

## Spelling Policy and Guidance



Inspire – Embrace – Succeed

“...I came so that they may have life and life to its  
fullest” John 10:10

## Aims

### **For Teachers:**

1. To know how to deliver consistent, high-quality spelling instruction across all year groups.
2. To understand the spelling rules, patterns and strategies that enable children to become confident spellers.
3. To integrate spelling across the wider curriculum, ensuring it is purposeful and embedded in writing tasks.

### **For Pupils:**

1. To develop confidence in their ability to spell accurately and apply rules consistently.
2. To use a range of strategies they have learnt when spelling unfamiliar words.
3. To understand the importance of spelling as a tool for clear written communication.

### **Intent and Implementation:**

At St Oswald's, we believe that spelling is a vital skill that supports children in communicating effectively across all areas of the curriculum. To become confident, fluent writers, children must develop a love for language, a strong understanding of words, and a toolkit of effective spelling strategies. Keeping phonics at its core, we teach spelling using explicit, cumulative, and sequenced instruction.

We follow the statutory requirements of the National Curriculum for English. Please refer to the National Curriculum - English Appendix 1: Spelling.

Where appropriate, children will continue to access Little Wandle Letters and Sounds Revised to support their spelling progression further up the school.

In Reception and Key Stage 1, we follow Little Wandle. As part of the daily phonics lesson, the children are expected to apply their learning to segment and spell words. This is modelled first and then attempted by the children. There is also a daily tricky word that the children are expected to spell. As part of the programme, there are sentences that the children are expected to write, applying the phonic knowledge and tricky word spellings they have been taught.

In Key Stage 2, we follow the statutory requirements of the National Curriculum, using Spelling Shed. During their spelling sessions, teachers introduce spelling rules which are explored and applied to words that follow the rule. Following the spelling input, the children will have access to Spelling Shed, in and out of school, to practise their spelling rules. As well as this, each child is given a homework sheet, which provides them with opportunities to practise writing their spellings in school and at home. In school, children have the opportunity to practise their spellings daily and apply their learnt spelling rules and spellings in their written work. Once a week, the children have a spelling test of their set spellings, as well as ongoing assessments, within their written work, of applied spelling rules.

## Spelling Strategies

We endeavour to teach a range of spelling strategies in order to appeal to a variety of learning styles. These include:

- Teaching and learning of phonics and the correspondence between letters and their sounds (in line with Little Wandle practices)
- Identifying syllables in words in order to break words into smaller parts
- Look, Cover, Write, Check
- The use of memory strategies
- Mnemonics - making up sentences to help remember the spelling of a word e.g. Because = Big Elephants Can Always Understand Small Elephants
- Making links between the origin of words and their spelling (etymology)
- Investigating different spelling patterns and spelling rules
- Analogy - Using words already known to help spell new words e.g. could, would, should
- Adding prefixes (e.g. un) and suffixes (e.g. ful) to root words (e.g. help) = unhelpful
- Using word banks, dictionaries and thesauruses
- Linking handwriting to spelling and phonics, in order to develop visual and 'muscle' memory
- Having children write words in different ways (e.g. in a pyramid/with boxes around letters to indicate ascenders and descenders/using different colours etc.)

**P**  
**Py**  
**Pyr**  
**Pyra**  
**Pyram**  
**Pyrami**  
**Pyramid**

t o t a l l y

## Dictation

Regular dictation tasks reinforce spelling learning and support fluency. As part of spelling sessions and handwriting sessions, teachers regularly dictate sentences to children that include their spelling words.

### **Inclusion**

At St Oswald's, we understand that children have different learning needs and adapt our teaching accordingly. Pupils with persistent spelling difficulties receive targeted support, for example interventions, and may be set alternative spellings that are tailored to their needs. Children may continue to work at the appropriate stage of Little Wandle in small groups with Teaching Assistants or 1:1. This might include the Little Wandle 'keep up' or 'rapid catch-up programme'. Pupils may also receive Precision Teaching on a 1:1 basis. Class teachers may liaise with the SENCO when considering the specific needs of some children.

### **Handwriting and Spelling Links**

At St Oswald's, we believe that making explicit links between handwriting, phonics and spelling is key. The regular practice of letter patterns helps to develop good visual and writing habits, as well as the correct pencil grip. Please see our Handwriting Policy for further details.

### **Editing**

In lessons, children are encouraged to check their work (or their peer's work) and identify words that are spelt incorrectly. Time is given during writing sessions for the teaching and application of editing. These strategies are in line with our Marking and Feedback policy and help children in taking responsibility for their own learning. Children have access to their 'Thesaurus Thinking' book in all lessons which includes their 'Have A Go' sheet. Pupils can use these sheets to check their spellings, either whilst writing or at the point of editing.

### **Assessments**

In Key stage 1, assessment is ongoing during the segmenting for spelling part of phonics lessons, as well as when responding to children's writing. Teachers assess whether children can apply the phonics skills they have learnt and spell the tricky words expected of their year group.

In Key Stage 2, weekly spellings and rules will be sent home to learn and will be checked each week in class. Teachers will also assess children's spellings within their written work. Once a term, children in Upper Key Stage 2 will also be assessed using a Spelling, Punctuation and Grammar test.