Applecroft School



Spelling Policy

Person Responsible:	English Leader(s)
Review Cycle:	Annually
Date of Issue:	September 2026
Review Date:	September 2027

Spelling Policy

1) Introduction:

School Vision:
'To be a positive and inspiring community that nurtures each individual and empowers leaders for life.

School Mission Statement:
'Nurturing Potential, Inspiring Minds, Changing Lives'.

School Values:

- Ambition and Leadership
- Kindness and Supportiveness
- Respect and Honesty
- Determination and Resilience.

2) The Aims and Intent of our Spelling Curriculum:

Our spelling curriculum is designed to enable pupils to be able to spell known and new words by effectively applying the strategies, spelling patterns and rules they learn throughout their time in primary school. We intend for our pupils to leave our setting at Year 6 able to apply their skills and knowledge in their own writing, understanding the spelling patterns, rules and exceptions exemplified in the National Curriculum spelling appendices.

3) General Principles:

Successful communication through writing is dependent on being able to understand what is written. It is therefore important that children have the ability to spell correctly. Poor spelling is likely to inhibit children's writing and affect fluency. Children can only be good spellers if they have a strong understanding of spelling and phonic rules.

At Applecroft we view spelling as a developmental process. Every attempt is made to make spelling a positive experience. We encourage children to delight in words and their meanings. We believe it is important that children receive a consistent approach to spelling, which will support them from class to class. Children will be taught systems and a structure to learn spellings enabling them to become secure spellers for life.

4) Aims:

At Applecroft, we aim to…

1. Foster an atmosphere where children are encouraged to have a positive approach towards spelling and care about the content and presentation of their work.
2. Teach children to look at words with interest.
3. Encourage children to learn how to check their own spelling.
4. Enable children to build up strategies to spell unknown words correctly.
5. Incorporate the teaching objectives of the programmes of study of The English National Curriculum in planning which relates to spelling.

6. To teach spellings with specific reference to our phonics programme, showing continuity and progression from Nursery through to the end of Key Stage 2.

This will be achieved by:

- Following the statutory guidance in the National Curriculum.
- Making effective use of HfL Essential Spelling resources as a whole school approach.
- Making effective use of Little Wandle spelling resources as a whole school approach
- Having a range of resources to support children and develop dictionary skills.
- Providing a print rich environment.
- Differentiating programmes to match specific children's needs and giving extra spelling support or intervention strategies when needed.
- Teaching children to check and edit their work.
- The use of dictations in KS2
- Regular assessment of spelling progress.

5) Learning to Spell:

In KS1, there is an emphasis on using phonics for spelling and the teaching of common exception words (tricky words).

In KS2, spelling is explicitly taught each week through a different spelling pattern or rule. Children are taught to apply a range of strategies including using phonic and graphic knowledge, morphology and etymology and to investigate words within the given spelling focus. A weekly dictation is used to assess progress and provide an opportunity to apply learning.

Home Learning is designed to help children practice, consolidate and apply rules, conventions and strategies which support knowledge of accurate spelling.

6) Overview:

- Spelling taught as part of Little Wandle Phonics in Reception, Year 1 and Autumn Term Year 2 - focus on phonetically plausible spelling
- 'Tricky' words taught at each phase of Little Wandle Phonics
- From Year 2 Autumn 2 Little Wandle Bridge to Spelling programme is taught, progressing to Little Wandle Spelling
- From Year 3 and throughout KS2 HfL Essential Spelling is taught

7) SEND and Additional Support:

Children access the curriculum at the appropriate level, through reasonable adjustments, intervention strategies and appropriate support. Any intensive additional support that is required may take place either during the English session or at other times during the school day. Individual timetables are arranged through consultation between the SENDCO and class teacher. Children will have provision made for their particular needs in terms of school support as appropriate. Where necessary, outside agencies will advise and support learning.

Parents will be kept informed and advised on how to support their child's progress.
For additional information see *SEND Policy.*

8) Resources:

It is important that children are immersed in print of all kinds. Children are encouraged to use age-appropriate dictionaries from year 2 onwards.

Key Stage 2 children will be using dictionaries to check spellings and carry out spelling investigations which challenge them and extend their understanding of specific word patterns and rules. In addition, a weekly spelling home learning helps to consolidate learning in the classroom through investigation and application.

Useful word banks, 'Grow the Code' phonic charts, flash cards and alphabet friezes are displayed and easily accessible in all classrooms.

9) Implementation:

Nursery

- By the end of nursery, children should be able to write some or all of their name and give meanings to their marks as they construct, paint and draw. They will be tuning into sounds by identifying environmental sounds, hearing the initial sounds in words and continuing a rhyming string.
- They will use emergent writing and pre-writing patterns in their early writing e.g. writing a shopping list.

Reception

- Children will link sounds to letters, identifying letters and writing recognisable letters in sequence, such as in their own name, tricky words and CVC words.
- They will be taught to segment sounds in words and to blend sounds in words.
- They will begin to write words by first identifying the sounds heard and then writing the sound with the corresponding grapheme.

Year 1

In year 1 children continue to develop their phonic knowledge and the skills of segmenting and blending in words. They will learn common exception words.

Children will write simple sentences dictated by the teacher that include words using the GPCs and exception words taught so far.

By the end of Year 1 children will have been taught to:

- Spell words containing each of the phonemes already taught.
- Be able to encode the sounds they hear in words.
- Be able to read back words they have spelt.

- Spell some words in contracted form including 'I'm', 'I'll' 'we'll'.
- Use their phonic knowledge when spelling unfamiliar words (i.e. produce phonically plausible spellings).
- Learn to spell common exception words including those from National Curriculum appendix 1 e.g. 'where', 'house', 'said'.
- Spell the days of the week

Year 2

In Year 2 children continue to consolidate their phonemic knowledge and build on the Little Wandle SSP. Children are encouraged to use dictionaries. Common mis-spelt words, spelling patterns and curriculum vocabulary are displayed in classrooms on word walls. Children have a weekly dictation which consists of short sentences that include words and punctuation taught so far.

By the end of Year 2 children will be taught to:

- Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.
- Learn new ways of spelling phonemes for which one or more spellings are already known.
- Learn to spell Y2 common exception words including those from National Curriculum appendix 1 e.g. 'should', 'pretty'.
- Learn to spell more words with contracted forms e.g. 'didn't', 'couldn't'.
- Distinguish between homophones and near- homophones.
- Spell months of the year.
- Use knowledge of root words and affixes to spell words

Year 3

In Year 3, spelling is taught using the HfL Essential Spelling programme. There is a weekly focus and structure to each sequence:

- Revisit, Explain, Use
- Teach, Model, Define
- Identify and address gaps
- Apply Assess and Reflect

Children have a weekly dictation which consists of sentences or short paragraphs based on their learning. Children use dictionaries and wordlists and carry out a range of reinforcement activities including dictations and use of the words in context. Tier 2 and Tier 3 vocabulary and interesting or useful words are displayed in the classroom. Children have regular exposure to and start learning how to spell the words on the Years 3 and 4 English National Curriculum spelling lists.

Year 4
In Year 4, spelling is taught using the HfL Essential Spelling programme. There is a weekly focus and structure to each sequence:

- Revisit, Explain, Use
- Teach, Model, Define
- Identify and address gaps
- Apply Assess and Reflect

Children have a weekly dictation which consists of sentences or short paragraphs based on their learning.

Children are encouraged to attempt spelling independently and use wordlists and dictionaries to support them in their writing. Children are expected to demonstrate accurate spelling in their written work at a level appropriate to their individual learning. Vocabulary is displayed in the classroom. Children have regular exposure to and continue to learn how to spell the words on the Years 3 and 4 English National Curriculum spelling lists.

Year 5
In Year 5, spelling is taught using the HfL Essential Spelling programme. There is a weekly focus and structure to each sequence:

- Revisit, Explain, Use
- Teach, Model, Define
- Identify and address gaps
- Apply Assess and Reflect.

This is reinforced through a home learning assignment, which may include investigation, application or a word list. Children have a weekly dictation which consists of a short paragraph based on their learning. Children are encouraged to attempt spelling independently and use wordlists and dictionaries to support them in their writing. Children are expected to demonstrate accurate spelling in their written work at a level appropriate to their individual learning. Children continue to learn/revise words on the Year 3 and 4 spelling list and begin to learn words of the Year 5 and 6 spelling list.

Year 6
In Year 6, spelling is taught using the HfL Essential Spelling programme. There is a weekly focus and structure to each sequence:

- Revisit, Explain, Use
- Teach, Model, Define
- Identify and address gaps
- Apply Assess and Reflect.

This is reinforced through a home learning assignment, which may include investigation, application or a word list. Children have a weekly dictation which consists of a short paragraph based on their learning.

Children are encouraged to attempt spelling independently and use wordlists and dictionaries to support them in their writing. Children are expected to demonstrate accurate spelling in their written work at a level appropriate to their individual learning. Children are also expected to be able to extend their application of spelling rules and investigate word patterns, origins of words, new words and their definitions, and use new words in context. Children carry out spelling investigations each week. Children continue to learn/revise the words on the Years 3 and 4 English National Curriculum spelling lists. Children have regular exposure to and learn how to spell the words on the Years 5 and 6 English National Curriculum spelling lists as part of their learning in English lessons.

10) Assessment:

Spelling in the context of writing across the curriculum is monitored and feedback is given. Inaccurate spellings are highlighted with regard to both individual's spelling ability and age-related expectations. In KS1 spelling is assessed during phonics lessons. From Spring 1 in Y2, spellings are assessed half termly and progress monitored until children complete the Little Wandle spelling program.

Formal standardised tests:

Y2 KS1 SPAG - May (non-statutory)
Y6 KS2 SPAG - May.

11) Monitoring and Evaluating:

Questions to be considered while monitoring and evaluating:

- What strategies does the child use to aid them in the learning and recollection of words?
- Do children use their phonemic knowledge to attempt spellings?
- Do children use their knowledge of root words and affixes to attempt spellings?
- Are children aware of certain common spelling patterns and phonic rules?
- Is the child consolidating learning at home?
- Are they getting adequate support with spelling?
- Are they transferring the spellings that they are learning to their written work?