



Together in God's love, we learn, inspire and grow



Spelling Policy

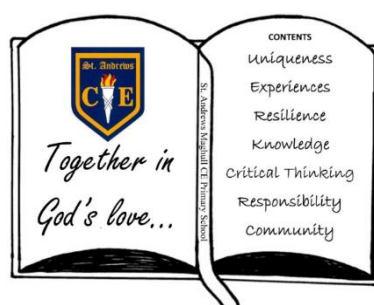
This policy has been adopted by the governing
body of
St Andrews' C of E Primary School.

It will be reviewed annually or as required.

Date written September
2026

English Subject Leader: Gemma Bell

Signed: *P.Dwan* Deputy Head



Whole School Curriculum intent

Our UNIQUE curriculum is designed to recognise and have a solid **understanding** of children's prior learning, providing **knowledge** and learning **experiences** which build **resilience** and **critical thinking**.

Central to this is excellent skills in **Reading** - the essential key to the whole curriculum.

We provide opportunities to engage learning in a fun and **nurturing** way and every child is recognised as a **unique individual**.

We plan and provide a clearly mapped out curriculum which results in good **quality** outcomes.

We model and promote **positive attitudes** to learning which reflect the values of our Christian school, **enabling** children to take **responsibility** for their lives. Children leave St Andrew's with a sense of **belonging** to an **outward looking community** where opportunities and aspirations are **unlimited**.

At St Andrew's we ensure that **equality** is embedded in all that we do.

Spelling Intent

Spelling at St Andrew's.

At St Andrew's Church of England Primary School, 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.

The English Lead is responsible for **Ready Steady Spell**, monitoring and supporting the practice and ensuring the high-quality teaching.

How does the teaching and learning of spelling at St Andrew's, meet our Curriculum Intent?

Understanding - **Spelling at St Andrew's** meets the needs of all learners through a structured, inclusive approach that provides appropriate challenge and support for every child. Its engaging activities, clear progression and varied teaching strategies help pupils of all abilities develop confidence, independence and success in spelling.

Nurturing - **Spelling at St. Andrew's** nurtures children by developing their confidence, independence and enthusiasm for spelling through engaging, structured and progressive activities. By teaching spelling patterns, rules and strategies in a supportive environment, it helps pupils become resilient learners who can apply their knowledge across the curriculum and develop lifelong literacy skills.

Individual - **Spelling at St. Andrew's** meets the individual needs of all learners by providing a carefully structured and inclusive approach to spelling instruction. Through adaptive teaching, targeted support and appropriate challenge, pupils are empowered to make progress at their own pace, building confidence, independence and success in spelling.

Quality - **Spelling at St. Andrew's** provides high-quality spelling instruction for all learners through a structured, evidence-informed approach that promotes consistency, progression and engagement. It equips pupils with the knowledge, skills and confidence needed to become accurate and effective spellers, while ensuring that every child is supported to achieve their full potential.

Unlimited aspirations - **Spelling at St. Andrew's** promotes high aspirations for all learners by fostering a belief that every child can succeed in spelling. Through clear progression, purposeful challenge and supportive teaching, it encourages pupils to develop confidence, resilience and a lifelong commitment to achieving their full potential in literacy.

Equality - **Spelling at St. Andrew's** promotes equality for all learners by providing a consistent, inclusive and accessible approach to spelling instruction. Its structured progression and adaptive teaching strategies ensure that every pupil, regardless of background, ability or need, has the opportunity to develop confidence and achieve success in spelling.

We have high expectations in writing and believe that good spelling underpins a child's enjoyment, confidence and accuracy in writing. When a child lacks confidence and fluency in spelling it can form a barrier when writing across the curriculum. It can also impact on self-confidence and can limit outcomes in writing at the end of KS2. Spelling is an essential skill which allows children to clearly communicate their understanding in writing.

Implementation

Ready Steady Spell is used for the teaching and learning of spelling at St. Andrew's Church of England Primary School from Year 2-Year 6.

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.
- 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 summer 2 for Year 4, and Spring 1 and 2 and Summer 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 Summer 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 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 intervention through the **Ready Steady Spell: Go** sessions. These are in addition to their **Ready Steady Spell** lesson.

- 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.

Why is spelling important?

"... learning to spell well is extremely useful if we want children to become confident writers. If they are constantly stopping to think about how words are spelled while they write, it can interrupt the flow of their thoughts, taking them away from what we want them to be thinking about: their choice of words and how they construct those words into sentences that communicate exactly what they want to say. If they're confident spellers, they're also much more likely to make adventurous vocabulary choices, selecting the exact word to communicate their message, rather than playing it safe and using a word they already know how to spell." **James Clements (Oxford Education)**

EEF Improving Literacy in KS1

Recommendation 6

- Spelling should be explicitly taught.

EEF Improving Literacy in KS2

Recommendation 5

- Consider the types of spelling error pupils are making to identify appropriate strategies for improving pupils' spelling. Explicitly teach spellings and provide pupils with extensive opportunities to practice them.

Impact

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/SLT to narrow attainment gaps between different groups of children, with a focus on the bottom 20%.