

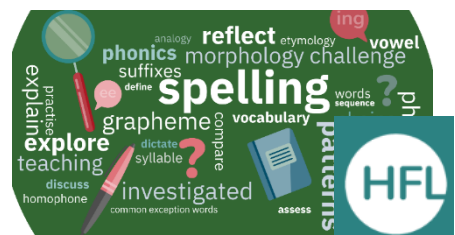


Learning Together, Learning for Life

Phonics and Spelling Policy

2025 / 2026

Approved by:	FGB	Date:
Headteacher:		Chair of Governors:
Next review due by:	April 2027	



Phonics and Spelling Policy

We are committed as a school to secure the foundations of writing and recognise phonics and spelling to be one of the key ingredients to being a confident writer.

Objective

Spelling is a core skill which influences the quality of work throughout the curriculum. By the end of Key Stage 1 pupils should have the knowledge required to ensure spelling is not a barrier to making advanced vocabulary choices in their written work.

As a school, we follow a careful sequence of learning in manageable steps using our chosen phonic programme: Little Wandle from Nursery through to the autumn term of Year 2. We then have a school wide systematic approach to spelling that acknowledges and includes: phonics, orthography and morphology which is taught in every year group, including use of Essential Spelling (HfL) in Key Stage Two.

Spelling should be engaging, fun and exploratory making use of the knowledge of spelling patterns (orthography), parts of words (morphology) and the origin of words (etymology).

Our intention is to make spelling an automatic process that does not interfere with creative and mental thinking.

Aims

- All children to write freely and have the tools to make adventurous vocabulary choices in their written work.
- All children to have the skills, knowledge and access to tools and resources to apply their knowledge of grapheme-phoneme correspondences to spell.

Expectations

All teaching staff are expected to model the use of phonics knowledge when modelling and teaching spelling. All class-based staff are fully trained in the delivery of our synthetic phonics programme. This ensures that the foundations of spelling can be referred to and links made as spelling patterns and objectives become increasingly complex.

Grow the code grapheme mat		Phase 2, 3 and 5										
S												
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ch	sh	th	ng	nk	a	e	i	o	u			
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Grow the code grapheme mat		Phase 2, 3 and 5					
ai	ee	igh	oa	oo	yoo	oo	ar
ay	ea	ie	o	ue	ue	u'	a'
a	e	i	o-e	u-e	u	oul	al'
a-e	e-e	i-e	ou	ew	u-e		
eigh	ie	y	oe	ou	ew		
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*depending on regional accent

Consistency throughout the school

Pupils should experience coherence and continuity in the teaching and learning of phonics and spelling across all school years. We want to help pupils enjoy learning and developing their knowledge and application of phonics, orthography and morphology, so they feel confident in their spelling choices and apply automatic recall of spellings where possible.

All year groups practise spelling common exception words through identifying the tricky part of the word or using a mnemonic.

These words will be rehearsed and revisited regularly, and practised in playful ways, such as pyramid spelling, rainbow spelling, eyes closed spelling.



Every teaching space will have resources to support our aims readily available. For example, 'Grow the Code' phonics posters and mats are in every classroom and children of all ages are actively encouraged to make use of them in all written work.

At the same time, we want all of our children to have the opportunities and confidence to write freely. As a result, we focus on talking writing through, and encourage the use of the spelling knowledge needed to make well thought out choices with growing atomicity.

necessary – one collar, two sleeves

because— big elephants can always upset small elephants



Discrete teaching frequency

Phonics and spelling are cross-curricular and will be taken into consideration during all lessons. However, formal teaching of phonics and spelling is carried out daily and systematically to ensure key stage targets are met throughout learning, as emphasised in the 2025 Writing Framework.

Our curriculum map outlines the sequence clearly and enables a fast paced but manageable sequence of lessons to secure and revisit knowledge while moving learning on.

Inclusion

All children are assessed regularly in their recall and knowledge of phonics and spelling. Half termly assessments are followed and analysed as part of our phonics programme and keep up or catch-up resources are used daily where necessary.

Our curriculum map purposefully ensures a manageable sequence of objectives and regular opportunities to revisit.

All pupils are given tasks to allow them to practise and apply what they have been taught. This includes regular opportunities for developing speed and automaticity in writing dictated sentences which contain words that have already been practised.

For children who experience handwriting difficulties due to fine motor development, including those who are left-handed and/or with special educational needs, appropriate additional support will be put in place. For example, use of underwriting, voice recorders and Clicker to record spelling choices.

We aim to keep all children with their class in Key Stage Two and year group in Key Stage One and EYFS with the aim that all keep up, rather than needing to catch up. However, where agreed as part of a support plan, pupils may be taught out of year group to ensure consolidation of learning before new concepts which can potentially cause overload and further confusion around spelling.

Assessing spelling

While quizzes are carried out in Key Stage One and Two, we do recognise that pupils are likely to learn words for the test but then not apply them in their writing. We also recognise from our own research and monitoring that low stakes quizzes are still an effective way to see what is secure, or not, as children often demonstrate recall as part of a lesson but then show gaps within a quiz. These quizzes are used as an assessment tool with the children to identify common misconceptions.

Any misconceptions are then reviewed, revised and consolidated either as a whole class or as a smaller group if needed.

Specific displays and resources relating to previously learnt spelling, current spelling and misconceptions will be created and referred to across the curriculum to support the keep up ethos.

In line with our feedback policy, opportunities are planned in every phonics and spelling lesson to revisit what has been taught previously.

Written work in line with our feedback policy will be assessed with a focus on common errors in words that pupils have been taught and already practised. For these words, children will be expected to correct the spelling themselves by taking an active role in making use of the resources and displays available to them. The children should know what they could refer to including the following:

- Personal spelling book
- Grow the code poster or mat
- Working walls
- Spelling rule mats
- Tricky word walls

Dictionaries are available but not relied upon for spelling, as this is laborious and only useful if the child knows how to spell the word in order to find it in the dictionary.

