



# PENPOL SCHOOL

## Spelling Policy

Signed by:

|       |                    |             |
|-------|--------------------|-------------|
| _____ | Head Teacher       | Date: _____ |
| _____ | Chair of Governors | Date: _____ |

Designed: September 2025  
Review Date: September 2026

## Introduction

At Penpol School, we recognise the importance of teaching children to spell accurately. Confident spellers are more likely to write with fluency and enjoyment which will help our children feel empowered in their writing. Our aim is to equip them with a range of effective spelling strategies and to support them in applying these strategies independently. We encourage our children to enjoy exploring the patterns, rules and contradictions of the English language and to take delight in what they discover.

The Education Endowment Foundation (EEF) highlights: *"If children have to concentrate to ensure their handwriting and spellings are accurate, they will be less able to think about the content of their writing."*

To support this, spelling and handwriting must be taught explicitly, practised extensively and reinforced through effective feedback.

## Intent

The teaching of phonics and spelling at Penpol aims to develop children as independent spellers who take an active role in their learning. It also enables children to decode words independently when reading and communicate more clearly and effectively when writing.

Children need to be taught both the knowledge and skills required to become independent spellers. In addition to this, we aim to support all children in developing the ability to communicate effectively and confidently for a wide range of audiences and purposes.

First and foremost, children are given regular opportunities to explore and investigate the English language through high-quality oracy experiences. As they move through each key stage, they develop, consolidate and secure the skills needed to read, interpret and enjoy a wide range of texts. At Penpol School, children learn to handwrite fluently and to apply their spelling, grammar and punctuation knowledge across a range of thematic, cross-curricular writing contexts. Our curriculum encourages creative thinking, adventurous vocabulary choices and purposeful writing.

When spelling, we want our children to:

- Use their phonic knowledge effectively when blending phonemes for reading and segmenting phonemes for spelling
- Develop an interest in words, their meanings and their origins, growing their vocabulary for both spoken and written communication
- Understand and apply spelling strategies, rules and patterns confidently in their writing
- Write with confidence and creativity, using editing and self-correction skills to refine their work
- Be imaginative, ambitious and willing to challenge themselves

## Implementation

Spelling practice should be regular, consistent and well-structured. It should include:

- **Learning new words** – Teaching words before pupils encounter them in texts can be helpful. Supporting pupils to say the words aloud and

understand their meanings will help them apply correct spellings in their writing.

- **Practising previously taught words** to develop speed and automaticity, including writing dictated sentences using words that have already been practised.
- **Learning common exception words** – Pupils often learn these by identifying the 'tricky' part of the word or by using mnemonics.
- **Independent practice activities** – These provide opportunities for pupils to consolidate their learning while the teacher works with other groups or offers targeted support. Including handwriting tasks that use new spellings can help commit them to long-term memory.
- **Planned opportunities to explore word structure** – For example, through the use of morpheme matrices to explore the morphology of words.
- **Encouragement, acknowledgement and feedback** – Recognising pupil effort and progress is essential in building confidence and motivation in spelling.

### EYFS and KS1

In EYFS and Key Stage 1, our children follow a high-quality, systematic programme of phonics teaching following the Read Write Inc programme. Phonics teaching makes strong links between blending for reading, segmenting for spelling and handwriting. All children are encouraged to apply their phonics knowledge when spelling, laying the foundation for future spelling success.

### KS1 and KS2

From Year 1, children are taught the age-related spelling content using Spelling Shed and the No-Nonsense Spelling scheme. These programmes provide a manageable, well-structured approach to meeting the requirements of the 2014 National Curriculum, with a clear progression through blocks of teaching units. They support teachers with a wide range of strategies and teaching approaches to develop spelling knowledge and understanding.

Spelling is taught through regular, discrete lessons where children explicitly learn rules, patterns and strategies. However, spelling is also embedded across the wider curriculum, providing meaningful opportunities for children to apply their learning in context. This includes writing across subjects, targeted vocabulary development and reinforcement through word-rich classroom environments.

### Spelling Shed

Spelling Shed is an engaging, research-informed spelling programme designed to support the effective teaching of spelling from Year 1 upwards. It provides a structured sequence of lessons aligned with the National Curriculum, helping children learn spelling patterns, rules and statutory word lists.

Key features include:

- Interactive games that motivate pupils to practise spellings in a fun, accessible way.
- Differentiated word lists to meet the needs of all learners, including those needing extra support.
- Homework tools and online access, allowing children to practise spellings at home.
- Progress tracking for teachers, making it easy to monitor individual and whole-class performance.

Spelling Shed supports both whole-class teaching and independent learning, helping pupils to build fluency, confidence and accuracy in spelling over time. Children enjoy playing the games and practise their spelling in a fun, interactive way.

### No-Nonsense Spelling

Here are the different spelling strategies outlined in 'No-Nonsense Spelling':

- **Revise** - Lively oral or quick-write activities to revisit and secure prior learning. This activates prior knowledge and links to previous concepts.
- **Teach** - Introduce the new concept using a range of direct teaching activities, including teacher modelling and involving children in identifying rules, patterns and spelling conventions (orthography). Where appropriate, explore Latin or Greek roots to foster interest in etymology and deepen understanding of morphology. This helps children make connections between spelling and meaning (e.g. *medical* and *medicine*).
- **Explain** - Model and investigate the new concept further which allows children to be actively involved in their new learning. Teacher modelling is essential to demonstrate the thinking process behind spelling decisions.
- **Practise** - Children work independently, in pairs or small groups, using a variety of strategies to practise and consolidate their learning. Activities may include:
  - Individual or group tasks
  - Independent exploration of the concept
  - Word investigations
  - Rule generalisation
- **Apply/Assess** - Children apply their learning in meaningful ways and reflect on their progress. Examples include:
  - Revise new learning
  - Apply the words orally and in writing
  - Dictated sentences
  - Composing sentences using new spellings
  - Peer tasks to transform by adding affixes to selected words
  - Independent application and explanation of understanding
  - Reflect and assess progress
  - Assess through independent application
  - Explain and demonstrate understanding

### Strategies for Learning Spellings

The following strategies can be used to support children's spelling across school and at home. A more detailed description of each strategy can be found in the 'No Nonsense Spelling' teachers handbooks.

- Look, say, cover, write, check
- Trace, copy and replicate (then check)
- Segmentation strategy
- Quickwrite
- Drawing around the word to show the shape
- Drawing an image around the word
- Words without vowels
- Pyramid words
- Rainbow writing
- Memorable 'silly sentences'
- Clapping and counting syllables

### Orthography, Morphology and Etymology

To support effective spelling development, teaching spelling should go beyond phonics and incorporate orthography, morphology and etymology. While phonics remains essential when teaching spelling, pupils need to understand that many phonemes can be represented by multiple graphemes. For example, the long /ā/ sound can be spelt in several different ways, such as 'ay', 'ai', 'a-e', 'ea', or 'ei'. To navigate these complexities, pupils benefit from learning common spelling patterns (orthography), understanding the meaningful parts of words (morphology) and the origins of words (etymology). These areas help pupils make informed spelling choices and are strengthened through rich reading experiences. Knowledge of orthography helps pupils recognise patterns such as 'ck' not appearing at the start of words, while morphology allows them to break down words like 'reformed' into prefixes, root words and suffixes, aiding accurate spelling. Etymology can further enrich understanding and vocabulary. Together, these elements build a strong foundation for confident and accurate spelling.

### Dictionaries

There are a range of dictionaries and thesauri in each class which are differentiated to suit the range of needs within the class. As well as carrying out investigations using dictionaries and undertaking specific dictionary work, the children are also encouraged to have dictionaries on the table during reading sessions and English lessons in order to research the meaning of unknown words. Children are taught explicitly how to use a dictionary in order to investigate word meaning, origins and spellings. We currently use four different editions of the Oxford English Dictionary. This ensure that our children make progress in their dictionary skills from EYFS through to Year 6 and beyond.

- EYFS and Year 1 use Oxford First Dictionary
- Year 2 use Oxford Junior Illustrated Dictionary
- Year 3 and Year 4 use Oxford Primary Dictionary
- Year 5 and Year 6 Oxford School Dictionary

## Assessment and Intervention

At Penpol School, our assessment is mainly through assessment in context. For example:

- Spelling in an unseen, dictated sentence
- Spelling in independent writing
- Evidence from spelling lessons

In addition, we use tests to support our teacher assessments. Teachers also use Sonar assessment tracker which allows teachers to track stages of attainment in spelling. There is a section on our whole class marking sheet that specifically focuses on spelling that can identify children who are doing well with spelling, those who need extra support or common misconceptions that need to be addressed.

Teachers on-going assessments enable them to quickly identify individuals or groups of children who requires further support. If a child requires further support, there are a range of strategies that can be implemented.

## Inclusion and Support for All Learners

All of our children are provided with equal access to our English Spelling Curriculum. We provide suitable learning opportunities regardless of gender, ethnicity or background. Our children are taught challenging, age-related content and it is our expectation that the vast majority will achieve age-related expectations by the end of each year and key stage.

Teachers are expected to identify and understand the specific barriers individual children may face with spelling and ensure that teaching is accessible, inclusive and adapted where necessary. Some pupils may require instruction in smaller, more incremental steps, as well as increased opportunities for overlearning and structured practice, to enable them to make progress and achieve alongside their peers.

Where children are not yet working at age-related expectations, class teachers use adaptive teaching approaches to ensure they can access learning, experience success and close the gap over time. Spelling is taught with high expectations for all, while recognising that some pupils will require alternative approaches to secure their progress.

We use the Education Endowment Foundation's (EEF) '5-a-day' approach to support pupils through high-quality teaching and tailored support:

1. **Explicit instruction** – breaking learning into manageable steps with clear modelling.
2. **Cognitive and metacognitive strategies** – encouraging pupils to reflect on and take ownership of their learning.
3. **Scaffolding** – using structured support (e.g. word frames, phoneme charts, chunking) that is gradually removed.
4. **Flexible grouping** – using focused groups for guided spelling or targeted interventions.
5. **Use of technology** – applying digital tools to support learning, independence and engagement.

In addition, we use a range of targeted interventions and resources to support access to the spelling curriculum:

- IDL – an evidence-based, multisensory literacy intervention used to support pupils with dyslexia or persistent spelling difficulties.
- Word Mats with Widget symbols – used to support children with SEND or EAL by providing visual representations of vocabulary, instructions and word meanings.
- Spelling Shed adaptations – including customised word lists, adjusted levels of difficulty and scaffolded activities to ensure that the programme is accessible for all learners.
- Read Write Inc. intervention.
- Phonics Sound Mats.

Through high-quality teaching, strategic use of resources and a strong focus on inclusive practice, we ensure that every child is supported to make progress in spelling and develop confidence in their writing.

### **Consistency and Standards**

Teachers must ensure that high standards are maintained by modelling the correct spelling when doing any writing on the board, wall or when writing in children's books. The quality of spelling in all books must be of a high standard and teachers should not accept anything less than the best of each child's ability.

### **Learning Environment**

There is an expectation that all teachers create a word-aware environment through class displays. Displays should be meaningful, purposeful and current, promoting not only the weekly spelling rule but also a deep understanding of how words are constructed and used. Displays should support pupils in recognising spelling accuracy alongside vocabulary development, drawing on principles of phonics, orthography (spelling patterns), morphology (word parts) and etymology (word origins). Together, these components help pupils build confidence in spelling and make more informed choices when writing.

To support this, the learning environment should include features such as:

- Spelling Focus and Rich Vocabulary
  - Word/sound of the week
  - Tier 2 vocabulary - boastful words and enriched vocabulary
  - Storyteller's 'Word of the Day' flip book
  - A build-up of key vocabulary over the course of the week, where children recognise spelling rules or sounds across different curriculum areas
  - Encouraging talk around spellings (see Appendix 3)
  - Word meanings and semantic understanding
- Teaching Tools and Models
  - Current flipchart models/examples that demonstrate dictation and spelling strategies
  - Visual reminders and teacher models of spelling strategies, supporting independent spelling (e.g. phonetic sound buttons and digraphs)
  - Pictures/symbols to support real-life links
  - Interactive games and word activities
- Classroom Resources
  - Word mats to support daily writing
  - Knowledge organisers – using Widget to support
  - RWI phonic speed sound mats (see Appendices 1 and 2)
  - Statutory spellings for each year group and phase-appropriate sounds, based on individual class needs (e.g. common exception words) (see Appendix 4)
  - Age-appropriate dictionaries and thesauruses
- Celebrating and Applying Learning
  - Examples of children's work
  - Examples of enjoyment and celebration of spoken and written vocabulary
  - Whole Class Marking shared and celebrated

In addition to displays, the following tools should be consistently used to support access to and application of rich vocabulary and accurate spelling:

- Vocabulary learning walls to showcase subject-specific and high-utility words (tier 1, 2 and 3)
- Knowledge organisers to reinforce key vocabulary and spelling patterns
- Widget word banks to support children with SEND or EAL
- Whole-class marking feedback to revisit and address common spelling misconceptions
- Revisit slides for spelling to consolidate learning across the week

By embedding these elements into the classroom environment, teachers help pupils make connections between sounds, spelling patterns, word structures and meanings. There are essential for developing confident, independent spellers who also have a rich vocabulary.



### **Parental Involvement**

We recognise and appreciate the huge part that parents/ carers play in their child's progress in spelling. We believe that the learning undertaken at home should be an extension to the practise at school and in order to fully support their children, parents/ carers will be kept informed of our approaches to teaching spelling.

Children in Years 2 - 6 have access to Spelling Shed at home. Spelling Shed is a game-based tool that can be used at home to boost children's confidence in spelling. Children enjoy playing the games and practise their spellings in a fun, interactive way.

Spelling homework should reflect the strategies being used in the classroom. Regular communication with parents/ carers, especially in relation to spelling is essential. Should we have any concerns about a child's progress in spelling, we speak to parents/ carers at the earliest opportunity to discuss how their child might best be supported.

Over a period of time, we deliver parental information workshops on the subjects of reading, phonics and grammar, punctuation and spelling.

# Appendix 1 - Read Write Inc rhymes to form lower case letters



Maisie, mountain, mountain



Around the apple and down the leaf



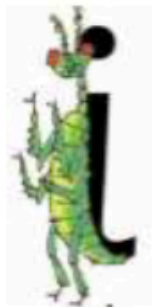
Slither down the snake



Around the dinosaurs bottom and up to his neck



Down the tower, across the tower



Down the insects body and a dot for his head.



Down Nobby and over his net



Down the pirates plait and around the pirates face



Round the girls face, down her hair and give her a curl



All around the orange



Curl around the caterpillar



Down the kangaroo's body curl his tail and leg



Down and under the umbrella, up to the top and down to the puddle



Down the laces, over the toe and to the heel



Down the stem and draw the leaves



Slice into the egg, go over the top, then under the egg.



Down the long leg



Down the horse's head to his hooves and over his back



sh says the horse to the hissing snake



Down his back then curl over his arm



Down his body curl and dot



Down the wing up the wing



Down a horn, up a horn and under the yak's head



Down up, down up



The princess in the tower is saved by the horse, thank you!



Zig, zag, zig



The horse sneezes when the caterpillar's hairs get up his nose  
ch-ch-choo



The queen never goes out without her umbrella



Down the arm and leg, repeat the other side



Thing on a string

Appendix 2 – Read Write Inc. groups of letters (special friends from RWI)



nk

I think I stink

ay



May I play?



ee

What can you see?

igh



Fly high

ow



Blow the snow

oo



Poo at the zoo

oo



Look at a book

ar



Start the car

or



Shut the door

air



That's not fair

ir



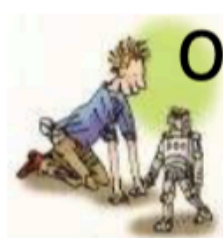
Whirl and twirl

ou



Shout it out

oy



Toy from a boy

ea



Cup of tea

oi



Spoil the boy

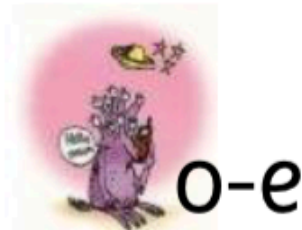
# Appendix 4 – Letter family



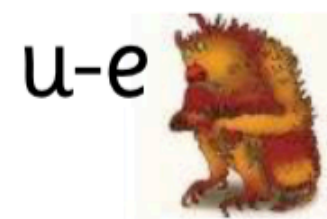
Make a cake



Nice smile



Phone home



Huge brute



Yawn at dawn



Nurse with a purse



A better letter



Brown cow



Snail in the rain



Goat in a boat



Chew and stew



Fire fire



Hear with your ear



Sure it's pure



Care and share



Appendix 3 – Encouraging talk around spellings

|  |  |  |  |
|--|--|--|--|
| What does it look like?  | What does our target word/ sound look like?  | Describe one of your weekly spellings to a friend                              | When might someone do this? When might you do this?  |
| Can you think of something else that might be described like this 'word' or 'sound'?                 | What verb might describe one of our weekly spellings?  | Think of a time when you might use this word?                                  | I like/ don't like this word because...  |
| Where might you see this word in the real world?   | Which other words are a bit similar to this word?<br>Which words have similar sounds? Are the phonemes the same? | Can you think of any other words which have this phoneme, but sound different? | How will you remember this word? What strategies will you use?                                   |
| Why might your teacher have chosen this word?<br>Have you heard of this word in a story you've read? | Which will be your favourite strategy to remember this word?   | Can you make up a story about this word?                                       | True or false eg. 'Which of these things is more likely to be tattered?'<br>Then provide options |

## Year 1 Common Exception Words

the  
a  
do  
to  
today  
of  
said  
says  
are  
were  
was

is  
his  
has  
I  
you  
your  
they  
be  
he  
me  
she  
we

no  
go  
so  
by  
my  
here  
there  
where  
love  
come  
some

one  
once  
ask  
friend  
school  
put  
push  
pull  
full  
house  
our

## Year 2 Common Exception Words

after  
again  
any  
bath  
beautiful  
because  
behind  
both  
break  
busy  
child  
children  
Christmas

class  
climb  
clothes  
could  
cold  
door  
even  
every  
everybody  
eye  
fast  
father  
find

floor  
gold  
grass  
great  
half  
hold  
hour  
improve  
kind  
last  
many  
mind  
money

most  
move  
Mr  
Mrs  
old  
only  
parents  
pass  
past  
path  
people  
plant  
poor

pretty  
prove  
should  
steak  
sugar  
sure  
told  
water  
whole  
who  
wild  
would



## Year 3 and 4 Common Exception Words

|              |           |           |            |           |           |              |            |           |           |
|--------------|-----------|-----------|------------|-----------|-----------|--------------|------------|-----------|-----------|
| <b>Aa</b>    | breath    | consider  | enough     | group     | island    | natural      | popular    | <b>Rr</b> | surprise  |
| accident     | breathe   | continue  | exercise   | guard     | <b>Kk</b> | naughty      | position   | recent    | <b>Tt</b> |
| accidentally | build     | <b>Dd</b> | experience | guide     | knowledge | notice       | possess    | regular   | therefore |
| actual       | busy      | decide    | extreme    | <b>Hh</b> | <b>Ll</b> | <b>Oo</b>    | possession | reign     | though    |
| actually     | business  | describe  | <b>Ff</b>  | heard     | learn     | occasion     | possible   | remember  | thought   |
| address      | <b>Cc</b> | different | famous     | heart     | length    | occasionally | potatoes   | <b>Ss</b> | through   |
| although     | calendar  | difficult | favourite  | height    | library   | often        | pressure   | sentence  | <b>Vv</b> |
| answer       | caught    | disappear | February   | history   | <b>Mm</b> | opposite     | probably   | separate  | various   |
| appear       | centre    | <b>Ee</b> | forward    | <b>Ii</b> | material  | ordinary     | promise    | special   | <b>Ww</b> |
| arrive       | century   | early     | forwards   | imagine   | medicine  | <b>Pp</b>    | purpose    | straight  | weight    |
| <b>Bb</b>    | certain   | earth     | fruit      | increase  | mention   | particular   | <b>Qq</b>  | strange   | woman     |
| believe      | circle    | eight     | <b>Gg</b>  | important | minute    | peculiar     | quarter    | strength  | women     |
| bicycle      | complete  | eighth    | grammar    | interest  | <b>Nn</b> | perhaps      | question   | suppose   |           |

## Year 5 and 6 Statutory Spellings

|             |             |             |             |             |               |             |
|-------------|-------------|-------------|-------------|-------------|---------------|-------------|
| accommodate | category    | determined  | forty       | marvellous  | programme     | soldier     |
| accompany   | cemetery    | develop     | frequently  | mischievous | pronunciation | stomach     |
| according   | committee   | dictionary  | government  | muscle      | queue         | sufficient  |
| achieve     | communicate | disastrous  | guarantee   | necessary   | recognise     | suggest     |
| aggressive  | community   | embarrass   | harass      | neighbour   | recommend     | symbol      |
| amateur     | competition | environment | hindrance   | nuisance    | relevant      | system      |
| ancient     | conscience  | equipment   | identity    | occupy      | restaurant    | temperature |
| apparent    | conscious   | equipped    | immediate   | occur       | rhyme         | thorough    |
| appreciate  | controversy | especially  | immediately | opportunity | rhythm        | twelfth     |
| attached    | convenience | exaggerate  | individual  | parliament  | sacrifice     | variety     |
| available   | correspond  | excellent   | interfere   | persuade    | secretary     | vegetable   |
| average     | criticise   | existence   | interrupt   | physical    | shoulder      | vehicle     |
| awkward     | curiosity   | explanation | language    | prejudice   | signature     | yacht       |
| bargain     | definite    | familiar    | leisure     | privilege   | sincere       |             |
| bruise      | desperate   | foreign     | lightning   | profession  | sincerely     |             |