



Longford Primary Academy

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Spelling Policy

At Longford Primary Academy, we believe that proficient spelling is a crucial life skill that underpins academic achievement across all subjects. Mastery of spelling not only enhances pupils' ability to express their understanding clearly but also removes potential barriers to effective writing. By developing strong spelling skills, our pupils become more confident and capable writers, prepared to engage with a wide range of tasks. To support this, we encourage the use of diverse spelling strategies, enabling students to become skilled, adaptable writers who are able to focus on the skills of composition, sentence structure and precise word choice within their writing.

The Aims of Our Spelling Curriculum

Through our approach to teaching spelling, we aim to equip our pupils with essential skills for lifelong learning and effective communication. Our objective is for students to develop and apply a variety of spelling strategies, empowering them to write with growing confidence and independence. We also focus on enhancing pupils' proofreading and editing abilities, ensuring they can refine their work with accuracy. By identifying patterns in words and spellings, our pupils gain a deeper understanding of language structure, which supports their ongoing development as competent, reflective writers.

Progression in Spelling

Foundation Stage

The emphasis at this stage is multi-sensory linking the teaching and practising of letter shapes and patterns with the development of pupils' ability to listen to, and discriminate between, the constituent sounds, which make up a word. Pupils learn to make connections between sounds (phonemes) and letters (graphemes) used in spelling/ writing. They learn 'tricky' words and practise them in their reading and writing. This is delivered through Little Wandle Letters and Sounds.

Year 1

The progression in the Little Wandle Letters and Sounds programme continues to be taught on a daily basis for 25 minutes for pupils through Phonics. For spelling purposes, the emphasis is on the pupils' ability to segment words and phonemes for writing, matching the most likely grapheme/s (letter/s) to each phoneme by accessing the alphabetic code. In addition, pupils learn to spell a number of 'tricky' words, high frequency words and common exception words as listed in the National Curriculum to enable them to write fluently. Pupils are taught how to use a range of word banks, grapheme mats and their knowledge of word families. By the end of Year 1, the expectation is that most children will be secure at Phase 5 in both reading and spelling. Additional discreet spelling sessions will take place to further support the Year 1 programme of study (such as the learning of prefixes and suffixes) in English lessons.

Year 2

In Year 2, pupils build on the teaching methods introduced in Year 1, with a large percentage of the first half of the autumn term dedicated to revisiting Phase 5. Pupils who are not secure in their knowledge of phase 5 phonics will receive appropriate intervention. In autumn 2, pupils start *The Little Wandle Spelling* scheme of learning which begins with a comprehensive five-week review of Phase 5. Through the "Bridge to Spelling" phase, children are taught to actively think about spelling. Over this five-week period, they complete the alphabetic code and develop foundational spelling concepts.

Once this foundational knowledge is secure, children progress to the Year 2 Spelling units, which are structured similarly to *Little Wandle* phonics lessons. This continuity supports children in making connections between their phonics and spelling learning. *Little Wandle Spelling* introduces pupils to etymology, morphology, and grammar as tools for understanding and spelling new words, while ensuring full alignment with the National Curriculum spelling requirements.

Key Stage 2

In Key Stage Two, spelling lessons are structured around the research-based scheme, *Pathways to Spell*. This program is formed from extensive research, drawing on studies by Hewett (2019) and Martin (2014), which explore how children develop proficiency in spelling. Additionally, the scheme aligns with guidance from the Education Endowment Foundation (EEF, 2018) to encourage metacognition and self-regulation. By using *Pathways to Spell*, we aim to provide a structured, evidence-based approach that supports our pupils in becoming confident and autonomous spellers.

In order to facilitate effective learning, pupils will be taught to spell in a number of ways:

Developmental approach: pupils progress from an emphasis on phonics and understanding grapheme-phoneme correspondences (GPCs) to recognising patterns and the visual structure of words.

Generalisation Approach: This method involves teaching pupils foundational spelling patterns, rules, and principles that are applicable across a wide range of words. By focusing on these generalisable strategies, pupils gain the skills needed to approach unfamiliar words with confidence and accuracy.

Rote-visual memorisation: a technique that involves repeating information over and over until it is committed to memory.

Pupils will develop key knowledge about words and the way in which the English language is made up.

- **Phonemic Knowledge:** This refers to the understanding of sounds and grapheme-phoneme correspondences (GPCs) that are used to represent words.
- **Morphological Knowledge:** This involves comprehending the meaning of a word as well as the significance of its individual components.
- **Etymological Awareness:** This pertains to understanding the origins of words and their meanings. For instance, recognising that "chef" is derived from French can aid in spelling it correctly with "ch" rather than "sh."

Application of Pathways to Spell in Key Stage Two

Spelling lessons must be taught daily from Tuesday to Friday, with a minimum duration of twenty minutes per session. Lessons should be designed using either Active Inspire or Keynote software. Each session should commence with a "speed write" activity—a concise yet purposeful exercise that revisits common exception words, (both current and previously taught) or as an extension to the revision of the spelling rule recapped in Tuesday's review session.

Teachers should adhere closely to the *Pathways to Spell* planning materials, particularly for sessions involving direct instruction on spelling rules or investigative activities. However, professional discretion may be applied to modify 'practice' activities when necessary to enhance engagement and enjoyment.

Pathways to Spell Learning Sequence	
Review	Pupils spend time revisiting a previously taught spelling objective. This will often link to the mastery focus to support pupils with underpinning knowledge required for the new pattern or rule.
Explain	Pupils explore and investigate new words and spellings. They will be given time to identify rules and patterns, hypothesise and explain their findings with their peers.
Practise	Time is given for pupils to practise using the new rule or patterns through a variety of multi-sensory activities in small groups, with partners or independently.
Apply	Pupils have the opportunity to apply the rules with greater independence within sentences. This will take the form of dictation several times each term.
Reflect	Time for pupils to think about their learning and how well they are able to apply their new knowledge. They will think about strategies that have helped them learn best to develop their metacognition.

Assessment

1. At the end of each spelling rule, an assessment task should be provided to gage how well information has been retained and to see if pupils are confident in their application of the taught spelling rule. This may be done in the form of dictated sentences (adaptations may be utilised for pupils working below age related expectation in writing). This assessment must be uploaded to Showbie in order to be marked in line with our marking policy (emojis).
2. Assessment tasks on Emile are to be utilised weekly either in school as part of the lesson (or as set homework). This will provide a wide analysis of each pupil's performance to act upon.
3. At the end of each half term, pupils will complete a short spelling assessment. These are to be uploaded to Showbie in a folder marked end of term assessments. Assessments will be provided for you by the subject lead. Gaps in pupil's knowledge **must** be acted on accordingly through revision, additional teaching or intervention work.