

Potterhanworth CE Primary School

Spelling policy



Our Potterhanworth Church School Vision is inspired by Jesus' offer of 'life in all its fullness' (John 10 v10).

We believe that 'life in all its fullness' is about living a life full of opportunities, excitement, learning and respect for **ALL**.

We work together to encourage **ALL** our children to become advocates of justice and peace. We support our school community to look beyond its horizons, encourage a positive outlook on life and to overcome any challenges we may face.

Our fulfilment is achieved by creating an environment where **ALL** our children can thrive and blossom as we nurture them in their growth and journey through life.

Respect, Trust, Commitment, Fairness, Friendship, Responsibility

Policy Approved on : 26th November 2025

Signed on Governor Hub

Policy Review Date : November 2028

Introduction

National Curriculum:

As a Local Authority Maintained School we follow the 2014 National Curriculum. Spelling is a core subject as part of English in the 2014 National Curriculum.

Spelling Intent

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At the Potterhanworth we aim for all children to be confident spellers who are able to rely on their phonological knowledge, spelling rules and exceptions, and be able to transfer their spelling skills across the curriculum and within their everyday lives.

Using the Spelling Shed framework we build children's spelling knowledge in a progressive, coherent way; building on previous learning. We encourage children to attempt words for themselves using a range of strategies and enable them to edit their spelling appropriately, recognising and improving mis-spellings. When marking, spellings are identified by teachers and support staff using an agreed code and children practise spelling corrections as part of their response to marked work.

Children are given lots of opportunity to use their spelling skills writing in English lessons and across the wider curriculum. Children who find spelling more challenging will receive additional support to ensure they make progress from their own starting points.

Sometimes this means persevering with phonics into Key Stage Two. Key word banks, high frequency words, dictionaries (including ACE dictionaries) and topic related vocabulary resources scaffold children as necessary.

Spelling Aims:

In Spelling we aim:

- To meet the spelling expectations of the National Curriculum 2014 through the Read, Write Inc. Spelling scheme
- To raise standards in spelling across the school.
- To provide consistency and progression in the teaching of spelling through the use of the spelling scheme, Spelling Shed.
- To help support children to enable them to be more confident at spelling
- To teach children the rules of spelling to enable them to spell confidently
- For the children to develop confidence and accuracy when spelling across the curriculum
- To develop and teach the children to use a range of effective spelling strategies

- To enable children to write independently and enhance proof reading and editing skills
- To encourage children to identify patterns in words and spellings
- To promote a positive and confident attitude towards spelling
- To help children to use a range of dictionaries and spell checks effectively
- To help children recognise that spelling is a lifelong skill

Subject Leadership:

Spelling has an English subject leader who is responsible for:

- Overall curriculum design
- Monitoring of the subject
- Organising their own and others CPD in the subject area
- Resourcing the subject including books and other spelling materials.

The Teaching of Spelling (Implementation)

Curriculum Cycle:

Amount of Curriculum Time Allocated to Spelling Lessons:

EYFS	20 minutes per day (Daily phonics)
Year 1	20 minutes daily phonics. 30 mins across the week of explicit spelling lessons
Years 2, 3,4,5,6	60 minutes per week, broken down into 15 / 20 chunks

- We teach spelling using Spelling Shed Spelling Programme. For more information on the programme, please see the Spelling Shed Guidance document.
- Spelling is a developmental process. It is a visual motor skill and children will therefore need to develop visual strategies in order to spell correctly. Important phonic knowledge alone is inadequate. Children therefore need to be encouraged to look carefully at words (orthography) and to understand the origins of words (etymology), identifying the root word and prefixes and suffixes (morphology).
- Children will have access to suitable, up to date dictionaries, including ACE dictionaries in Upper KS2.
- Children have spelling logs in the back of their English books, which are used to practise misspelt words from their writing.
- Children will be encouraged to identify their own spelling errors (See Marking and Feedback Policy)

The objectives for spelling in the National Curriculum will be covered by each year group through the use of the Spelling Shed Programme.

- Units to be taught in each term may not cover the amount of weeks in the term.
- In addition, classes will focus on Year group key words / revisit misconceptions from previous term's assessment.

Spelling at Home:

Spelling Shed provides an interactive website for families to access. The assignments are set for the year in September by the English Lead and run throughout the year, except for holidays. Teaching should take place at the beginning of the week to ensure children are accessing the same words online that week. Spelling Shed also provides a Grammar Arcade to allow children to embed further English skills.

Spelling in the Environment:

In each classroom there is a phonics / spelling display. There also needs to be spelling scaffolds around the room. The minimum needs to be:

Reception – letters and sounds scaffolds

Year 1/2 – Common exception words for Year 1 / Year 2 on display

Year 3/4 – Common exception words for Year 2 and Year 3/4

Year 5/6 – Common exception words for Year 3/4 and Year 5/6

Pupils With SEND:

Lessons are planned carefully and adaptations made to ensure that pupils with SEND are given opportunities to develop their knowledge and skills from their own starting points. Teachers have high expectations of all pupils including those with identified SEND.

Adaptations in Spelling may include; adapted resources or materials, adult support, peer support, further scaffolding of activity, chunking of activity, differentiation of outcome or additional modelling of task. This list is not exhaustive.

Pupils with SEND will be able to apply what they know and can do in Spelling with increasing fluency and independence.

Intervention Implementation:

From our monitoring and assessment, children are identified who need additional support with their spelling and intervention is put in place to support this. Each class teacher completes a provision map where interventions taking place are identified. We use precision teaching, Nessy and Spelling Shed interventions as appropriate.

Impact Of Spelling

Monitoring Impact:

Spelling is monitored in a number of different ways throughout the year by the subject leader including:

- Pupil interviews
- English Book reviews
- Review of internal data
- Observations of spelling / English lessons

Monitoring of the standards of the children's work and of the quality of teaching in Spelling is the responsibility of the English Leader. The work of the leader also involves supporting colleagues in the teaching of spelling, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The leader writes an English subject action plan illustrating the strengths and weaknesses in the subject, and indicating the improvements needed. The named governor responsible for English meets with the subject leader in order to review progress.

Impact of Assessment Of Spelling:

At the end of each half term, in Years 2-6, children are assessed on the units they have been taught through Spelling Shed to check they have retained the rules and the skills they have developed or mastered.

Children in EYFS and Year One complete a termly phonics assessment.

The assessment information is used in the following ways:

- 1) For the class teacher to assess any gaps in the intended learning and fill them.
- 2) Identify opportunities for intervention and implement using identified resources.
- 3) For the subject leader to find identify strengths and weaknesses in their subject area to enable them to offer support or CPD.