



Sleights Church of England  
(Voluntary Controlled) Primary School

# Spelling Policy

June 2025

Implemented from September 2025

*Working together to be happy; to flourish; to succeed  
through our Christian Values of  
perseverance, respect and trust.*

This policy will identify the intent, implementation and impact expected within the teaching of spellings at Sleights. Procedures are identified for the teaching of spelling in:

- The Early Years Foundation Stage
- Key Stage One
- Key Stage Two

In our Church school, our vision is to “work together to be happy; to flourish; to succeed”. This policy intends to outline how our whole school community lives this out in relation to spelling. Our approach enables children to explore spelling patterns and rules through taught sessions, games and play. Through this approach, we aim for our children to flourish and succeed through positive, happy exploration of spelling. Our Christian Values of are firmly rooted in this policy.

Christian Value	How is this value lived out in our spelling policy?
<b>perseverance</b>	<i>I can do all things through Christ who strengthens me (Philippians 4:13)</i> We promote perseverance in spelling by teaching children to invest in practising spellings and persevere. Our children articulate perseverance as spending time learning something, or improving something. This articulation applies perfectly to our approach to spelling.
<b>respect</b>	<i>So in everything, do to others what you would have them do to you (Matthew 7:12)</i> Support in spelling is respectful to all children. We recognise that practising spelling relies on support from home, but understand this is not always possible. Therefore, we provide opportunities in school for children to practise, apply or use spellings during the school day, as well as at home.

### Statement of Spelling Intent

The children at Sleights will be provided with a spelling curriculum offer designed to:

- Make the partnership between ‘phonics’ teaching and ‘spelling strategies’ explicitly clear.
- Systematically build up children’s understanding and knowledge of the relationship between letters and sounds.
- Enthuse and engage children to explore spelling strategies through practical and hands on taught sessions.
- Teach the children to make links between alternative pronunciation and spelling, so that they can make informed opinions on spelling choices.
- Equip children with a range of skills and approaches to tackle the spelling of unfamiliar words.
- Give children the confidence to communicate and use words.

### Statement of Spelling Implementation

The spelling curriculum at Sleights will be implemented across:

- Daily phonic sessions across the Early Years Foundation Stage and Key Stage One. Sessions will include opportunities to revisit and review, teach, practise and apply. This work is delivered through the **Little Wandle Phonics Programme** (EYFS and Year 1). In Year 2, children will use the **Little Wandle Spelling Programme**.
- In Key Stage Two, well planned and highly focused spelling sessions, focused on a unit of spelling strategies across a week. This work is delivered through the **Spelling Shed** resources.



- Additional spelling booster sessions for those children who require further support.

## Statement of Spelling Impact

The impact of our spelling curriculum will be measured through:

- Pupil voice/confidence
- Spelling assessment tracking
- Termly assessment scores
- Feedback from children's work across the curriculum
- External assessments (SATs and Phonics Screening Check in Year 1)
- Within children's writing across the curriculum.

## Phonics

Children begin to learn spelling through focused phonics teaching in the Early Years Foundation Stage (Explorers and Pioneers). Phonics teaches the children to identify and use letter sounds and how different letters combine to make the 44 phonemes of the English language.

The **Little Wandle Phonics Programme** begins our work to support children to hear sounds around them and identify beats within words (through games, such as clapping sounds in their name) Known as **Foundations for Phonics**, children in Pre-School (Explorers) and beyond enjoy practical and hands on activities to explore sounds and letters.

As children start Reception (Pioneers), phonics develops further to introduce the relationship between graphemes (a written letter/s) with their associated phoneme (sounds) Children progress through more complex phonics phases as they move through Reception class and into Year 1 and beyond.

Children continue to develop their understanding of phonics through discrete teaching, introducing alternative pronunciations for spelling etc. This practice continues through children's time in Key Stage One.

At the end of Year 1, children are assessed on the National 'Phonics Screening Check'

## Progression to spelling patterns: Little Wandle Spelling



Alongside direct phonics teaching, children are supported to build the relationship between the sounds made and the letters written. This process is ongoing and forms the basis of phonics sessions across Early Years and Year 1.

From Year 2, the Little Wandle Spelling programme is used to provide a seamless connection between the sounds pupils have gained in phonics to the spelling requirements of Year 2.

## Scheme overview\*

\*content in this policy is generated from published Little Wandle materials

1. The Little Wandle Spelling programme begins with a five-week review of Phase 5. This programme is delivered across the **Autumn 1** half term. The purpose of this unit is to ensure the children have secured the trickier parts of Phase 5 and can apply this alphabetic knowledge both to read and spell.

Each lesson is 25–30 minute and mirrors the structure and resources from the core programme. The Phase 5 review:

- revisits common graphemes, and unusual graphemes found in useful words
- teaches the children to investigate 'where in the word' a sound appears and then make the 'best bet' for its spelling by learning what the most common spellings are at the beginning, middle and ends of words
- recaps Phase 5 tricky words
- provides opportunities to practise and apply learning by spelling carefully selected words and dictation sentences.

## Phase 5 review

Autumn 1	Coverage	Tricky words
Week 1	/ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou	people eye whole
Week 2	/oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow	through improve move prove shoe two who beautiful their parents
Week 3	/or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture* /sh/ sh ti ch ssi ci si	thought sure
Week 4	/j/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a /u/ o o-e /oo/ u oul schwa: er a or ar our re	once again any many friend busy pretty because laugh**
Week 5	ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/	friend

\*The grapheme 'ture' makes the /ch/ sound but has a slight schwa 'uh' at the end.

2. Next, children progress to the 'Bridge to spelling' programme. The Bridge to spelling teaches children how to 'think about spelling'. Over five weeks, the children will complete the alphabetic code and learn the underpinning concepts of spelling. This programme is delivered across **Autumn 2** half term.

Over five weeks of daily 25–30 minute lessons, the children complete the alphabetic code and learn the underpinning concepts of spelling. The Bridge to spelling:

- introduces key spelling terminology
- teaches the children to add sound buttons, which provides a clearer focus on segmenting so that the children are using phonics as their main strategy for spelling
- includes activities that will feature throughout the programme, ensuring the children become familiar with teaching and learning routines
- explains basic conventions for suffixes and spelling, for example, swap, double, drop.

Once the learning covered in the Bridge to spelling is secure, the children are ready to move on to the Year 2 Spelling units.

## Bridge to spelling

Autumn 2	Coverage
Week 1	What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?
Week 2	Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?
Week 3	Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?
Week 4	When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?
Week 5	Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?

3. The Spelling units follow the structure of Little Wandle phonics lessons, supporting children to make links to their phonics learning. Little Wandle Spelling teaches children to consider etymology, morphology and grammar when spelling new words. These units are taught across the **spring** and **summer** terms.

These sessions are designed to be taught in 15-minute lessons, four times a week. During the programme, children meet 'prickly spellings'. These are the remaining Phase 5 tricky words.

Term	Unit	Coverage	Prickly spellings	Homophones
Spring 1	Week 1	1	once two	knight/night
	Week 2			
	Week 3	2	any many	one/won
	Week 4			
	Week 5	3	Review	where/wear
Spring 2	Week 1	4	who whole	our/hour
	Week 2			
	Week 3	5	people friend	quite/quiet
	Week 4	6	move improve	see/sea
	Week 5	7	Review	to/too/two

Term	Unit	Coverage	Prickly spellings	Homophones
Summer 1	Week 1	8	beautiful laugh	here/hear
	Week 2	9	busy pretty	be/bee
	Week 3	10	parents because	bare/bear
	Week 4			
	Week 5	11	Review	there/their/they're
Summer 2	Week 1	12	eye shoe	sun/son
	Week 2			
	Week 3	13	thought through	whole/hole
	Week 4	14	Review	blue/blew
	Week 5			

## Spellings for homework – Year 2

Following the review session in the last day of the teaching week, children will be given a set of words to review. These words are given as revision and practise for homework. They are tested in the following week, following the review session. This means pupils are being challenged to retain last week's spellings over time.

## Teaching spelling across Key Stage Two: Spelling Shed



Once children have successfully completed the Little Wandle Spelling Programme and can demonstrate their competence, they move to complete the units of the Spelling Shed. These units build across content from the National Curriculum for Key Stage Two.

### Scheme overview\*

\*content in this policy is generated from published Spelling Shed resources

During their time accessing the programme, pupils complete weekly units from different Stages. Each Stage refers to the year group children are in, for example **Stage Four** materials relate to the **Year Four** National Curriculum. Within each unit, there are a series of lessons. These lessons cover a main objective from the National Curriculum. Each objective is covered during these lessons.

Each unit focus is taught across one week, through one hour of teaching. This is broadly split into three sessions. Each week a set of words is provided, these words are examples of the spelling pattern.

### Session 1: 20 mins, Revise and Introduction

- Revise: Each lesson contains a revision section which should last approximately 5 minutes. Children will revisit sounds and spelling patterns from earlier weeks in the scheme
- Introduction: In the introduction, children will be acquainted with the words of the week. There will be an explanation of how the words are linked. The lists are organised by spelling patterns, sounds or affixes. This section is designed to take approximately 10 minutes.

### Session 2: 20 mins, Main Teaching Input

- The Main Teaching Input section is designed to take approximately 20 minutes to complete. The focus is on exploring the words and pattern of the week. Pupils will examine aspects such as the number of syllables, tricky sounds and the morphology of the words.

### Session 3: 20 mins, Independent and Consolidation

- The Independent section is designed to be carried out by students with minimal instruction. They can be carried out immediately after the teaching input in class during an extended spelling session or can be carried out later in an additional session or for home study.
- In the Consolidation section, a recap of the objectives will be carried out.

Teaching slides and resources are provided by Spelling Shed to support the delivery of each phase and stage of these lessons.

Pupils in Key Stage Two also have a login for the Spelling Shed online portal. This means they can practise and develop skills outside of lessons.

### **Spellings for homework – Key Stage Two**

Each week, children are given additional tasks to complete at home, which emphasises and reinforces the key learning from the week. This task includes a range of words to practise. These will be tested the following week. Homework sheets are handed out one Friday and tested/returned the following week.