



Spelling Policy 2025

The CFLP Geography Policy in respect of the Children First Learning Partnership has been discussed and adopted by the Local Advisory Board.

Chair of the Local Advisory Board: **Gary Provis**

Responsible Officer: **Headteacher – Claire Sleath**

Agreed and ratified by the Local Advisory Board on: 15.05.2025

To be reviewed: May 2028



Marfields Primary Academy

Spelling Policy 2025

The overall intent of our school curriculum is to:

Recognise uniqueness: in our pupils, staff, resources and whole school community.

Be Inclusive: recognising learning styles, learning needs at all levels and providing solutions to any barriers to learning we encounter.

Engage and Inspire: through knowledge rich, highly enriched, progressive and purposeful contexts.

Promote Aspiration: offering challenge, accountability and responsibility for their learning.

Create citizens of the Future: who thrive on responsibility, see difference as a strength of our community and use democracy to embed their own values and beliefs.

Our English curriculum strives to drive all of these intentions and links very closely to the achievement and development of them all.

Intent

Our challenging and creative English curriculum aims to enable all pupils to achieve ambitious levels of literacy. Children are provided with an exciting and innovative curriculum which promotes a love of reading and a belief that everybody is an author.

Children are exposed to high quality literature to inspire their own writing and to model engaging uses of the English language. Through the critique of these texts, children develop their oral comprehension skills. Imagination and originality are nurtured through exploration, discussion and drama. Spelling, punctuation, grammar and phonics teaching ensure that children have the skills and confidence to develop their writing style across a range of genres and in varied contexts.

We recognise the importance of communication and language development in achieving academic success in English. Therefore, oracy is at the heart of our curriculum. Children are immersed in a language rich curriculum that intends to give all pupils an extensive vocabulary and oral proficiency.

Implementation

We use the **National Curriculum** programmes of study for Spelling and our termly overviews as detailed in our spelling progression documents (see English webpage) to determine the content of coverage in each year group.

Discreet spelling lessons are taught weekly in years 2-6 using the following format:

Review

Revisit

Teach

Apply

Within these lessons a range of spelling strategies are used (see appendix 1).

Spellings are explored, taught (through discreet sessions) and practised regularly and are commented upon during marking and live facilitation to ensure our high expectations are met. Children have some set spellings to learn weekly which cover relevant common exception words and spelling patterns.

Pitch, Pace and Challenge

Across the Children First Learning Partnership the expectation is that the majority of children will move through the spelling progression at broadly the same pace. However, decisions about when to progress will always be based on the security of children's understanding and their readiness to progress to the next stage.

Inclusivity

Those children that are working significantly below their year group expectations will be exposed to the spellings which are at the appropriate level for them and where appropriate will link to their PLP targets.

Impact

What we aim to achieve from our English curriculum across the Children First Learning Partnership;

- Children will be able to use a range of spelling strategies.
- Children will be able to apply the spelling rules in their independent writing.
- Children will use common exception words correctly in their writing.
- Children will have a confident, positive attitude towards their spelling.

Assessment

Our impact will be measured by using both formative and summative assessment.

Formative

Assessment is not just used to track children's learning through the use of assessment trackers but also provides teachers with up-to-date and accurate information about the specifics of what children do and do not know. This information allows teachers to adapt their teaching so it builds on children's existing knowledge and focuses on the next steps that they need in order to make progress.

Staff will facilitate to ensure that misconceptions are dealt with immediately and high attaining children are challenged appropriately. Our staff are highly skilled to provide a personalised and flexible curriculum for individual children that may need reasonable adjustments. These adaptations increase access to the lesson content, enabling them to reach their full potential.

Effective marking and feedback within English lessons, make direct links to the spelling lessons. This may be given orally during live marking.

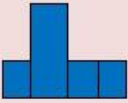





Summative

As part of our assessment, and to support teacher's judgements, each class will undertake a half termly formal assessment of SPAG and phonics. This is analysed and evaluated half termly by English leaders and acted upon quickly to direct CPD, resources and support to help pupils to overcome barriers to learning or from reaching their full potential.

Role of Leaders

- Plan an effective and varied schedule of monitoring including moderation, which is triangulated through our internal school, leader and triad moderation, so that the Quality of Education in English is embedded throughout the school and the CFLP.
- Respond quickly and in a supportive manner to overcome barriers to implementation and impact.
- Use assessment information to provide effective CPD and challenge.
- Provide clear updates to the Local Advisory Board, Headteacher and SLT.

Spelling Strategies

<p><u>Spelling families</u></p> <table border="1"> <tr> <td>ay</td> <td>ai</td> <td>a-e</td> </tr> <tr> <td>play</td> <td>snail</td> <td>make</td> </tr> </table>	ay	ai	a-e	play	snail	make	<p><u>suffix sort</u></p> <table border="1"> <tr> <td>Add d</td> <td>Add ed</td> <td>Take off y add ied</td> <td>Double consonant add ed</td> </tr> </table>	Add d	Add ed	Take off y add ied	Double consonant add ed	<p><u>Add a suffix/ prefix</u></p> <table border="1"> <tr> <td>Prefix</td> <td>Root word</td> <td>suffix</td> </tr> <tr> <td>un</td> <td>happy</td> <td>ly iness</td> </tr> </table>	Prefix	Root word	suffix	un	happy	ly iness	<p><u>Compound co-ordinates</u></p> <table border="1"> <tr> <td>5</td> <td>bed</td> <td>board</td> <td>time</td> <td>light</td> <td>arm</td> </tr> <tr> <td>4</td> <td>cup</td> <td>spoon</td> <td>eye</td> <td>pot</td> <td>house</td> </tr> <tr> <td>3</td> <td>flower</td> <td>over</td> <td>room</td> <td>gentle</td> <td>master</td> </tr> <tr> <td>2</td> <td>head</td> <td>wheel</td> <td>ball</td> <td>chair</td> <td>table</td> </tr> <tr> <td>1</td> <td>bath</td> <td>surf</td> <td>tea</td> <td>man</td> <td>play</td> </tr> <tr> <td></td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> </table>	5	bed	board	time	light	arm	4	cup	spoon	eye	pot	house	3	flower	over	room	gentle	master	2	head	wheel	ball	chair	table	1	bath	surf	tea	man	play		A	B	C	D	E
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<p><u>Shape spell</u></p> 	<p><u>Silly sentences</u></p> <p>Write sentences using given words.</p>	<p><u>Spelling tennis</u></p>  <p>Work with a partner to spell a word. Take it in turns to say each letter.</p>	<p><u>Muddled letters</u></p> <p>Wneh When</p>																																																				
<p><u>Dictionary race</u></p> <p>Caller says a word and it's a race to find it in the dictionary and explain its meaning.</p>	<p><u>Words within words</u></p> <p>'Practising'</p> <p>act, sing, in, is</p>	<p><u>Spelling aloud</u></p> <p>Spell the word out loud to a partner</p>	<p><u>Mnemonics</u></p> <p>Because</p> <p>Big elephants can always understand small elephants.</p>																																																				
<p><u>Word searches and crosswords</u></p> 	<p><u>Kim's Game</u></p> <p>Words written on cards, remove a card and child to spell the missing word.</p>	<p><u>Spelling grids</u></p> <p>How many words can you make?</p> <table border="1"> <tr> <td>a</td> <td>n</td> <td>r</td> </tr> <tr> <td>f</td> <td>i</td> <td>p</td> </tr> <tr> <td>m</td> <td>s</td> <td>e</td> </tr> </table>	a	n	r	f	i	p	m	s	e	<p><u>Pyramid writing</u></p> <p>C Ch Chi chip</p>																																											
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<p><u>Pictorial aids</u></p> 	<p><u>Lucky dip</u></p> <p>Chop letters up and place in a pot. Randomly choose 6 letters and create words.</p>	<p><u>Speed write</u></p> <p>How many times can you write a word in a minute.</p> 	<p><u>Fancy writing</u></p> <p>Bubble writing Curly writing Rainbow writing</p>																																																				
<p><u>Syllables</u></p> <p>Con-grat-u-la-tion Trad-i-tion Suc-cess</p>	<p><u>Look, cover, write, check</u></p> 	<p><u>Morphology</u></p> <p>This is the study of words, pattern and meaning.</p> <p>Transit Transition Transport</p>	<p><u>Collaborative spelling</u></p> 