Teacher Resource · Free resource

Dictation sentences — Years 1 and 2 (all Appendix 1 rules)

Year groups: 1 and 2
Source: DfE, *English Appendix 1: Spelling* (2013)
Purpose: Ready-to-use teacher dictation for Y1 and Y2 rules. Sentences are kept short and at an appropriate reading level.

Year 1 sentences

Set Y1-1: Double letters (*-ff*, *-ll*, *-ss*, *-zz*, *-ck*)

She sat on the **cliff** and could **tell** the **buzz** was getting **louder**.

Fill your **glass** at the **well** at the **back** of the **hall**.

The **duck** gave a **kick** and **fell** off the **dock** with a **splash**.

Check the **lock** and make sure the **bell** is on the **wall**.

The **fuzz** on the **grass** was **still full** of **dew** at dawn.

The **black** cat sat on the **brick wall** and gave a **loud hiss**.

She gave a **stiff** wave from the top of the **cliff** as the **clock** struck six.

Miss Fox put the **jazz** record on and **all** the children began to **clap**.

The **flock** of birds **fell** in a **rush** over the **back** of the **hill**.

Pack your **bag** and **check** the **bell** has been **fixed** before you **lock** up.

Set Y1-2: Split digraph (magic *e*)

She flew her **kite** from the **cape** in the bright summer sunshine.

He had a **huge** piece of **cake** and **made** a wish as he ate.

The **pine** tree cast a **wide** shadow across the quiet **lane**.

Time and **tide** wait for no one, as the old saying goes.

She had **hope** that the **note** would arrive by **nine** o'clock.

He sat under the **shady pine** and began to **write** a **long note**.

The **kite** was **made** of **pale** blue **tape** and flew very **high**.

She wore a **white cape** and **rode** her bike along the **lane**.

The **tune** was **nice** and the whole **class** began to **smile**.

Time to go — grab your **bike**, your **cape**, and your **bag** from **inside**.

Set Y1-3: *un-* prefix and exception words

My friend was at **school** today and **said** she loves **our** class.

He went **to the house** but **no one was there**.

She was **unhappy** when she found the door **unlocked** and the room **untidy**.

Here is your book — **put it where** it **was** before.

They come once a week and **do some** good work for **us**.

It was **unfair** to **undo** all the hard work **they** had **done**.

We said it **was unusual** — **no one** had **seen one** before.

The **whole school was asked** to be **kind** and **not be unkind**.

She was unable to **find her friend** — **she looked everywhere**.

Who said it **was** safe to **push** the **full** trolley **past** the **door**?

Year 2 sentences

Set Y2-1: The /dʒ/ sound (*-ge* and *-dge*)

She wore her **badge** across the **bridge** to reach the other **edge** of the park.

The **judge** had to **dodge** the crowd as he walked across the **stage**.

It was a **huge** change — they moved from a small **lodge** to a grand building.

He had to **nudge** the gate, which was stuck at a **strange angle**.

The **hedge** at the **edge** of the garden needed cutting back before the **change** of season.

The **fudge** was kept on the **ledge** near the **large** window.

She had the **courage** to **judge** the situation from the **edge** of the **stage**.

A **strange bridge** of **aged** stone crossed the **ridge** above the valley.

The **badge** slipped off the **ledge** and landed in the **fudge**.

He had to **dodge** the **huge** crowd to **edge** his way to the **judge**.

Set Y2-2: Soft *c*, *kn-*, *gn-*, *wr-*

She had the **knack** of tying a **knot** without looking at her **wrist**.

He chose to **write** about what was **wrong** with the plan.

The **gnat** flew in a **circle** near the edge of the **city** park.

The **knight** used his **knife** to **kneel** and carve his mark in the stone.

She had to **wrestle** with the **wrapping** to open the box without causing a **wreck**.

The **pencil** rolled off the desk and landed near the **cycle** rack outside.

She **knew** that to **write neatly** she had to sit in the right **position**.

The **gnome** sat on the **fence** between the **cycle** path and the **city** garden.

He had a **knack** for spotting what was **wrong** before anyone else noticed.

The **knight wrapped** his **sword** in **cloth** and placed it at the **centre** of the room.

Set Y2-3: *-le*, *-el*, *-al*, *-il*

The **camel** crossed the **natural** landscape and found **little** shelter.

She packed a **pencil** and a **novel** into the **barrel** for the trip.

The **hospital** had a **central tunnel** that connected the two buildings.

She turned the **pedal** on the **metal** frame with a **simple** flick.

The **squirrel** hid its **total** supply of nuts inside the **circle** of trees.

The **fossil** was found near the **capital** — a **simple** but incredible discovery.

She read the **novel** under the **apple** tree while the **camel** grazed nearby.

The **hospital** used a special **metal tunnel** for the **central** heating pipes.

He held the **fossil** up to the **little** window and studied it with great **care**.

Natural nostril breathing is a **simple** habit that becomes **possible** with **practice**.

Set Y2-4: Suffix rules (doubling, drop-e, *y* to *i*)

She was **running** and **swimming** all morning, and felt **happier** than ever.

Carrying the **heavier** box was **easier** than she had expected.

He was **smiling** as he **tried** and **tried** again until he **succeeded**.

The **busiest** part of **planning** was **making** sure everyone was **informed**.

It was **nicely wrapped** and **tidily** placed on the table.

She was **hopping** with excitement — **copying** the **biggest** dancer in the room.

The **sitting** duck **flopped** lazily while the dog kept **running** in **circles**.

She was **skipping** and **clapping** — the **happiest** girl in the whole **village**.

Dropping the **bottle** was a **bigger** problem than she had **hoped** for.

The **flattest** road was the **safest** for **cycling** — she had been **testing** this for weeks.

Set Y2-5: Suffixes *-ment*, *-ness*, *-ful*, *-less*, *-ly*

With **careful movement**, she placed the glass on the table **gently**.

The **darkness** and **silence** created a feeling of **sadness**.

Her **kindness** was a source of great **enjoyment** for everyone around her.

The **hopeless** situation brought **disappointment** and a sense of **helplessness**.

He walked **slowly** and **thoughtfully**, grateful for the **wonderful calmness** of the morning.

Her **softness** of voice gave the **management team** a sense of **calmness**.

The **treatment** was **painless** — she felt nothing and **quickly** asked if it was over.

He **gently** placed the **beautiful** bowl on the **wooden** shelf with great **carefulness**.

The **improvement** was **endless** — every day brought something new and **worthwhile**.

She **loudly** declared that the **darkness** was **hopeless** — then **quietly** found a torch.

Set Y2-6: Contractions and possessive apostrophe

I'm sure **it's** going to rain — **I've** checked the forecast twice already.

Don't forget **that's** the teacher's book on the desk — leave it where it is.

She'll bring **James's** bag back when **she's** finished with her work.

We're not sure where the dog's lead is — **it's** been missing since Monday.

They're the best at this — **we've** never seen anyone do **it** quite so well.

The cat's bowl was **empty** — **it's** been **there** all morning and nobody noticed.

Who's taken the child's coat? **I've** been looking everywhere and **can't** find it.

He's not sure **whether it's his** or **Jake's** — they look the same.

She'll need the teacher's **permission** before **she's** allowed to leave the room.

We're going to the school's open day — **don't** forget **it's** on the first of next month.

Set Y2-7: Homophones and *y* = /aɪ/

There is a **bee** on the **bare** branch over **there** — can you **hear** it?

They're going **to their** house by the **sea** for **two** weeks.

My son knew that the **sun** would **dry** the **new** towels **quite** quickly.

She **won** the race even though the **night** was dark and she couldn't **see** the path.

"**Be quiet**!" she said, and the room fell **quite** still — not a sound from one of them.

I can **see** the **blue sea** from **here** — and I can **hear** the waves too.

My new coat got wet — the **blue** dye ran and the **whole** thing had to be washed.

The **knight** tied a **knot** and set off into the dark **night** with great **care**.

The **one new** player **won** every game — nobody could **believe** what they had **seen**.

Here comes the **sun** — now **we** can **dry** the **grass** and let **our bare** feet out.

Source: DfE English Appendix 1: Spelling (2013). All sentences constructed using statutory words and patterns for Years 1–2.

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