



Clare Community Primary School

Spelling Policy

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Intent

At Clare Community Primary School, we encourage our pupils to think and write creatively, be adventurous with their use of language and to write with clear purpose and for pleasure. In order for these aims to be realised, it is essential that our pupils learn the knowledge and skills to spell accurately. Children who can spell feel confident and are able to write with enjoyment. We want our pupils to be equipped with the knowledge and range of strategies for learning spelling and to be able to apply their strategies when spelling words in their independent writing. Our teachers explore and investigate the patterns and contradictions of the English language and we encourage that the children do this too.

By adopting a consistent approach to the teaching of spelling, we aim for the children to develop confidence and accuracy when spelling across the curriculum. We understand that people may approach spelling in different ways, therefore we will expose children to and teach a range of strategies. In doing so we aim to:

- Help children recognise that spelling is a valuable, lifelong communication skill.
- Encourage children to take an interest in the morphology and etymology of words.
- Encourage children to have a positive view of themselves as spellers.
- Encourage children to be aware of the reader in their writing.
- Encourage creativity, where children have the confidence to use and spell more challenging and ambitious words.

We do this by:

- Providing equal opportunities for all pupils to achieve success in spelling.
- Teaching the children a range of effective spelling strategies and supporting them in choosing the technique most suitable.
- Enhancing their proof-reading and editing skills.
- Supporting children to use a range of resources to support spelling e.g. dictionaries, accessing Spelling Shed, using displays etc.

Teaching and Learning

In order for children to achieve a high standard of spelling they need to be explicitly taught the knowledge and skills needed. Weekly spelling lessons takes place from Y1 - 6 following the spelling rules and expectations set out in the National Curriculum, using the Rising Stars Scheme. The Rising Stars Spelling scheme is a flexible, rule-based Spelling Curriculum Programme for Years 1-6 that teaches spelling through a mix of fun, investigative activities and hands-on resources. It follows the National Curriculum, teaching a weekly cycle of exploration, rule-based practice, application, and review, rather than just word lists. The scheme supports pupils' progress from phonics, building year-on-year, with extra preparation for SATs in Years 2 and 6.

EYFS

In YR the children follow the ELS Phonics scheme and begin to use the sounds that they have learnt to sound out and spell 2 and 3 letter words. They use a range of resources to encourage word building and spelling, these include magnetic letters, printing letters, alphabet pebbles and writing. Alongside this the children start to read and write trickier common exception words. The ELS Phonics scheme has handwriting books that include letter formation, cvc words and the common exception words for the children to read and write.

KS1 & KS2

From Y1 - 6, discrete spelling lessons take place once a week, where their spelling rule is explored and applied to words, which follow their rule. During these sessions, explicit spelling knowledge is taught and skills are practised. A range of teaching methods are used to ensure we meet the needs of all learners. Following the spelling input, the children will have access to Spelling Shed, in and out of school, to practise their spelling rules. Children will have further opportunity to practise their spellings throughout the week and apply their learnt spelling rules and spellings to their written work. Once a week, the children will have a spelling test of their set spellings, as well as ongoing assessments, within their written work, of applied spelling rules. The teaching and learning of spelling each week consists of:

Weekly Focus: Each week, a specific spelling rule or pattern is introduced.

Variety of Activities: Teachers use various activities to teach and practice the rule, ensuring children explore different ways to spell sounds, for example:

- Look, say, cover, write, check
- Segmentation strategy
- Memorable 'silly sentences'
- Clapping and counting sounds/syllables
- Mnemonics etc... (Appendix 1)

Contextual Learning: Children learn to apply spelling rules within meaningful contexts, helping them to spell new words related to their other school subjects.

Review and Consolidation: Regular review sessions help children consolidate their learning, and one lesson a week is used for consolidation and assessment. Children should have a minimum of one session per week using the SpellingShed App to support their learning, giving them opportunity to practise their spellings.

Parental Engagement: Children are expected to practise their spellings at home with the support of an adult. Parents are provided with half termly overviews (Appendix 2) including spelling rules and words lists. Children have access to the SpellingShed App at home.

Assessment

Weekly spellings and rules are sent home to learn and children are tested in some capacity each week in class. (In younger years, where not appropriate, this will not take the form of weekly testing, instead in context, for example through a dictated sentence or in children's independent writing.) Teachers will feed back to the children through regular written or verbal comments and individual targets may be given when appropriate. Children will also have ongoing assessments, within their written work, of applied spelling rules.

In Years 1-6, children are assessed at the end of each term more formally through spelling tests of which review the words taught throughout the term. Tests are then marked and input

into our online assessment tool and teachers use this data to then inform their planning moving forward throughout the year.

Marking & Editing

At Clare Community Primary School we believe that children should not be inhibited or overly cautious in their approach to spelling as it can restrict their enjoyment and progress in other areas of writing. Therefore, while spelling corrections are included sensitively in the marking of work, these should primarily be high frequency words or previously taught common exception words. See Marking Policy for further details.

In Literacy lessons, when age appropriate, children are encouraged to use a variety of strategies to check their own work and identify words spelt incorrectly. Time is given during writing sessions for the teaching and application of editing. These strategies help children in taking responsibility for their own learning.

Inclusion

Our pupils are taught challenging age-related content and it is our expectation that the vast majority of our pupils will achieve age-related expectations at the end of each year and key stage.

Children with SEND

Where pupils have fallen behind their peers and cannot access age-related content, class teachers will differentiate the spelling curriculum to ensure those pupils are able to progress, succeed and close gaps in their spelling knowledge and skills. If a pupil needs additional support in spelling, the following strategies may be used, with the direction from either the SENDCo or Class Teacher;

- Additional Spelling homework
- Small group spelling work
- Differentiated spelling lists etc...

Monitoring

Impact of this policy will be regularly reviewed as part of the school's ongoing monitoring cycle.

Parental Engagement

We recognise and appreciate the huge part that parents play in their child's progress in spelling and all of our pupils are given a paper copy of half termly overviews that outline their spelling rules and word lists to learn as part of their weekly homework. We encourage children to spend some time each week to practise their spellings further at home, with the support of an adult. Children have the use of the SpellingShed App and teachers set children weekly assignments that include their spellings. If a child is working below the expected standard for their age for spelling, then this list of words will be allocated on Spelling Shed and half termly overviews will also be sent home, via a paper copy, to ensure the child is still being supported at their current level of understanding.

Appendix 1

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

Appendix 2

Example: Half Termly Spelling Overview

Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1
Week 1 Spelling Test on Date:	Week 2 Spelling Test on Date:	Week 3 Spelling Test on Date:	Week 4 Spelling Test on Date:	Week 5 Spelling Test on Date:	Week 6 Spelling Test on Date:	Week 6 Spelling Test on Date:
Rule: Revision of digraphs and segmenting skills for spelling. This week focuses on the revision of digraphs and segmenting skills learned in EYFS.	Rule: Revision of digraphs and segmenting skills for spelling. This week focuses on the revision of digraphs and segmenting skills learned in EYFS.	Rule: Common exception words. This week focuses on words which are not phonetically decodable. Children need to be taught to learn these words in different ways and to become familiar with them by sight.	Rule: /f/, /l/, /s/, /z/ and /k/, as in off, well, miss, buzz, back The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelled as 'ff', 'll', 'ss', 'zz' and 'ck' if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.	Rule: Vowel digraphs 'ar/or', as in car, born. If you can hear the /ar/ sound in a word, it is almost always spelled 'ar'. The most common spelling of the /or/ sound is 'or'.	Rule: Vowel digraph 'ow' and 'ou', as in now, out. When the 'ow' precedes an 'n' or 'l' it is usually spelled 'ow', e.g. town, owl. The common exception word that does not follow this pattern is you and this needs to be explained to the children.	Rule: NO TEST HALF TERM
1. this 2. that 3. path 4. shop 5. maths 6. shut 7. click 8. crack 9. bash 10. lunch	1. match 2. song 3. king 4. sing 5. much 6. clock 7. chop 8. bath 9. smack 10. bang	1. the 2. today 3. they 4. he 5. said 6. she 7. of 8. to 9. says 10. me	1. stuff 2. cliff 3. smell 4. tall 5. press 6. class 7. buzz 8. fuzz 9. luck 10. stick	1. start 2. park 3. sharp 4. far 5. garden 6. for 7. short 8. morning 9. horn 10. sport	1. now 2. how 3. down 4. town 5. cow 6. out 7. about 8. mouth 9. sound 10. round	