

### Stage 1

#### Strand: Phonics, spelling and vocabulary

- Hear, read and write initial letter sounds
- Know the name and most common sound associated with every letter in the English alphabet
- Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'
- Use knowledge of sounds to read and write single-syllable words with short vowels
- Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. b-l, n-d
- Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'
- Use knowledge of sounds to write simple regular words, and to attempt other words
- Spell familiar common words accurately, drawing on sight vocabulary
- Use rhyme and relate this to spelling patterns
- Recognise common word endings, e.g. -s, -ed and -ing.

### Stage 3

#### Strand: Phonics, spelling and vocabulary

- Use effective strategies to tackle blending unfamiliar words to read, including sounding out, separating into syllables, using analogy, identifying known suffixes and prefixes, using context
- Use and spell compound words
- Know irregular forms of common verbs
- Use effective strategies to tackle segmenting unfamiliar words to spell, including segmenting into individual sounds, separating into syllables, using analogy, identifying known suffixes and prefixes, applying known spelling rules, visual memory, mnemonics
- Learn rules for adding -ing, -ed, -s to verbs
- Extend earlier work on prefixes and suffixes
- Explore words that have the same spelling but different meanings (homonyms), e.g. form, wave.



## Stage 5

### Strand: Phonics, spelling and vocabulary

- Investigate the spelling of word-final unstressed vowels, e.g. the unstressed 'er' at the end of butter and unstressed 'ee' at the end of city
- Recognise a range of less common letter strings in words which may be pronounced differently
- Spell and make correct use of possessive pronouns, e.g. their, theirs, my, mine
- Identify 'silent' vowels in polysyllabic words, e.g. library, interest
- Use effective strategies for learning new spellings and misspelt words
- Learn spelling rules for words ending in -e and -y, e.g. take/taking, try/tries
- Know rules for doubling consonants and investigate patterns in the use of single and double consonants, e.g. -full/-ful
- Investigate spelling patterns for pluralisation, e.g. -s/-es, -y/-ies, -f/-ves
- Extend earlier work on prefixes and suffixes, recognising that different spelling rules apply for suffixes which begin with vowels and those that begin with consonants
- Investigate ways of creating opposites, e.g. un-, im- and comparatives, e.g. -er, -est
- Revise grammatical homophones, e.g. they're, their, there
- Use dictionaries efficiently and carry out ICT spell checks
- Identify unfamiliar words, explore definitions and use new words in context
- Extend understanding of the use of adverbs to qualify verbs, e.g. in dialogue
- Use a thesaurus to extend vocabulary and choice of words
- Collect synonyms and opposites and investigate shades of meaning
- Use known spellings to work out the spelling of related words
- Identify word roots and derivations to support spelling and vocabulary, e.g. sign, signal, signature
- Investigate the origin and appropriate use of idiomatic phrases.

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