



Park Grove Primary Academy

Spelling Policy

1. Our Intent: Why Spelling Matters

As guided by the DfE's 2025 Writing Framework, our primary goal at Park Grove is to teach spelling explicitly and systematically from the moment children start school. By making the process of spelling automatic (transcription), we free up a child's mind to focus on their ideas, vocabulary, and composition. This is essential for all children to become confident, fluent, and effective writers across the entire curriculum.

2. Policy Aims

- To ensure a progressive approach from EYFS to Year 6, focusing on phonics in EYFS/KS1 and shifting to spelling rules and pupil memory and retention in KS2.
- To maintain high and consistent expectations for the accuracy of spelling across the school.
- To develop automaticity in spelling rules so they can be applied fluently to composition rather than just in discrete spelling lessons and tests.

3. The Park Grove Approach

We use a structured approach to spelling that builds upon the foundations of phonics into the mastery of English spelling rules.

EYFS and Key Stage 1	• We follow the Little Wandle phonics spelling scheme. • Discrete spelling lessons are taught in Year 1 and Year 2 once a week, organised by year groups, following the Little Wandle scheme.
Key Stage 2	• Year 3 and 4: In Autumn 1, pupils repeat spelling rules from Year 2 (using phonics knowledge) before moving onto Year 3/4 spelling rules. • Year 5 and 6: Weekly discrete spelling lessons are taught using the PiXL spelling tracker. • Lesson Structure: One rule is covered every two weeks. The first week focuses on teaching the rule, and the second week focuses on applying it in different contexts. • Assessment: A bi-weekly spelling test is conducted to monitor progress.

Home-School Communication

- Parents will be provided with the spelling rules weekly via Parent-School Communication to support learning at home.

4. Key Principles for Effective Practice

To ensure consistency, we implement the following principles daily:

- Core spelling instruction is delivered to the whole class.
- Teaching is adapted to meet the individual needs of all pupils.
- Timely interventions are provided where necessary to bridge gaps.
- Staff ensure consistency with the chosen schemes of learning (Little Wandle and Pixl)
- Spelling rules are targeted in writing sessions and included in modelled writing and marking (refer to the Marking and Feedback policy).

5. Inclusion

We are committed to high expectations for all pupils, including those with SEND:

- Appropriate spellings are provided for children working significantly out of their year group.
- Spelling resources are available to all through "ordinarily available provision," not just those with identified needs.
- Curriculum coverage is repeated to ensure all learners can consolidate their learning.
- Classroom environments and resources are adapted for children with specific needs (e.g., dyslexia) with advice from the SENCO.

6. Spelling Books

- All pupils in Years 1–6 have separate spelling books (A4 for KS2 and narrow books for KS1).
- Spelling tests are completed bi-weekly in KS2 and where appropriate in KS1.
- Handwriting in Spelling Books:
 - In KS1, children are not expected to use joined handwriting (as per Little Wandle guidance).
 - In KS2, children should use joined handwriting once they have achieved automaticity (see Handwriting Policy).

7. Marking

- Spellings identified via marking should be relevant to the taught spelling rules.
- If a child is spelling previous-year spelling incorrectly in their writing books (e.g., common exception words), these are to be identified for correction (either via verbal or written feedback).
- Spellings identified are not to overwhelm the pupil, and the quantity of errors identified will be on an individual basis.
- Spelling errors should be identified in pink pen. For further guidance, please refer to the marking and feedback policy.

REVISED BY: B. Rogers

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