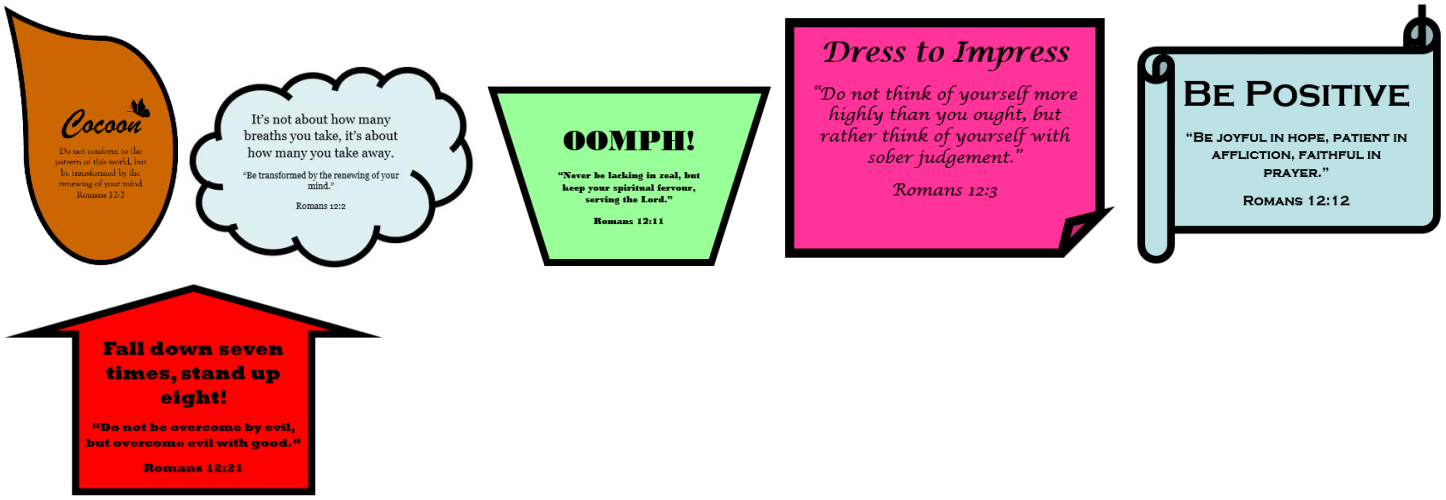
Queens Church of England Academy

Spelling Policy

Adopted by the Leadership Team	February 2025
Approved by Governors	March 2025
To be reviewed	March 2027



INTRODUCTION

At Queens C of E Academy, we recognise that spelling is a fundamental aspect of literacy and essential for confident and effective written communication. A strong grasp of spelling supports reading, writing fluency, and vocabulary development. To ensure all pupils receive targeted spelling instruction, we have developed a structured **Spelling Curriculum Pathway** tailored to meet the needs of individual learners across Key Stage 2.

From September 2024, our spelling curriculum has been designed based on detailed analysis of spelling progression across year groups. This ensures that children build on prior knowledge and develop their spelling skills systematically.

Intent

Aims of Our Spelling Curriculum

At Queens Church of England Academy, we aim to:

- Provide a structured approach to spelling that ensures progression across year groups.
- Identify and address gaps in spelling knowledge through regular assessment.
- Group children according to their spelling ability to provide targeted teaching.
- Develop pupils' confidence in applying spelling rules and patterns in their independent writing.
- Promote a love of words and language, encouraging pupils to use ambitious vocabulary.
- Ensure spelling is explicitly taught, practised, and applied across the curriculum.

Implementation

Spelling Curriculum Pathway

At the beginning of each academic year, all pupils in **Years 3 to 6** are assessed on spelling lists from Reception to Year 6. Children are tested on each year group's spellings until they achieve a score of **60-80%** accuracy. Based on this data, pupils are placed in differentiated spelling groups that best support their learning needs. Our spelling groups range from **Reception-level spellings to Year 5/6 spellings**.

Spelling Groups and Targeted Teaching

- Spelling groups are reviewed termly to ensure progress and allow for movement between levels.
- Weekly spelling lessons focus on explicit teaching of spelling rules, patterns, and common exception words.
- Pupils engage in a variety of spelling activities, including investigations, dictation, word-building tasks, and application in writing.
- Spelling is reinforced through daily literacy lessons and cross-curricular writing opportunities.
- Teachers provide targeted support and strategies for children with specific spelling difficulties.

Assessment and Tracking

- Baseline spelling assessments are conducted in **September** to determine group placement.
- Termly assessments track progress and identify children who may need additional support.
- Spelling is monitored through pupils' written work to ensure correct application of taught spelling rules.
- Regular retrieval practice is embedded to consolidate learning over time.

Meeting the Needs of Every Child

We ensure spelling instruction is inclusive and accessible to all learners by:

- Providing additional support and intervention for children who require further practice.
- Offering personalised spelling lists where necessary to meet individual needs.
- Encouraging multisensory spelling strategies such as visual, auditory, and kinaesthetic approaches.
- Using spelling games and technology to make learning engaging and interactive.
- Supporting pupils with SEND and EAL through scaffolding and targeted resources.

Impact

Assessment of Spelling

The impact of our spelling curriculum is measured through:

- **Initial spelling assessments** to determine starting points.
- **Termly spelling tests** to track individual progress.
- **Teacher observations** of spelling application in independent writing.
- **Moderation of writing** to ensure consistent application of spelling strategies.
- **Pupil voice** to gauge confidence in spelling and its impact on writing.

Resources for Spelling

To support high-quality spelling instruction, we use:

- A structured spelling curriculum tailored to pupil needs.
- Interactive spelling activities, including investigations and word-building tasks.
- Classroom spelling displays and word banks to reinforce learning.

- Digital resources and spelling apps for independent practice.
- Spelling homework to consolidate in-school learning.

Role of the Spelling Lead

The Spelling Lead is responsible for:

- Overseeing the implementation of the spelling curriculum.
- Supporting teachers in delivering effective spelling lessons.
- Monitoring and evaluating pupil progress in spelling.
- Providing CPD and training opportunities for staff.
- Analysing spelling data and ensuring high standards across the school.
- Encouraging a whole-school culture that values spelling and word knowledge.

Parental Involvement

We encourage parents to support spelling development at home by:

- Practising weekly spellings with their child.
- Encouraging use of new vocabulary in conversations and writing.
- Using fun spelling activities, such as word games and quizzes.
- Reading widely to help children recognise words in different contexts.

By embedding a structured and progressive approach to spelling, we aim to develop confident and proficient spellers who can apply their knowledge effectively in all aspects of their writing.

Review Date: February 2027
Policy Lead: Spelling Lead & English Team
Approved by: Governors

This policy aligns with the school's vision to ensure every child develops essential literacy skills for lifelong learning and success.