



Spelling Policy

Review September 2024

The emphasis is on the teaching of spelling rather than testing of spelling. We consider the ability to be able to spell correctly is an essential life skill. It is a developmental process of learning to apply different strategies appropriately. Spellings lists are in line with the National Curriculum requirements.

Aims and objectives

- Encourage all children to be confident in spelling.
- Know and use a variety of strategies to learn spelling skills.

Nursery and Reception

Children learn spellings through Letter and Sounds and they are given the 100 high frequency words to spell.

Years 1-6

Children and Parents are provided with the Spelling Overview for each term at the beginning of the term so that they can practise at home. Children are encouraged to look up definitions for new words in a dictionary.

Each week, a session on spelling strategies is delivered for the spellings children have to learn for the following week's spelling test.

Children, who are new to English, SEN children and Children working below age related expectations

Children will be explicitly taught high frequency words and common exception words in their Literacy units at appropriate stages during the academic year.

They work from the same list of spellings as their peers so they don't fall behind or miss statutory spellings from the NC as they progress through school. Key spellings have been selected for them and they are required to secure these spellings each week. However, they will not be restricted from accessing the rest of the spellings if they are able to or would like to learn them too.

Monitoring and evaluation

- Children are informed of spelling tests prior to the tests.
- Class Teacher keeps a record of spelling results.
- Children revisit spellings they haven't secured through creating a personalised spelling list which is practised through spelling clubs, morning spelling tasks or additional spelling classes.

