



Spelling Policy

BEDWELL PRIMARY SCHOOL

**Bedwell Crescent,
Stevenage, Herts, SG1 1NJ**

Revised January 2026

CONTENTS

1	Intent: Our aims and expectations
2	Implementation: The teaching of spelling
3	Phonics
4	Marking and feedback
5	Homework
6	Writing environments
7	Impact: Assessment
8	SEND provision

1. INTENT: OUR AIMS AND EXPECTATIONS

Our intention is to build on the excellent phonics teaching that our children are given from the Early Years Foundation Stage onwards. Having learned their sounds (alphabetic code) through the Read Write Inc phonics programme, they then need to learn how to blend these sounds into written words. Once blending is established, we teach the children specific rules and conventions, so that they understand the patterns of spelling and the origins of words. The children are then supported to apply this learning within their everyday writing, in order to become competent and confident spellers.

2. IMPLEMENTATION: THE TEACHING OF SPELLING

Quality First Teaching

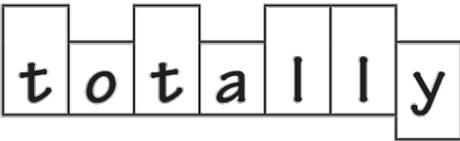
Children in KS1 and KS2 are taught spelling within their daily whole class lessons. The transition between KS1 and KS2 is aided through the use of Read Write Inc spelling lessons. This interactive program builds on what has been previously taught in KS1 Read Write Inc phonics sessions and links closely with National Curriculum requirements. Each child has a spelling partner, and completes activities as a whole class, paired and on an individual basis.

Each new rule is taught explicitly and then practised through a number of fun activities. This includes spotting the phonemes in 'Dots and Dashes', paired practice in 'Word Changers', 'Choose the Right Word', 'Rapid Recall' and informal dictation. Words that have been featured within these sessions are then focused upon during whole class teaching and identified during story time and whole class reading. They also feature as part of the weekly spelling test.

Within the English lesson, spelling features significantly. High Frequency Words from the National Curriculum word lists are planted within each model text and displayed in every classroom. Whilst shared writing, the spelling of tricky 'red' or 'orange' words (words which cannot be decoded) and those currently being taught, are modelled and explicitly discussed. Games are also played in class in mixed ability teams to support the learning of these difficult to remember words. A sense of collaboration and camaraderie is encouraged between peers.

Teachers use the language of Read Write Inc, in terms of the sounds (e.g. ou - shout it out) and the conventions being taught (e.g. swap, double or drop). When shared writing, they demonstrate the process of segmenting and blending and highlight how often the learned words occur in everyday writing. Teachers encourage the children to use the taught strategies and reward achievements regularly.

In addition to this, we reflect back on and practise the phonetic sounds that have been mastered in KS1, in order to support the pupils' long term memory recall. It is important that the children have a range of strategies available to them, so they can recognise when a word does not look right. Depending on the children and the word, a variety of methods can be used. We encourage the children to use any or all of the following:

<p>Look, say, cover, write, check</p>	<p>This is probably the most common strategy used to learn spellings. Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail. Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable. Cover: cover the word. Write: write the word from memory, saying the word as you do so. Check: Have you got it right? If yes, try writing it again and again! If not, start again - look, say, cover, write, check.</p>
<p>Trace, copy and replicate (and then check)</p>	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory. Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly. If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>
<p>Segmentation strategy</p>	<p>The splitting of a word into phonemes as dots and dashes, in order to support spelling. For example rainbow = r . ai n . b . ow</p>
<p>Quick write</p>	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme. This could include any of these graphemes which all make the /i:/ sound: i-e, igh, y, ie. So words such as kite, high, by and pie could be chosen.</p>
<p>Drawing around the word to show the shape</p>	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> 

<p>Draw an image around the word</p>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>
<p>Words without vowels</p>	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word field:</p> <p style="text-align: center;">f _____ ld</p>
<p>Pyramid words</p>	<p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: center;"> p py pyr pyra pyram pyrami pyramid </p> <p>You can then reverse the process so that you end up with a diamond.</p>
<p>Other strategies</p>	<p>Other methods can include:</p> <ul style="list-style-type: none"> • Rainbow writing - using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on. • Making up memorable 'silly sentences' containing the word • Saying the word in a funny way - for example, pronouncing the 'silent' letters in a word • Clapping and counting to identify the syllables in a word.

3. PHONICS

Reading and writing go hand in hand - reading supports the children's ability to spell and write with creativity. Pupils in EYFS and Key Stage 1 learn to read effectively and quickly using the Read Write Inc. Phonics programme. They progress from the scheme once they can read with accuracy and speed.

In Read Write Inc. Phonics pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Spell quickly and easily by segmenting the sounds in words

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.

We group pupils across Years 1 and 2, according to their phonics understanding. Children are assessed by the RWInc Leader every 6-8 weeks, with groups re-organised each time to ensure phonic knowledge develops as rapidly as possible for each child. New pupils are assessed within their first week in school, so that their teaching is pitched appropriately.

In Reception we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practise in reading high frequency words with irregular spellings, which are known as red words.

Pupils write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean. Our aim is for pupils to complete the phonics programme as quickly as possible.

4. MARKING AND FEEDBACK

When marking, not every spelling mistake is highlighted, and a progression of support is adopted. In KS1, spelling errors are addressed by the teacher, showing the child how to correctly spell the word, the child will then write the word correctly.

The next step, is for 'sp' to be written above the error. The child is then to correct the mistake in green pen. For our more able/older writers, the children will be guided with general comments about looking for a certain number of words to correct within a passage of work. Class teachers encourage pupils to 'buddy up' to edit and improve their writing, including the correction of any spelling mistakes.

5. HOMEWORK

To support the children further, we consolidate their learning by sending home weekly spelling homework. This is sent home each Thursday and the children are tested on the following Tuesday. The tests include a range of words (word list/red/orange words, words which link to the convention currently being taught or words that the class are finding troublesome).

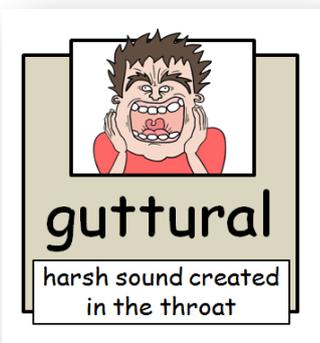
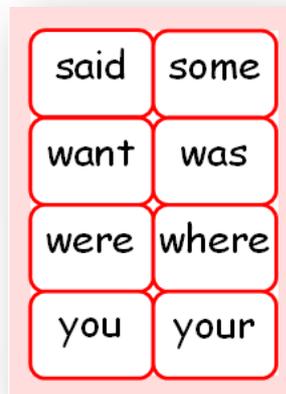
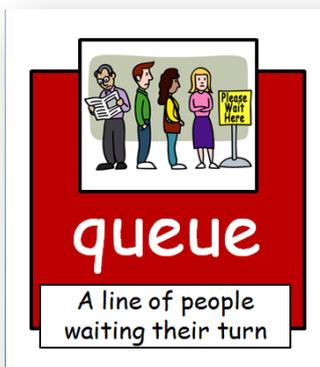
In addition to this, spelling homework is given to increase the accuracy of spelling in everyday writing. The content of the homework is based on the outcomes of spelling assessments - backtracking and securing the common exception words of previous year groups and identifying conventions that require additional teaching and practise.

We also offer our children in Years 2 to 6 access to Spelling Shed, an online app, which provides fun games for the children to practise their spellings at both home and school.

6. CLASSROOM ENVIRONMENTS

Bedwell School prides itself on the creativity of its classrooms, thinking carefully about how the children access the displays, what is useful and how to engage the children effectively.

Following on from the Read Write Inc format, our lower KS2 classrooms display key spellings at the front of the classroom, as well as the speed sounds learned during phonics sessions. For each unit of work, we include spellings from the appropriate year group word lists. These are displayed in the same format within every class. In addition to this, WOW words are also displayed, aimed at introducing the children to the meanings and spelling of new and unfamiliar words which can be included in their own writing. Additionally, table top 'red words' are displayed, these are tailored to meet individual needs.



7. IMPACT: ASSESSMENT

Formative assessment

Formative assessment (or Assessment for Learning) takes place throughout every session and is the basis on which teachers tailor learning to the needs of the children they are teaching. Through the marking of every day writing, teachers are able to identify weaknesses and address these through explicit teaching. We also undertake baseline tests at the beginning of each year to ensure that the pitch of our teaching is appropriate. This may mean tracking back over previous (or missed) learning, as well as ensuring that our higher achievers are stretched and challenged.

Summative assessment

Summative assessment takes place termly. It is used to:

- identify areas of strength and weakness for classes, groups and individuals
- provide evidence for patterns in progress and attainment (eg. between boys/girls, SEN/non-SEN, different year groups)
- target support to underperforming groups, classes and teachers
- compare attainment with nationally agreed expectations for children of that age

Our summative assessment takes the form of Read Write Inc. end of unit tests. These take place after a few units have been completed (this differs between year groups) and inform teachers of the progress made and any adjustments that may be necessary.

In addition to this, twice a year the children undertake an online spelling assessment, which adapts to the pupil's spelling ability. Once completed, we gain a highly personalised report for each child, which pinpoints specific areas of difficulty.

Reacting to these tests and the evidence found in everyday writing is essential in the development of our pupils' progress. Those children who have specific gaps in learning or difficulty in recalling previous teaching are supported through an intervention programme, using the online app, Edshed. Everyday word list words, as well as the rules and conventions taught in class, are practised in a fun and engaging way.

8. INCLUSION: SEND PROVISION

The interactive and collaborative nature of the Read Write Inc programme enables pupils to work together at a range of levels. However, some children with additional needs may need further support. This is achieved through a range of methods, including additional small group phonics sessions where appropriate.

Condition	Provision
ADD Attention Deficit Disorder	Shorter teaching time Small manageable chunks Visual aids
ADHD Attention Deficit Hyperactivity Disorder	Individual seating area if appropriate Routine and structure Clear instructions Time to leave class if needed
ASD Autistic Spectrum Disorder	1:1 support where funding has been established Small manageable chunks Individual seating area if appropriate Visual aids
Communication and Interaction Difficulties	Opportunities to speak to an adult on a 1:1 basis Small group and paired work Clear instructions in small steps
Dyslexia	Coloured reading strips Additional time, smaller steps, clear instructions
Hearing Impairment	Visual aids Sat near the front of the class Clear instructions
Moderate Learning Difficulties	Visual aids Clear instructions Small manageable chunks Writing guidelines/grips/sloping boards Small group interventions Close procedure/ Coloured pens/Counters and word frame
SEMH	Timetabled counsellor (where appropriate) Protective Behaviour sessions Build resilience, recognise anxiety triggers
Sensory and Physical	Access to the Sensory Room Medical plan and trained support where appropriate Awareness of noise, light, crowd sensitivity Sensory resources such as wobbly cushions, resistance bands, raised chair leg supports, fidget toys, mouth chews, pencil grips, brain breaks