[[1]](#footnote-1)

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| Transition10At the end of transition students will be able to:* Hear sounds in words in the correct sequence
* Recognise, name and use the most common sounds for each letter (graphemes) of the alphabet.
* Represent most sounds with symbols.
* Spell some commonly used words
* Combine three letters to make CVC words
* Use environmental print to find words they need to write.
 | One21At the end of year one students will be able to:* Identify sounds at the beginning, middle and end of words
* Use initial and final consonant clusters
* Use simple contractions
* Use onset and rime to write four letter words
* Understand that vowels make long and short sounds and begin to use some vowel digraphs
* Spell an increasing number of commonly used words
* Begin to use environmental print to find words they need to write and to edit.
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| Two27At the end of year two students will be able to :* Represent all sounds in words including long vowels
* Know that every syllable has a vowel
* Write some compound words, contractions correctly
* Add s to create plurals
* Use a range of different strategies to represent vowel sounds showing they are using visual and sound strategies
* Represent most initial and final consonant blends.
* Use onset and rime to spell words
 | Three35At the end of year three students will be able to:* Use consonant digraphs
* Use two and three letter blends
* Generate alternative spellings in order to select the right one
* Use rules to turn words into plurals
* Spell words with complex vowel combinations
* Identify and spell some homophones correctly
* Spell contractions correctly
* Use some prefixes and suffixes correctly
* Segment words into phonemes and syllables
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| Four39At the end of year four students will be able to:* Spell common homonyms and contractions correctly
* Spell words with less common vowel patterns
* Spell words with silent letters
* Use apostrophes for possession
* Spell compound words
* Add suffixes by applying spelling rules
* Spell some frequently misspelt words correctly, eg friend
* Proof read for spelling errors
* Identify words that are related based on meaning.
 | Five43At the end of year 5 students will be able to:* Spell multi-syllable words correctly
* Use spelling rules to add suffixes and to write plurals
* Spell a bank of tricky words
* Use prefixes and suffixes and understand the impact on word type and meaning
* Use apostrophes correctly: possession and contractions
* Engage in conferences and discussion about words
* Use resources to edit their work and correct spelling
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| Six47At the end of year six students will be able to:* Combine spelling strategies to spell unknown words
* Break down words to discover meaning and word usage
* Write plurals of words correctly
* Add suffixes to base words applying spelling generalisation and understanding how meaning is changed
* Use more complex suffixes and prefixes to show developing vocabulary
* Use apostrophes correctly
* Independently edit to correct spelling
* Accurately spell words with uncommon spelling patterns.
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1. 2020 Targets from SA Spelling *to be reviewed after assessment in Term 1 & 3 for next steps*

See whole school assessment strategy [↑](#footnote-ref-1)