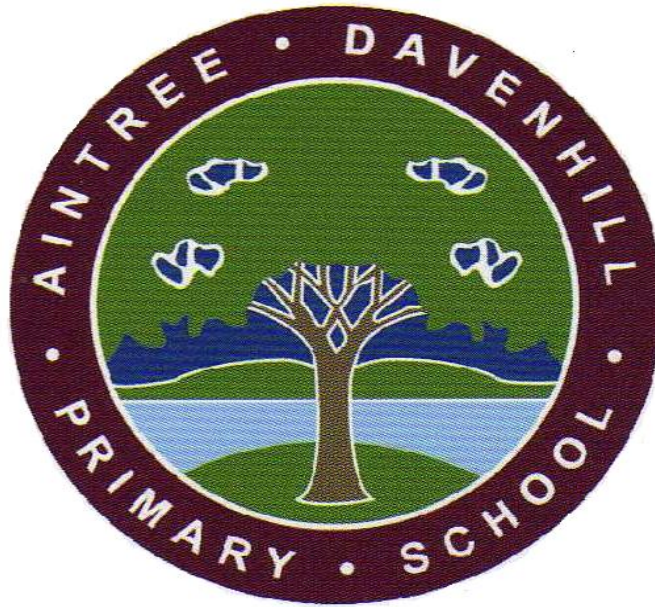


Aintree Davenhill Primary School



Spelling Policy

Approved by the Headteacher
July 2026

Review date July 2027

Aintree Davenhill Spelling Policy

Spelling Curriculum Intent

Our school motto is 'Excellence and Enjoyment' meaning that we want children to enjoy learning and have the determination of rising to the challenge that learning to spell provides. We believe that all our children can become fluent, confident and competent spellers. We encourage our pupils to think and write creatively, be adventurous with their use of language and to write with clear purpose and for pleasure. In order for these aims to be realised, it is essential that our pupils learn the knowledge and skills to spell accurately.

We use the Read Write Inc. scheme to teach early phonics and spelling. Developed by Ruth Miskin, it provides a structured and systematic approach to teaching literacy. It is designed to create fluent readers, confident speakers and willing writers. The programme is designed for Reception to Year 2 children as the main EYFS and KS1 early reading programme and is taught as an intervention for children in Years 3 and 4. Read Write Inc. Fresh Start is our phonics programme with more age appropriate resources for older children in Years 5 and 6.

We want our pupils to be equipped with the knowledge and range of strategies for learning spelling and to be able to apply their strategies when spelling words in their writing. From Year 2 onwards, pupils are taught the age-related spelling content using a published scheme called 'Ready Steady Spell'. This is a systematic spelling programme, which covers all the National Curriculum objectives in a cyclical way.

The progression document systematically develops children's understanding of morphological and phonological spelling knowledge and rules, as appropriate, and builds upon previous learning in an incremental manner as they move through school. Children are also taught a range of engaging and interactive strategies which can be used to support recall of spellings and moving spellings into the long-term working memory.

Spelling Curriculum Implementation

Organisation of Ready Steady Spell:

In KS2, pupils participate in three spellings sessions each week (daily lessons in Year 2). Our pupils are also given daily spelling practice opportunities throughout the school day, through access to weekly spellings, cross-curricular word banks and discussions during reading and shared writing.

A typical learning sequence is as follows:

- Revisit and Review
- Teach New Learning and Strategy
- Practise and Apply Strategy

The following strategies are introduced incrementally through the 'Ready Steady Spell' programme and can be used to support pupils' spelling across school and at home. A more detailed description of each strategy can be found in the 'Ready Steady Spell' teacher's handbooks.

Syll-a-beat

Phonics Sound

Word Build

Wrong Say – Write Spell

Tricky Bit

Picture it

Rule Rhyme

Assessment

Revision weeks are built into 'Ready Steady Spell' which link directly to the end of KS2 content domains. In Year 6, Summer 2 term, Ready Steady Spell provides support for transition and children identifying their own misspellings, using spelling journals, editing writing etc. We follow the Ready Steady Spell progression document through Years 3 - 6 which covers all the National Curriculum (2014) expectations and clearly sets out what is to be taught and when.

As part of the Ready Steady Go intervention programme, any child who is identified as requiring additional support will receive immediate intervention through the Ready Steady Spell: Go sessions.

These are in addition to their Ready Steady Spell lesson. The sessions use the same procedures, resources and materials as Ready Steady Spell but with more repetition and scaffolding with a fully trained adult. Children with common and specific difficulties are taught in small groups/1:1 using the Ready Steady Spell: Go materials.

Approaches to Teaching Spelling.

Our focus on teaching spelling embraces the knowledge of spelling conventions, patterns and rules. Moreover, we promote the learning of spellings, through the use of multi-sensory strategies, including combining the teaching of spelling and handwriting. Our teaching of spelling includes common exception words, high frequency words, statutory words and personal and topic spelling. Our pupils use

ready-made booklets which provides the opportunity for pupils to record their learning and refer back to previous spelling rules.

Spelling will be monitored by a spelling assessment at the end of every half term. These results are reviewed by the English team. Teachers will refer to spelling rules when teaching writing and across the curriculum. Teachers will make explicit links between spelling rules and writing tasks. Teachers will teach children how to use independent learning strategies to work out how to spell words which are not automatic (e.g. vocabulary working walls, word mats, dictionaries, spelling logbooks, root words, etc.). Spelling in work will be marked appropriately for each child.

Children from Year 2 onwards will use their 'spelling dictionaries' to record spellings they are unsure of. Children will use spelling strategies to attempt spellings. If they are unsure, they can underline this and use a word mat, dictionary or display to correct when writing is complete. This ensures that the flow of children's writing is not interrupted. Children will be expected to correct spellings within taught rules, either independently or with teacher guidance.

Impact of the Spelling Curriculum

Monitoring and Evaluation

The spelling curriculum is monitored by the Headteacher, the Writing Subject Leader along with the English Team and the Leadership Team through:

- observation of lessons – feedback to teachers
- monitoring the planning of the spelling curriculum
- looking at work in the children's books and talking to children
- Key Stage 1 and Key Stage 2 SATs results and other spelling assessments
- curricular targets and targets set for the school
- resources being used
- courses and INSET attended by staff
- evaluation of the spelling action plan for the SIP
- talking to pupils and staff

The Writing Subject Leader uses information gathered from the above plus knowledge of National and LEA initiatives to develop the action plan for spelling for the School Improvement Plan.

Spelling Policy – reviewed by Mrs J. McGowan (June 2026)