



Primary Spelling Policy



Date of acceptance by governors: 28.9.23

Scheduled review date: Autumn 2024

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Statement of intent

Hunloke Park Primary School recognises its responsibility to deliver the national curriculum and is committed to ensuring that all pupils are given the opportunity and support to progress and develop to their full potential.

The school understands the importance of being able to spell quickly and accurately through knowing the relationship between sounds and letters, understanding the word structure and spelling structure of words, and enabling pupils to transcribe ideas fluently.

Whilst there is a range of different ways that spelling is learned and acquired, the school's approach to the teaching and learning of spelling will be personalised and adapted to suit each pupil's circumstances and ability where necessary.



1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) 'English programmes of study: key stages 1 and 2'
- DfE (2021) 'Statutory framework for the early years foundation stage' (EYFS)

This policy operates in conjunction with the following school policies:

- Primary School English Policy
- Primary Reading Policy
- Primary Writing Policy

2. Early years foundation stage (EYFS)

Pupils will be supported to meet the expected level of development for writing outlined in the '[EYFS](#)' before Year 1, namely that they are able to:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

By the end of the EYFS, pupils will be expected to spell the following words correctly:

EYFS spelling list								
A	An	As	At	If	In	Is	Of	Off
On	Can	Dad	Had	Back	And	Get	Big	Him
His	Not	Got	Up	Mum	But	Put	Will	That
This	Then	Them	With	See	For	Now	Down	Look
Too	The	To	I	No	Go	Into	He	She
We	Me	Be	Was	You	They	All	Are	My

3. KS1

Year 1

Pupils will be taught in line with the statutory requirements of the KS1 English national curriculum. For spelling, this means all pupils will be taught to:

- Spell words containing each of the 40+ phonemes already taught.
- Spell common exception words.



- Spell the days of the week.
- Name the letters of the alphabet in order and using letter names to distinguish between alternative spellings of the same sound.
- Add prefixes and suffixes:
 - Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.
 - Using the prefix un-.
 - Using -ing, -ed, -er and -est where no change is needed in the spelling of root words.
- Apply simple spelling rules and guidance.
- Write from memory simple sentences dictated by the teacher, including words using the grapheme-phoneme correspondences (GPCs) and common exception words already taught.
- The further statutory requirements as outlined in 'English Appendix 1: Spelling' of the [National curriculum in England: English programmes of study](#).

Teachers will build on work from the EYFS stage, ensuring pupils continue to learn GPCs and revise and consolidate those already learnt. Pupils' understanding that the letter(s) on the page represent the sounds in spoken words will underpin their reading and spelling of all words.

Where a pupil entering Year 1 has not met the EYFS expected level of development, they will continue to follow the school's EYFS curriculum to develop their word reading, spelling and language skills; however, they will follow Year 1 programme of study in terms of the books they listen to and discuss. Pupils struggling to decode and spell will be taught to do so as a matter of urgency through a rigorous and systematic phonics programme.

Year 2

Pupils will be taught in line with the statutory requirements of the KS1 English national curriculum. For spelling, this means all pupils will be taught to:

- Spell by:
 - Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
 - Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.
 - Learning to spell common exception words.
 - Learning to spell more words with contracted forms.
 - Learning the possessive apostrophe (singular), e.g. 'the girl's book'.
 - Distinguishing between homophones and near-homophones.
- Add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly.
- Apply spelling rules and guidance, as outlined in 'English Appendix 1: Spelling'.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

End of KS1

- By the end of KS1, pupils will be expected to spell the following words correctly:



KS1 spelling list						
Don't	Old	I'm	By	Time	House	About
Your	Day	Made	Came	Make	Here	Saw
Very	Put	Oh	Their	People	Mr	Mrs
Looked	Called	Asked	Could	Water	Away	Good
Want	Over	How	Did	Man	Going	Where
Would	Or	Took	School	Think	Home	Who
Didn't	Ran	Know	Bear	Can't	Again	Cat
Long	Things	New	After	Wanted	Eat	Everyone
Our	Two	Has	Yes	Take	Thought	Dog
Well	Find	More	I'll	Round	Tree	Magic
Shouted	Us	Other	Food	Fox	Through	Way
Been	Stop	Must	Red	Door	Right	Sea
These	Began	Boy	Animals	Never	Next	First
Work	Lots	Need	That's	Baby	Fish	Gave
Mouse	Something	Bed	May	Still	Found	Live
Say	Soon	Night	Narrator	Small	Car	Couldn't
Three	Head	King	Town	I've	Around	Every
Garden	Fast	Only	Many	Laughed	Let's	Much
Suddenly	Told	Another	Great	Why	Cried	Keep
Room	Last	Jumped	Because	Even	Am	Before
Gran	Clothes	Tell	Fun	Window	Sleep	Feet
Morning	Queen	Each	Book	It's	Green	Different
Let	Girl	Which	Inside	Run	Any	Under



Hat	Snow	Air	Trees	Had	Tea	Top
Eyes	Fell	Friends	Box	Dark	Grandad	There's
Looking	End	Than	Best	Better	Hot	Sun
Across	Gone	Hard	Floppy	Really	Wind	Wish
Eggs	Once	Please	Thing	Stopped	Ever	Miss
Most	Cold	Park	Lived	Birds	Duck	Horse

4. Years 3 and 4

Pupils in Years 3 and 4 will be taught to:

- Use further prefixes and suffixes and understand how to add them in line with 'English Appendix 1: Spelling'.
- Spell further homophones.
- Spell words that are often misspelt in line with 'English Appendix 1: Spelling'.
- Place the possessive apostrophe accurately in words with regular plurals, e.g. girls' and boys', and in words with irregular plurals, e.g. children's.
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

By the end of Year 4, pupils will be expected to spell the following words correctly:

Years 3 and 4 spelling list					
Regular	Accidentally	Reign	Occasion	Circle	Potatoes
Forward	Early	Believe	Strange	Heard	Different
Notice	Knowledge	Experiment	Calendar	Perhaps	Important
Ordinary	Purpose	Mention	Fruit	Thought	Pressure
Although	Actual(ly)	Remember	Often	Complete	Difficult
Medicine	Earth	Bicycle	Strength	Popular	Interest
Business	Learn	Extreme	Caught	Heart	Probably
Busy	Quarter	Minute	Grammar	Through	Disappear



Arrive	Address	Sentence	Opposite	Consider	Island
Experience	Eight	Breath	Suppose	Height	Promise
Exercise	Length	Natural	Centre	Position	Eighth
Material	Question	Famous	Group	Various	Continue
Build	Answer	Separate	Forwards	Imagine	History
February	Enough	Breathe	Surprise	Possible	Possess(ion)
Therefore	Library	Favourite	Century	Woman	Weight
Though	Recent	Naughty	Guard	Women	Decide
Increase	Appear	Special	Particular	Describe	Certain
Giraffe	Energy	Occasionally	Peculiar	Straight	Guide

5. Years 5 and 6

Pupils in Years 5 and 6 will be taught to:

- Use further prefixes and suffixes and understand the guidance for adding them.
- Spell some words with 'silent' letters, e.g. knight, psalm, solemn.
- Continue to distinguish between homophones and other words which are often confused.
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in 'English Appendix 1: Spelling'.
- Use dictionaries to check the spelling and meaning of words.
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- Use a thesaurus.

By the end of Year 6, pupils will be expected to spell the following words correctly:

Years 5 and 6 spelling list				
Accommodate	Develop	Equip	Explanation	Profession
Criticise	Lightning	Equipment	Parliament	Vehicle
Individual	Secretary	Neighbour	Temperature	Conscience
Relevant	Ancient	Stomach	Cemetery	Guarantee



Accompany	Dictionary	Average	Familiar	Programme
Curiosity	Marvellous	Especially	Persuade	Yacht
Interfere	Shoulder	Nuisance	Thorough	Conscious
Restaurant	Apparent	Sufficient	Committee	Harass
According	Disastrous	Awkward	Foreign	Pronunciation
Definite	Mischievous	Exaggerate	Physical	Controversy
Interrupt	Signature	Occupy	Twelfth	Hindrance
Rhyme	Appreciate	Suggest	Communicate	Queue
Achieve	Embarrass	Bargain	Forty	Convenience
Desperate	Muscle	Excellent	Prejudice	Identity
Language	Sincere	Occur	Variety	Recognise
Rhythm	Attached	Symbol	Community	Correspond
Aggressive	Environment	Bruise	Frequently	Immediate
Determined	Necessary	Existence	Privilege	Immediately
Leisure	Soldier	Opportunity	Vegetable	Recommend
Sacrifice	Available	System	Competition	Sincerely
Amateur	Equipped	Category	Government	Referred

6. Teaching and spelling

Teachers will base the teaching of spelling in EYFS and KS1 on the delivery of phonics lessons, with daily phonics lessons.

Pupils in the EYFS will not be given weekly spelling lists; however, they will be given lists of words that they are expected to know how to read, which they will receive on a weekly basis.

Pupils in Year 1 will be given weekly spelling lists of between four and eight words, which they will be expected to practise for a spelling test the following week. The spelling lists will be related to words that the pupils have been studying during that school week.

In Years 2 to 6, spelling sessions will be taught each week..



Teachers will set homework lists for pupils in Years 2 to 6 in relation to spelling sessions as appropriate. They will be expected to practise these lists for a spelling test the following week. The spelling lists will be related to words that the pupils have been studying during that school week

Teachers will identify pupils who are working below expectations and those who are exceeding expectations. Pupils who progress slowly will typically be expected to work towards the below year's objectives. Similarly, those that progress quickly will be expected to work towards the above year's objectives.

Spelling walls will be used in KS1 to support pupils; this involves selecting words that they spell incorrectly and displaying them on the wall. The teacher will use this as a method for pupils to practise incorrectly spelled words.

Pupils will record any words that they find difficult spelling in their journal, and will be expected to practise these until they are able to spell them correctly.

Teachers will employ the following methods to ensure that pupils are encouraged to learn how to spell a number of increasingly difficult words, and know how to check and correct their work:

- **Look, say, cover, write, check** – pupils are encouraged to undertake independent revision of spellings by checking and correcting themselves.
- **Shared writing** – teachers demonstrate how to apply spelling strategies by modelling their writing for pupils, and teaching how to apply proofreading skills.
- **Guided and independent writing** – pupils apply the methods they have been taught to their own work and practise strategies independently.
- **Marking** - teachers assess individual pupils' progress, providing clear feedback and targets for improvement.
- **Handwriting practice** – teachers deliver daily handwriting techniques for pupils to practise their handwriting styles and understand how to correctly form letters.
- **Dictionaries and thesauruses** – pupils will be provided with dictionaries and thesauruses to check their spellings and find synonyms.

7. Phonics curriculum

The school follows the Monster Phonics Scheme of Work to deliver Phonics across school.

Phase one supports the development of speaking and listening and is delivered during the EYFS. Pupils in the EYFS will be taught to:

- Develop their speaking and listening skills.
- Develop their language and vocabulary.
- Explore environmental sounds, instrumental sounds, body percussion, rhythm and rhyme, alliteration, voice sounds, oral blending and segmenting.
- Sing phonics songs with related actions.
- Develop curiosity about letters and sounds.

The table below demonstrates the skills pupils will be taught through the phonics scheme when exploring different sounds during phase one:

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Area	Skills acquired
Environmental sounds	<p>Listens to and identifies outdoor sounds</p> <p>Listens to and identifies indoor sounds</p> <p>Uses drumsticks to make different sounds</p> <p>Creates the correct animal sounds using clues</p> <p>Makes an informed guess of what is inside a box judging by the sound it makes</p> <p>Uses their voice to sing at different volumes</p> <p>Identifies the sounds on a sound bingo game</p> <p>Identifies sounds made away from view, e.g. behind a screen</p> <p>Provides others with sets of clues to guess an animal</p>
Instrumental sounds	<p>Identifies and names specific instruments when asked, judging by the sound it makes</p> <p>Starts and stops playing an instrument at the sound of a signal</p> <p>Plays an instrument to describe an action</p> <p>Remembers and is able to repeat a rhythm</p> <p>Distinguishes between and copies loud and quiet sounds</p> <p>Performs short instrumental pieces for others</p>
Body percussion	<p>Copies body sounds</p> <p>Performs songs with actions</p> <p>Performs actions increasing and decreasing their speed as necessary</p> <p>Moves their body in response to an instrumental sound</p> <p>Copies sequences of body sounds</p> <p>Identifies body sounds</p> <p>Provides examples of when it is appropriate to be loud or quiet</p> <p>Uses their voice to make slow, fast, quiet, loud, long, and short sounds</p>
Rhythm and rhyme	<p>Joins in with repetitive story phrases</p> <p>Moves their body in response to an instrument sound</p>



	<p>Performs actions to nursery rhymes</p> <p>Remembers and repeats rhythms</p> <p>Correctly continues a rhyming sequence</p> <p>Identifies rhymes playing a rhyme bingo game</p>
Alliteration	<p>Correctly provides the names of individuals who have a name beginning with a specific letter</p> <p>Selects a set of words for alliteration, e.g. silly soup</p> <p>Correctly provides the names of objects that begin with the same sound as a specific grapheme</p> <p>Correctly provides the names of animals that begin with the same sound as a specific grapheme</p> <p>Sorts objects into groups that begin with the same sound</p> <p>Participates in alliteration stories and makes suggestions</p> <p>Observes specific objects and recognises the initial sound</p> <p>Provides alliterative sentences for the names of other pupils in their class</p> <p>Makes the correct movements with their mouths to say some sounds</p> <p>Suggests non-words that begin with the same sound as a specific grapheme</p>
Voice sounds	<p>Is able to sound words out using the correct phonemes and graphemes, e.g. 'c-a-t'</p> <p>Continues sound patterns with their voice and varies the pitch</p> <p>Adds the correct sounds to a story upon hearing a specific buzz word or character name</p> <p>Listens to a recorded voice and identifies the speaker</p> <p>Describes voice sounds using adjectives such as long, short, loud, high and low</p> <p>Uses their voice to add sounds to a story as well as vary their pitch and tone, e.g. by shouting</p> <p>Uses a megaphone to make sounds with their voice</p> <p>Listens to and sings a variety of songs</p> <p>Shares their favourite sounds with their peers</p>

	Records sounds for a voice bingo game and matches the sounds to the pictures Makes sounds with their voice, e.g. roaring
Oral blending and segmenting	Sounds out and claps consonant, vowel, consonant (CVC) words from a set of letters Understands words that are segmented, e.g. 'c-a-t', when using 'sound talk' Identifies objects with three phonemes, e.g. 'f-i-sh', when using sound talk Blends two or three phonemes to make a word when using sound talk Copies and speaks aloud in sound talk Plays eye-spy by blending sounds Indicates how many phonemes they can hear

Phase two and three, delivered during the EYFS, is the beginning of phoneme and grapheme correspondence, and understanding how whole words can be segmented.

Phase two – pupils will be taught:

- 19 graphemes, including their sounds and names.
- How to segment and blend letters, including CVC and vowel, consonant (VC) words.
- To read more complex words, e.g. those which are not phonetically decodable.
- To read two-syllable words and simple phrases.

Phase three – pupils will be taught:

- 25 graphemes, including their sounds and names.
- How to apply their knowledge of blending and segmenting to reading and spelling.
- To read more complex words and begin to spell them.

The table below demonstrates the phonemes and graphemes that pupils will be taught during **phase two** and **three**:

Phase	Skills acquired
Phonemes and graphemes	
Phase two	s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, l, ck, ff, ll, ss
Phase three	j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oi, oo (long and short), ow, ar, air, ear, er, ur, or, ure
Blending, segmenting, reading and spelling	
Phase two	Blends and reads VC words, e.g. if, am, on

	<p>Orally blends and segments CVC words</p> <p>Reads more complex words, e.g. the, to, no, go, I, into</p> <p>Writes each phoneme and grapheme correctly</p>
Phase three	<p>Blends and reads CVC words</p> <p>Segments and makes a phonetically plausible attempt at spelling CVC words</p> <p>Reads more complex words, e.g. he, she, we, be, was, you, they, all, are, my, her</p> <p>Correctly spells more complex words, e.g. the, to I, no, go</p>

Phase four and five, delivered during Year 1, focusses on providing pupils with the opportunity to consolidate their knowledge of graphemes. Pupils will be taught:

Phase four

- To practise their understanding of graphemes, phonemes, segmenting and blending.
- To read and spell words with adjacent consonants.

Phase five

- New graphemes and alternative pronunciations for the graphemes they already know.
- How to select the correct grapheme to represent phonemes when spelling.

The table below demonstrates the phonemes, graphemes and skills that pupils will be taught during **phase four and five**:

Phase	Skills acquired
Phonemes and graphemes	
Phase five	<p>Writes the common graphemes for any given phoneme</p> <p>ay, ea, ie, oe, ew, ue, au, aw, ou, oy, ir, ey, a-e, e-e, i-e, o-e, u-e</p>
Blending, segmenting, reading and spelling	
Phase four	<p>Blends and reads words containing adjacent consonants, e.g. bl</p> <p>Segments and spells words containing adjacent consonants</p> <p>Reads more complex words, e.g. some, one, said, come, do, so, were, when, have, there, out, like, little, what</p> <p>Spells more complex words, e.g. he, she, we, me, be, was, my, you, her, they, all, are</p>

Phase five	<p>Reads and spells phonetically decodable two and three-syllable words</p> <p>Read all, and accurately spell the majority, of the first 100 high-frequency words (HFWs)</p> <p>Use gained knowledge to accurately read and spell unfamiliar words that aren't phonetically decodable</p>
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Phase six, delivered during Year 2, focusses on consolidating pupils' knowledge and understanding how to read and spell more complex words. Pupils will be taught:

- How to spell words with prefixes and suffixes.
- How to remove and add letters where necessary.
- To accurately use word-specific spelling, e.g. see/sea
- How to spell words containing unusual graphemes, e.g. laugh

The table below demonstrates the phonemes, graphemes and skills that pupils will be taught during phase six:

Phase	Skills acquired
Phase six	<p>Understands and uses past tense, including irregular past tense, e.g. say/said, come/came, go/went</p> <p>Correctly adds the following suffixes to words: -ed, -ing, -er, -est, -ful, -ly, -ment, -ness, -y</p> <p>Correctly adds the suffixes -s and -es to nouns and verbs</p> <p>Correctly adds prefixes, such as un- and dis-, to words</p> <p>Uses their knowledge of phonics to spell polysyllabic words</p> <p>Recognises and begins to understand the difficult spelling of some words, e.g. the double 't' in 'getting', the unusual spelling of /oo/</p> <p>Reads the first 300 common HFWs</p>

8. Teaching phonics

In accordance with this policy, pupils in the EYFS, Year 1 and Year 2 will engage in daily Monster Phonics lessons. Year 2 will move from Phonics to Reading Comprehension Skills after February Half Term.

Pupils will be taught to adopt the 'look, say, cover, write, check' approach for learning phonics and spellings.

For HFWs, teachers will use a variety of methods to ensure pupils are able to spell them correctly, appropriate to the phase of phonics they are in.



Teachers will recognise where pupils have made viable attempts to spell words, but will make sure they provide the correct spelling.

Teachers will monitor pupils' progress and where pupils are frequently struggling to meet the targets of phonics for their phase, teachers will provide specific weekly phonics lists to practise the areas required.

A phonic workbook will be sent home to parents during phases, allowing pupils to practise areas learnt in lessons with their parents.

9. Assessment

Pupils in the EYFS will be assessed using the assessment and reporting arrangements outlined in the EYFS profile handbook for the relevant year.

Pupils in KS1 and KS2 will be assessed in line with the English national curriculums.

Pupils' phonics ability will also be monitored on a termly basis using formative feedback from assessments.

At the end of Year 1, all pupils will take part in the national phonics screening test.

The learning of key words is monitored for pupils with SEND and pupils in phonics groups.

Pupils will be expected to self-assess their work as a method of independent learning, in order to identify any errors and make corrections to their spelling, referring to their spelling journal, the spelling walls and dictionaries.

Teachers will use their knowledge when marking pupils' work to identify whether pupils are having difficulty with phonetics or are confusing common spelling rules.

Teachers will use their judgement from marking pupils' work to organise subsequent phonics and spelling sessions.

Teachers will:

- Outline clear expectations for pupils when they begin to write, helping them to understand the strategies, rules and conventions of writing and spelling.
- Analyse pupils' errors and recognise where they have made viable attempts to spell words.
- Provide clear feedback on pupils' work with specific targets to work towards and allow pupils time to respond.
- Organise additional support where it is required.

10. Pupils with SEND

Pupils with SEND will be provided with support in spelling in line with the SEND Policy. Pupils working at a lower than expected phonics phase will receive additional targeted support, and will be assigned to small groups for additional phonics sessions delivered by TAs, with individual sessions where appropriate.



Pupils working at a lower than expected phonics phases will be referred to the SENCO, and monitored on a regular basis, should further support through an assessment for an EHC plan be necessary.

11. Homework

Teachers will set homework for their class as they deem appropriate. No homework will be set for pupils in the EYFS.

Teachers will take into account pupils' individual needs and their spelling progression when assigning them more/fewer spellings and easier/more difficult words.

Pupils will sit weekly spelling tests in relation to the spelling lists that they take home.

Teachers may decide to reduce the number of spellings on a given week if pupils are required to practise spelling patterns in addition to words.

12. Monitoring and review

This policy will be reviewed annually by the headteacher and English subject lead. Any changes made to this policy will be communicated to all members of staff.

The next scheduled review date for this policy is September 2024.