Objectives that are dark blue are a statutory requirement and the additional sets either: revise previously visited spelling rules or sound from lower year groups; practise a spelling rule linked to a statutory spelling word or relate to a word, sentence or punctuation objective from the English Appendix 2 of the 2014 National Curriculum.

| Stage 0 | Stage 1 | Stage 2 | Stage 3 | Stage 4 | Stage 5 | Stage 6 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Linked to level 1-4 phonics. | Linked to level 5 phonics \& Year 1 statuary requirements | Linked to level 6 phonics \& Year 2 statuary requirements | Linked to Year 3 statuary requirements | Linked to Year 4 statuary requirements | Linked to Year 5 statuary requirements | Linked to Year 6 statuary requirements |
| $s, a, t, p$ | 'ay' saying /ai/ (disagraph used at the end of words \& at the end of syllables) | ' $y$; saying/igh/ | Words with the long /eI/ sound spelt with 'ei' | Words with a /aw/ sound spelt with 'augh' and 'au' | Words ending with <br> a/shuhs/ sound <br> spelt with '-cious' | Ambitious Synonyms: Adjectives |
| $i, n, m, d$ | 'oy' saying /oi/ (used at the end of words \& at the end of syllables) | 'dge' \& 'ge' saying <br> /j/ | Words with the long / eI/ sound spelt with 'ey' | Adding the prefix 'in (meaning 'not' or 'into') | Words ending with a/shuhs/ sound spelt with ' - tious' or'-ious' | Adjectives ending in'-ant' into nouns ending in'-ance' \& '-ancy' |
| $g, \sigma, c, k$ | 'ie' saying/igh/ | Adding -es to words ending in ' $y$ ' | Words with the long / eI / sound spelt with 'ai' | Adding the prefix 'im-' to root words beginning with ' $m$ ' or 'p' | Words with the short vowel sound /i/ spelt with ' $y$ ' | Adjectives ending in '-ent' into nouns. ending in'-ence' \& '-ency' |
| ck, e, u, r | 'ea' saying /ee/ | 'gn' saying /n/ | Words with / a/ sound spelt with 'ear' | Words with a <br> /shuhn/ sound, spelt with 'cian' <br> (if root word ends in 'c' or 'cs') | Words with a long vowel/i/ sound spelt with ' $y$ ' | Hyphens: <br> Tojoin a prefix ending in a vowel to a root word beginning with a vowel |
| $h, b, f, f f, l, U, s s$ | 'a-e' saying /ai/ | 'kn' saying /n/ | Adding the prefix 'bi-' (meaning 'two' or 'twice') \& adding the prefix 're-' (meaning 'again' or 'back') | Words ending with the /shum/ sound spelt with 'sion' (if root words ends in 'se', 'de or ' $d$ ') | Words with 'silent' letters | Hyphens: <br> To join compound adjectives to avoid ambiguity |
| $j, v, w, x$ | 'i-e' saying/igh/ ' $\sigma$ - $e$ ' saying / $\sigma a /$ | Adding -ed or -ing to words ending in ' $y$ ' <br> (with a consonant before it) | Words with a /k/ sound spelt with 'ch' | Words with a /shuhn/ sound, spelt with 'sion' | Modal verbs | Words with a long / $\sigma /$ sound spelt 'ou' or 'ow' |


|  |  |  |  | (if root words ends in 'se', 'de' or 'd') |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $y, z, z z, q u, c h$ | 'u-e' saying/oo/ \& /yoo/ 'e-e' saying /ee/ | 'wr' saying /r/ | Creating adverbs using the suffix'ly' (no change to root word) | Words with a /shuhn/ sound, spelt with 'ssion' <br> (if root words ends in 'ss' or 'mit) | Words with a /or/ sound spelt with 'au' | Words ending in 'ably' |
| sh, th, th, gn | 'ou' saying /ow/ | 'le' saying /l/ | Creating adverbs using the suffix ' $-l y$ ' (root word ends in ' 4 ' with more than one syllable) | Words with a /shuhn/ sound, spelt with 'tion' <br> (if root word ends in 'te' or ' $t$ ' OR has not definite root word) | Convert nouns or adjectives into verbs using the suffix '-ate' | Words ending in 'able' |
| ai, ee, igh, oa | Long vowel sounds | Adding -er \& - est to words ending in ' $y$ ' with a consonant before it) | Creating adverbs using the suffix ' -ly ' (root word ends in 'le) | Adding the prefix 'il-' (to words beginning with <br> 'L) \& 'ir' (words beginning with ; $r^{\prime}$ ) | Words ending in 'ment' | Creating diminutives using prefixes 'micro-' or 'mini-' |
| oo, oo, ar, or | 'ch' saying /c/ \& /sh/ | 'el'saying /l/ | Creating adverbs using the suffix ' $-l y$ ' (root word ends in 'ic' or 'al') | Words with 'ough' to make a long / $\sigma /$, /oo/ or /or/ sound | Adverbs of possibility \& frequency | Adding suffixes beginning with vowel letters to words ending in 'fer' |
| ur, ow, oi, ear | 'ir'saying /er/ | 'al' \& 'il' saying /l/ | Creating adverbs using the suffix '-ly' (exceptions to the rules) | Adding the prefix 'sub-' (meaning 'under') \& adding the prefix 'super-' (meaning 'above') | Creating nouns using '-ity' suffix | Words with endings which sound like /shuhl/ after a vowel letter |
| Tirgraphs \& consonant diagraphs | 'ue' saying/oo/ \& /yoo/ | Adding-ed \& -er to words ending in ' $e$ ' (with a consonant before it) | Words with short /i/ sound spelt with ' $y$ ' | Plural possessive apostropheswith plural words | Creating nouns using '-ness' suffix | Words with endings which sound like /shuhl/ after a consonant letter |
| Letter sounds \& vowel digraphs | 'ew' saying/oo/ \& /yoo/ | 'eer' saying / ear/ | Words ending in the suffix'-al' | Words with the /s/ sound spelt with 'sc' | Creating nouns using '-ship' suffix | Words with a 'soft c' spelt/ce/ |
| CVCC words | ' y ' saying /ee/ | 'ture' saying /cher/ | Words ending with an /zhuh/ sound spelt with 'sure' | Words with a 'soft c' spelt with 'ce' | Words with a /or/ sound spelt with ' $\sigma$ ' | Homophones \& Near Homophones: <br> Nouns that end in 'ce' \& '-cy' and verbs that end in '-se' \& '-sy' |
| CCVC words | 'aw' \& 'au' saying /or/ | Adding - est \& $-y$ to words ending in ' $e$ ' (with a consonant before it) | Creating negative meanings using prefix 'mis-' | Nouns ending in the suffix'-ation' | Convert nouns or adjectives into verbs using the suffix'-ise' | Synonyms \& Antonyms. |


| Adjacent Consonants | 'ow' \& 'бe' saying /oa/ | 'mb' saying /m/ | Creating negative meanings using prefix 'dis-' | Adding the suffix'ous' <br> (No change to root word) | Convert nouns or adjectives into verbs using the suffix'-ify' | Words that can be nouns and verbs |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Polysyllabic words | 'wh' saying/w/ | 'a' \& 'al' saying /or/ (usually spelt as 'a' before l or $u$ ) | Homophones \& Near Homophones | Adding the suffix'ous' (No definitive root word) | Words from the Statutory Spelling list | Words ending in '-ible' |
|  | ' $c$ ' saying $/ s /$ ' $g$ ' saying / $/$ / | Adding -ing \& -ed to CVC \& CCVC words (words of one syllable ending in a single consonant after a single vowel) | Words ending in the /g/ sound spelt 'gue' and the $/ k /$ sound spelt 'que' | Adding the suffix'ous' (words ending in ' $y$ ' become 'I' \& words ending in 'our' become 'or') |  | Word families based on common words, showing how words are related in form and meaning |
|  | 'ph' saying /8/ | ' $\sigma$ ' saying /u/ | Words with a /sh/ sound spelt with 'ch' | Adding the suffix '-ous' <br> (words ending in ' $e$ ' drop the 'e' but not 'ge') |  | Words from the Statutory Spelling list |
|  | 'ea' saying /e/ | 'ey' saying /ee/ | Words ending in '-ary' | Word Lamilies based oncommon words, showing how words are related in form and meaning |  |  |
|  | 'ie' saying /ee/ | Adding -er, -est or - $y$ to CVC \& CVCC words <br> (words of one syllable ending in a single consonant after a single vowel) | Words with a short <br> /u/ sound spelt with ' $\sigma$ ' | Homophones and near homophones |  |  |
|  | Adding -ed to verbs (no change is neede to the root word) | Contractions, | Words with a short /u/ sound spelt with 'ou' | Words from the Statutory Spelling list |  |  |
|  | Adding -s \& -es (plural of nouns \& the third person singular of verb) | 'war' saying/wor/ 'wor' saying/wur/ (The stressed/er/ spelt with ' $\sigma$ ' after $w$ and the sound / or/ spelt 'ar' after w) | Adding suffixes '-er', '-ed' \& '-ing' to words with more than one syllable (DO NOT double the final consonant) |  |  |  |
|  | Adding -er \& -est to adjectives. <br> (where no change is needed to the root word) | Adding -ment \& -ness | Adding suffixes '-en', '-er', '-ed’ \& 'ing' to words with more than one syllable |  |  |  |



