Spelling Policy for Kingsfield First School

2026

The CFLP English Policy in respect of the Children First Learning Partnership has been discussed and adopted by the Local Advisory Board.	
Chair of Local Advisory Board:	*Mr. C. Clulow*
Responsible Officer:	*Head Teacher – Mrs C Hodson*
Agreed and ratified by the Local Advisory Board on:	*16.03.26*
To be reviewed:	*March 2028 or earlier if required*

Kingsfield First School Primary School

Spelling Policy 2026

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** programme of study for Reading, Writing, Spelling, Grammar and Punctuation alongside the **Writing Framework (July 2025).**

In Reception and Year 1, spelling is taught through daily phonics lessons. Our school follows Little Wandle Letters and Sounds Revised to teach phonics and early reading. Each lesson contains a discreet spelling element, using previously taught and new focus GPCs, to spell words and sentences through dictation.

Spelling is taught daily in years 2-4. Our school follows the Ready Steady Spell scheme (3 x per week), which is fully aligned with the National Curriculum, to ensure that pupils systematically develop phonological, morphological, and etymological understanding. From Year 2 onwards, Ready Steady Spell covers all statutory spelling rules, including Y1-Y4 common exception words. Our approach, using Ready Steady Spell, this ensures that spelling becomes automatic, allowing pupils to concentrate on meaning, structure, and craft. Ready Steady Spell equips pupils with seven strategies

(e.g. Rule Rhyme, Syll-a-beat and Picture It) to access and retain spellings. (See appendix 1). This further supports pupils in recalling and applying spelling patterns effectively including taught spellings within dictated sentences (2x per week) and through our Fast Five approach (daily).

Spelling assessments are used to assess the spelling rule(s) that have been explicitly taught in the previous week in Ready, Steady Spell lessons. Teachers use these assessments to identify pupils who need additional support and to re-teach common misconceptions. Half termly summative assessments are conducted to measure retention and application, identify gaps and inform next steps (see appendix 2) and track progress against National Curriculum expectations.

Spelling lessons follow the following format: Revisit & Review, Teach, Practise & Apply.

Common Exception Word (C.E.W) practise is also embedded within our daily writing lessons.

Spellings are explored, taught and practised regularly and are commented upon during our live facilitation to ensure our high expectations are met and those spellings taught are being applied. Children have a mixture of C.E.W and spelling patterns to learn on a weekly basis (see appendix 3).

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 links 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 be 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 either orally during live marking or prompted in their writing following our marking policy.

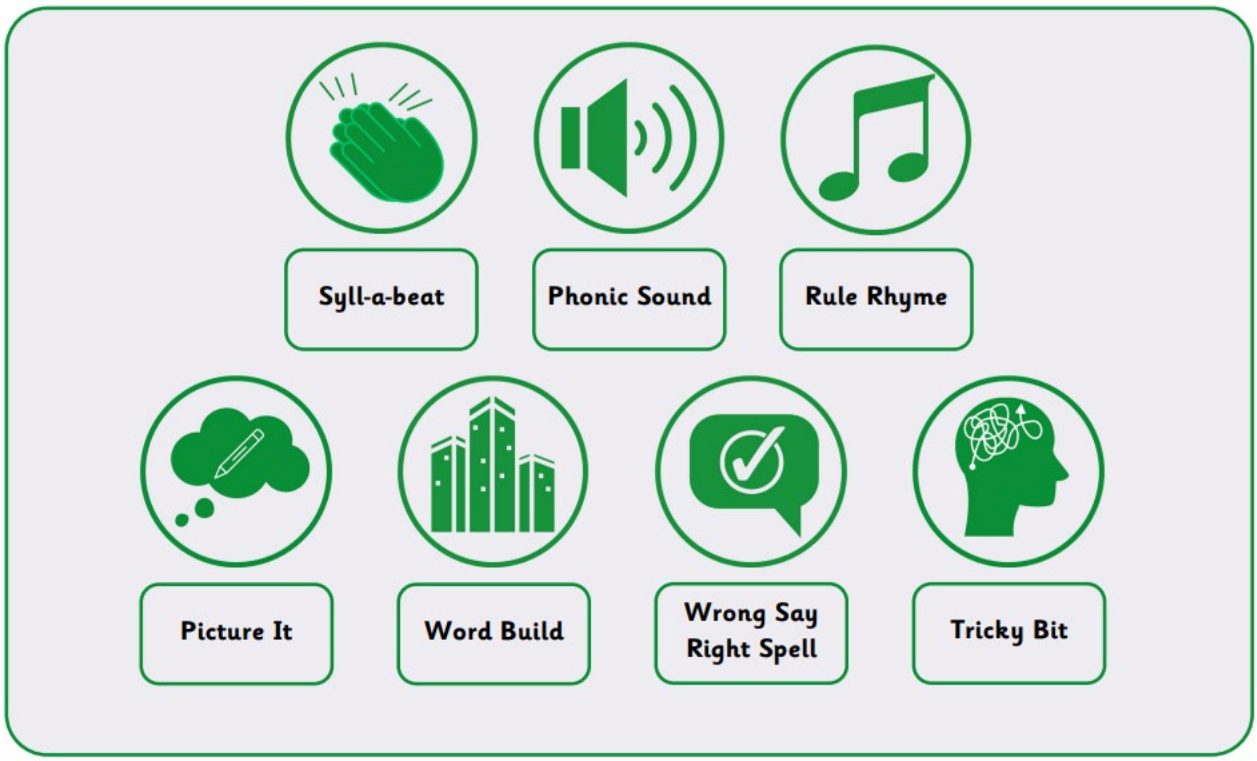
Summative

As part of our assessment and to support teacher's judgements, each class will undertake a half termly assessment of spellings. 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 CLFP.
- 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, Head Teacher and SLT.

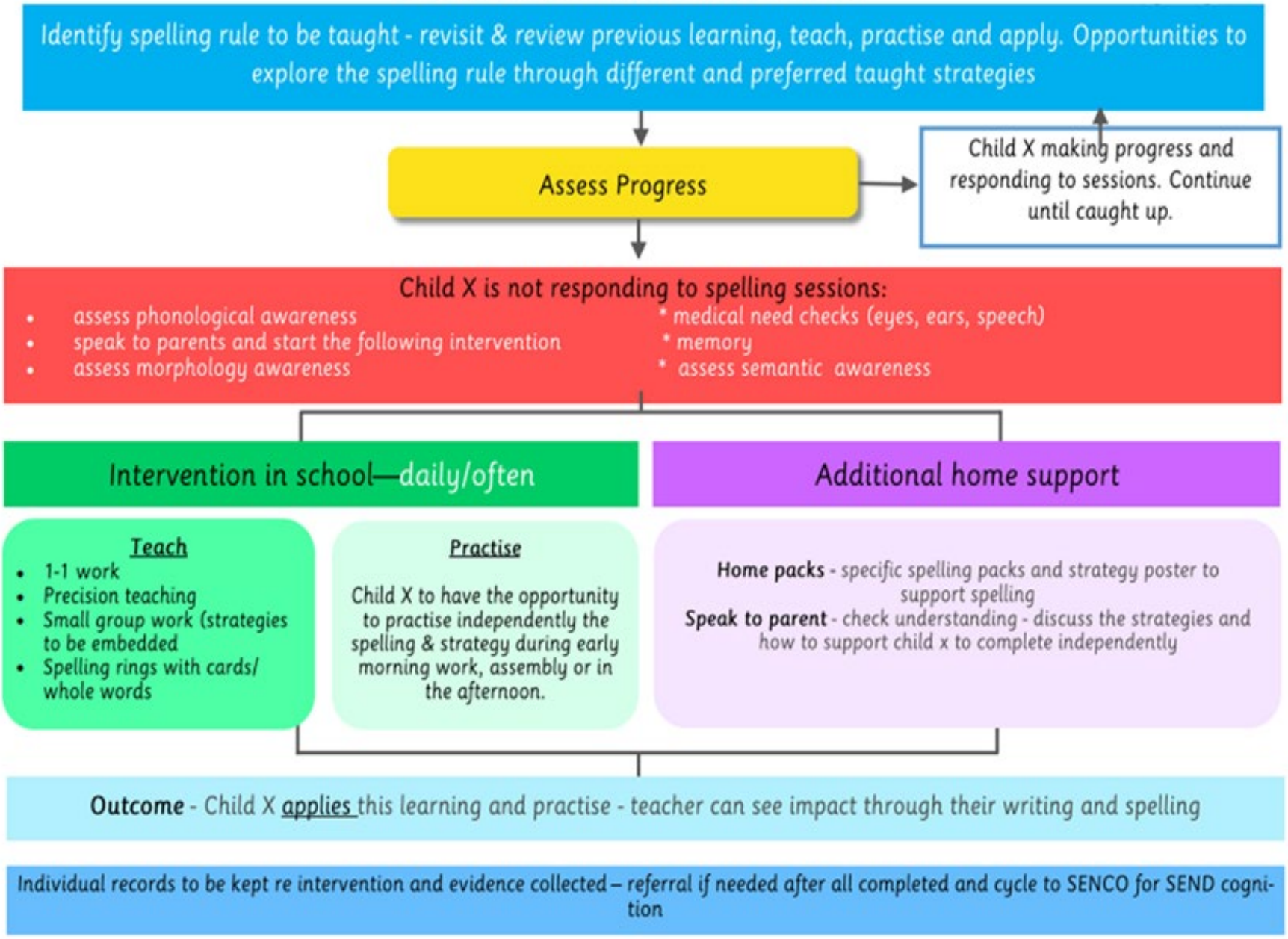
Appendix 1: Strategy Stop. Ready Steady Spell.



Children First Learning Partnership
INSPIRING EXCELLENCE TOGETHER

Children First Learning Partnership
INSPIRING EXCELLENCE TOGETHER

Spelling Intervention Pathway



Appendix 2: CFLP spelling intervention pathway.

Appendix 3: Progression of C.E.W in line with Little Wandle and Ready Steady Spell.

Phase 5 Tricky Words		
their	people	oh
your	Mr	Mrs
Ms	ask	our
could	would	should
house	mouse	water
want	any	many
again	who	whole
where	two	school
call	different	thought
through	friend	work
once	laugh	because
eye	busy	beautiful
pretty	hour	move
improve	parents	shoe

Phase 2 Tricky Words		
is	I	the
as	and	has
his	her	go
no	to	into
she	he	of
we	me	be

Phase 3 Tricky Words		
was	you	they
my	by	all
are	sure	pure

Phase 4 Tricky Words		
said	so	have
like	some	come
love	do	were
here	little	says
there	when	what
one	only	today

Yea

Name: _____

Word	R	W	Word	R	W	Word	R	W
			climb			improve		

Year 3 Statutory Spellings

Name: _____

Word	R	W	Word	R	W	Word	R	W
often			though			decide		
learn			although			strange		

Year 4 Statutory Spellings

Name: _____

Word	R	W	Word	R	W	Word	R	W
accident			through			medicine		
accidentally			material			minute		
actual			busy			opposite		
actually			business			peculiar		
occasion			experiment			potatoes		
occasionally			extreme			promise		
therefore			experience			purpose		
believe			notice			reign		
question			recent			separate		
calendar			bicycle			straight		
circle			height			Revision of Year 3 and Year 4 Statutory Spellings		
build			difficult					
suppose			library					
various			answer					
favourite			famous					
mention			island					
fruit			guard					
grammar			guide					
enough			position					
imagine			breath					
increase			forward					
knowledge			forwards					

Autumn 1	Autumn 2	Spring 1
Spring 2	Summer 1	Summer 2

Version	Review Date	Changes Made
Version 2	06.03.26	Head Teacher Name updated.
Version 2	06.03.26	**Implementation** Updated / Changes to original wording… Spelling is taught daily in years 2-4. Our school follows the Ready Steady Spell scheme (3 x per week), which is fully aligned with the National Curriculum, to ensure that pupils systematically develop phonological, morphological, and etymological understanding. From Year 2 onwards, Ready Steady Spell covers all statutory spelling rules, including Y1-Y4 common exception words. Our approach, using Ready Steady Spell, this ensures that spelling becomes automatic, allowing pupils to concentrate on meaning, structure, and craft. Ready Steady Spell equips pupils with seven strategies (e.g. Rule Rhyme, Syll-a-beat and Picture It) to access and retain spellings. (See appendix 1). This further supports pupils in recalling and applying spelling patterns effectively including taught spellings within dictated sentences (2x per week) and through our Fast Five approach (daily). Spelling assessments are used to assess the spelling rule(s) that have been explicitly taught in the previous week in Ready, Steady Spell lessons. Teachers use these assessments to identify pupils who need additional support and to re-teach common misconceptions. Half termly summative assessments are conducted to measure retention and application, identify gaps and inform next steps (See appendix 2) and track progress against National Curriculum expectations. Spelling lessons follow the following format: Revisit & Review, Teach, Practise & Apply. Common Exception Word (C.E.W) practise is also embedded within our daily writing lessons. Spellings are explored, taught and practised regularly and are commented upon during our live facilitation to ensure our high expectations are met and those spellings taught are being applied. Children have a mixture of C.E.W and spelling patterns to learn on a weekly basis (See appendix3).
Version 2	06.03.26	Appendix 1 updated with implementation of Ready, Steady Spell scheme.
Version 2	06.03.26	Appendix 2 added - CFLP spelling intervention pathway.
Version 2	06.03.26	Appendix 3 added with C.E.W and Little Wandle termly focused spelling breakdown.