Spelling Policy

1. Aims

Spelling is an essential component of writing. Accurate spelling enables pupils to communicate their ideas clearly and confidently and allows them to focus on composition, vocabulary and sentence structure.

In our school, spelling development begins in the early years through the Read Write Inc. Phonics programme, where children learn to segment words, spell using sounds and practise spelling through structured phonics lessons.

During this stage, spelling is taught through:

- Fred Fingers to segment sounds in words
- learning and practising Red Words
- applying spelling knowledge within reading and writing activities

Once pupils complete the Read Write Inc. phonics programme, typically by the end of Key Stage 1, spelling is taught more explicitly through the Spelling Shed scheme in Key Stage 2.

This ensures a clear progression from phonics-based spelling to more complex spelling knowledge, including spelling patterns, morphology and etymology.

The aims of this policy are to:

- Ensure a consistent approach to the teaching of spelling across the school
- Enable pupils to develop secure knowledge of spelling patterns and rules
- Support pupils in applying spelling knowledge in their independent writing
- Develop understanding of word structure, prefixes, suffixes and word origins
- Provide opportunities for regular practice and consolidation
- Promote effective home–school partnership in spelling development

The vast majority of pupils achieve age-related expectations in spelling by the end of Key Stage 2.

2. Principles

Spelling teaching at our school is based on the following principles:

- spelling development begins through systematic phonics teaching in Read Write Inc.
- spelling is taught explicitly in Key Stage 2 through the Spelling Shed programme
- teaching focuses on spelling patterns, morphology and etymology rather than rote memorisation
- pupils are given regular opportunities to apply spelling knowledge in writing
- spelling is reinforced through practice at school and at home
- adaptations are made where necessary to support all learners

Children are encouraged to understand how words work, rather than simply memorising spellings.

3. Spelling Progression Across the School

Spelling is taught progressively from Reception to Year 6.

Year Group	Spelling Development
Reception	Spelling taught through phonics using Fred Fingers and segmenting sounds
Year 1	Spelling continues through phonics and application in reading and writing
Year 2	Spelling embedded within phonics teaching and early writing
Year 3	Explicit spelling teaching begins through Spelling Shed
Year 4	Continued development of spelling patterns, prefixes, suffixes and word families
Year 5	Spelling patterns linked to morphology and vocabulary development
Year 6	Advanced spelling patterns and personalised spelling development

This progression ensures pupils move from phonics-based spelling to deeper understanding of word structure and spelling rules.

4. Teaching Spelling in Key Stage 2

Once pupils have completed the phonics programme, spelling teaching moves to the Spelling Shed scheme.

Overview of Spelling Shed

Spelling Shed is a structured spelling programme aligned with the National Curriculum spelling objectives for Key Stage 2.

The scheme:

- provides systematic coverage of spelling patterns and rules
- integrates morphology and etymology to support understanding
- includes engaging classroom activities and online practice
- provides structured weekly word lists

Over 20 million children worldwide have accessed Spelling Shed resources.

5. Lesson Structure

Each spelling lesson typically follows a structured sequence.

Step	Activity
Revision	Review previously taught spelling patterns
Introduction	Introduce the new spelling rule or pattern
Main Teaching	Explore examples and discuss spelling patterns
Independent Practice	Apply spelling patterns through structured activities
Consolidation	Reinforce understanding and review learning

Lessons are typically delivered once per week, with opportunities for further practice throughout the week.

6. Teaching Strategies

A range of strategies are used to support spelling development.

These include:

- sorting words by sounds or spelling patterns
- syllable mapping
- segmenting words using sound buttons or Elkonin boxes
- identifying tricky spellings
- alphabetising words
- completing cloze sentences
- selecting correct spellings in context

These strategies help pupils develop both decoding and encoding skills.

7. Morphology and Etymology

Spelling Shed integrates the teaching of morphology and etymology to deepen pupils' understanding of how words work.

Pupils explore:

- prefixes and suffixes
- root words
- word origins
- how morphemes combine to create new words

Tools such as morphology matrices support pupils in exploring how words are constructed and how meaning changes when morphemes are added.

This approach strengthens both spelling accuracy and vocabulary development.

8. Assessment and Progression

Spelling progress is monitored through:

- weekly spelling assessments
- ongoing teacher assessment in writing
- monitoring of spelling patterns and errors

The scheme includes the statutory spelling words from the National Curriculum.

Every six weeks, pupils complete challenge weeks, where they practise unfamiliar or complex spellings.

In Year 6, once every half term pupils may receive personalised spelling lists based on spelling errors identified in their independent writing.

9. Additional Practice and Resources

Spelling Shed provides a range of online resources to support spelling practice.

Pupils can access:

- interactive spelling games
- online practice activities
- assigned word lists

Pupils collect points and rewards within the Spelling Shed app, helping to motivate engagement with spelling practice.

Teachers can monitor usage and identify words requiring further practice.

10. Families and Home Support

Parents and carers play an important role in supporting spelling development.

Each week pupils receive a spelling homework sheet, which may include activities such as:

- alphabetising words
- identifying syllable patterns
- finding synonyms and antonyms
- applying spelling patterns in sentences

Pupils are also encouraged to practise their weekly spellings through Spelling Shed online games.

Regular practice at home helps pupils develop confidence and accuracy in spelling.

11. Applying Spelling Across the Curriculum

Spelling development is reinforced through writing across the curriculum.

Pupils apply spelling knowledge in subjects such as:

- English
- Science
- History
- Geography
- Religious education

As pupils progress through Key Stage 2 they are increasingly expected to:

- apply spelling patterns taught in spelling lessons
- use prefixes, suffixes and root words accurately
- attempt unfamiliar words using spelling strategies
- proofread and edit spelling in their writing

This helps pupils become independent and confident spellers.

12. Marking and Feedback for Spelling

Teachers provide consistent and purposeful feedback on spelling.

When marking written work, teachers focus on helping pupils notice and correct spelling errors independently.

Teachers may:

- underline spelling errors
- identify a small number of words for correction
- encourage pupils to use dictionaries or word banks
- revisit common errors during teaching

Teachers prioritise correcting:

- spelling patterns recently taught
- statutory spelling words
- high-frequency words used regularly in writing

Not every spelling error will be corrected in every piece of work. The aim is to help pupils develop independence and application of spelling knowledge.

13. Adaptations

The vast majority of pupils work on the main spelling objective.

However, adaptations may be made where necessary.

These may include:

- learning fewer spellings
- working with less complex words that follow the same pattern
- adapting independent activities
- printing spellings rather than joined handwriting
- additional time in spelling assessments

These adaptations ensure all pupils can access the spelling curriculum and make progress.

14. Monitoring and Assessment

Teachers monitor spelling through:

- spelling lessons
- weekly assessments
- independent writing across the curriculum

The English Lead and Senior Leadership Team monitor spelling provision through:

- book scrutiny
- lesson observations
- pupil discussions
- analysis of assessment data

This ensures spelling teaching remains consistent, effective and aligned with curriculum expectations.

15. Roles and Responsibilities

Headteacher / SLT

- ensure spelling remains a priority across the school
- provide resources and training for staff
- monitor implementation of the spelling curriculum

English Lead

- oversee spelling progression across the school
- support staff with teaching strategies
- monitor standards and provide guidance

Teachers

- deliver spelling lessons
- model accurate spelling in writing
- identify pupils needing additional support

Teaching Assistants

- support spelling activities and interventions

Parents / Carers

- support spelling practice at home

This policy was written in March 2026 and will be reviewed in March 2027.

Signed (Subject Leader):

Head Teacher:

Chair of Governors:
