

# WHOLE SCHOOL SPELLING SYSTEM

Year 1 - Spring 2 – Week 2  
Resource Pack

## Spelling Rule:

New consonant spellings ph  
and wh



VOCABULARY NINJA

# WHOLE SCHOOL SPELLING SYSTEM

## INSTRUCTIONS FOR USING THIS PACK:

This pack contains everything you need to effectively teach, learn, practice and test a given spelling rule. The pack contains resources to send home at the beginning of the week, resources to display and use in the classroom, resources to send home, resources to play with and learn the spellings, and resources to test pupils' knowledge of a spelling rule.

**Weekly Spelling Rule** - Page 3 introduce a spelling rule, gives a clear explanation of the rule and provides a spelling bank of up to 20 words where the spelling rule can be applied. This sheet should be used to introduce the spelling rule and then sent home to support parents at home. Page 4 is a home work activity sheet that can be printed and sent home, allowing pupils to practice and learn a rule.

**Look, Write, Cover and Check** - Pages 6, 7 and 8 are your classic look, cover, write and check spelling activities. This have been provided in many variations to help you keep spelling fresh and engaging in the class and at home. These resources can be printed.

**Printable Cards** - Pages 10-11 offer the spellings for the week as printable cards which can be used in the classroom or sent home for pupils to use as part of their learning of spellings at home. This sheet could also be trimmed along the line and then used as quick and simple flash cards.

**Display Words** - Pages 13-15 have each of the words from the spelling bank pre-populated so that you can quickly print the whole set of words and display them effectively within your classroom. This is a great resource and allows you to effectively and efficiently reference your spellings throughout the week.

**Weekly Test Resources** - Pages 18-23 has all of the resources you need to deliver the test at the end of the week including a variety of answer sheets and even differentiated lists of words to test pupils on which increase in difficulty. Page 18 specifically has 3 end of week testing lists, that increase in difficulty from left to right. Allowing for differentiation if required. At the bottom of each list are 3 additional words found in the grey area. These words are not found in the weekly teaching pack and are additional words that you can use in the test

**Additional Resources Section** - This section is a place where you can apply the rule to new words. It provides a multitude of different printable activities that you could give to pupils in your care. Each activity is simple to administer and helps keep the spelling routine in your class on a Tuesday, Wednesday and Thursday fresh and purposeful!

| Suggested Weekly Spelling Routine |   |
|-----------------------------------|---|
| Monday                            | Introduce and teach specific spelling rule. Send page 3 home and any other supporting resources. Display spellings in classroom |
| Tuesday                           | Spelling activity 5-15 minutes.   |
| Wednesday                         | Spelling activity 5-15 minutes  |
| Thursday                          | Spelling activity 5-15 minutes.   |
| Friday                            | Test specific spelling rule with 10 questions from bank of 20   |

# Year 1 – Spring Term 2 – Week 2



Spelling Rule / Weekly Focus – ph and wh

New consonant spellings **ph** and **wh**

The /f/ sound is not usually spelt as ph in short everyday words (e.g. fat, fill, fun).

|          |          |            |       |
|----------|----------|------------|-------|
| dolphin  | alphabet | phonics    | phone |
| elephant | when     | where      | whip  |
| which    | wheel    | while      | whale |
| wheat    | photo    | photograph | whack |
| phase    | phial    | phobia     | whoop |

# WHOLE SCHOOL SPELLING SYSTEM

## HOMework / ACTIVITY SHEET



**VOCABULARY NINJA**



**Rule:** The /f/ sound is not usually spelt as ph in short everyday words, for example: fat, fill, fun.

**Copy the Words:** Write each word in the blank box next to it.

|            |  |
|------------|--|
| dolphin    |  |
| elephant   |  |
| phase      |  |
| alphabet   |  |
| photo      |  |
| phial      |  |
| phonics    |  |
| photograph |  |
| phobia     |  |
| phone      |  |

|        |  |
|--------|--|
| which  |  |
| wheat  |  |
| when   |  |
| wheel  |  |
| where  |  |
| while  |  |
| whale  |  |
| whack  |  |
| wheeze |  |
| whip   |  |

**Mini-Write:** Write as many of the 20 words as possible in the 'Mini-Write' box below.

**Colour Write:** Write the words, using colours to highlight the spelling rule. E.g. coin - coin

|          |  |
|----------|--|
| dolphin  |  |
| elephant |  |
| phase    |  |
| alphabet |  |
| photo    |  |
| phial    |  |
| phonics  |  |

|        |  |
|--------|--|
| where  |  |
| while  |  |
| whale  |  |
| whack  |  |
| wheeze |  |
| whip   |  |
| wheat  |  |

# WHOLE SCHOOL SPELLING SYSTEM

LOOK, COVER,  
WRITE & CHECK



VOCABULARY NINJA

| Focus Word | Write 1 | Write 2 | Write 3 |
|------------|---------|---------|---------|
| dolphin    |         |         |         |
| elephant   |         |         |         |
| which      |         |         |         |
| wheat      |         |         |         |
| phase      |         |         |         |
| alphabet   |         |         |         |
| when       |         |         |         |
| wheel      |         |         |         |
| photo      |         |         |         |
| phial      |         |         |         |
| phonics    |         |         |         |
| where      |         |         |         |
| while      |         |         |         |
| photograph |         |         |         |
| phobia     |         |         |         |
| whale      |         |         |         |
| whack      |         |         |         |
| wheeze     |         |         |         |
| phone      |         |         |         |
| whip       |         |         |         |

| Focus Word | CAPITALS | Colours | BUBBLE WRITING |
|------------|----------|---------|----------------|
| dolphin    |          |         |                |
| elephant   |          |         |                |
| which      |          |         |                |
| wheat      |          |         |                |
| phase      |          |         |                |
| alphabet   |          |         |                |
| when       |          |         |                |
| wheel      |          |         |                |
| photo      |          |         |                |
| phial      |          |         |                |
| phonics    |          |         |                |
| where      |          |         |                |
| while      |          |         |                |
| photograph |          |         |                |
| phobia     |          |         |                |
| whale      |          |         |                |
| whack      |          |         |                |
| wheeze     |          |         |                |
| phone      |          |         |                |
| whip       |          |         |                |



| Focus Word | small | large | mixed |
|------------|-------|-------|-------|
| dolphin    |       |       |       |
| elephant   |       |       |       |
| which      |       |       |       |
| wheat      |       |       |       |
| phase      |       |       |       |
| alphabet   |       |       |       |
| when       |       |       |       |
| wheel      |       |       |       |
| photo      |       |       |       |
| phial      |       |       |       |
| phonics    |       |       |       |
| where      |       |       |       |
| while      |       |       |       |
| photograph |       |       |       |
| phobia     |       |       |       |
| whale      |       |       |       |
| whack      |       |       |       |
| wheeze     |       |       |       |
| phone      |       |       |       |
| whip       |       |       |       |

# WHOLE SCHOOL SPELLING SYSTEM

PRINTABLE  
CARDS



**VOCABULARY NINJA**

**dolphin**

**alphabet**

**elephant**

**when**

**which**

**wheel**

**wheat**

**photo**

**phase**

**phial**

**phobia**

**wheeze**

**ph**onics

**ph**one

**wh**ere

**wh**ip

**wh**ile

**wh**ale

**ph**otograph

**wh**ack

# WHOLE SCHOOL SPELLING SYSTEM

## DISPLAY WORDS



**VOCABULARY NINJA**

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**dolphin**

**elephant**

**which**

**wheat**

**phase**

**alphabet**

**when**

**wheel**

**photo**

**phial**

**ph**onics

**wh**ere

**wh**ile

**ph**otograph

**ph**obia



**ph**otocopy

**ph**onetic

**wh**ale

**wh**ack

**wh**eeze

# WHOLE SCHOOL SPELLING SYSTEM

## WEEKLY TEST RESOURCES



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# Weekly Assessment Lists

This page provides three different word lists to test pupils on at the end of the week. In some cases, the word lists may become more difficult as the lists move from left to right, but this won't always be the case. Each list provides a differing 10 words and provides flexibility, variation and differentiation opportunities for users where needed.

The grey section provides three additional words from the rule that are not included as part of this learning pack. Some or all three of these words can used in the test to truly test pupils understanding. Teachers should swap out words at their own discretion., or not at all.

This may support delivering a differentiated test if needed.

| Word List Option 1 | Word List Option 2 | Word List Option 3 |
|--------------------|--------------------|--------------------|
| dolphin            | photocopy          | dolphin            |
| elephant           | phone              | elephant           |
| which              | whale              | which              |
| wheat              | whack              | wheat              |
| phase              | wheeze             | phase              |
| phonics            | alphabet           | phonics            |
| where              | when               | where              |
| while              | wheel              | while              |
| photo              | photo              | photograph         |
| phial              | phial              | phobia             |
| why                | why                | whip               |
| what               | whip               | graph              |
| photocopy          | photocopy          | phonetic           |

| Name |    |    |    | Date |  |  |  |
|------|----|----|----|------|--|--|--|
| 1.   | 2. | 3. | 4. | 5.   |  |  |  |
| 6.   | 7. | 8. | 9. | 10.  |  |  |  |

| Name |    |    |    | Date |  |  |  |
|------|----|----|----|------|--|--|--|
| 1.   | 2. | 3. | 4. | 5.   |  |  |  |
| 6.   | 7. | 8. | 9. | 10.  |  |  |  |

| Name |    |    |    | Date |  |  |  |
|------|----|----|----|------|--|--|--|
| 1.   | 2. | 3. | 4. | 5.   |  |  |  |
| 6.   | 7. | 8. | 9. | 10.  |  |  |  |

| Name |    |    |    | Date |  |  |  |
|------|----|----|----|------|--|--|--|
| 1.   | 2. | 3. | 4. | 5.   |  |  |  |
| 6.   | 7. | 8. | 9. | 10.  |  |  |  |

| Name |    |    |    | Date |  |  |  |
|------|----|----|----|------|--|--|--|
| 1.   | 2. | 3. | 4. | 5.   |  |  |  |
| 6.   | 7. | 8. | 9. | 10.  |  |  |  |

| Name |     |     | Date |     |  |  |
|------|-----|-----|------|-----|--|--|
| 1.   | 2.  | 3.  | 4.   | 5.  |  |  |
| 6.   | 7.  | 8.  | 9.   | 10. |  |  |
| 11   | 12. | 13. | 14.  | 15. |  |  |
| 16.  | 17. | 18. | 19.  | 20. |  |  |

| Name |     |     | Date |     |  |  |
|------|-----|-----|------|-----|--|--|
| 1.   | 2.  | 3.  | 4.   | 5.  |  |  |
| 6.   | 7.  | 8.  | 9.   | 10. |  |  |
| 11   | 12. | 13. | 14.  | 15. |  |  |
| 16.  | 17. | 18. | 19.  | 20. |  |  |

| Name |     |     | Date |     |  |  |
|------|-----|-----|------|-----|--|--|
| 1.   | 2.  | 3.  | 4.   | 5.  |  |  |
| 6.   | 7.  | 8.  | 9.   | 10. |  |  |
| 11   | 12. | 13. | 14.  | 15. |  |  |
| 16.  | 17. | 18. | 19.  | 20. |  |  |

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| Name:                     |
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| 9.                        |
| 10.                       |
| Total Score:    ____ / 10 |

|                           |
|---------------------------|
| Name:                     |
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| 8.                        |
| 9.                        |
| 10.                       |
| Total Score:    ____ / 10 |

|                           |
|---------------------------|
| Name:                     |
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| 8.                        |
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| 10.                       |
| Total Score:    ____ / 10 |

|                           |
|---------------------------|
| Name:                     |
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| 6.                        |
| 7.                        |
| 8.                        |
| 9.                        |
| 10.                       |
| Total Score:    ____ / 10 |

|                      |
|----------------------|
| Name:                |
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| 13.                  |
| 14.                  |
| 15.                  |
| 16.                  |
| 17.                  |
| 18.                  |
| 19.                  |
| 20.                  |
| Total Score: ____/20 |

|                      |
|----------------------|
| Name:                |
| 1.                   |
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| 3.                   |
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| 6.                   |
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| 8.                   |
| 9.                   |
| 10.                  |
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| 12.                  |
| 13.                  |
| 14.                  |
| 15.                  |
| 16.                  |
| 17.                  |
| 18.                  |
| 19.                  |
| 20.                  |
| Total Score: ____/20 |

# Half-Termly 20 Question Review Test Template

|                      |
|----------------------|
| Name:                |
| 1.                   |
| 2.                   |
| 3.                   |
| 4.                   |
| 5.                   |
| 6.                   |
| 7.                   |
| 8.                   |
| 9.                   |
| 10.                  |
| 11.                  |
| 12.                  |
| 13.                  |
| 14.                  |
| 15.                  |
| 16.                  |
| 17.                  |
| 18.                  |
| 19.                  |
| 20.                  |
| Total Score: ____/20 |

|                      |
|----------------------|
| Name:                |
| 1.                   |
| 2.                   |
| 3.                   |
| 4.                   |
| 5.                   |
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| 9.                   |
| 10.                  |
| 11.                  |
| 12.                  |
| 13.                  |
| 14.                  |
| 15.                  |
| 16.                  |
| 17.                  |
| 18.                  |
| 19.                  |
| 20.                  |
| Total Score: ____/20 |



# WHOLE SCHOOL SPELLING SYSTEM

## ADDITIONAL ACTIVITIES



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# Ideas and Strategies to use at Home

With very little effort, you can provide some really engaging and memorable spelling activities at home.



Use Scrabble letters to spell out words.



Create a collection of rocks with the alphabet painted on them to spell with.



Use a tray of sand to mark spellings in it.



A spurt of shaving cream spread out, then get spelling.



Use magnetic or plastic letters as a practical spelling resource.



Why not act out your spellings or give each word a memorable action.



Write the spellings out in alphabetical order.



Write the spellings on coloured notes, then stick them around the house.



Use a printable paper keyboard to type spellings and practise your keyboard skills. Or use a computer to type spellings.



Get creative, use paints to write the spellings on some old wallpaper!



Grab some chalks and get outside in the fresh air! Mark the ground and spell!



Why not use your spellings to create a funny and interesting story!

# Spelling Pyramids Activity

Spell your word in pyramid. Start with the first letter at the top, then the first and second underneath, then the first, second and third underneath, and so on.



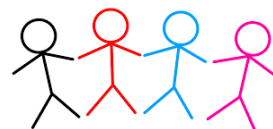
**c**

**c a**

**c a r**

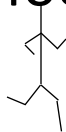
**c a r t**

# Stickman Spelling Activity



Write out your spellings and add stickmen to the word where possible.

football



# Word Jumble Activity

Have your spellings at the ready. When you are asked to spell the word, simply tap each letter from the jumbled alphabet below,

F

N

G

T

R

X

U

H

J

Q

D

M

C

W

L

Y

I

P

B

S

V

A

E

K

Z

O

# Word Jumble Activity

Have your spellings at the ready. When you are asked to spell the word, simply tap each letter from the jumbled alphabet below,

f

n

g

t

r

x

u

h

j

q

d

m

c

w

l

y

i

p

b

s

v

a

e

k

z

o

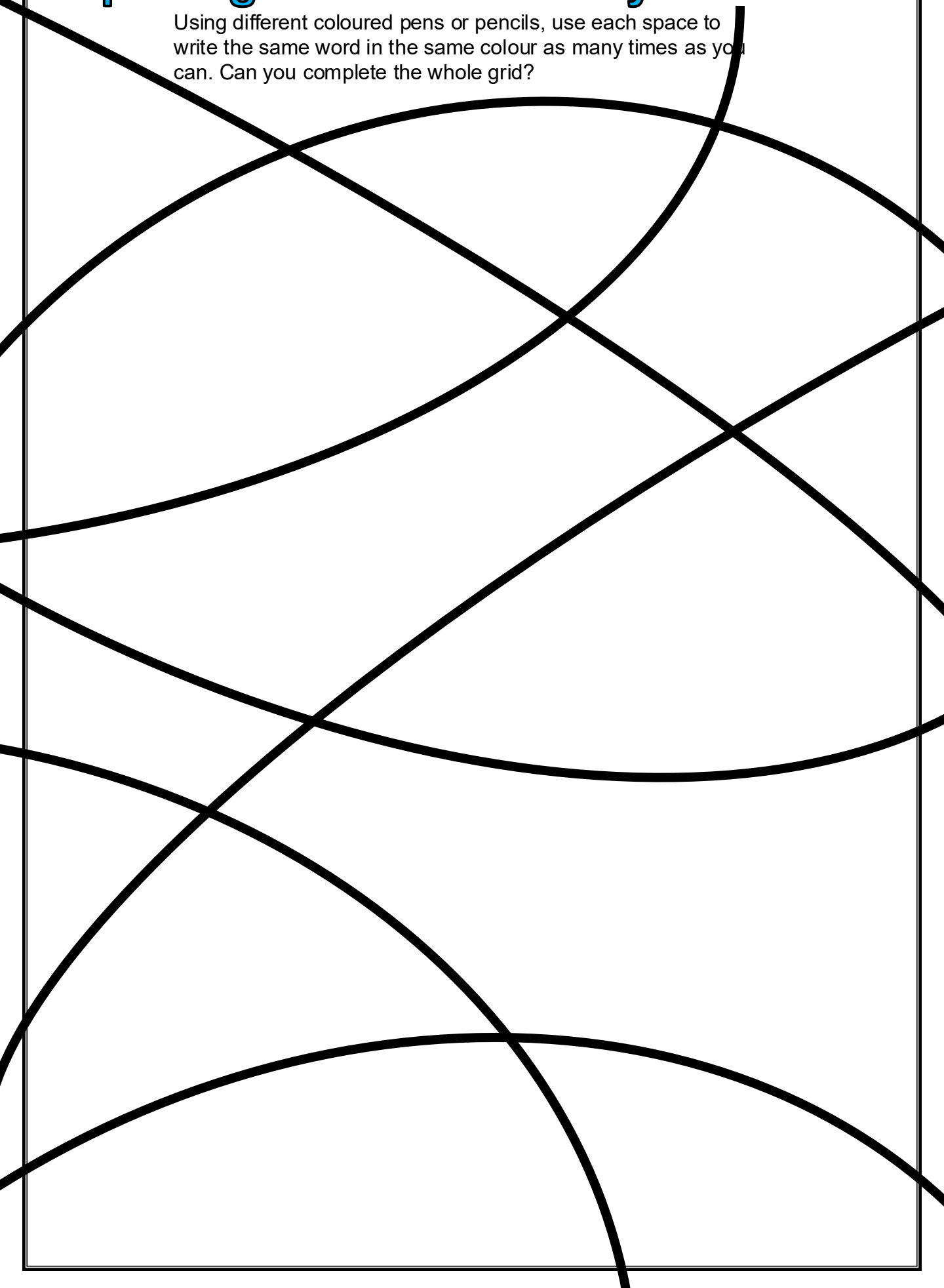
# Spelling Sentences Activity

Write the word and draw a picture.

[illegible]

# Spelling Scribble Activity

Using different coloured pens or pencils, use each space to write the same word in the same colour as many times as you can. Can you complete the whole grid?





# Spelling Grid Activity

Using different coloured pens or pencils, use each space to write the same word in the same colour as many times as you can. Can you complete the whole grid?

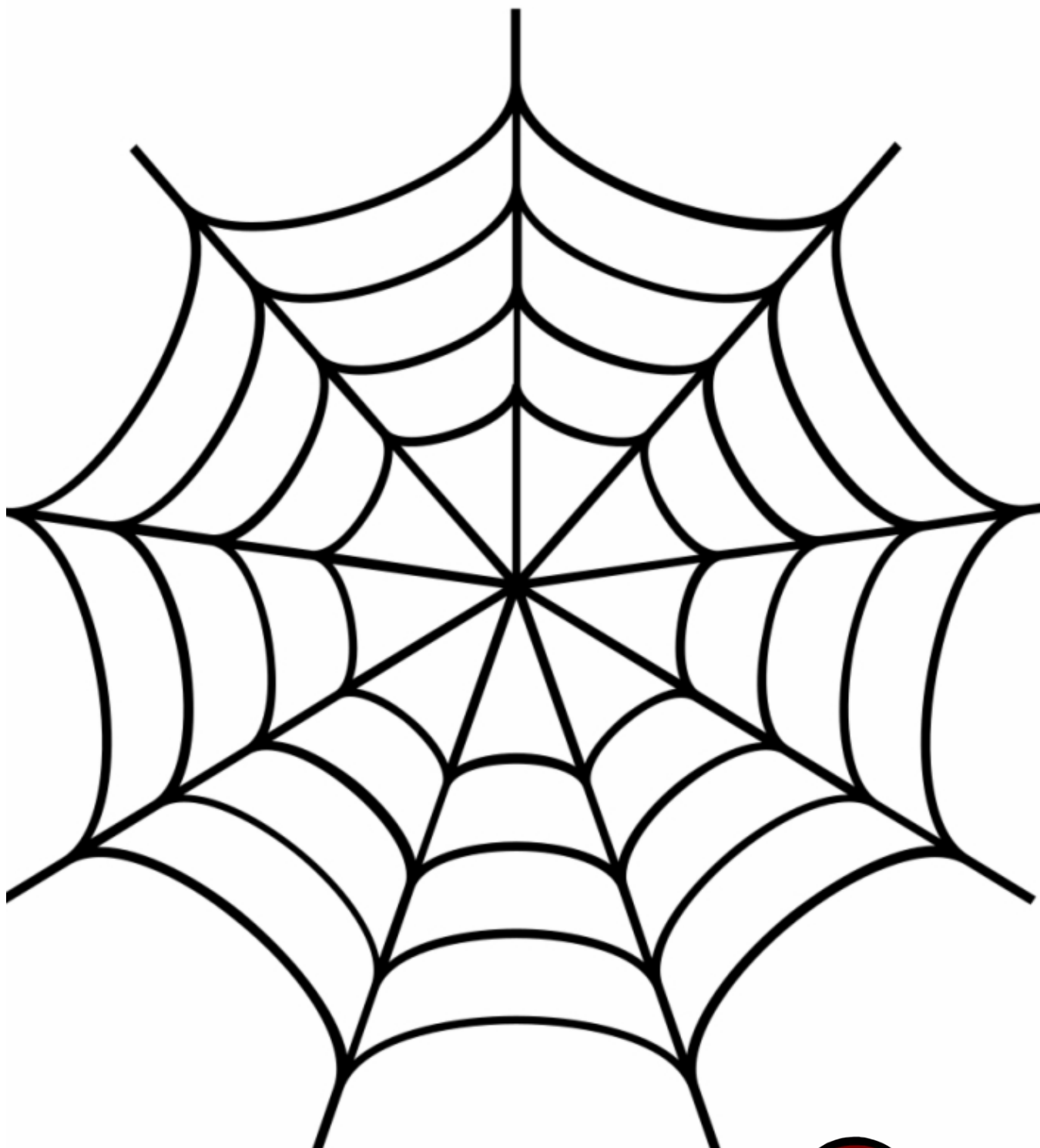
|  |  |  |  |
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|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
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# Spelling Crossword Activity

Plot your words in the space below so that your words overlap, very much like in the game Scrabble.

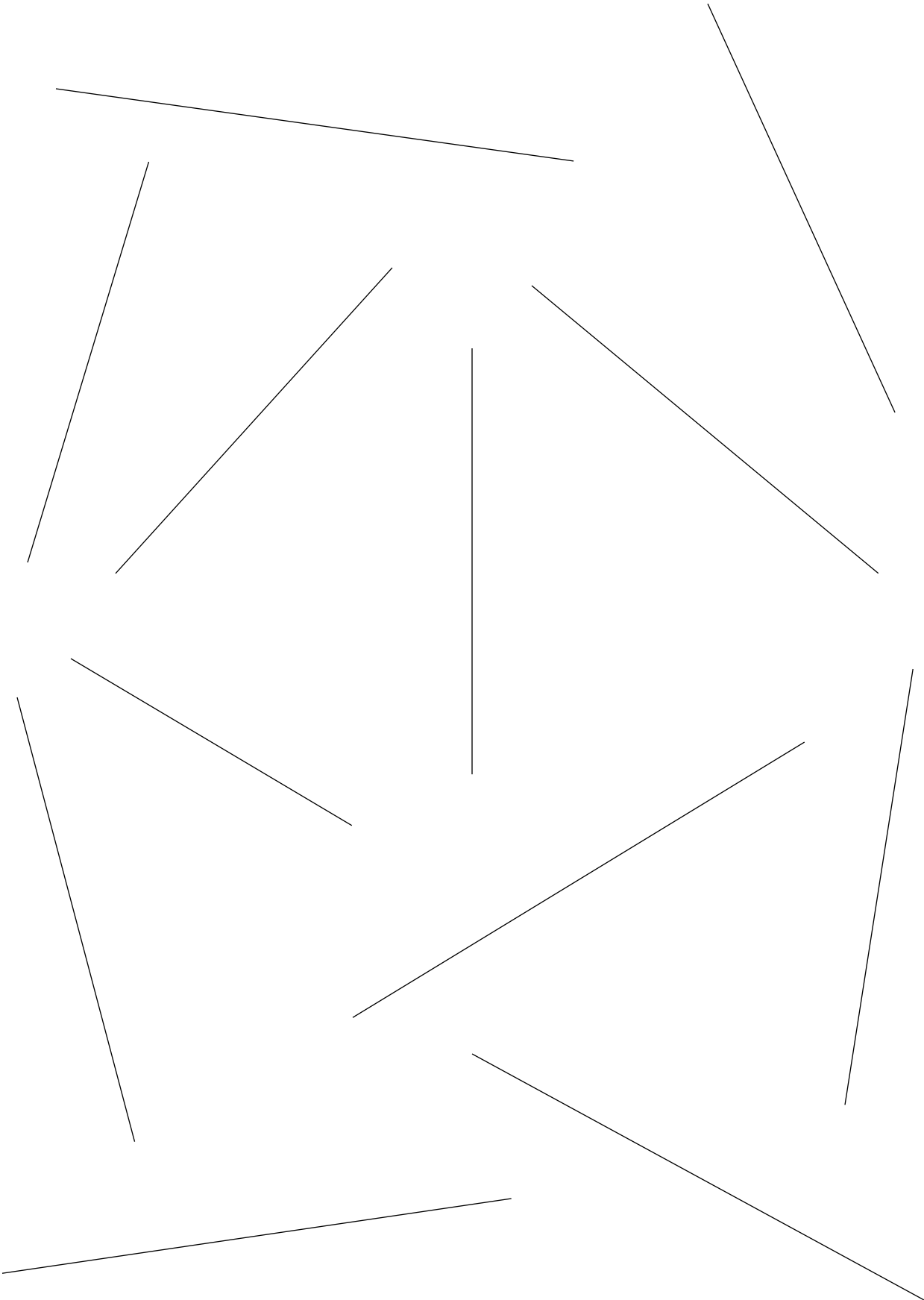
# Spelling Word Web Activity

Choose a word from your spelling list and then choose a segment of the web, then write your words in the same colour, becoming smaller and smaller as you get closer to the centre.



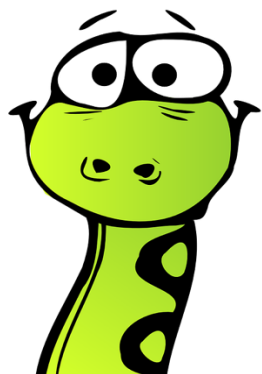
# Symmetry Spelling Activity

Write your word on one side of the line, then flip it and write the mirror image of the word on the other side of the line. Practise spelling and symmetry.



# Spelling Snake Activity

Complete the body of the snake by writing one word after another in a curved snake body fashion. Use different colours, repeat words if you need to and try to finish at the tail!



# Spelling Snake Activity

Complete the body of the snake by writing one word after another in a curved snake body fashion. Use different colours, repeat words if you need to and try to finish at the tail! Use the dashed lined to guide you all the way to the end.



# Grid Speller Activity

Use the grid to spell each word, one letter at a time. Clearly separate each spelling so you understand how it is built.

[illegible]

# Grid Speller Activity

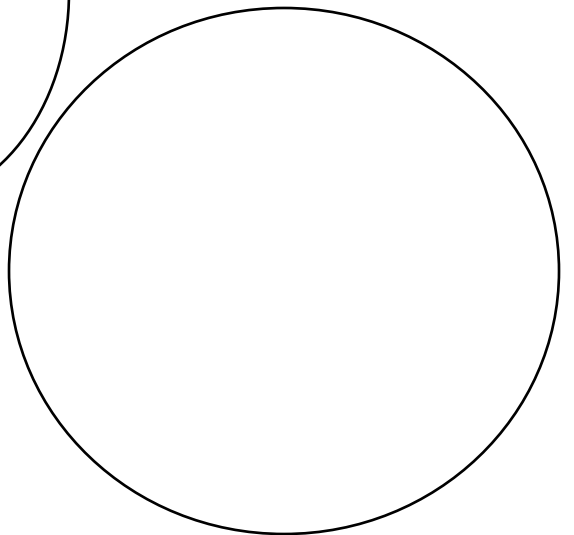
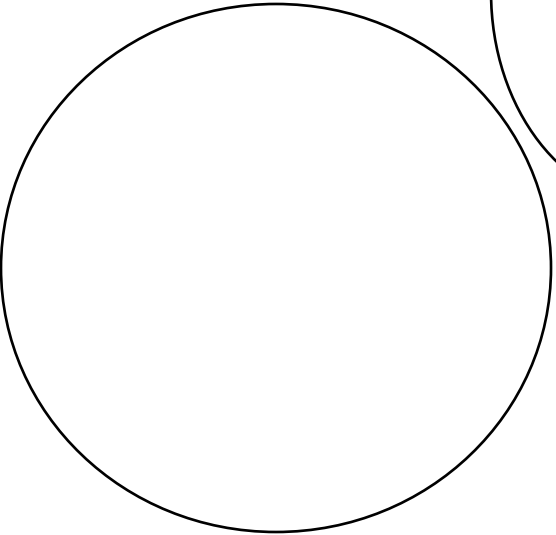
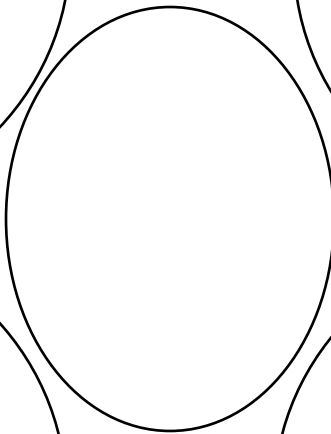
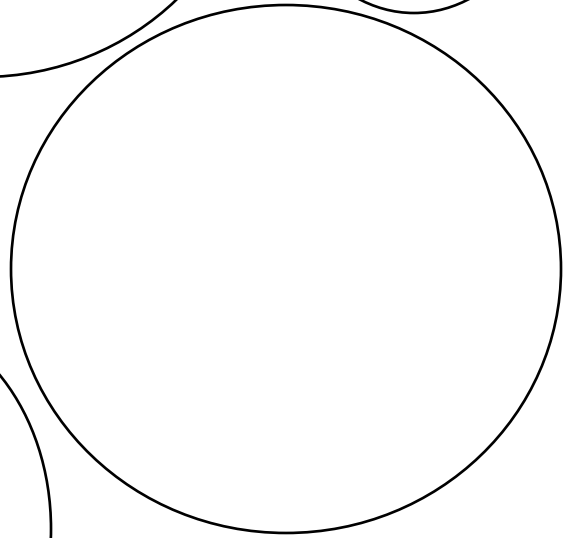
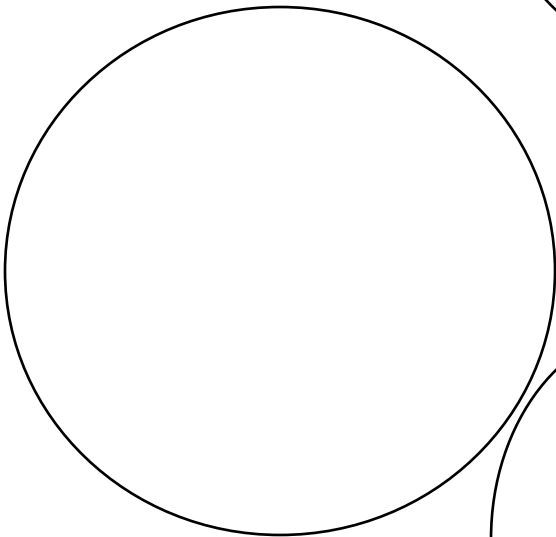
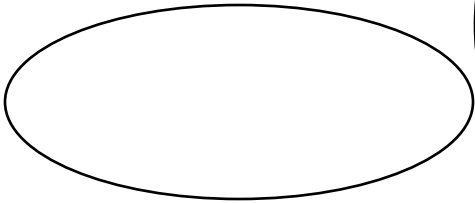
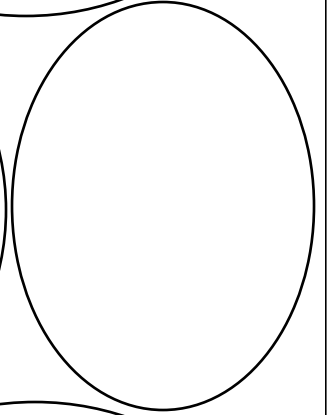
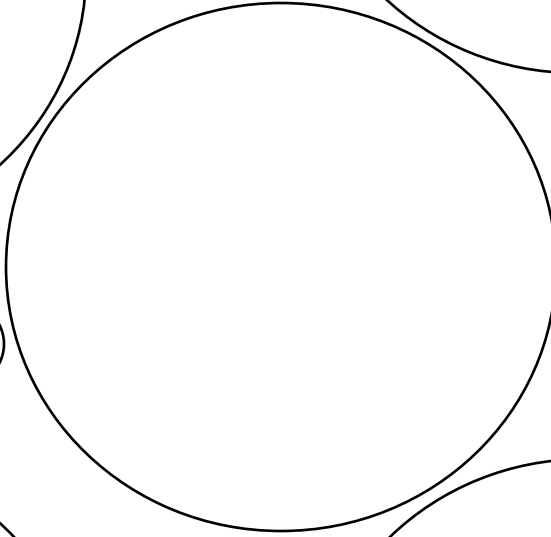
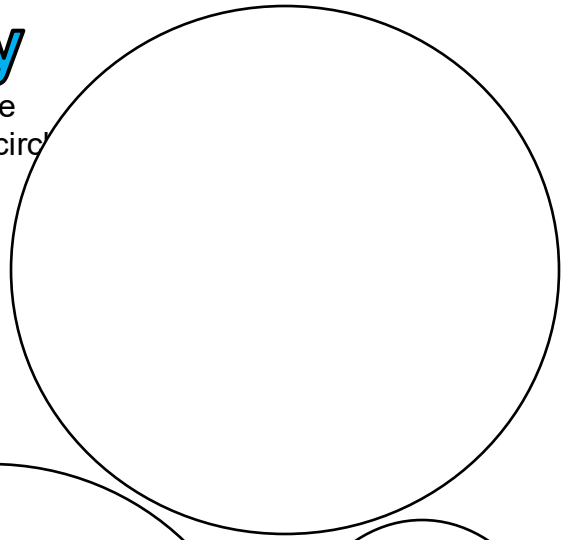
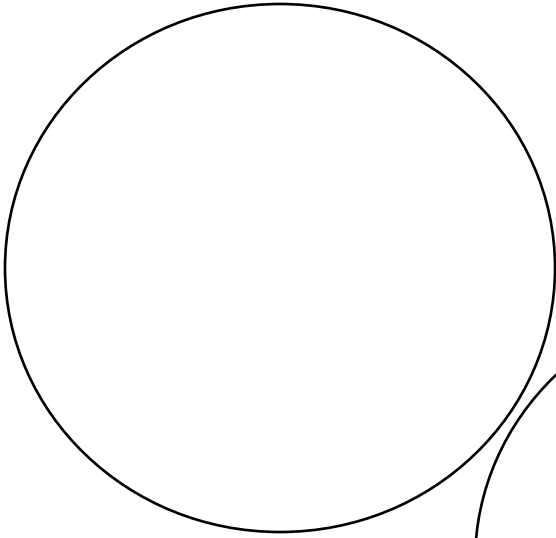
Use the grid to spell each word, one letter at a time. Clearly separate each spelling so you understand how it is built.

[illegible]



# Rhyme Time Activity

Write one of your spelling words in a circle, then write as many other words that rhyme with it in the same circle.



# Rhyme Time Activity

Write one of your spelling words in a circle, then write as many other words that rhyme with it in the same circle.

The worksheet contains ten dashed circles of various sizes, arranged in a cluster. The circles are intended for a writing activity where students write a spelling word in one circle and then write other words that rhyme with it in the same circle. The circles are distributed across the page, with some overlapping and others separate.

# Rhyme Time Activity

Write one of your spelling words in a circle, then write as many other words that rhyme with it in the same circle!

The page contains ten dashed circles of varying sizes, arranged in a non-uniform pattern. These circles are intended for a student to write a spelling word in one and then list other words that rhyme with it in the same circle. The circles are distributed across the page, with some overlapping slightly, providing ample space for the activity.

# Small and Smaller Activity

Fill in the grid with your spellings. Choose one word and repeat it in the outside rectangle. Then choose another word and fill in the next rectangle. Continue on to the centre.

The image displays a series of seven concentric rectangles, each centered within the other. The rectangles decrease in size from the outermost to the innermost, creating a tunnel-like visual effect. These rectangles are intended for a spelling exercise where a word is repeated in each successive rectangle, moving from the largest outer rectangle towards the smallest innermost rectangle.

# Small and Smaller Activity

Fill in the grid with your spellings. Choose one word and repeat it in the outside rectangle. Then choose another word and fill in the next rectangle. Continue on to the centre.

The image displays a series of seven concentric rectangles, each centered within the other. The rectangles decrease in size from the outermost to the innermost, creating a tunnel-like effect. The outermost rectangle is the largest, and the innermost is the smallest. This structure is designed for a spelling activity where a word is repeated in each successive rectangle, moving from the outside towards the center.