



Spelling Policy

Ethos

Children who can spell, feel confident and are able to write with enjoyment. At Oakhill, we equip our pupils with a range of strategies for learning spelling, teaching them how to apply these strategies when spelling words independently.

Spelling Scheme

Children in our Reception and Year 1 follow the Little Wandle Letters and Sounds programme to learn phonics. We continue to use this in Year 2 during the autumn term to revisit and review phase 5. In addition to their daily phonics, children in Year 2, along with children in KS2, follow the Spelling Shed scheme. This provides progressive weekly objectives and spelling lists which ensure coverage of the National Curriculum requirements for spelling and opportunities to address misconceptions of spelling.

Opportunities for spelling

In Reception and Year 1, each class has a daily 30-minute phonic session. In addition to this, there are further opportunities to practise common exception words and misconceptions.

Each class in Years 2 to 6 have two thirty-minute spelling lessons where they are taught a spelling rule which they then practise over the course of the week. These are practised alongside the spelling of high frequency words and common errors.

Children in years 1 to 6 have online access to the Spelling Shed website where they are able to practise spellings that are individual to their needs and compete in competitions. Children access this from home and their activity is monitored by the class teacher. Further opportunities to practise spellings using this may be given in class.

Teaching and Learning

During spelling lessons, teachers use a variety of strategies to aid children's learning and retention of spellings taught. These include both written and active methods. In addition to learning how to spell the words on their word list, children learn the meaning of the words and practise using them in context. Where applicable, children are encouraged to use these words in their independent work throughout the week.

Structure of lessons

Spelling starters follow a structure which is usually split into two thirty-minute lessons:

Revise – Children will revisit sounds and spelling patterns from earlier weeks in the scheme.

Introduction - In the introduction, children will be acquainted with the words of the week. There will be an explanation of how the words are linked. The lists are organised by spelling patterns, sounds or affixes.

Main teaching – Here teachers and pupils will explore the words of the week. They will examine aspects such as the number of syllables, tricky sounds and the morphology of the words. There are a range of activities that appear in the Introduction and Main Teaching Input section of the lesson.

Independent – The Independent section is designed to be carried out by pupils with minimal instruction.

Consolidation - In the Consolidation section, a recap of the objectives will be carried out.

Assessment

Children have a weekly spelling test to assess the learning of their spellings. Teachers keep a record of the children's spelling results.

Differentiation

Children who are working significantly below age related expectations will be provided with individual spelling lists to ensure that their educational needs are met. These words will be taken from the high frequency word lists and / or their English books, and children will be given a maximum of 5 spellings per week to learn. If necessary, children will continue to have the same spellings for a number of weeks to aid retention.

Parental Involvement

We encourage parents to help children to learn their spellings at home. Parents receive a spelling strategy booklet which contains practical ways to support their children with their spellings.

REVIEW & AMEND AS NECESSARY ANNUALLY – SEPTEMBER 2025 (MOST RECENT REVISION SEPTEMBER 2024)