[[1]](#footnote-1)

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| Transition  10  At 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. | One  21  At 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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| Two  27  At 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 | Three  35  At 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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| Four  39  At 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. | Five  43  At 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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| Six  47  At 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. |  |

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)