

Diocese of Nottingham
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The Our Lady of Lourdes Catholic Trust

St Philip Neri with St Bede Catholic Voluntary Academy
Policy Document



Spelling

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SPELLING POLICY

Context

At St. Philip Neri with St. Bede Catholic Primary Academy, we encourage our pupils to think and write creatively, be adventurous with their use of language and to write with clear purpose and for pleasure. In order for these aims to be realised, it is essential that our pupils learn to spell accurately. Children who can spell feel confident and are able to write with enjoyment. We want our pupils to be equipped with a range of strategies for learning spelling and to be able to apply their strategies when spelling words in their independent writing. We aim that our pupils enjoy exploring and investigating the patterns and contradictions of the English language and we encourage them to take delight in what they discover.

Intent

At St Philip Neri with St Bede, we believe that all our children can become fluent, confident and competent spellers. We encourage our pupils to think and write creatively, be adventurous with their use of language and to write with clear purpose and for pleasure. In order to achieve these aims, it is essential that our pupils develop the knowledge and skills required to spell accurately. We want our pupils to be equipped with both the understanding and a range of strategies for learning spelling, and to be able to apply these strategies effectively when spelling words in their writing.

To ensure this happens, we use the Ready Steady Spell resource. This is a systematic spelling programme that covers all National Curriculum objectives in a cyclical and structured way.

The progression document systematically develops children's understanding of morphological and phonological spelling knowledge and rules, as appropriate to their stage of learning. It builds on prior knowledge in an incremental and structured manner as pupils move through the school. Children are also taught a range of engaging and interactive strategies to support the recall of spellings and to help embed them into their long-term working memory.

Ready Steady Spell further supports transition into Year 6 through the use of spelling journals, encouraging pupils to identify their own misspellings and by explicitly teaching editing skills during the second term of Year 6.

We have a skilled English Leads in our school who are responsible for **Ready Steady Spell**, monitoring and supporting the practice and ensuring the high-quality teaching of the programme.

Implementation

How is Spelling taught in Foundation Stage?

In Foundation Stage, spellings taught are always linked to phonics, focusing on the phoneme to grapheme correlation. Children's reading books are matched to the letters and sounds being taught to reinforce learning. These reading books are sent home to enable parents to support pupils with their reading. Across Foundation Stage, a 'Tricky word Thursday' is held weekly where spellings are not linked to phonics but are instead linked to high frequency words, which are not phonetically decodable. Spellings are not sent home to be practised.

How is Spelling taught in Year 1?

Spellings taught are linked to the daily phonics lesson. Each week, 5 spellings are sent home to be practised: 4 of these are phonetically plausible and linked to the letters and sounds being taught that week, the other is a tricky word taken from the Year 1 Spelling List in Appendix A of the National Curriculum. A Spelling Test is then conducted (*See Appendix 1*). The results of these tests are monitored and tracked by the class teachers. Where children do not appear to be spelling words successfully in their weekly tests, this is investigated and where appropriate, intervention programmes may be delivered to address any misconceptions. Additionally, if pupils do not appear to make the expected progress in their phonics lessons, they may receive intervention to diminish the difference. Further to this, the Statutory Requirements of Spelling for Year 1, which are not phonics based, are delivered as part of the daily English lesson. For example, adding s and es to words, adding the endings *-ing*, *-ed* and *-er* to verbs where no change is needed to the root word etc.

How is Spelling taught in Year 2?

Spelling continues to be linked to phonics until assessments confirm that pupils demonstrate a complete understanding of the Little Wandle letters and sounds programme. Children will still take part in the daily Ready, Steady, Spell lesson in addition to this as outlined below. If phonics has not been mastered by Year 3, this will be developed in small groups as part of an intervention programme.

To fulfill the Statutory Requirements for Spelling from Year 2 to Year 6 as outlined in the National Curriculum, teachers use the scheme, Ready, Steady, Spell.

Year 2

Daily Lessons

- Spelling is taught daily, for 20 mins. We begin this the first week of term.
- The programme includes a review session every Friday, alongside ongoing formative assessment and dedicated assessment weeks, enabling us to monitor the progress our children are making and identify any additional teaching needed to support their early success.
- The daily sessions include a clear 4-part lesson, Revisit/Revise, Teach, Practise and Apply and cover CEW's, strategies to support remembering the spellings, teaching of rules where appropriate and application into writing.

- We follow the **Ready Steady Spell** progression document through Year 2 which covers all the National Curriculum (2014) expectations and clearly sets out what is to be taught and when.
- The objectives are returned to within and across year group three times to ensure that spellings are embedded.
- We have a weekly spelling test. This is in addition to the lesson. The spellings are set out within the programme and are based upon what has already been taught and CEW's for the week. Children will not be asked to spell words they have not previously been taught and exposed to.
 - We send home parent sheets weekly which provide the words for the spelling tests and the strategies that have been suggested to support their learning. These will be discussed, explained and shared with parents so that home school links can be developed and so that parents are clear on the best ways to support their child(ren) in embedding spellings.

Years 3 -6

Lessons

- Spelling is taught 3 times per week. This begins in the first week of the Autumn term.
- The programme includes a review session every Friday, alongside ongoing formative assessment and dedicated assessment weeks, enabling us to monitor the progress our children are making and identify any additional teaching needed to support their early success.
- The daily sessions include a clear 4-part lesson, Revisit/Revise, Teach, Practise and Apply and cover Statutory Word List words, strategies to support remembering the spellings, teaching of rules where appropriate and application into writing.
- In Pentecost 2 for Year 4, and Lent 1 and 2 and Pentecost 1 terms for Year 6, revision weeks are built into Ready Steady Spell which link directly to the end of KS2 content domains.
- In Year 6 Pentecost 2 term, Ready Steady Spell provides support for transition and children identifying their own misspellings, using spelling journals, editing writing etc.
- We follow the **Ready Steady Spell** progression document through Years 3 - 6 which covers all the National Curriculum (2014) expectations and clearly sets out what is to be taught and when.
- The objectives are returned to within and across year group three times to ensure that spellings are embedded.
- We have a weekly spelling test at the end of each week. This is in addition to the lesson. The spellings are set out within the programme and are based upon what has already been taught and Statutory Word List Words for the week. Children will not be asked to spell words they have not previously been taught and exposed to.
- We send home weekly spellings that include the words for the spelling test and suggested strategies to support learning. These strategies are explained and practised in school, then shared to strengthen home-school links and ensure parents/ carers are clear on how best to support their child in embedding spellings.

Ready Steady Spell: Go

- Any child who is identified as requiring additional support will receive immediate intervention through the **Ready Steady Spell: Go** sessions. These are in addition to their **Ready Steady Spell** lesson.
- The sessions are no more than 15 mins long and happen daily.
- The sessions use the same procedures, resources and materials as **Ready Steady Spell** but with more repetition and scaffolding with a fully trained adult.
- Children with common and specific difficulties are taught in small groups/1:1 using the **Ready Steady Spell: Go** materials.

Impact

To measure the impact of the teaching of spelling, teachers in Foundation Stage and Key Stage 1 use *PhonicsTracker* to carefully track and analyse children's phonetical achievement. This tracking and analysis then informs next steps whereby pupils may receive 1:1 or small group support to keep up with their peers.

For pupils in Year 2 – Year 6:

Assessment

Formative

- Daily formative assessment is built into the **Ready Steady Spell** teaching sequence, and the workbooks have a dedicated, daily opportunity to record formative assessment to be reinforced in the **Ready Steady Spell: Go** sessions.
- The weekly Friday session allows opportunities to review and identify gaps in learning that will then be addressed in the **Ready Steady Spell: Go** additional sessions.
- Ongoing observations of children during the spelling lesson to inform gaps in learning and broader application of skills and knowledge across the curriculum.

Summative

- Regular five or six weekly assessments take place as identified in the **Ready Steady Spell** progression document. These weeks will be used to assess progress and identify children who need further group/individual support.
- The assessments will be shared with the English Lead/Assessment Lead/SLT to narrow attainment gaps between different groups of children, with a focus on the bottom 20%.

Appendix 1: What does the weekly Spelling test look like?

Teachers or TAs will administer the weekly Spelling Test. These tests typically take no more than 10 minutes and children will usually be asked to spell 10 words (5 in Year 1). To support children's understanding of the words being spelt, they are presented as part of a sentence in context.

The test will be conducted using the format below:

1. Give the spelling number.
2. Say: The word is...
3. Read the word as part of a sentence in context.
4. Repeat: The word is...

Example:

1. Spelling 1.
2. The word is **creature**.
3. The dragon is an imaginary **creature**.
4. The word is **creature**.

Adults administering the test must take care not to overemphasise spelling when reading out the words.