



Member of staff responsible: Carmen Dewhurst

Date amended: September 2023

Amended: January 2026

Spelling Policy

Mission Statement

Living, Learning and Sharing in a Loving Christian Family (Acts 2 v 42-47)

1. Aims and intent

We aim to develop pupils' abilities within an integrated programme of Speaking and Listening, Reading and Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

At Longridge CE Primary our overarching intent for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for pleasure. Our children will learn how to speak, read and write fluently and confidently.

Aims of this Policy

- To explain the expected practices, to ensure that children become successful spellers.
- To provide a point of reference for teaching and support staff, for when they are planning the delivery of spelling skills/rules.
- To ensure continuity in practices and progression in spelling skills.
- To raise the profile of the teaching of spelling and to raise the overall standard of spelling across the school.

The children will have a weekly spelling list of words to learn and they will be tested each week. The number of words varies for each year group. The children can use Spelling Frame to support this learning (Years 3-6).

3. The Teaching of Spelling in the Foundation Stage, Year 1 and Year 2

We follow the **Red Rose Letters and Sounds Phonics Programme**. The children have a daily phonics session (9.55-10.20 am). Some children are streamed for this. We also have a KS2 Phonics group. In Year 2, the children follow the **Red Rose Year 2 Spelling Programme**. This is a daily session in line with the phonics session. The Red Rose Scheme promotes blending for reading and segmenting for spelling. We regularly use dictation, which gives the children lots of opportunities to spell.

4. The Teaching of Spelling in Years 3-6

LKS2

In Years 3 and 4, we follow the **Red Rose Year 3 Spelling Programme and the Red Rose Year 4 Spelling Programme**. This follows on from the Red Rose Year 2 Spelling Programme. However in LKS2 it occurs three times per week rather than daily. Some of the games and strategies will be familiar to

the children as have been taught through the **Red Rose Year 2 Spelling Programme**.

The sequence for teaching a spelling lesson within the Red Rose Y3 Spelling Programme is structured as follows:

Revisit/Review
Teach
Practise or Apply.

UKS2

From September 2026 the Year 5 children will start the Red Rose Year 5 Spelling Programme and from September 2027 the Year 6 children.

Currently in Years 5 and 6 we follow the No Nonsense Spelling programme. The **No Nonsense Spelling Programme** was devised to offer teachers a comprehensive yet accessible progression in the teaching of spelling. Guidance, rather than prescription, is provided on how to teach the strategies, knowledge and skills pupils need to learn.

The focus of the programme is on the *teaching* of spelling, which embraces knowledge of spelling conventions - patterns and rules; but integral to the teaching is the opportunity to promote the *learning* of spellings, including statutory words, common exceptions and personal spellings.

Teaching sequence

The programme has been written broadly following a teaching sequence for spelling, whereby each new concept is taught, practised and then applied and assessed. Frequently there is also a 'Revise' session before the teaching session. A typical teaching sequence is as follows:

Revise
Activate prior knowledge
Revisit previous linked learning

Teach
Introduce the new concept
Explain
Investigate
Model

Practise
Individual/group work
Extend/explore the concept independently
Investigate
Generalise

Apply/Assess
Assess through independent application
Explain and demonstrate understanding

Within the lessons, the particular focus is identified, followed by suggested teaching strategies.

By integrating activities for handwriting, the benefit of making a spelling activity kinaesthetic is secured. The pupil acquires the physical memory of the spelling pattern as well as the visual.

7. Application of Spelling in Writing

Children's growing understanding of spelling rules is only valuable if they go on to apply it in their independent writing. Children should be able to spell an ever-increasing number of words accurately and to check and correct their work. This process is supported through:

- Shared writing: the teacher demonstrates how to apply spelling strategies while writing, and teaches proofreading skills.
- Guided and independent writing: the children apply what they have been taught. This is an opportunity to think about the whole writing process - composition as well as spelling, handwriting and punctuation.
- Marking the children's work: the teacher can assess their progress and ability to understand and apply what has been taught and then identify targets for further improvement.
- Teaching and practising handwriting: learning and practising a fluent joined style will support the children's spelling development.

9. Spelling Intervention

We use IDL (x2 per week) for an identified group of children in Years 3-6 who are having difficulty with spelling. Also, children who are identified on the SEN register may be given weekly precision teaching targets based on spelling.

English Subject Leader - Carmen Dewhurst