



ENGLISH LANGUAGE PRIMARY ONE

2025

Vision: A learning community of effective communicators of the English Language
Mission: Building A Strong Foundation and Rich Language for All

PRIMARY 1

OVERVIEW OF THE ENGLISH LANGUAGE CURRICULUM @ SQPS

LEARNING MATERIALS & WORKSHEETS
<ul style="list-style-type: none"> • STELLAR Readers • STELLAR Learning Sheets • Marshall Cavendish English Listening Comprehension & Oral P1 • Spelling/Dictation Tests • Journal Exercises • Composition Writing Exercises • Level Worksheets • Practice Papers • Student Learning Space (SLS)
SCHOOL-BASED PROGRAMMES
<ul style="list-style-type: none"> • Reading Culture @SQPS: <ul style="list-style-type: none"> ○ Reading for Leisure ○ Reading Period ○ Reading Activity Programme ○ Reading Events
FORMATIVE ASSESSMENT
<ul style="list-style-type: none"> • Performance-Based Tasks • Topical Reviews

Desired EL Learner Outcomes

The English Language Syllabus 2020 (ELS 2020) seeks to develop our students to become:

1. **Empathetic Communicators** who possess the values and dispositions to listen actively to different points of view. We want them to be able to communicate confidently, effectively and sensitively, with the wider and more diverse communities both in and out of Singapore.
2. **Discerning Readers** who are able to process and evaluate information with discernment and distinguish fact from falsehood. They will possess a broad worldview and can respond to information closely and critically according to purpose, audience, context and culture.
3. **Creative Inquirers** who can apply critical literacies in diverse contexts to explore real world issues. They will be able to gather and synthesise information from diverse print, non-print and digital networked sources, and co-create knowledge and solutions in familiar or new contexts.

STELLAR: Strategies for English Language Learning And Reading

What is STELLAR?

STELLAR aims to strengthen both language and reading skills as well as promote a positive attitude towards reading in the foundational years through the use of well-established, learner-centred and developmentally appropriate pedagogical approaches using authentic children's literature.

The STELLAR2.0 Programme and English Language Syllabus 2020

With the rollout of the English Language Syllabus 2020 (ELS 2020), the STELLAR programme was reviewed and refined to better prepare learners for the changing context of language use.

This includes:

- a greater need for linguistic and communicative competence, adaptability and flexibility for a more disruptive global environment
- rapid development in information technology that has shaped our understanding of literacy and linguistic skills in English to include multiliteracies
- future workplace readiness with rising emphasis on interpersonal skills, higher-order cognitive skills and information systems skills.

STELLAR2.0 is an enhancement of the STELLAR (Strategies for English Language Learning and Reading) programme. While the STELLAR2.0 programme continues to develop students who love reading and have a strong foundation in the English Language, language learning and use in the 21st century must go beyond the basic notion of literacy to include multiple competencies to enable our young to capitalise on the rich opportunities of the digital age. Given the increased communication demands expected of students in the 21st century, EL teaching and learning is re-examined to strengthen EL teaching practices through the key shifts in ELS2020.

P1 STELLAR Readers & English Content for Term 1

Unit	Big Book Title	Grammar Items
1	Dan, the Flying Man	<p>Nouns and Noun Phrases</p> <ul style="list-style-type: none"> • Use different types of nouns: common nouns, proper nouns <p>Verbs and Verb Phrases</p> <ul style="list-style-type: none"> • Use linking verbs that take a subject complement e.g., I am Dan. I have a hat.
2	Mrs Wishy-Washy	<p>Nouns and Noun Phrases</p> <ul style="list-style-type: none"> • Use personal pronouns as subject e.g., he, she, it, we, they <p>Verbs and Verb Phrases</p> <ul style="list-style-type: none"> • Identify verbs according to meaning: <ul style="list-style-type: none"> ➤ action verbs to describe actions, e.g., jumped, rolled ➤ saying verbs to indicate speech, e.g., said, screamed <p>Punctuation</p> <ul style="list-style-type: none"> • Use punctuation appropriately: <ul style="list-style-type: none"> ➤ capital letter for: <ul style="list-style-type: none"> - beginning the first word of a sentence - proper nouns ➤ full stop for indicating the end of a sentence
3	Walking through the Jungle	<p>Determiners</p> <ul style="list-style-type: none"> • Use indefinite articles before nouns, e.g., a monkey, an elephant <p>Verbs and Verb Phrases</p> <ul style="list-style-type: none"> • Identify verbs according to meaning: <ul style="list-style-type: none"> action verbs to describe actions, e.g., creep, run, leap, wade
4	To Town	<p>Adjectives</p> <ul style="list-style-type: none"> • Use adjectives occurring in different positions: <ul style="list-style-type: none"> ➤ attributive adjectives: before noun, e.g., yellow bulldozer ➤ predicative adjectives: after verb, e.g., the bulldozer is yellow. <p>Verbs and Verb Phrases</p> <ul style="list-style-type: none"> • Use possessive determiners before nouns to indicate ownership, e.g., my new bicycle

P1 STELLAR Readers & English Content for Term 2

Unit	Big Book Title	Grammar Items
5	Crocodile Tea	<p>Nouns and Noun Phrases</p> <ul style="list-style-type: none"> • Use different types of nouns: singular and plural common nouns, e.g., ant ~ ants, child ~ children, deer <p>Verbs and Verb Phrases</p> <ul style="list-style-type: none"> • Use different forms of verbs, i.e., base form, e.g., come, fly, open, crawl
6	The Hungry Giant	<p>Determiners</p> <ul style="list-style-type: none"> • Use different types of determiners before nouns: <ul style="list-style-type: none"> ➤ articles: <ul style="list-style-type: none"> - indefinite: a/an, e.g., a book, an apple - definite: the ➤ quantifiers: <ul style="list-style-type: none"> - definite, e.g., one, two - indefinite (for countable nouns), e.g., some, many <p>Punctuation</p> <ul style="list-style-type: none"> • Use punctuation appropriately: capital letter for the pronoun “I” • Recognise that exclamation marks are used for indicating strong feelings conveyed through a sentence, e.g., I want some bread! Get me some honey!
7	Ants in a Hurry	<p>Verbs and Verb Phrases</p> <ul style="list-style-type: none"> • Identify verbs according to meaning: <ul style="list-style-type: none"> ➤ action verbs, e.g., nibble ➤ linking verbs, e.g., The Queen is hungry. <p>Subject-Verb Agreement</p> <ul style="list-style-type: none"> • Use appropriate subject-verb agreement for countable nouns and noun phrases <p>Sentence Types</p> <ul style="list-style-type: none"> • Construct simple sentences with subject + verb + object
8	Dan’s Lost Hat	<p>Prepositions and Preposition Phrases</p> <ul style="list-style-type: none"> • Use prepositions to convey a variety of meanings: <ul style="list-style-type: none"> ➤ space, e.g., on, in, at ➤ time, e.g., at seven o’clock, on Monday <p>Verbs and Verb Phrases</p> <ul style="list-style-type: none"> • Use verbs with different transitivity, i.e., linking verbs that: <ul style="list-style-type: none"> ➤ take a subject complement, e.g., I am sad. Dan is quick. ➤ take an adverbial, e.g., The cat is in the air. <p>Subject-Verb Agreement</p> <ul style="list-style-type: none"> • Use appropriate subject-verb agreement for countable nouns and noun phrases, e.g., The fish is on a plate. / The people stare at something.

P1 STELLAR Readers & English Content for Term 3

Unit	Big Book Title	Grammar Items
9	When My Baby Sister Came Home	<p>Nouns and Noun Phrases</p> <ul style="list-style-type: none"> • Use different types of pronouns: personal pronouns as subject: I, you, he, she, it, we, they <p>Verbs and Verb Phrases</p> <ul style="list-style-type: none"> • Use different forms of verbs: <ul style="list-style-type: none"> ➢ present tense -s form ➢ past tense form <p>Punctuation</p> <ul style="list-style-type: none"> • Use punctuation appropriately: capital letters for proper nouns, e.g., Mother, Aunty Norleen
10	Mid-Autumn Festival	<p>Verbs and Verb Phrases</p> <ul style="list-style-type: none"> • Use different forms of verbs: past tense form, i.e., irregular verbs, e.g., held, bought, saw, had, went, found • Use verbs with different transitivity, i.e., linking verbs that: take a subject complement, e.g., The street was full of people. I had money in one hand. <p>Nouns and Noun Phrases</p> <ul style="list-style-type: none"> • Use interrogative pronouns, e.g., who, what <p>Sentence Types</p> <ul style="list-style-type: none"> • Construct a variety of sentences: simple sentences <ul style="list-style-type: none"> - subject + verb + object, e.g., Lee Ling held her rabbit lantern. - subject + verb + adverbial (with preposition phrase), e.g., We stopped at a mooncake stall.
11	The First Day of Hari Raya	<p>Determiners</p> <ul style="list-style-type: none"> • Use possessive determiners to indicate ownership, e.g., my baju kurung, your new clothes, their hands <p>Subject-Verb Agreement</p> <ul style="list-style-type: none"> • Use appropriate subject-verb agreement for countable noun phrases and pronouns <p>Punctuation</p> <ul style="list-style-type: none"> • Use apostrophe for indicating possession, e.g., Mummy's and Daddy's hands

P1 STELLAR Readers & English Content for Term 4

Unit	Big Book Title	Grammar Items
12	Lazy Duck	<p>Conjunctions</p> <ul style="list-style-type: none"> • Use a variety of conjunctions in sentences to express different relationships between similar groups of words, i.e., between words or phrases: conjoining similar words or phrases, e.g., and <p>Prepositions and Preposition Phrases</p> <ul style="list-style-type: none"> • Use prepositions to convey a variety of meanings, i.e., <ul style="list-style-type: none"> ➤ space, e.g., around the farm, in the garden ➤ time, e.g., on Monday <p>Sentence Types</p> <ul style="list-style-type: none"> • Construct a variety of sentences: simple sentences <ul style="list-style-type: none"> - subject + verb + adverbial, e.g., Lazy Duck waddled around the farmyard. - subject + verb + object (adverbial), e.g., He watched the dog on Wednesday.
13	The King's Cake	<p>Verbs and Verb Phrases</p> <ul style="list-style-type: none"> • Use different forms of verbs: <ul style="list-style-type: none"> ➤ base form ➤ regular and irregular past tense forms • Identify different types of verbs <ul style="list-style-type: none"> ➤ main verbs ➤ o helping/auxiliary verb
14	The Broken Bangle	<p>Nouns and Noun Phrases</p> <ul style="list-style-type: none"> • Expand nouns into noun phrases: <ul style="list-style-type: none"> premodifier + head noun <ul style="list-style-type: none"> - determiner + head noun, e.g., bangle → the bangle, my bangle - determiner + adjective + head noun, e.g., bangle → the golden bangle <p>Conjunctions</p> <ul style="list-style-type: none"> • Use a variety of conjunctions in sentences to express different relationships between similar groups of words, i.e. between words or phrases: conjoining similar words or phrases, e.g., and, or, but

LEARNING TARGETS FOR STUDENTS

Listening

1. Listen and view attentively for a sustained period
2. Use appropriate skills and strategies to process meaning from texts (identify details, make predictions, make inferences, ask questions at different levels about the text, make simple connections to real life and personal experiences, identify the sequence of events or ideas)
3. Listen to, view and respond to a variety of spoken, audio and visual texts (conversations, poetry, personal recounts, narratives, procedures) for enjoyment & understanding

Reading

1. Use reading readiness skills
 - Recognise and name the letters of the alphabet
 - Identify upper and lower case letters
 - Identify initial, medial and final sounds
 - Use syllables and rhyming words
 - Differentiate and match sounds to their corresponding letters/letter patterns
2. Use word identification skills
 - Recognise and read words using a variety of cues (visual cues, word configurations, word endings)
 - Recognise and match contractions to words (e.g. couldn't – could not)

Reading Aloud

1. Pronounce all words clearly
2. Read fluently and expressively with appropriate tone, pace and volume
3. Use appropriate stress and intonation to convey meaning according to the purpose, audience and context

Comprehension

1. Construct meaning from visual texts (e.g. pictures, diagrams)
2. Use prior knowledge (e.g. personal experiences) and contextual clues (e.g. titles, familiar vocabulary) to make predictions and inferences
3. Note, recall main ideas and key details
4. List and sequence ideas and events
5. Identify the gist or main idea and key details

Picture Conversation

1. Give personal responses which are developed
2. Express oneself clearly and confidently
3. Use appropriate vocabulary and structures
4. Pronounce all words clearly
5. Engage the audience very well

Show and Tell

1. Pronounce all words accurately with clear articulation
2. Speak fluently and expressively with appropriate intonation throughout the presentation
3. Present Show and Tell with enthusiasm and confidence and with appropriate body movement and action that engages the audience
4. Maintain good posture and eye contact throughout the presentation

Writing

1. Use relevant ideas in the composition
2. Develop ideas to make the composition interesting
3. Use accurate language and correct grammar, spelling and punctuation
4. Use good and appropriate vocabulary
5. Link ideas in a logical way

IN CLASS PROGRAMMES AND ACTIVITIES**Spelling/Dictation Tests**

- Aim to build students' ability to spell accurately for writing fluency and speed. It will also strengthen their word recognition and vocabulary development.
- Spelling/Dictation lists are given on a termly basis. The lists comprise words that students have encountered in their English language learning (e.g. in STELLAR units) and words that will help them in their composition writing.
- Spelling/Dictation is done in an exercise book. For Spelling corrections, student re-writes a word 3 times for every wrong word. For Dictation corrections, student re-writes a sentence once for any mistakes made in the sentence.
- Spelling/Dictation is conducted once a week.

Journal Exercises

- Aim to encourage students to express their feelings and thoughts through writing of a variety of topics e.g. personal experiences, reflections on events.
- Topics given tap on students' prior knowledge and personal experiences.
- Journal entries are done in a jotter book. The focus of the teacher's marking is on the quality of the ideas in the journal and not on the identification of language errors made.
- Journal is done once a week.

Composition Writing Exercises

- Aim to equip students with the skills to write compositions that are creative and interesting.
- Students are to write compositions of at least 60 words each based on a particular topic.
- Students will be supported in every writing assignment through scaffolding activities such as brainstorming of words and phrases relevant to the writing piece. To model good writing, there is a class writing of the composition prior to independent writing.

Level Worksheets

- Aim to equip students with the necessary practice to promote retention and application. Worksheets given are on the different components of language learning e.g.
 - Grammar worksheets teaching the various word classes (e.g. nouns, verbs, pronouns, adjectives).
 - Comprehension skills worksheets (looking for details, finding word meaning in context, sequencing).

Reading Culture @ SQPS

- The school has embarked on a whole school approach to prepare students to be proficient readers by developing in them a passion to read and also teaching them how to read. Students will be taught to set goals for reading and to select books that cater to their age and interest levels. Positive reading experiences are provided through activities such as book talks, storytelling sessions and providing incentives for avid readers. Programmes and activities have been planned to build a reading culture that develops students into avid readers:

(A) Reading for Leisure

- Students are encouraged to read without interruption whenever opportunity arises e.g. prior to assembly and after recess.
- Teachers and School Leaders role model by reading with and to the students.

(B) Reading Period

- One period per week is set aside for reading where students engage in book exploration & extension activities. The aim is to allow students to spend time on leisure reading & encourage them to read more.

(C) Reading Activity Programme

- The Reading Activity Programme aims to promote the reading of EL books with a rewards system Lower Primary (P1-2) Each card comprises a number of reading activities to be completed by students over the course of a year.

(D) Reading Events

- Parent-Child reading events have been organised since 2015. These events were well-received by parents who appreciated the opportunity to learn useful and interesting strategies from the teachers who conducted the reading activities. They also discovered different ways to get their children to develop an interest in reading, learnt more about their children's reading interests and skills and increased bonding time with their children through the reading activities.

(E) Reading Resources

- Our school's recommended reading list for Lower Primary (P1 & P2) (see Appendix 1) serves to provide some suggestions on the books that are appropriate for the level. These books may also be found in our school library.
- Below is a list of suggested websites for listening to & reading books online:

Website	Description	Link
discoverReads	discoverReads is an open-access site that is part of National Library Board. It has a whole spectrum of eResources that cater to the needs and interests of primary and secondary school students. eBooks are available for loan to the public with a myLibrary username. Go to https://childrenandteens.nlb.gov.sg/our-faqs for a step-to-	https://childrenandteens.nlb.gov.sg/

	step guide on setting up a myLibrary ID. Once you have signed in, you will have access to eResources such as books, newspapers and magazines.	
TumbleBooks @NLB	TumbleBook Library is a collection of animated, talking picture books. Requires NLB's myLibrary login.	https://eresources.nlb.gov.sg/main/Pages/Primary
Epic	Over 40,000 ebooks and audio books available. Requires registration.	https://www.getepic.com/
BookDash	Book Dash is a South African publisher of free books for very young children.	https://bookdash.org/
Free Kids Books	Free Kids Books is a library of children's books, literary resources, and textbooks, available online and for download in pdf format.	https://freekidsbooks.org/
Raz-Kids: Reading A - Z	Raz-Kids: Reading A - Z is a website with leveled ebooks and quizzes for interactive reading practice. It includes digital and mobile access and 29 reading levels.	http://www.raz-kids.com
Vooks	Vooks is a library of kids' favourite picture books that come to life through animation. The books are read aloud and the words appear on the screen too.	http://www.vooks.com
Storyline Online	Storyline Online is a website that provides reading aloud to kids, brought to you by the Screen Actors Guild. Listen to and watch celebrities read aloud!	http://storylineonline.net
Audible	Audible is a collection of audio books. The books range from 0 – 13 years. Listen to books from award winners, best sellers and series.	http://www.audible.com
Storynory	Storynory is an educational website for free audio stories	http://www.storynory.com

	for kids. Stories include fairy tales, classics, poems and rhymes. The words appear on the screen too.	
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EXPECTATIONS OF STUDENTS

1. Students are expected to complete all the work assigned by the subject teachers neatly. This will provide opportunities for students to revise and evaluate the learning that has taken place during lessons. This will also provide feedback to their teachers on the learning gaps pertaining to the different language components that need to be addressed.
2. The Knowledge, Skills and Dispositions (KSD) of students at the start of Primary 1 :
 1. Enjoy listening to rhymes and stories.
 2. Enjoy reading.
 3. Understand and follow simple verbal instructions.
 4. Participate in everyday conversations.
 5. Ask and respond to simple questions.
 6. Demonstrate reading readiness:
 - Hold a book upright.
 - Know where to begin reading on the page (of a book) and which direction to go.
 - Know some letters of the alphabet and their corresponding sounds.
 - Recognise some high frequency words.
 7. Understand simple stories.
 8. Recognise and write his/her own name.
 9. Copy short phrases and demonstrate eye-hand coordination while doing so.
 10. Write words or short phrases (using invented or conventional spelling) to convey ideas.

MONITORING STUDENTS' LEARNING PROGRESS

Learning outcomes (LO) will be used to report the student's learning progress. To ascertain students' progress in learning, teachers will conduct various forms of formative assessment (non-graded) such as quizzes, performance tasks, written assignment, self and peer assessment periodically to evaluate students' understanding of skill set taught. This will help both the teachers and students identify learning gaps and give a more holistic picture of students' learning throughout the school year.

The list of LOs for Primary 1 English is as follows:

Listening

1. Listen attentively and follow simple instructions.

Speaking

1. Speak clearly to express their thoughts, feelings and ideas.
2. Follow communication etiquette such as taking turns, and using appropriate eye contact and volume in conversations or discussions.

Reading

1. Demonstrate basic word recognition skills (e.g. know the letters of the alphabet; able to pronounce words accurately).*
2. Read aloud with accuracy, fluency and expression.
3. Understand texts (e.g. STELLAR texts) and are able to identify simple aspects of fiction (e.g. main characters and setting).

Writing

1. Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing.
2. Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events.

*The Dolch Sight Words list (see Appendix 2) is the most commonly used set of sight words. Educator Dr. Edward William Dolch developed the list in the 1930s-40s by studying the most frequently occurring words in children's books of that era. These words are words you would find in a typical children's book and in writing for adults. Once a child knows this list of words, it makes reading much easier, because the child can then focus his or her attention on the remaining words.

**The Basic Spelling Vocabulary list (Grades 1 to 5) was devised to help educators know the spelling words that should be taught to children. The list contains words that children use commonly in their writing so they need to be able to spell these words correctly. The words for each grade level were based on difficulty, pattern of occurrence in children's writing across grades, and grade placement on current vocabulary lists and spelling materials. The list for Grade 1 (i.e. Primary 1) is provided in the handbook (see Appendix 3).

[Source: The Basic Spelling Vocabulary List by Steve Graham, Karen R. Harris, Connie Loynachan at <https://www.readingrockets.org/>]

**Appendix 1 – Lower Primary Recommended Reading List
(books available in Shuqun library)**

	Title	Author
	PICTURE BOOKS	
1	A Boy And A Jaguar	Alan Rabinowitz
2	And The Bullfrogs Sing	David L. Harrison
3	Amelia Bedelia's First Day of School	Herman Parish
4	Beverly and The Peranakan Feast	Debra Ann Francisco
5	Deep Underwater	Irene Luxbacher
6	Lubna and Pebble	Wendy Meddour
7	Luna and Me	Jenny Sue Kostecki
8	Our Little Kitchen	Jillian Tamaki
9	Peggy	Anna Walker
10	Rosie's Walk	Pat Hutchins
11	Stellaluna	Cannon Janell
12	The Rainbow Fish	Marcus Pfister
13	The Remember Balloons	Jessie Oliveros
14	There Must Be More Than That!	Shinsuke Yoshitake
15	Where The Wild Things Are	Maurice Sendak
16	Where Is My Balloon?	Ariel Bernstein
17	With Your Paw In Mind	Jane Chapman
	LOCAL WRITERS	
18	Chilli Padi	Adeline Foo
19	Pura The cat	Tan Soon Meng
20	The Amulet	Adeline Foo
21	The Kitchen God	Adeline Foo
22	Timmy & Tammy (Series books)	Ruth-Wan Lau
23	Tiny Feet, Tiny Shoes	Adeline Foo
24	Singapore: My Little Red Dot	Edmund Chen
25	Sam, Sebbie & Di Di Di (series)	David Seow
	SERIES BOOKS	
26	Amelia Bedelia	Peggy Parish
27	Animal Rescue	Tina Nolan
28	Captain Underpants	Dav Pilkey
29	Dr Suess	Dr Suess
30	David Walliams	David Walliams
31	Danger Dan	Lesley Anne & Monica Lim
32	Daisy Dreamer	Holly Anna
33	Daisy and The Trouble With...	Kes Gray
34	Elly Belly	Eliza Teoh
35	Fairies	Daisy Meadows

	Title	Author
36	Faraway Tree Adventure	Enid Blyton
37	Geronimo Stilton	Geronimo Stilton
38	Horrid Henry	Francesca Simon
39	I Can Read: Heroes Series	Steven Korte
40	Melowy	Cortney Faye Powell
41	My Little Pony	Berrow, G.M.
42	Magic Animal Friends	Daisy Meadows
43	My Weirder School	Dan Gutman
44	Princess Mirror-Belle	Julia Donaldson
45	Rainbow Magic	Daisy Meadows
46	Roald Dahl	Roald Dahl
47	Secret Kingdom	Rosie Banks
48	Star Friends	Isabella Cass
49	The Secret Rescuers	Paula Harrison
50	Thea Stilton	Thea Stilton
51	The Critter Club	Callie Barkley
52	The Chicken Squad	Doreen Corrin
	NON-FICTION SERIES	
53	100 Facts	Miles Kelly
54	BBC Earth: Do You Know? Level 1	(various authors)
55	BBC Earth: Do You Know? Level 2	(various authors)
56	How Its Made	Sue Barraclough
57	Making A Difference	Sue Barraclough
58	National Geography Kids Level 1	(various authors)
59	National Geography Kids Level 2	(various authors)
60	National Geography: Explore My World	(various authors)
61	I Wonder Why...	(various authors)
62	Who Would Win?	Jerry Pallotta
	MAGAZINES	
63	Ask	
64	Adventure Max	
65	Discovery Box	
66	Story Box	
67	Science Connect	
68	Science Adventures	
69	Smart Mathematicians	
70	Math Start	
71	Young Scientists Levels 1 & 2	

Appendix 2 – Dolch Lists (in order of frequency)**List 1**

the	I	was	for
to	you	said	on
and	it	his	they
he	of	that	but
a	in	she	had

List 2

at	look	out	we
him	is	as	am
with	her	be	then
up	there	have	little
all	some	go	down

List 3

do	what	get	my
can	so	them	would
could	see	like	me
when	not	one	will
did	were	this	yes

List 4

big	now	very	ride
went	long	an	into
are	no	over	just
come	came	your	blue
if	ask	its	red

List 5

from	want	put	every
good	don't	too	pretty
any	how	got	jump
about	know	take	green
around	right	where	four

List 6

away	saw	ran	sleep
old	call	let	brown
by	after	help	yellow
their	well	make	five
here	think	going	six

List 7

walk	again	stop	cold
two	play	off	today
or	who	never	fly
before	been	seven	myself
eat	may	eight	round

List 8

tell	first	black	goes
much	try	white	write
keep	new	ten	always
give	must	does	drink
work	start	bring	once

List 9

soon	has	our	warm
made	find	better	ate
run	only	hold	full
gave	us	buy	those
open	three	funny	done

List 10

use	hurt	sit	under
fast	pull	which	read
say	cut	fall	why
light	kind	carry	own
pick	both	small	found

List 11

wash	live	upon	thank
show	draw	these	wish
hot	clean	sing	many
because	grow	together	shall
far	best	please	laugh

Appendix 3 – The Basic Spelling Vocabulary List (Grade 1)

Words that children have difficulty spelling correctly are marked with an asterisk*.

a	at	like*	sat
all	for	look	see
am*	fun*	man	she
and*	get*	may	sit
at	go	me*	six
ball	good*	mom	so
be	got*	my*	stop
bed	had*	no*	sun
big	hat	not	ten
book	he*	of	the*
box	hen	oh	this
boy*	here	old	to*
but	him*	on*	top
came*	his*	one*	toy
can*	home*	out*	two*
car	hot	pan	up
cat	I*	pet	us
come*	if	pig	was*
cow	in*	play*	we*
dad	into*	ran	will*
day*	is	rat	yes
did	it*	red	you*
do	its*	ride	
dog*	let	run	