



Unlocking Every Child's Potential as a Unique
Child of God

Spelling Policy

Autumn 2026

Agreed by staff: June 2026

Ratified by Governing Body: June 2026

Review Date: June 2029

1. Vision and Rationale

At our school, we are committed to “Unlocking every child’s potential as a unique child of God.” We believe every child is capable of becoming a confident, fluent writer, and accurate spelling is a key part of this journey.

We aim to nurture pupils as individuals, recognising their unique strengths and needs, while providing a high-quality, inclusive and ambitious spelling curriculum that enables all learners to thrive and succeed.

Spelling is taught systematically using evidence-based approaches to ensure pupils develop the knowledge and skills needed to communicate clearly and confidently across the curriculum.

2. Aims

- To enable all pupils to become confident, accurate spellers
- To provide a broad, balanced and ambitious spelling curriculum
- To ensure progression and consistency across all year groups
- To support pupils in applying spelling skills independently in writing
- To meet the needs of every learner, ensuring all can reach their God-given potential

3. Curriculum Intent, Implementation and Impact

Intent

Our spelling curriculum is designed to:

- Build progressively from phonics to fluent spelling
- Provide systematic, structured teaching
- Develop pupils’ understanding of phonology, morphology and etymology
- Ensure pupils can apply spelling knowledge across the curriculum

Implementation

EYFS – Year 2: Little Wandle Letters and Sounds Revised

- Daily, high-quality phonics teaching
- Focus on grapheme-phoneme correspondence and segmenting
- Use of decodable words and texts
- Year 2 follows Bridge to Spelling, supporting transition to rule-based spelling

This ensures:

- Strong foundations in early reading and spelling
- Consistency of approach across the phase
- Clear progression from sounds to written accuracy

Year 3 – Year 6: HFL Education Spelling Scheme

- Structured weekly teaching units
- Focus on:
 - Spelling rules and patterns
 - Morphology (prefixes, suffixes, root words)
 - Etymology (word origins)
- Investigation-based learning to deepen understanding
- Regular opportunities for application in writing

This ensures:

- Cumulative knowledge building
- Deeper understanding beyond memorisation
- Strong links between spelling, vocabulary and writing

Impact

Pupils will:

- Spell with increasing accuracy and confidence
- Apply spelling knowledge independently across the curriculum
- Demonstrate progression from phonics to advanced spelling strategies
- Be well-prepared for the next stage of education

4. Teaching Principles (Whole School)

- Spelling is taught explicitly, systematically and consistently
- Teachers model and explain strategies clearly
- Learning builds on prior knowledge
- Regular opportunities are provided to:
 - Practice
 - Apply

- Review
- High expectations are maintained for all pupils

5. Inclusion and Equality

In line with our vision, we recognise that each child is unique. We:

- Adapt teaching to meet individual needs
- Provide targeted support for pupils with SEND where needed
- Use inclusive, multi-sensory approaches where appropriate
- Ensure all pupils can access the curriculum and experience success

6. Application Across the Curriculum

- Spelling is embedded across all subjects
- Pupils are encouraged to apply their spelling knowledge in all writing and to use strategies such as sounding out words to support their spelling
- Editing and proofreading skills are explicitly taught
- Teachers provide feedback that supports improvement and independence

7. Assessment

Assessment is ongoing and purposeful, supporting teaching and learning:

EYFS – Year 2

- Formative assessment through Little Wandle
- Phonics assessments and dictation
- Monitoring of application in writing

Year 3 – Year 6

- Regular assessments linked to HFL units
- Teacher assessment through written work
- Focus on both accuracy and application

Assessment informs:

- Planning and teaching
- Intervention and support
- Curriculum development

8. Home Learning

- Spelling learning may be supported at home through:
 - Practice of spelling patterns
 - Reinforcement of taught strategies
- Parents are encouraged to support learning in ways that build confidence and independence

9. Leadership, Monitoring and Quality Assurance

The subject leader ensures high-quality provision through:

- Monitoring teaching and learning
- Reviewing pupil outcomes
- Ensuring consistency across the school
- Providing CPD for staff
- Curriculum quality
- Consistency of teaching
- Pupil progress and attainment

10. Review

This policy will be reviewed regularly to reflect:

- Current research and best practice
- School priorities
- Pupil outcomes