



St. Patrick's Catholic Primary School

Spelling Policy

Written by	Approved by	Written	Reviewed
Senior leadership team	LGB	April 2024	September 2026



National Curriculum

“The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.”

INTENT

Our aims are:

To ensure pupils are able to write confidently and accurately

To equip pupils with a range of strategies for learning spellings and be able to use these when spelling words in independent writing

To allow pupils to have an understanding of the English language through exploration of words and their origins.

To give pupils phonics skills which they can effectively use for segmenting when spelling

IMPLEMENTATION

Foundation stage

In foundation stage spellings are taught through the Little Wandle Letters and Sounds phonics programme and focus on phoneme to grapheme correspondence. Alongside this, pupils are also taught to read and spell tricky words which are not phonetically decodable. Phonics lessons are taught daily and provide an element of writing during every lesson.

Year 1



Spellings are taught using the Little Wandle Letters and Sounds phonics programme. Pupils have daily lessons which include an element of writing within them. Alongside being taught phoneme, grapheme correspondence and being taught to segment for spelling, pupils are also introduced to tricky words which are not phonetically decodable and need to be learnt. Pupils are additionally taught the National curriculum spelling patterns through English lessons.

Year 2

In year 2 pupils follow the Little Wandle Spelling programme. This programme combines recapping phoneme, grapheme correspondence as well as tricky words and spellings patterns. Pupils have a daily spelling lessons and spellings are sent home to learn as homework. Pupils are expected to apply the spellings they have been taught in independent writing and staff monitor and correct these in work.

Year 3 – Year 6

From Year 3 to Year 6 the spelling shed programme of study is followed. This combines spelling patterns and morphology and teaches a wide range of ways to learn the spelling of words. Pupils are introduced to a new spelling pattern on a weekly basis during a spelling lesson and these are then practised throughout the week and sent home to learn. Pupils are expected to learn these spelling patterns and apply these during independent writing. Staff will correct spellings that have been taught in writing.

Pupils needing extra support

Additional support for spelling is provided through provision teaching or SNIP literacy programme.

IMPACT

The impact of teaching spelling is monitored through the application of spelling words during independent writing. Spelling accuracy impacts the overall writing assessments which are completed summative at the end of the Advent term and Pentecost term and input on O'track.

The writing leader is responsible for:

- Ensuring this policy is successfully implemented
- Being available to support staff with spelling
- Regularly conducting book looks, learning walks and pupil interviews to monitor spelling across school
- Provide feedback to staff following monitoring
- Provide updates to link governors
- Identify developments with the subject area

