



SPELLING POLICY



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Our Mission Statement

We are a caring, village school which promotes Christian values, where each child receives a high standard of education that is broad, challenging, exciting and encourages creative thinking. We encourage every learner to be the best they can be, to reflect and plan the next steps in their learning journey, demonstrating a respect towards others and contributing to the communities of which they are a part.

Our Vision

Our vision is to nurture unique individuals who are outstanding learners, demonstrating wisdom, responsibility and kindness within their communities. Using the Good Samaritan as our role model, we know that loving others as we would like to be loved is upmost for happy, healthy lives.

Values

Wise - we think wisely and are committed to learning. We relish and retain knowledge and value high standards. We have high expectations, high aspirations and enjoy challenge. Like the wise man who built his house upon the rocks (Matthew 7), we think creatively and use learning to make good decisions. We have firm foundations for our lives.

Responsible – we are responsible for ourselves – our well-being, our behaviour and our learning. We strive to be the best people we can be and the best person for others. We have a responsibility to others inside and out of school and at times need to be patient, tolerant and courageous in demonstrating this. As Noah had to step up when God asked him to, so must we. We are a school family whose strength is in our ability to work together. We know that perseverance and hard work will bring reward and that resilience is about coping with challenges positively.

Kind - we are kind. Through support, nurture and understanding we all flourish. Each one of us is unique – on the outside and inside. We value diversity and respect difference. There are hundreds and thousands, millions of us but God knows everyone and God knows me!

Curriculum Intent

Our curriculum is designed around our Christian values. Each term, we focus on 2 values across the school and develop a working understanding of them through our choice of texts and foundation subject learning, embedding reading and maths at the core. Our approach is to deliver learning which excites and inspires, provides opportunity for recap and challenge, raises questions for debate, develops learners' confidence and enables independent learning to flourish. High standards, collaboration and valuing individuals' well-being is at the heart of this process. We believe that how we teach is as important as what we teach and that enrichment experiences are an entitlement. We want our curriculum to enable our children to be wise, responsible and kind in line with our school core values.

Writing and Spelling Intent

At Buckland, we want children to become confident, enthusiastic and increasingly independent writers who can communicate their ideas clearly for a range of purposes and audiences. We recognise that secure spelling is an essential part of this and that children need both the confidence to compose freely and the knowledge and skills to write accurately.

From the earliest stages, children are taught to use their developing phonics knowledge to segment and spell words. As they progress through the school, they build on these foundations through explicit teaching of spelling patterns, rules and conventions, alongside opportunities to explore the structure and origins of words.

We have high expectations for accuracy and want spelling knowledge to become increasingly secure and automatic, allowing children to focus more fully on the content and composition of their writing. Children are taught to apply their spelling knowledge within independent writing, to identify and correct errors when editing, and to develop strategies for checking unfamiliar words.

Where children require additional support, this is identified promptly and targeted teaching is provided so that all pupils can make progress and develop confidence as writers.

Aims

We aim to:

- develop confident and increasingly independent spellers;
- ensure children develop secure phonics knowledge and use this effectively to segment and spell words;
- teach spelling patterns, rules and conventions systematically and progressively;
- develop children's understanding of word structure, including morphology and etymology, where appropriate;
- enable children to apply their spelling knowledge accurately within independent writing across the curriculum;
- develop children's ability to identify, check and correct spelling errors as part of the editing process;
- encourage children to use appropriate strategies and resources independently when spelling unfamiliar words;
- identify gaps in spelling knowledge promptly and provide targeted support where needed;
- develop increasing accuracy and automaticity in spelling so that children can devote greater attention to the composition and content of their writing.

Teaching approaches/ Implementation

Reception

We use the Read Write Inc. (RWI) scheme to introduce letter sounds, names and shapes to children. In the early stages, our approach is practical and includes multi-sensory and kinaesthetic experiences, which are reinforced across the curriculum. As children become more familiar with individual sounds, they begin to understand

how words can be built by combining grapheme-phoneme correspondences (GPCs).

Children are encouraged to write through a range of activities, with opportunities to develop their literacy skills across the curriculum. Through RWI, children learn to read and spell words using their developing phonics knowledge. They are also introduced to Red Words – words that contain a part that cannot be decoded using the phonics children have been taught. Children use their phonics knowledge to read and spell the decodable parts of these words while learning the 'tricky' part. Children encounter these words regularly through their RWI lessons, reading and writing, helping them to become increasingly confident in recognising and spelling them.

As children progress through Reception, they are given increasing opportunities to practise spelling words using their phonics knowledge and to practise the Red Words they have been taught. This provides a strong foundation for the continued development of spelling in Year 1.

Key Stage 1

Year 1

In Year 1, this work continues with a focus on ensuring that children can consistently spell the Red Words they have learnt in Reception, alongside new Red Words introduced through phonics lessons. Children also learn the statutory spellings from the National Curriculum, which are covered through the RWI scheme. Children have a daily systematic phonics lesson, where reading and spelling are closely linked through activities in their phonics writing books.

Each week, children take home a set of six spellings, comprising a combination of common exception words and phonics words. These are checked informally rather than through a formal spelling test, for example as part of a game. If children are not yet secure with particular spellings, these will be sent home again for further practice. Ideas to support parents with practising spellings at home are shared at the beginning of the autumn term.

Year 2

During the autumn term in Year 2, children continue to develop secure spelling of Red Words, including the first 100 High Frequency Words. Children who are confident with these spellings move on to the next 200 High Frequency Words (HFWs).

At the beginning of Year 2, children are assessed on their knowledge of common exception words and HFW spellings to provide a baseline. This enables spelling practice to be highly personalised, with children working on the words they specifically need to secure. This continues throughout the autumn term.

Each week, children take home a list of six targeted spellings, which are checked informally. After Christmas, children who are ready begin the Spelling Shed scheme, which covers the National Curriculum spelling requirements for Year 2 (see KS2 for further information about Spelling Shed).

Spelling within writing

Throughout KS1, children are supported in their writing through the use of word and phoneme mats, helping them to apply their phonics and spelling knowledge independently. This supports children not only to spell high-frequency words accurately, but also to build unfamiliar words so that gaps in spelling knowledge do not inhibit the development of confident writing.

RWI language and strategies are used consistently when teaching spelling. For example, children are taught to 'pinch the sounds' when segmenting a word, identifying the sounds they need before writing the letters that represent each sound.

Spelling and handwriting are also addressed within children's everyday writing. Adults consistently pick up letters that are formed incorrectly and ensure that letters are sitting correctly on the line. Teachers identify one spelling error from each piece of writing for the child to practise. This ensures that errors are addressed promptly and gives children an opportunity to learn the correct spelling before mistakes become habitual.

Key Stage 2

In Lower Key Stage 2, children who need continued support to secure Red Words and High Frequency Words (HFWs) complete daily precision spelling as part of their morning work.

Children across KS2 use the Spelling Shed scheme, which covers the statutory spellings from the National Curriculum. In LKS2, phonics knowledge continues to underpin children's understanding of spelling. This includes exploring alternative spelling patterns for GPCs, with the language and strategies used in RWI continuing to play an important role in developing children's spelling knowledge.

A weekly spelling lesson teaches spelling through a range of activities and develops children's understanding of the relationship between meaning and spelling. At different points, children explore etymology (the origin of words), morphology (the structure of words, including root words, prefixes and suffixes) and orthography (the patterns of letters used to represent spoken sounds). This takes place through direct teaching, discussion, games and investigations, helping children to develop increasingly secure knowledge of English spelling.

Weekly spellings are practised through the interactive Spelling Shed programme, where children can learn their spellings through a range of activities and games, including creating 'hives' where they can compete against one another. Spellings are also sent home on weekly word lists and are accessible on the school website through the class pages. Spellings are checked informally each week; this may involve checking all of the words or a selection chosen at random by the teacher. Children also take part in Word of the Day, which supports the learning of specific irregular spellings from the National Curriculum as well as topic-specific vocabulary. Words of the Day are displayed on the maths and English working walls.

Spelling within writing

Feedback is used to identify spellings that individual children need to target. Teachers identify key spelling errors and write the correct spelling in the margin or underneath the child's work. In Sycamore, two spellings are identified from each piece of writing, increasing to three spellings in Oak.

These spellings are recorded in children's red spelling logbooks, which remain with them from Year 3 through to Year 6. Children take increasing responsibility for maintaining and referring to their spelling logbooks when writing, helping them to learn from previous errors and apply correct spellings independently.

Older children also use dictionaries and iPads to check and correct key words identified by teachers or through peer feedback. As part of the editing process, children are encouraged to check their own writing and identify words that may have been spelt incorrectly. These strategies are in line with our assessment approach and support children in taking increasing responsibility for their own learning.

Assessment and Impact

Assessment of spelling is ongoing and forms part of everyday teaching. Teachers assess children's spelling through their responses during explicit spelling and phonics teaching, spelling activities and, importantly, their ability to apply taught knowledge accurately within independent writing.

In KS2, the Helen Arkell spelling assessment is used at identified points during the year to provide additional information about pupils' attainment and progress. Assessment information, alongside teachers' knowledge of children's spelling within their writing, is used to identify misconceptions, inform future teaching and identify pupils who may require additional support.

Feedback is given at the point of learning wherever possible so that misconceptions can be addressed quickly. Children are increasingly encouraged to identify and correct spelling errors independently when editing and refining their writing.

Where pupils are not making expected progress, appropriate targeted support is put in place. This may include precision spelling or other structured approaches appropriate to the individual child's needs.

The impact of our spelling provision is seen in children's increasing accuracy, confidence and independence and, crucially, in their ability to apply their spelling knowledge within their writing across the curriculum.

Inclusion

All children are supported to develop confidence and accuracy in spelling. Where children require additional support, teaching is adapted according to individual need and appropriate targets may be identified within their SEND support plans.

Precision teaching and multi-sensory approaches are used where appropriate, with short, achievable targets that enable children to experience success and make progress. Additional support may take place within the classroom or through planned individual or small-group intervention, depending on need.

Teachers draw on appropriate dyslexia-friendly strategies, including multi-sensory approaches. Learning may be reinforced through hearing and saying words, writing, tracing, air writing, word processing and developing a visual representation of words. Regular assessment enables teachers to monitor progress and adapt support accordingly.

Monitoring

The English subject leader supports teachers and monitors the implementation and impact of spelling provision across the school. This includes appropriate scrutiny of pupils' work, discussions with pupils and staff, analysis of assessment information and classroom visits.

Monitoring considers both children's knowledge of taught spelling patterns and words and their ability to apply this knowledge accurately within independent writing. It is used to identify strengths, ensure consistency across the school and inform priorities for further development.