











Concepts for Explicit Teaching








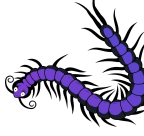


Stage 2 - years 3-4











Stage 3 - years 5-6











Stage 4 years 7-8

The pink shaded numbers indicate there is a spelling rule/s associated with the concept.

| # | Concept | 'Concept Name' Example vocabulary per stage | Indicates an irregular sound or spelling, or a silent letter, meaning there is a less direct correspondence between letters and sounds. | Morphology included in the teaching slideshows prefixes and suffixes | Learning outcomes |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 |  CVC | 'Sid the Spider' dim hog | Stage 2: said, some, any | N/A | I can spell all vc, cv, cvc words with a, e, i, o, u as the short vowel and can identify the vowel within each word. I can identify that in cvc words the medial sound is short - 'man'. In a cv word I know the vowel is long 'me'. |
| 2 |  Open and Closed syllables in Multisyllabic words SYLLABLE TYPE | 'Robot' music fantastic optimistic | Stage 2: into, also, was, does Stage 3: listen, column Stage 4: glisten, condemn | Stage 2: -s suffix forms plural nouns Stage 3: -ly, -ally suffixes form adverbs Stage 4: -ally suffix forms adverbs | Through knowledge of syllable generation and short and long vowel sounds, I can read and spell a 2, 3, 4 syllable word. I will listen for the syllable breaks and vowel sounds and use my knowledge of the correct graphemes to spell multisyllabic words. e.g., ro-bot, leg- o, u-nit, fan-tas-tic, ep-id-em-ic. This is taught using fully phonetic open and closed syllables. |
| 3 |  Y can sound like the long vowel sound /i/ | 'Ty the Spy' sky rely identify complied | Stage 2: pie, eye, bye, eyes Stage 3: guy, buy, rye, dye Stage 4: kayak, heights, feisty | Stage 2: -es, -ing, -ed suffixes form verbs Stage 3: un- prefix, -able suffix forms adjectives -ing suffix forms verbs Stage 4: un- prefix, -able suffix forms adjectives -es, -ed suffixes form verbs | I know that 'y' can sound like a long vowel /i/ sound in single and multisyllabic words. Also contains spelling rule 'y' becomes /i/ when adding a suffix. |
| 4 |  Y/EY can sound like the long vowel sound /ē/ at the end of a multisyllabic base word | 'Billy the Donkey' navy plenty fantasy | Stage 2: busy, many, nasty Stage 3: worry, money, monkey Stage 4: company, quality, quantity | Stage 2: -es suffix forms plural nouns Stage 3: -es, -ing, -ed suffixes form verbs Stage 4: -es suffix forms plural nouns | I know that 'y' can sound like a long vowel /ē/ sound at the end of multisyllabic base words. |
| 5 |  Digraphs - two letters create one new sound /sh/ (words within closed syllables only) | 'Shelby the Shih Tzu' flesh shrink diminish | Stage 2: bush, should, shell Stage 3: shoulder, shove, shaft Stage 4: ambush, mission, passion, nourish | Stage 2: -es, -ing, -ed suffixes form verbs Stage 3: -es suffix forms verbs Stage 4: -es, -ing, -ed suffixes form verbs | I know the /sh/ - beginning and end sounds, and I can add a basic suffix Stage 4 /shr/. |
| 6 |  Digraphs - two letters create one new sound /ch/ ENGLISH SOUND | 'Chester the Chimp' chug | Stage 2: chant, branch | Stage 2: -es suffix forms plural nouns | I know the basic English /ch/ sound as /ch/, and I can add a basic suffix -ing, -es -ed to words ending in /ch/ that require no base word alteration. |
| 7 |  Digraphs - two letters create one new sound /ch/, /sh/, /k/ ENGLISH, FRENCH AND GREEK SOUNDS | 'Char's Charm and Charisma' chaos technology | Stage 3: fuchsia, choir, stomach Stage 4: avalanche, enchanted, Chicago | Stage 3: re- prefix, -es, -ing suffixes form verbs -able suffix forms adjectives -ment suffix forms nouns Stage 4: un- prefix, -ise suffix forms verbs -less, -istic suffixes form adjectives | I know the basic English /ch/ sound as /ch/ progressing to the Greek sound /ch/ as /k/ and the French sound /ch/ as /sh/. /Ch/ has three sounds. Assessed from stage 3. |
| 8 |  Digraphs - two letters create one new sound /th/ (words within closed syllables only) | 'Theo the Panther' thank strength athletic | Stage 2: their, brother, mother, father Stage 3: another, month, rather, lather Stage 4: writhe, smother, thought, although | Stage 2: -ly suffix forms adverbs, -s suffix forms verbs -y suffix forms adjectives Stage 3: -th suffix forms nouns -en, -ing suffixes form verbs Stage 4: -ic, -al suffixes form adjectives -ly, -ally suffixes form adverbs | I can identify the two sounds of /th/. The /th/ sound in 'that' vibrates and the /th/ sound in 'thin' is a soft unvoiced sound. /Th/ has two sounds. |
| 9 |  Digraphs - two letters create one new sound /ng/ (words within closed syllables only) | 'Gazza the Gangster' song | Stage 2: wrong, among, wring | Stage 2: -ing past tense irregular verbs | I know the /ng/ end sound and am aware that this is different than the '-ing' suffix. |
| 10 |  Digraphs - two letters create one new sound /wh/ (words within closed syllables only) | 'Wacky Whale' whisk whimper | Stage 2: who, what Stage 3: whatever, whoever, wharf | Stage 2: -s, -ing, -ed suffixes form verbs Stage 3: -s, -ing, -ed suffixes form verbs | I can identify which words require the /wh/ beginning sound in order to be spelt correctly. |

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|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 11 |  Beginning blends – consonant r blends (words within closed syllables only) | 'Kiwi As Bro' cram tromp | Stage 2: crumb, front Stage 3: brought, craft | Stage 2: -s, -ing suffixes form verbs Stage 3: -y suffix forms adjectives -ing suffix forms verbs | I know a blend is two letters, two sounds, at the beginning of a word. Consonant 'r' blends - br cr dr fr gr pr tr. |
| 12 |  Beginning S blends (words within closed syllables only) | 'Spunky Skunk' skip spring | Stage 2: small, smell, stall Stage 3: slant, slather | Stage 2: -s past tense irregular verbs Stage 3: -y suffix forms an adjective -ly suffix forms an adverb | I know a blend is two letters, two sounds, at the beginning of a word. S blends sc/sk sp st sw sl sm sn. |
| 13 |  Beginning blends – consonant l blends (words within closed syllables only) | 'Fleur the Flamingo' flag plastic | Stage 2: plant, blast Stage 3: clasp, flask, plaster | Stage 2: -ly suffix forms adverbs, -y suffix forms adjectives Stage 3: -ly suffix forms adverbs, -es suffix forms verbs | I know a blend is two letters, two sounds, at the beginning of a word. Consonant l blends - bl cl fl gl pl. |
| 14 |  End Blends (words within closed syllables only) | 'Swanky Swan' crept inject delectable | Stage 2: held, help, friend Stage 3: yolk, built, fault Stage 4: guilt, delve, pelt | Stage 2: -y suffix forms adjectives Stage 3: -ion suffix forms nouns Stage 4: -ive suffix forms adjectives, -ion suffix forms nouns | I know a blend is two letters, two sounds, at the end of a word. mp nt nk st sk ld lk lt lf ct pt. |
| 15 |  Silent e SYLLABLE TYPE | 'Blake the Snake' prize costume imitate | Stage 2: knife, write Stage 3: gnome, famine Stage 4: promise, examine | Stage 2: compound words Stage 3: re-, im- prefixes Stage 4: re-, de-, in- prefixes | I know that the 'silent e' syllable type is where the e sound is not voiced/heard. The 'silent e' makes the long vowel sound say its name = cake, smile. |
| 16 |  Floss | 'Fluffy Frilly Floss' cross stroll mastiff | Stage 2: until, pass, plus Stage 3: glass, staff, class Stage 4: guess, brass, dwell | Stage 2: -y suffix forms adjective -er suffix forms adjectives - comparative -est suffix forms adjectives - superlative Stage 3: -ly suffix forms adverbs, -ing suffix forms verbs -ive suffix forms adjectives, -ness suffix forms nouns Stage 4: -ed, -ing suffixes form verbs, -ion suffix forms nouns | I know the Floss rule means that we double the f, l or s when it follows a short vowel sound = hill, toss, cliff and I can add a basic suffix. |
| 17 |  R controlled /ar/ SYLLABLE TYPE | 'Garth the Shark' party scar varnish | Stage 2: war, warm, warn Stage 3: calm, heart, blast Stage 4: guitar, gnarly, vast, grasp | Stage 2: -er suffix forms adjectives - comparative -est suffix forms adjectives - superlative Stage 3: -ly suffix forms adverbs, -er suffix forms adjectives - comparative -est suffix forms adjectives - superlative Stage 4: -ly suffix forms adverbs, -ing, ed suffixes form verbs | I can use the r controlled vowel 'ar' as in cart, car, far, bar, barn, farm, tarnish. |
| 18 |  Soft sounds of c ce, ci, cy | 'Priscilla the Centipede' fancy citrus eccentric | Stage 2: chance, dance, once Stage 3: prance, glance, advance Stage 4: enhance, decibel, celebrate | Stage 2: -s suffix forms verbs Stage 3: -es, -s suffixes form verbs Stage 4: -ly suffix forms adverbs, in- prefix | I know that when the letter 'c' is followed by an 'e' it will change the sound to a 'soft sound'. ce = /s/ as in race. I am able to apply my increasing knowledge of the 'soft sounds of c' rule in eccentric, cyst, inciteful. |
| 19 |  Soft sounds of G ge, gi, gy | 'Gerald the Giant' gem pigeon indulge | Stage 2: sponge, giddy Stage 3: giraffe, gel Stage 4: margarine, massage | Stage 2: -ly suffix forms adverb, -less suffix forms adjectives -s suffix forms verbs Stage 3: -ion, -ment suffixes form nouns -ive, -al, -ary suffixes form adjectives Stage 4: -ly suffix forms adverbs, -ion suffix forms nouns -al suffix forms adjectives | I know that when the letter 'g' is followed by an 'e' it will change the sound to a 'soft sound'. ge = /j/ as in rage. I am able to apply my increasing knowledge of the 'soft sounds of g' rule in generous, gigantic, gymnast. |
| 20 |  Longer spelling after short vowel sound (LSASVS) CK | 'Rock Chick' shock bucket | Stage 2: trek, wok, knock Stage 3: knock, wreck | Stage 2: -y suffix forms adverbs -er suffix forms adjectives - comparative -est suffix forms adjectives - superlative Stage 3: -er suffix forms nouns, -ing, -ed suffixes form verbs | I know that when I hear a word, or syllable that has a short vowel sound followed by a /k/ sound, in most cases the correct spelling is 'ck'. I can add a basic suffix -s, -ing -ed and I understand the tense and/or word class. I am also learning the spelling rule that 'y' becomes /i/ when adding a suffix. |

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| 21 |  Longer spelling after short vowel sound (LSASVS) TCH | 'Winnie the Witch' patch kitchen | Stage 2: much, rich, such, watch Stage 3: swatch, butcher, wretched | Stage 2: -y suffix forms adverbs -er suffix forms adjectives – comparative -est suffix forms adjectives – superlative Stage 3: -able suffix forms adjectives, -ly suffix forms adverbs -ness suffix forms nouns | I know that when I hear a word, or syllable that has a short vowel sound followed by a /ch/ sound, in most cases the correct spelling is 'tch'. I can add a basic suffix -s, -ing -ed and I understand the tense and/or word class. I am also learning the spelling rule that 'y' becomes /i/ when adding a suffix. |
| 22 |  3 sounds of 'ed' suffix | 'Pedro' Tanned, Ripped, Shredded filmed anchored vanished | Stage 2: called, pulled, yelled Stage 3: welcomed, granted Stage 4: expelled, developed, | Stage 2: -re, -mis, -dis prefixes Stage 3: -re, -un prefixes form adjectives Stage 4: -un, -dis prefixes | I know that the suffix '-ed' can say 3 different sounds. It says /d/ as in rubbed, /t/ as in winked and /id/ as in bunted. |
| 23 |  Double the consonant to keep the vowel short and add a suffix -ing -ed -er -y | 'Hopper' funny splatter strummed | Stage 2: mixing, fixing, boxing Stage 3: wrapper, twelve, themselves Stage 4: compelled, excelled, propelled | Stage 2: -er suffix forms adjectives – comparative -est suffix forms adjectives – superlative Stage 3: -er suffix forms adjectives – comparative -est suffix forms adjectives – superlative Stage 4: un-, over- prefixes | I know that when adding a basic suffix to a base word with a short vowel sound we need to double the consonant to keep the vowel short. I can identify how each suffix determines the tense and/or word class e.g: hopping, dripping -verbs, slipper -noun, nutty -adjective, prodded -past tense verb. |
| 24 |  Schwa concept | 'Lula the Llama' salad polite momentum | Stage 2: done, won, son, tomato Stage 3: octopus, adjust, answer Stage 4: stellar, altercation, apparatus | Stage 2: -ing, -ed suffixes form verbs Stage 3: -in-, im-, dis- prefixes, -ly suffix forms adverbs Stage 4: -cy, -ion suffixes form nouns | I can use my knowledge of open and closed syllables and identify syllables that contain a 'schwa' sound due to the pronunciation. 'er' or 'a' sounds like /ü/ or /i/ vowel sound. I can also add a basic suffix. |
| 25 |  Digraphs – two letters create one new sound /qu/, /ph/ Assessed from stage 3 | 'Queenie the Quail' quench graphite | Stage 3: squat, squash, squelch Stage 4: qualify, bouquet | Stage 3: -ly suffix forms adverbs, -es, -ed suffixes form verbs Stage 4: -ity, -ant, -ment suffixes form nouns, -ly suffix forms adverbs -tial suffix forms adjectives | I know that the letter 'q' is always followed by the letter 'u' and I know that the letters 'ph' together sound like /f/. Assessed from stage 3. |
| 26 |  Silent e plus a vowel or consonant suffix -ing, -er, -ed, -est, -ion, -y -less, -ness, -ful, -ly, -ment | 'Stampeding' shady vacation irateness | Stage 2: laugh, likeable, smiley Stage 3: drapey, slopey, replaceable Stage 4: debt, honest, honour | Stage 2: -ful, -est suffixes form adjectives, -ness suffix forms nouns -ly suffix forms adverbs Stage 3: in-, un-, re- prefixes Stage 4: over-, un-, re- prefixes | I know that when adding a vowel suffix/inflection to a base word with a 'silent e', we need to drop the 'e' before adding the suffix. I can identify how each suffix determines the tense and/or word class, e.g: voter -noun, voting -present tense verb, voted -past tense verb. |
| 27 |  Longer spelling after short vowel sound (LSASVS) DGE | 'Baz the Badger' fridge budget | Stage 2: water, sure Stage 3: knowledge, vegetable | Stage 2: -es, -ed suffixes form verbs Stage 3: -y, -able suffixes form adjectives, -er suffix forms nouns | I know that when I hear a word, or syllable that has a short vowel sound followed by a /j/ sound, in most cases the correct spelling is 'dge'. I know that when adding a vowel suffix/inflection to a base word ending in 'dge' I must drop the 'e'. |
| 28 |  Consonant le SYLLABLE TYPE | 'Little Beetle' apple twinkle throttle | Stage 2: people, double, trouble Stage 3: whistle, wrestle, wrinkle Stage 4: subtle, hustle, bustle, wrangle | Stage 2: un-, dis- prefixes -ly suffix forms adverbs, -y suffix forms adjectives Stage 3: re-, un- prefixes form verbs, -y suffix forms adjectives -er suffix forms nouns Stage 4: -ing suffix forms verbs, -ly suffix forms adverbs -ility suffix forms nouns | I can use my knowledge of open and closed syllables to spell 2 syllable words that end in a consonant and 'le', such as am/ple, ta/ble, crum/ble, dim/ple. I have a strategy to read these words. I also know that when adding a vowel suffix I must drop the 'e'. |
| 29 |  Long vowel ai/ay SYLLABLE TYPE | 'Daisy May' tail delay quaint | Stage 2: hey, grey, always Stage 3: weigh, eight, neigh Stage 4: neighbour, sleigh, obey, survey | Stage 2: -ful, -less suffixes form adjectives, -ly suffix forms adverb Stage 3: -y suffix forms adjective, -ly suffix forms adverb -er suffix forms noun Stage 4: -or, -ment suffixes form nouns, -al suffix forms adjectives | I know that when I am wanting to spell a word with the long vowel sound 'a' and the vowel sound is at the beginning or middle of the word, the spelling will either be 'a-e' as in made or 'ai' as in maid and if the sound is at the end of a word or syllable, the spelling will be 'ay' as in stay or cray/fish. |
| 30 |  Diphthong oi/oy SYLLABLE TYPE | 'Boisterous Boy' noise decoy tabloid | Stage 2: move, prove Stage 3: buoy, buoyant Stage 4: voila, tortoise | Stage 2: -ful, -ish, -able, -y suffixes form adjectives Stage 3: dis-, un- prefix, -able suffix forms adjectives -ly suffix forms adverb, -ty suffix forms nouns Stage 4: -ance, -ment suffix forms nouns, -y suffix forms adjectives | I know that when I am wanting to spell a word with the 'oi/oy' sound and that sound is at the beginning or middle of the word, the spelling will be 'oi' as in spoil and if the sound is at the end of a word or syllable, the spelling will be 'oy' as in boy or loy/al. |

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| 31 |  Long vowel ee/ea SYLLABLE TYPE | 'Primrose the Peacock' feet breathe jubilee | Stage 2: either, piece Stage 3: feijoa, protein, wreath Stage 4: deceive, receive, retrieve, seize | Stage 2: -er suffix forms a noun Stage 3: dis-, un- prefixes, -ily suffix forms adverb -able, -er, -y suffixes form adjectives Stage 4: up- prefix, -al suffix forms noun, -ed suffix forms verb | I know that the most common way to spell the long /ē/ sound is either 'ee' or 'ea' and that the spelling is dependent on grammar. |
| 32 |  Diphthong 'oo' SYLLABLE TYPE | 'Broody Chook' book school understood | Stage 2: blood, flood Stage 3: through, soup, group Stage 4: improve, route, youth | Stage 2: re- prefix, -y, -less suffixes form adjectives Stage 3: -ish suffix forms adjectives, -ness suffix forms nouns -ly suffix forms adverbs, -ed suffix forms verbs Stage 4: mis- prefix, -ment suffix forms nouns, -y suffix forms adjectives | I know that the spelling pattern /oo/ can make two different sounds, as in 'food' or 'good'. |
| 33 |  Long vowel oa/ow SYLLABLE TYPE | 'Beau the Dozy Goat' snow afloat bungalow | Stage 2: know, toe Stage 3: yellow, elbow, though, owe Stage 4: mellow, wallow, swallow, although | Stage 2: -y suffix forms adjectives, -er suffix forms nouns Stage 3: under- prefix, -er suffix forms nouns Stage 4: un- prefix -ing, -ed suffixes form verbs, -able, -ful suffixes form adjectives | I know that there are two sounds for /oa/ as in boat and /ow/ as in slow. These have to be orthographically mapped. |
| 34 |  Long vowel 'igh' SYLLABLE TYPE | 'Bryce the Night Owl' flight lightbulb shortsighted | Stage 2: love, shove, above, glove Stage 3: alright, knight Stage 4: playwright, bomb site, almighty | Stage 2: -en, -ing, -ed suffixes form verbs Stage 3: -er, -able suffixes form adjectives, -ness suffix forms nouns Stage 4: re-, un- prefix forms nouns, -able suffix forms adjectives -ness, -ment suffixes form nouns | I know that the most common spelling pattern to produce the long /i/ vowel sound is 'igh' as in tight. |
| 35 |  Diphthong ou/ow SYLLABLE TYPE | 'Henry the Proud Hound' wow trousers browse | Stage 2: tough, rough, young, touch Stage 3: country, colour, doubt Stage 4: drought, mountain, fountain | Stage 2: -ly suffix forms adverbs, -ish, -y, -less suffixes form adjectives Stage 3: over-, down- prefixes -some, -able suffixes form adjectives -ed suffix forms verbs Stage 4: un-, dis- prefixes, -able suffix forms adjectives -ant, -or, -ance suffixes form nouns, -ed suffix forms verbs | I know that there are two spellings for the /ow/ sound, 'ou' as in trousers and 'ow' as in towel. These have to be orthographically mapped. I am learning to map these spellings for increasingly difficult words. |
| 36 |  R controlled ir/er/ur SYLLABLE TYPE | 'Burt the Quirky Hermit' person birth urgent | Stage 2: world, worth, worst Stage 3: heard, earth, earn, learn Stage 4: pearl, yearn, rehearse, camembert | Stage 2: -in, -ed suffixes form verbs Stage 3: -ing suffix forms verbs, -ous suffix forms adjectives Stage 4: -ing, -ed suffixes form verbs -ion, -ment, -ation suffixes form nouns | I know that there are three common spellings for the /er/ sound that is made by the r-controlled syllable types 'er/ir/ur'. 'er' as in 'nerve', 'ir' as in 'birth' and 'ur' as in 'spurt'. I am learning to map these spellings for increasingly difficult words. |
| 37 |  R controlled or/ore/our/oar SYLLABLE TYPE Assessed from stage 3 | 'Gloria the Gorgeous Gorilla' story four herbivore | Stage 2: poor, floor, door Stage 3: award, reward, forward Stage 4: sought, ough, gourmet | Stage 2: -ful, -y suffixes form adjectives, -ed suffix forms verbs -ly suffix forms adverbs Stage 3: -ful, -ous, -ish, -ive suffixes form adjectives -ly suffix forms adverbs, -age suffix forms nouns Stage 4: -ful, -ous suffixes form adjectives -ation, -age, forms nouns, -ent suffixes form adjectives | I know that there are four common spellings for the /or/ sound that is made by the r-controlled syllable types 'or/ore/our/oar'. 'or' as in orbit, 'ore' as in score, 'our' as in four and 'oar' as in boar. |
| 38 |  Diphthong au/aw SYLLABLE TYPE Assessed from stage 3 | 'Paul the Prawn' sauce trawling | Stage 3: caught, taught, naughty, daughter Stage 4: somersault, autumn, fault, vault | Stage 3: un-, de- prefixes, -ful suffix forms adjectives -ly suffix forms adverbs, -ing, -ed suffixes form verbs Stage 4: -ing suffix forms verb, -y, -al, -tic, -less suffixes form adjectives -ly suffix forms adverb, -ness suffix forms nouns | I am familiar with the diphthongs 'au' and 'aw'. |
| 39 |  R controlled are/ear/air/ere/eer SYLLABLE TYPE Assessed from stage 3 | 'Dear Deidre Deer' repair atmosphere | Stage 3: weird, heirloom Stage 4: pierce, fierce, chandler | Stage 3: mid- prefix, -ly suffix forms adverbs, -ness suffix forms nouns Stage 4: -eer suffix forms nouns | I have developed the ability to orthographically map the correct use of: 'are/ear/air/ere/eer', and can add a suffix to base words ending in 'e'. I know that the pronunciation of these can vary among individuals. |
| 40 |  Long vowel ew/ue/ui SYLLABLE TYPE Assessed from stage 3 | 'Sue the Ewe' rescue lawsuit | Stage 3: knew, view, beauty Stage 4: queue, issue, tissue | Stage 3: un-, re- prefix, -in, -ed suffixes form verbs -able suffix forms adjectives Stage 4: de-, dis- prefixes, -ation suffix forms nouns -ing, -ed suffixes form verbs | I know that there are three common spellings to make the long /ū/ sound and have developed the ability to orthographically map the correct use of 'ew/ue/ui'. 'ew' as in 'new', 'ue' as in 'statue' and 'ui' as in 'fruit'. |