



# A Spelling Seed for Cave Baby by Julia Donaldson Year 1, KS1



*Spelling Seeds* have been designed to complement the *Literary Curriculum* by providing weekly, contextualised sequences of sessions for the teaching of spelling that include open-ended investigations and opportunities to practise and apply within meaningful and purposeful contexts, linked (where relevant) to other areas of the curriculum and a suggestion of how to extend the investigation into home learning.

*Spelling Seeds* work alongside the texts within the *Literary Curriculum* and, as such, will also reflect the suggested number of weeks spent on a text. The 'Focus Text' is detailed on the top right-hand side of the plan.

We have used appropriate coverage from the phonics and spelling elements of Appendix 1 to match the content of the texts to make for purposeful application but we recommend you track the coverage across the year using a blank coverage map. We recommend planning for additional coverage of objectives based on assessment for learning. In some year groups, the objectives from previous years may need to be tracked back to, but for the purposes of these seeds, we have stuck closely to the coverage from the given year group.

## Approach to use for teaching of spelling

These detailed sessions are designed to be taught alongside the *Literary Curriculum*. The sessions could be taught as single one-off lessons or broken down and taught across a number of days. They may be delivered as stand-alone sessions or embedded and timetabled within the teaching of English.

Spelling is closely linked to language acquisition and, as such, the spelling words, strategies and rules in these *Spelling Seeds* ensure children are exposed to a wide variety of varied and often challenging vocabulary, linked to a range of learning opportunities.

We understand that children will all learn to spell in differing ways and have ensured a wide variety of approaches have been employed, often overlapping one-another, to support the acquisition of these spelling skills, including phonic, contextual, semantic, structural and visual.

## Coverage for this Seed

Week	Objective	Phonics
1	Common exception words	✓
2	The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	✓
	The /n/ sound spelt n before k	
	Division of words into syllables	
	-tch	
	The /v/ sound at the end of words	
	Adding s and es to words	
	Adding the endings -ing, -ed and -er to verbs	
	Adding -er and -est to adjectives	
	Words ending in -y (/i:/ or /ɪ/)	
	New consonant spellings ph and wh	
	Using k for the /k/sound	
	Adding the prefix - un	
	Compound words	✓
	ai, oi, ay, oy	
	a-e, e-e, i-e, o-e, u-e	✓
	ai, ee, ea (/i:/), ea (/ɛ/)	
	er (/ɜ:/), er (/ɛ/), ir, ur	
	oo (/u:/), oo (/ʊ/), oa, oe	
	ou, ow (/aʊ/), ow, (/əʊ/), ue, ew	
	ie (/aɪ/), ie (/i:/), igh	
	or, ore, aw, au	
	air, ear (/ɛə/), earare (/ɛə/)	
	adjacent consonants	
	/ng/	
	m using -mb	
	Non-words	
	revision	

**Common exception words coverage**

the  
a  
do  
to  
today





# Spelling Seeds

## Year 1

**Focus text:**
**Cave Baby**

Year 1 Week 1	Spelling Objective/ Common Exception Words	Phonic focus
<b>Investigation</b>	<p>the a do to today</p>	<p>ai, oi, ay, oy</p>
<b>Practice</b>	<p>Show the children a cave painting that you have found. It's a message from Cave Baby! The clever baby is really good at spelling. This is what the message says:</p> <p><i>What shall we do today? Shall we play with a toy? No! Let's paint the walls, Because I'm a naughty boy!</i></p> <p>Re-read the message and ask the children to tap their heads when they hear the long a and o sounds.</p> <p>Provide the children with words containing these graphemes on cards: <i>paint, saint, pain, gain, point, boing, play, stay, away, boy, ploy, toy, annoy</i></p> <p>Let the children sort the cave words into ai, oi, ay, oy What do they notice about the spelling of the /ai/ and /oa/ sound when it's on the end of a word? How are these sounds spelled in the middle of the word? Tell the children that ai and oi are very rarely used at the end of words.</p>	<p>Stick several copies of the sample words up around the room like cave paintings. Let the children sound-button the words as they go around. Remind them of the rule for the position of the ai, ay, oi and oy graphemes - medial or final phoneme? Use other adults to support. Outside, pin up sugar paper and let the children spell the words as cave messages.</p>
<b>Application into writing</b>	<p>Children to respond to the questions in a cave. Message back to Cave Baby, using the common exception words provided and the sample words containing this week's graphemes.</p>	
<b>Application across the curriculum</b>	<p>Although there are no specific links, ensure that the children continue to use these words and graphemes across the week in all writing that they do.</p>	
<b>Homework investigation</b>	<p>Send the common exception words and this week's sample words home so that the children can continue to practise the spellings.</p>	





# Spelling Seeds

## Year 1

**Focus text:**
**Cave Baby**

Year 1 Week 2	Spelling Objective/ Common Exception Words	Phonic focus
<b>Investigation</b>	Compound words	a-e, e-e, i-e, o-e, u-e
<b>Practice</b>	Clever Cave Baby has left some instructions for creating cave paintings but he's tried to use compound words and is confused about them. Can the children help?  <b>Instructions to help you underlight how to paint a cave:</b> Take a brushstand and a pot. If you don't have any paint then use blackto juice instead. Use the moonfly to help you see. Start by painting a tree onto the bare wall - a pine tree is good to paint. Next, paint a rainone or a butterpaint. If you hear somebow coming, then dive inberry the shadows!  Give groups of children one of the word-cards from the resources, Can they find who has the other word needed to help make sense of the jumbled words? e.g. under + stand = understand.  Re-read the instructions, this time with the words in the correct position. Model adding sound-buttons to the words in orange - they have split vowel digraphs. Continue to investigate words with split vowel digraphs across the week.	
<b>Application into writing</b>	Give the groups of children the full set of compound words. Let them cut the words into the two words that make the one compound word.  Children to use the words to re-write the instructions that Cave Baby needed help with. You may wish for the groups of children to write one statement each.	
<b>Application across the curriculum</b>	Let the children look for other examples of compound words in their reading. Provide blank cards and blue-tac so that the children can gather these and add to your working wall.	
<b>Homework investigation</b>	Can the children find examples of items at home that have a name that is a compound word? <b>football, toothbrush</b> etc.	





# Spelling Seeds Year 1

Resources

## Common exception words

Objective

ai, oi, ay, oy

What shall we do today?  
 Shall we play with a toy?  
 No! Let's paint the walls,  
 Because I'm a naughty boy!

paint

saint

pain

gain

ploy

boing

play

stay

away

boy

toy

annoy





# Spelling Seeds Year 1

Resources

## Objective

Compound words

Split vowel digraphs

Instructions to help you underlight how to paint a cave:

Take a brushstand and a pot. If you don't have any paint then use blackto juice instead.

Use the moonfly to help you see.

Start by painting a tree onto the bare wall - a pine tree is good to paint. Next, paint a rainone or a butterpaint.

If you hear somebow coming, then dive inberry the shadows!

under

stand

paint

brush

black

berry

moon

light

rain

bow

butter

fly

some

one

in

to

