

Spelling Policy

Billinghay Church of England Primary School

September 2026

Rationale

At Billinghay Church of England Primary School, we believe that accurate spelling is an essential component of literacy. Secure spelling enables children to communicate effectively, supports fluent writing and allows them to focus on composition and creativity rather than transcription.

We recognise that children develop spelling knowledge progressively. Effective spelling instruction combines the teaching of phonics, morphology, orthography and etymology with regular opportunities for retrieval, rehearsal and application in authentic writing contexts.

Our spelling curriculum is designed to provide a clear progression from early phonics teaching through to increasingly sophisticated spelling knowledge in Key Stage 2, ensuring that all pupils develop confidence and competence as writers.

Intent

Our spelling curriculum aims to:

- Develop secure phonic knowledge as the foundation for spelling.
 - Ensure pupils understand how sounds, letter patterns and word structures work together.
 - Teach the statutory spelling requirements of the National Curriculum.
 - Develop pupils' understanding of spelling patterns, rules, conventions and exceptions.
 - Foster curiosity about words and language.
 - Provide frequent opportunities for retrieval and sustained practice.
 - Enable pupils to apply spelling knowledge accurately within independent writing.
 - Support all learners through adaptive teaching and targeted intervention where required.
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Implementation

Early Years Foundation Stage and Year 1

Spelling begins through the systematic teaching of phonics using the **Little Wandle Letters and Sounds Revised** programme.

Children are taught to:

- Hear and identify phonemes.
- Recognise grapheme-phoneme correspondences.
- Blend sounds for reading.
- Segment words for spelling.
- Apply phonics knowledge when writing independently.

Daily phonics lessons follow the Little Wandle progression and include opportunities for spelling through dictation and sentence writing. Children are encouraged to use their growing phonic knowledge to make plausible spelling choices when writing.

Assessment and intervention are delivered in line with the Little Wandle programme to ensure pupils keep up rather than catch up.

Year 2: Bridging from Phonics to Spelling

In Year 2, spelling teaching builds upon children's phonics knowledge and gradually introduces wider spelling concepts.

Teaching focuses on:

- National Curriculum Year 2 spelling objectives.
- Alternative graphemes and pronunciations.
- Common exception words.
- Prefixes and suffixes.
- The relationship between sounds and spelling patterns.

Children continue to use phonics as a primary strategy whilst being introduced to more complex spelling conventions.

Explicit teaching is followed by opportunities for practice, retrieval and application within reading and writing lessons.

Key Stage 2 (Years 3-6)

From Year 3 onwards, spelling coverage is planned using the **Spelling Seeds** programme from **The Literacy Tree**.

Spelling Seeds provides structured teaching of:

- National Curriculum spelling objectives.
- Spelling rules and conventions.
- Morphological understanding (roots, prefixes and suffixes).
- Etymological awareness.
- Word investigations.
- Pattern recognition and word sorting activities.

Weekly teaching begins with an investigation linked to the focus spelling pattern, rule or convention. Pupils are encouraged to explore, discuss and identify patterns and make generalisations about spelling.

This learning is then consolidated through regular, repeated practice across the week.

Daily Practice and Retrieval

Following explicit teaching, pupils engage in regular opportunities to revisit and rehearse spelling knowledge.

Practice includes:

- Recalling spellings of previously studied words
- Focussing on 2 or 3 specific words daily, looking at how they look, sound, are written or morphological and etymology aspects.
- Dictation activities or Sentence correction tasks.
- Application into writing.

These activities are designed to secure knowledge in long-term memory and support accurate application within independent writing.

Spelling practice takes place little and often throughout the week, rather than relying solely on a single weekly spelling lesson.

Application in Writing

We believe spelling is most effectively learned when applied within meaningful contexts.

Pupils are encouraged to:

- Apply taught spelling patterns within their independent writing.
- Edit and proofread their work.
- Identify and correct spelling errors.
- Use classroom resources appropriately.
- Develop increasing independence as spellers.

Teachers explicitly model spelling strategies during shared and guided writing sessions.

Assessment

Assessment is ongoing and informs future teaching.

Teachers assess spelling through:

- Daily classroom practice.
- Dictation activities.
- Observation during writing.
- Independent writing outcomes.

Assessment is used to identify misconceptions, inform adaptation and provide targeted support where needed.

Inclusion

All pupils are entitled to access high-quality spelling provision.

Teachers support pupils by:

- Providing adaptive teaching approaches.
- Using scaffolds and visual supports where appropriate.
- Revisiting previously taught content.

For some pupils, personalised spelling targets and additional practice may be necessary to support progress.

Monitoring and Evaluation

The English Leader monitors the implementation and impact of the spelling curriculum through:

- Pupil voice.
- Lesson visits.
- Book scrutiny.
- Assessment analysis.
- Planning reviews.
- Professional dialogue with staff.

Findings are used to celebrate strengths and identify areas for further development.

Impact

By the time pupils leave Billingham Church of England Primary School, they will:

- Demonstrate increasing accuracy and confidence in spelling.
 - Apply spelling knowledge effectively across the curriculum.
 - Understand how words are constructed.
 - Use spelling strategies independently.
 - Edit and improve their own writing.
 - Meet the expectations of the National Curriculum and be well prepared for the next stage of education.
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