



Winslow CE School Spelling Policy

Our vision is 'Let your light shine'. The rainbow symbolises God's unconditional love for each individual. We seek to reflect that light in all we do: in our community, both local and wider, our communication, both word and action, with curiosity and courage, and with care and compassion for everyone, inspiring a love of learning.

At Winslow, we recognise that spelling is a fundamental component of writing fluency. Accurate and automatic spelling reduces cognitive load, enabling pupils to focus on the content and structure of their writing. Pupils who struggle with spelling are more likely to write less, choose simpler words, and feel less confident as writers. Therefore, we place a strong emphasis on spelling from the very beginning of a child's education, ensuring it is taught systematically and progressively throughout the school.

Spelling instruction begins in Reception, where it is embedded within daily phonics lessons. Teaching starts in the second week of the autumn term, beginning with 10-minute sessions supported by daily oral blending games. These sessions quickly build up to full-length 20-30-minute phonics lessons. During this stage, children are taught grapheme-phoneme correspondences (GPCs) and how to apply them in writing, laying the foundation for future spelling success. Each week concludes with a review session on Friday to consolidate the week's learning and strengthen fluency in reading and writing.

Throughout Reception and Year One, phonics is taught daily for 20–30 minutes. In Year One, children begin the autumn term by revisiting Phases 3 and 4 of the Little Wandle Letters and Sounds Revised programme. They then move on to Phase 5, where they develop fluency and accuracy in reading and spelling using more complex grapheme-phoneme correspondences (GPCs).

Importantly, phonics and spelling instruction continues beyond the Phonics Screening Check, ensuring that pupils are well-prepared for the increasing complexity of language as they progress.

In Year Two, pupils begin the autumn term with a review of Phase 5 during daily phonics sessions. They then transition into the Bridge to Spelling programme from Little Wandle, which supports children in developing their understanding of how to think about spelling. Over the course of five weeks, pupils complete the alphabetic code and explore the foundational concepts of spelling.

From the spring term onwards, children move on to the core Little Wandle Spelling programme. Here, they consolidate and apply their knowledge from earlier phonics and spelling instruction to meet the Year 2 spelling curriculum requirements with confidence and independence.

In Key Stage Two, pupils receive 15 minutes of daily phonics or spelling instruction, building on their prior learning. While phonics continues to underpin spelling in the earlier years of KS2, pupils are also introduced to orthography, morphology, and



etymology to help them understand the structure and origins of words. This includes explicit teaching of prefixes, suffixes, root words, and word origins.

Spelling instruction in KS2 follows a year-group-specific progression of GPCs and includes all common exception words outlined in the National Curriculum. Children are supported through a range of classroom resources, including 'Spell it Out' boards displaying current spelling focuses, word mats, vocabulary lists, and the Vocabulary Ninja 'Word of the Day' to develop Tier 2 and Tier 3 vocabulary across subjects.

Our approach to spelling is systematic and cumulative. Patterns are taught explicitly and revisited regularly to ensure long-term retention. Children are not expected to simply memorise word lists. Instead, they are taught strategies such as segmenting, syllable splitting, and identifying root words to understand how spelling works. Repetition and retrieval play a vital role, and pupils engage actively with spelling through writing, rather than passive recognition.

Dictation is also used routinely to provide structured opportunities for pupils to apply their spelling knowledge in context without the added pressure of generating original content.

Spelling is continually assessed through both formal and informal methods, and pupils who fall behind receive timely and targeted support. Our goal is for all children to develop confidence and independence in spelling, enabling them to write with fluency and accuracy across the curriculum.