St Mary's
Catholic Primary School





Spelling
Policy

CONTENTS

Section	Page
Introduction	3
Aims	3
Organisation and Assessment	3
Teaching and Learning	3
EYFS and Year 1 – Little Wandle Spelling	3
Year 2 – Transition to Spelling Shed	4
Key Stage 2 – Spelling Shed	4
Progression Through Key Stage 2	5
Assessment and Application	6
SEND, Inclusion and Adaptive Teaching	6
Adaptive Teaching	6
Pupils with Special Educational Needs and Disabilities (SEND)	6
Pupils with English as an Additional Language (EAL)	7
Disadvantaged Pupils (Pupil Premium)	7
Equality of Opportunity	8

INTRODUCTION

At St Mary's Catholic Primary School, we believe that the ability to spell enables our pupils to become more effective writers. When spelling becomes automatic, more thought and creativity can be put into the exact content of what is written. Pupils can channel their time and energy into the skills of composition, sentence structure and precise word choice. Learning to spell is a process of learning and then applying patterns to new words.

AIMS

We aim to:

- give pupils the tools that are necessary for spelling accurately;
- enable all pupils to develop their own strategies for spelling confidently;
- encourage creativity and the use of ambitious vocabulary choices;
- give pupils a love of language.

ORGANISATION

In line with the new Writing Framework 2025, and the new OFSTED framework, we follow the 'Little Wandle' spelling scheme in EYFS and Y1 before transitioning into the 'Spelling Shed' spelling programme in Y2 – Y6 which focuses on teaching the development of the connections between sound families and the spelling rules of the English language. As part of these lessons, children learn how sounds are represented in writing and explore spelling patterns, word structure and word origins. They practise and apply this learning through classroom activities, independent writing and the Spelling Shed online platform.

TEACHING AND LEARNING

EYFS and Year 1

At our school, spelling is taught through **Little Wandle Letters and Sounds Revised phonics in** EYFS and Year 1, followed by **Spelling Shed** in Years 2–6. In EYFS and Year 1, spelling is taught as an integral part of phonics lessons, enabling children to apply their growing knowledge of grapheme-phoneme correspondences (GPCs) to segment words for spelling and encode their ideas in writing.

Through daily phonics teaching, pupils learn to:

- Hear, identify and manipulate phonemes in spoken words.
- Segment words into individual sounds and select the appropriate graphemes to represent them.
- Apply taught phonics knowledge when writing words, phrases and simple sentences.
- Develop automatic recall of common exception words and high-frequency words.
- Build confidence and fluency in encoding independently.

Spelling instruction follows the carefully sequenced progression within Little Wandle, ensuring that children revisit and practise previously taught knowledge while steadily introducing new phonemes, graphemes and spelling patterns. Teachers model accurate spelling strategies and provide frequent opportunities for guided and independent application across the curriculum.

Assessment is ongoing and informs future teaching. Children who require additional support receive targeted intervention to ensure they keep up with the programme and develop secure foundations in spelling.

Year 2 – Transition to Spelling Shed

Once pupils have secured the essential phonics knowledge taught through Little Wandle and are able to apply these skills confidently in reading and writing, they move onto the Spelling Shed programme in Year 2.

Spelling Shed builds upon children's phonics foundations and supports the teaching of the National Curriculum spelling objectives for Key Stage 1. Weekly learning focuses on specific spelling rules, patterns and conventions, while continuing to reinforce phonics knowledge and word structure.

Through Spelling Shed, pupils are taught to:

- Understand and apply age-related spelling rules and patterns.
- Recognise common spelling conventions and exceptions.
- Explore the morphology and etymology of words where appropriate.
- Develop strategies for learning, recalling and applying spellings independently.
- Transfer taught spelling patterns into their everyday writing across the curriculum.

Teaching includes direct instruction, investigation of spelling patterns, oral rehearsal, dictation, proofreading and opportunities for application in meaningful writing. Pupils practise spellings through a range of engaging activities, including the Spelling Shed online platform where appropriate.

Regular assessment enables teachers to monitor progress, identify misconceptions and provide additional support or challenge. The emphasis throughout is on developing confident, accurate spellers who can apply their knowledge effectively within their writing rather than simply memorising word lists for tests.

Key Stage 2 – Spelling Shed

In Key Stage 2, spelling is taught through Spelling Shed, which provides a structured and progressive approach to meeting the National Curriculum spelling objectives. Building on the phonics and spelling knowledge developed through Little Wandle and the Year 2 Spelling Shed programme, pupils deepen their understanding of spelling patterns, rules, morphology and etymology, enabling them to become increasingly accurate and independent spellers.

Spelling Shed is used both as a discrete spelling programme and as part of our wider SPaG (Spelling, Punctuation and Grammar) teaching within English lessons. This ensures that spelling is not taught in isolation but is regularly revisited, practised and applied in meaningful reading and writing contexts across the curriculum.

Teaching and Learning

Spelling lessons focus on the explicit teaching of spelling rules, patterns and strategies appropriate to each year group. Pupils are encouraged to investigate words, identify patterns and make connections between spelling, meaning and word origin. Teaching includes opportunities to:

- Learn and apply National Curriculum spelling objectives.
- Explore word families, prefixes, suffixes and root words.
- Investigate spelling patterns and conventions.
- Develop proofreading and editing skills.
- Learn strategies for remembering and recalling spellings.
- Apply spelling knowledge accurately in independent writing.
- Use subject-specific and ambitious vocabulary across the curriculum.

Spelling Shed's interactive resources and online platform provide engaging opportunities for practice and reinforcement both in school and at home. Weekly spelling activities support pupils in securing their understanding and developing fluency in applying spelling rules.

PROGRESSION THROUGH KEY STAGE 2

Year 3

In Year 3, pupils consolidate the spelling patterns and conventions introduced in Key Stage 1 while beginning to study more complex spelling rules. Teaching focuses on developing an understanding of prefixes, suffixes and word families, alongside the accurate spelling of statutory Year 3/4 words. Pupils are encouraged to explain spelling choices and identify common patterns within groups of words.

Year 4

In Year 4, pupils build upon their Year 3 learning by applying a wider range of spelling rules with increasing accuracy. Greater emphasis is placed on morphology and word structure, helping pupils understand how prefixes and suffixes alter meaning and spelling. Pupils develop confidence in using spelling strategies independently and are expected to apply taught patterns consistently within their written work.

Year 5

In Year 5, spelling teaching becomes increasingly analytical. Pupils explore more complex spelling conventions, investigate exceptions to rules and develop a deeper understanding of word origins. Learning focuses on helping pupils make informed spelling choices, recognise patterns across related words and use their growing vocabulary accurately in a range of contexts.

Year 6

In Year 6, pupils refine and consolidate their spelling knowledge in preparation for secondary education. Teaching focuses on securing the statutory Year 5/6 spelling requirements, applying spelling strategies independently and proofreading effectively. Pupils are expected to demonstrate accuracy when spelling increasingly complex and ambitious vocabulary and to apply their understanding consistently across all areas of writing.

Assessment and Application

Assessment is ongoing through teacher observation, written work, Spelling Shed activities and regular review opportunities. Teachers use assessment information to identify misconceptions, provide targeted support and ensure appropriate challenge for all learners.

Spelling is assessed weekly for pupils from Year 1 to Year 6 through a structured spelling test. Spelling lists are sent home at the beginning of each half term to support regular practice. Throughout the term, the corresponding spelling patterns are taught and reinforced during English lessons, helping children to develop confidence and accuracy in their spelling.

A key principle of our spelling curriculum is that pupils should be able to apply their spelling knowledge confidently within their everyday writing. Therefore, opportunities for retrieval, revision and application are embedded throughout English lessons and wider curriculum learning, ensuring that spelling skills are transferred from discrete lessons into authentic writing outcomes.

SEND, INCLUSION AND ADAPTIVE TEACHING

At St Mary's, we are committed to ensuring that all pupils can access, participate in and succeed within the spelling curriculum, regardless of their starting points, background or individual needs. We recognise that pupils learn in different ways and at different rates, and we believe that high-quality, inclusive teaching is the foundation of effective learning for all.

Our approach reflects the principles of the current Ofsted framework, which places a strong emphasis on securing the fundamentals of learning, ensuring that all pupils acquire the essential knowledge, skills and vocabulary needed to access the wider curriculum and achieve success. Through carefully sequenced teaching, regular retrieval practice and responsive adaptive teaching, we aim to remove barriers to learning and enable every child to make progress.

Adaptive Teaching

All pupils are taught the same ambitious curriculum; however, teaching is adapted to meet the needs of individual learners. Teachers use ongoing assessment to identify barriers to learning and provide appropriate support, challenge and scaffolding.

Adaptations may include:

- Pre-teaching key vocabulary and spelling patterns.
- Additional modelling and guided practice.
- Visual supports, word mats and spelling prompts.
- Structured talk opportunities to rehearse learning.
- Chunking learning into smaller, manageable steps.

- Increased opportunities for repetition, retrieval and overlearning.
- Alternative recording methods where appropriate.
- Targeted adult support and intervention programmes.

The emphasis is on enabling pupils to independently apply their spelling knowledge whilst maintaining high expectations for all learners.

Pupils with Special Educational Needs and Disabilities (SEND)

Pupils with SEND are supported through high-quality adaptive teaching and, where appropriate, additional targeted interventions. Teachers work closely with the SENDCo, support staff and families to identify individual needs and ensure that appropriate provision is in place.

For some pupils, spelling objectives may be broken down into smaller steps to secure foundational knowledge before moving on to more complex concepts. Emphasis is placed on securing core skills, developing confidence and celebrating progress from individual starting points.

Where necessary, pupils may receive additional opportunities to practise and rehearse spelling patterns, phonological awareness, vocabulary development and spelling strategies to ensure they can access the curriculum successfully.

Pupils with English as an Additional Language (EAL)

For pupils learning English as an additional language, spelling teaching supports the development of both spoken and written English. Teachers explicitly teach vocabulary, pronunciation, word meanings and spelling patterns to help pupils make connections between sounds, words and their written forms.

Strategies may include:

- Pre-teaching vocabulary and key language structures.
- Using visual resources, images and contextual examples.
- Providing opportunities for oral rehearsal before writing.
- Making links between pupils' existing language knowledge and English spelling patterns where appropriate.
- Repeated exposure to high-frequency and curriculum vocabulary.

EAL pupils are encouraged to participate fully in all spelling lessons and activities, with support carefully matched to their stage of language acquisition.

Disadvantaged Pupils (Pupil Premium)

We are committed to ensuring that disadvantage is never a barrier to success. Pupils eligible for Pupil Premium funding receive the same ambitious curriculum as their peers and are supported through high-quality teaching, targeted intervention and carefully planned opportunities for practice and retrieval.

Teachers monitor progress closely to identify any gaps in learning and provide timely support where required. This may include additional opportunities to revisit prior learning, access to intervention programmes, targeted feedback and support with home learning.

Equality of Opportunity

We strive to create an inclusive learning environment in which every pupil feels valued, supported and challenged. Through adaptive teaching, high expectations and a focus on securing the fundamental knowledge and skills of spelling, we ensure that all pupils are given the opportunity to become confident, successful writers who can thrive throughout their education and beyond.