



ADULT GUIDE · PROGRAMME-AWARE PRACTICE

Spell common exception words and days

What this pack helps with

Practise exact spelling of taught common exception words, spell the seven days of the week and use observed errors to choose a short memory-practice set.

Before you begin

An adult identifies which words have already been taught in the learner's systematic phonics programme. Read instructions aloud and accept pointing, oral spelling or adult scribing when writing is the barrier.

Pencil and a card or spare paper for cover-and-write practice.

How to use evidence

Separate choosing from a word bank, copying and spelling from memory. Retain the first attempt so the correction is evidence.

Print A4 at actual size. Child pages are 2–5; pages 6–7 contain models, rubrics and next steps. Colour is optional.

Limits and source

The DfE Appendix 1 list used here is explicitly an example list; the number, order and choice of exception words vary by phonics programme. These packs do not define an exhaustive Year 1 list, certify every accent or replace systematic phonics teaching. DfE Year 1 English and English Appendix 1 (England; OGL v3.0). Original TheLearnDen prompts and invented distractors. This is not an official assessment.



READ · NOTICE · PRACTISE · CHECK

Spell common exception words and days

Name: _____ Date: _____

1. Choose and remember the spelling

Adult: use the answer page to say each target without showing it. Child: circle its correct spelling, cover it and write it once.

1 sed said sade 2 ar are arr 3 wur were wer 4 sume some som 5 wuns once ons 6 frend freind friend 7 skool school scool 8 hous howse house

The alternatives are non-standard spellings made for this task, not different correctly spelt words. Say the target neutrally and do not teach an error as an alternative pronunciation.

2. Restore and write each word

Restore the missing letter. Then write the whole word.

t_day _____ sa_s _____

th_y _____ wh_re _____

l_ve _____ c_me _____

on_ _____ _ur _____

A completed pattern is rehearsal, not proof that the word can yet be spelt independently.



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3. Choose the word that fits

Choose the word that makes each sentence work.

I you your they he she we me my his

_____ am here.

The bag belongs to you. Is this
_____ bag?

Mia and Leo were at school.
_____ were at school.

Ben came with the speaker. Ben came
with _____.

Mia and I can ask. _____ can
ask.

The hat belongs to Ben. It is
_____ hat.

Each cue has one intended bank answer. Choosing from a bank and spelling from memory are recorded separately.

4. Spell taught words from memory

Adult: cover this page and say one sentence. Child: write it, then uncover and check.

1	_____	2	_____
3	_____	4	_____
5	_____	6	_____

Use only words already taught in the learner's phonics programme. This is practice, not a standardised dictation.



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5. Spell the days in order

Write the seven days in order. Each begins with a capital.

1	M	_____	2	T	_____
3	W	_____	4	T	_____
5	F	_____	6	S	_____
7	S	_____			

Days begin with capital letters. The week is shown Monday to Sunday for this task; other calendar layouts may start on Sunday.

6. Correct the days

Each day needs a correction. Write the complete day.

monday	_____	Tuesday	_____
Wensday	_____	Thursdy	_____
friday	_____	Satday	_____
sunday	_____		

Crossing out an error is not enough; write and reread the complete corrected day.



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7. Use the weekly cycle

Use the weekly cycle. Write the day with a capital.

the day after Monday

the day before Thursday

the day after Friday

the day before Monday

The last clue crosses the end of the Monday-to-Sunday strip: the day before Monday is Sunday.

8. Choose the next spelling step

Use the evidence from this pack.

up to five taught words

look and notice

cover and write

check and correct

fresh sentence or phrase

The DfE list contains examples and/or other programme words. This task adapts to the learner's actual teaching sequence.



ADULT ANSWERS AND FEEDBACK · 1 OF 2

Check the evidence, choose the next step

Fixed models check the printed task. Adult-assessed tasks use the learner's actual reading or spelling attempt. Do not total a score.

1 **said; are; were; some; once; friend; school; house**

said; are; were; some; once; friend; school; house Adult says each answer-page target without showing its spelling. The child circles the exact spelling, then covers it and writes the word once from memory.

Look for: Uses every letter in order. Checks the memory spelling against the model. **Next:** Keep only misspelt or uncertain words for the next rehearsal.

2 **today; says; they; where; love; come; one; our**

today; says; they; where; love; come; one; our Restore the missing letter, then write the complete word from memory on the line.

Look for: Restores the exact word. Checks the whole word, not only the blank. **Next:** Box the unexpected letter sequence in one word that needs more practice.

3 **I; your; they; me; we; his**

I; your; they; me; we; his Use the named person or speaker cue to choose one word, then read, cover and rewrite the completed sentence. The fixed key checks the bank choice; the adult checks the later memory spelling.

Look for: Uses the cue to choose the only fitting word. Preserves the capital I. **Next:** Dictate one fresh sentence using a word that was uncertain.

4 **Adult-assessed evidence**

I said no. We go to school. Come to my house. They were here. Ask your friend. She says it is full. Adult reads one sentence naturally, repeats it once if needed and checks only the taught target words. Scribing or oral spelling may be used when handwriting is the barrier.

Look for: Writes the taught target word from memory. Reads back the sentence and checks it. **Next:** Select the smallest set of misspelt target words for look-cover-write-check.



ADULT ANSWERS AND FEEDBACK · 2 OF 2

Check the evidence, choose the next step

Fixed models check the printed task. Adult-assessed tasks use the learner's actual reading or spelling attempt. Do not total a score.

5 Monday; Tuesday; Wednesday; Thursday; Friday; Saturday; Sunday

Monday; Tuesday; Wednesday; Thursday; Friday; Saturday; Sunday All seven days are written in order with exact spelling and initial capitals.

Look for: Keeps the seven-day sequence. Checks every day against the model after writing. **Next:** Practise the first uncertain day, then its neighbour in the weekly sequence.

6 Monday; Tuesday; Wednesday; Thursday; Friday; Saturday; Sunday

Monday; Tuesday; Wednesday; Thursday; Friday; Saturday; Sunday Correct every spelling and initial capital.

Look for: Restores all letters, including Wednesday and Saturday. Uses an initial capital for each proper name. **Next:** Cover the corrected model and rewrite only the days that changed.

7 Tuesday; Wednesday; Saturday; Sunday

Tuesday; Wednesday; Saturday; Sunday The sequence answer and its spelling must both be correct.

Look for: Uses the weekly cycle for before/after. Writes the complete day with an initial capital. **Next:** Use a seven-day strip and move one place before or after.

8 Adult-assessed evidence

Example: choose said, says and friend; notice the exact letters; cover; write; compare letter by letter; then write one fresh sentence. Choose only words already taught. Record the first attempt and correction honestly; do not erase the evidence.

Look for: Uses a small evidence-led set. Checks every letter in order. Applies at least one word in fresh context. **Next:** Repeat after a gap and replace secure words with newly taught programme words.