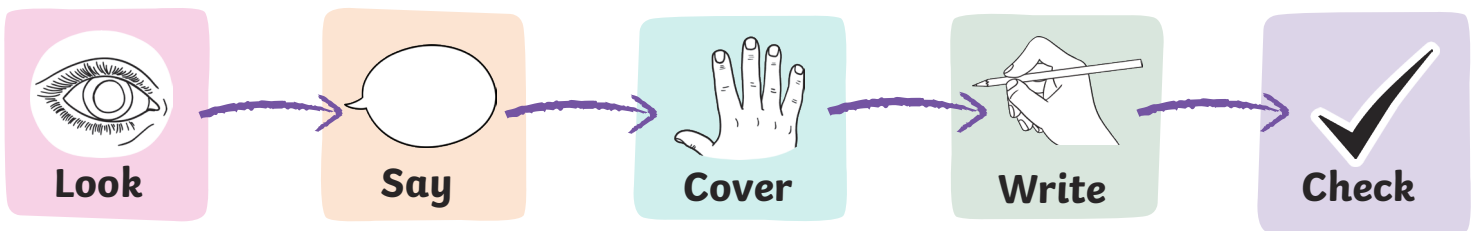
Parents

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Spelling 'ck'

Practise the words on this list using look, say, cover, write and check.

Hint: Sometimes the /k/ at the end of a word is spelt with 'ck'.



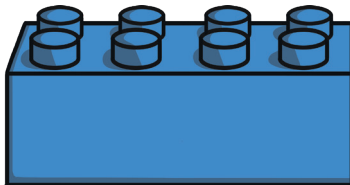
Word	1 st try	2 nd try	3 rd try
back			
peck			
sock			
lick			
stick			
rock			
sack			
duck			
luck			
shock			

Challenge

Can you think of any other words with 'ck' at the end? Try these clues.
Can you think of any other words? Add a picture and spell out the word.

Clue

Word



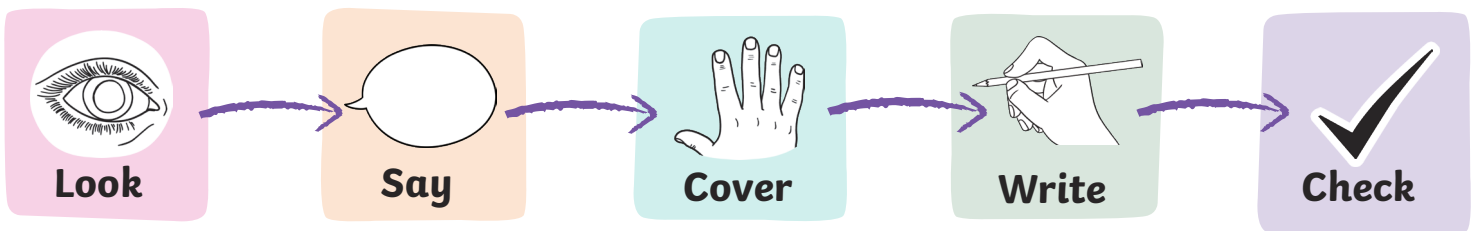
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Spelling 'tch'

Practise the words on this list using look, say, cover, write and check.

Hint: Sometimes the /ch/ sound is spelt with a letter 't' - 'tch'.



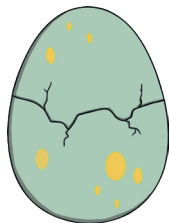
Word	1 st try	2 nd try	3 rd try
itch			
catch			
fetch			
hutch			
snatch			
stretch			
match			
kitchen			
luck			
shock			

Challenge

Can you think of any other words with 'tch' at the end? Try these clues.
Can you think of any other words? Add a picture and spell out the word.

Clue

Word



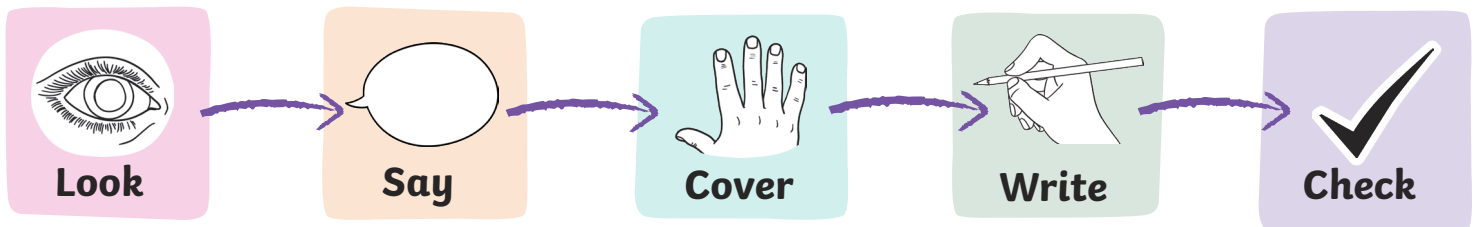
Parents

In year 1, children start to learn more about the different ways of spelling familiar letter sounds that they learned during their Reception year. They also learn how to modify verbs, nouns and adjectives, for example to change tense or make plurals. In addition, they learn more 'common exception words' (words that don't follow the usual rules but are used regularly.) Teachers often find that getting children to learn spellings is one thing, but then getting them to use them in their everyday writing is another. One of the methods which works well is 'Look, Say, Cover, Write, Check' - as the title suggests, children are encouraged to look at the word, say it out loud, cover it up, have a go at writing it and then check if it is correct. Having two or three tries means they can correct any errors. Here we look at adding '-ing' or '-ed' to change the tense of verbs. In year 1, children just learn about verbs that don't change their spelling when '-ing' or '-ed' are added. They will learn about those verbs that do change (such as taste - tasting) in year 2. Children can get confused with the spelling of past tense verbs, as the 'ed' often sounds like a /t/ - for example in 'walked'.

Spelling 'ing' and '-ed' to Verbs

Practise the words on this list using look, say, cover, write and check.

Hint: We can change the tense of a verb by adding '-ing' or '-ed' on the end. Remember that the spelling of 'ed' is the same. even if it sounds like a /t/.



Word	1 st try	2 nd try	3 rd try
jumping			
jumped			
banging			
banged			
washing			
washed			
buzzing			
buzzed			
wanting			
wanted			

Challenge

Fill in the missing words in these sentences by adding '-ing' or '-ed':

1. My baby sister loves _____ with her bricks. **(play)**
2. Yesterday I _____ into town with my mum. **(walk)**
3. You turn on the computer by _____ that button. **(push)**
4. Jack _____ to the top of the beanstalk and met a Jack giant. **(climb)**
5. Mum _____ everywhere for her car keys. **(hunt)**

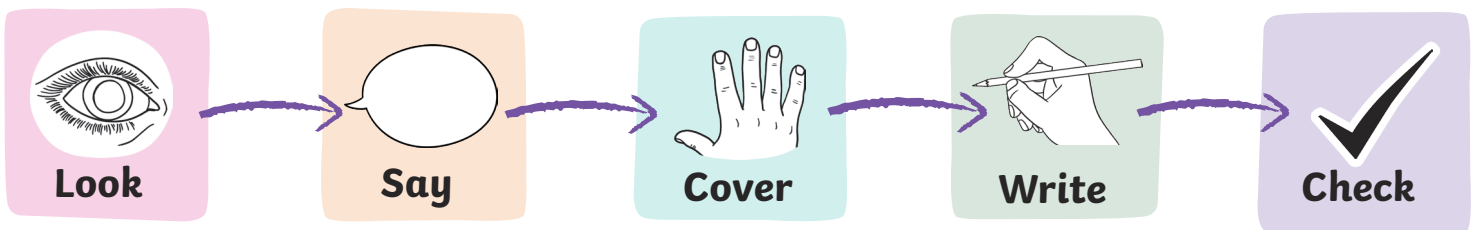
Parents

In year 1 (ages 5 - 6), children start to learn more about the different ways of spelling familiar letter sounds that they learned during their Reception year. They also learn how to modify verbs, nouns and adjectives, for example, to change tense or make plurals. In addition, they learn more 'common exception words' (words that don't follow the usual rules but are used regularly.) Teachers often find that getting children to learn spellings is one thing, but then getting them to use them in their everyday writing is another. One of the methods which works well is 'Look, Say, Cover, Write, Check' - as the title suggests, children are encouraged to look at the word, say it out loud, cover it up, have a go at writing it and then check if it is correct. Having two or three tries means they can correct any errors. Here, we look at adding '-s' or '-es' to make plurals of nouns or third person singular of verbs. Most words don't change when we add '-s' (for example, walk - walks, cat - cats), but if a word ends with a hissing or buzzing sound, and adding '-s' creates another syllable, then the /s/ sound is spelled 'es' (for example, watch - watches, fizz - fizzes).

Adding '-s' and '-es'

Practise the words on this list using look, say, cover, write and check.

Hint: When you add '-s' to the end of a word, listen for the end sound of the word. Most words just need '-s', but if the end sound is 'ch', 'sh', 'ss', 'x' or 'zz' then add '-es'.



Word	1 st try	2 nd try	3 rd try
cats			
eats			
rocks			
days			
sits			
glasses			
buzzes			
washes			
catches			
boxes			

Challenge

Fill in the missing words in these sentences by adding '-s' or '-es'.

1. The teacher asked David to give out the _____ (book)
2. When a cat is angry, it _____ at you. (hiss)
3. My brother _____ football every week. (watch)
4. Our dog _____ to go for a walk. (like)
5. The genie granted Aladdin three _____. (wish)
6. We saw three _____ playing in the woods. (fox)

Spelling 'nk' Challenge Answers

Clue

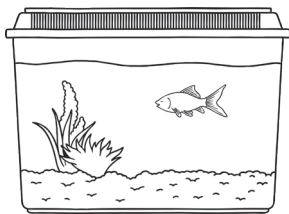
Word



ink



tank



wink

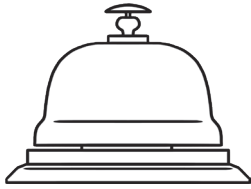


drink

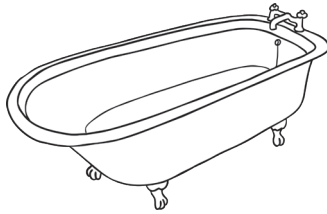
Spelling Double Consonant Word Endings Challenge Answers

Clue

Word



bell



full



kiss



ill

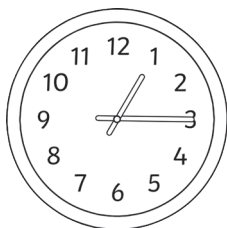
Spelling 'ck' Challenge Answers

Clue

Word



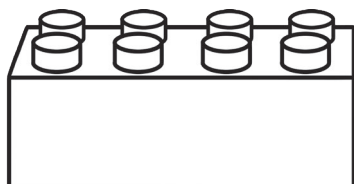
black



clock



chick



brick

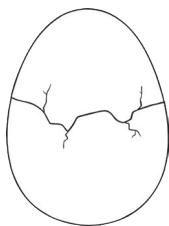
Spelling 'tch' Challenge Answers

Clue

Word



ketchup



hatch



witch



butcher

Spelling 'ing' and '-ed' to Verbs Challenge Answers

1. My baby sister loves **playing** with her bricks.
2. Yesterday I **walked** into town with my mum.
3. You turn on the computer by **pushing** that button.
4. Jack **climbed** to the top of the beanstalk and met a giant.
5. Mum **hunted** everywhere for her car keys.

Adding '-s' and '-es' Challenge Answers

1. The teacher asked David to give out the **books**.
2. When a cat is angry, it **hisses** at you.
3. My brother **watches** football every week.
4. Our dog **likes** to go for a walk.
5. The genie granted Aladdin three **wishes**.
6. We saw three **foxes** playing in the woods.