



INSPIRING EXCELLENCE TOGETHER



Spelling Policy 2026

The CFLP English Policy in respect of the Children First Learning Partnership has been discussed and adopted by the Local Advisory Board.

Chair of Local Advisory Board:

Mrs T.Drinkwater

Responsible Officer:

Head Teacher: Mr L.Anderson-Pugh

Agreed and ratified by the Local Advisory Board on:

To be reviewed:

February 2027

Castlechurch Primary School
Spelling Policy 2026

The overall intent of our school curriculum is to:

Recognise uniqueness: in our pupils, staff, resources and whole school community.

Be Inclusive: recognising learning styles, learning needs at all levels and providing solutions to any barriers to learning we encounter.

Engage and Inspire: through knowledge rich, highly enriched, progressive and purposeful contexts.

Promote Aspiration: offering challenge, accountability and responsibility for their learning.

Create citizens of the Future: who thrive on responsibility, see difference as a strength of our community and use democracy to embed their own values and beliefs.

Our English curriculum strives to drive all of these intentions and links very closely to the achievement and development of them all.

Intent:

Our challenging and creative English curriculum aims to enable all pupils to achieve ambitious levels of literacy. Children are provided with an exciting and innovative curriculum which promotes a love of reading and a belief that everybody is an author.

Children are exposed to high quality literature to inspire their own writing and to model engaging uses of the English language. Through the critique of these texts, children develop their oral comprehension skills. Imagination and originality are nurtured through exploration, discussion and drama. Spelling, punctuation, grammar and phonics teaching ensure that children have the skills and confidence to develop their writing style across a range of genres and in varied contexts.

We recognise the importance of communication and language development in achieving academic success in English. Therefore, oracy is at the heart of our curriculum. Children are immersed in a language rich curriculum that intends to give all pupils an extensive vocabulary and oral proficiency.

Implementation:

We use the **National Curriculum** programme of study for Reading, Writing, Spelling, Grammar and Punctuation alongside the **Writing Framework (July 2025)**.

In Reception and Year 1, spelling is taught through daily phonics lessons. Our school follows Little Wandle Letters and Sounds Revised to teach phonics and early reading. Each lesson contains a discreet spelling element, using previously taught and new focus GPCs, to spell words and sentences through dictation.

In Year 2 bridge to spelling and the little wandle phonics spelling programme are used transition little wandle phonics to ready, steady spell and spelling rules in Key Stage 2.

Discreet spelling lessons are taught 3 times a week in years 3-6. Our school follows the Ready Steady Spell scheme, which is fully aligned with the National Curriculum, to ensure that pupils systematically develop phonological, morphological, and etymological understanding. From Year 2 onwards, Ready Steady Spell covers all statutory spelling rules, including Y1-Y6 common exception words. Our approach, using Ready Steady Spell, this ensures that spelling becomes automatic, allowing pupils to concentrate on meaning, structure, and craft. Ready Steady Spell equips pupils with seven strategies (e.g. Rule Rhyme, Syll-a-beat and Picture It) to access and retain spellings. (See appendix 1). This supports pupils in recalling and applying spelling patterns effectively.

Weekly spelling tests are used to assess the spelling rule(s) that have been explicitly taught in the previous week. Teachers use these assessments to identify pupils who need additional support and to re-teach common misconceptions. Half termly summative assessments are conducted to measure retention and application, identify gaps and inform next steps and track progress against National Curriculum expectations.

Spelling lessons follow the following format: Revisit & Review, Teach, Practise & Apply.

Common Exception Word (C.E.W) practise is also embedded within daily writing lessons using our 'Fast five' approach.

Spellings are explored, taught and practised regularly and are commented upon during marking conferences and live facilitation to ensure our high expectations are met. Children have a mixture of C.E.W and spelling patterns to learn on a weekly basis.

Weekly challenges are set on an online platform, Spelling Shed, to reinforce the spelling rule or pattern of the week. This provides the children with the opportunity to reinforce their learning at home.

Pitch, Pace and Challenge:

Across the Children First Learning Partnership the expectation is that the majority of children will move through the spelling progression at broadly the same pace. However, decisions about when to progress will always be based on the security of children's understanding and their readiness to progress to the next stage. The Spelling Toolkit and Spelling Intervention Pathway is used to support children where required.

Inclusivity:

Those children that are working significantly below their year group expectations will be exposed to the spellings which are at the appropriate level for them and where appropriate links to their PLP targets.

Impact:

What we aim to achieve from our English curriculum across the Children First Learning Partnership;

- Children will be able to use a range of spelling strategies.
- Children will be able to apply the spelling rules in their independent writing.
- Children will be use common exception words correctly in their writing.
- Children will have a confident, positive attitude towards their spelling.

Assessment:

Our impact will be measured by using both formative and summative assessment.

Formative:

Assessment is not just used to track children's learning through the use of assessment trackers but also provides teachers with up-to-date and accurate information about the specifics of what children do and do not know. This information allows teachers to adapt their teaching so it builds on children's existing knowledge and focuses on the next steps that they need in order to make progress.

Staff will facilitate to ensure that misconceptions are dealt with immediately and high attaining children are challenged appropriately. Our staff are highly skilled to provide a personalised and flexible curriculum for individual children that may need reasonable adjustments. These adaptations increase access to the lesson content, enabling them to reach their full potential.

Effective marking and feedback within English lessons, make direct links to the spelling lessons. This may be given either orally during live marking or in written format during a marking conference.

Summative:

As part of our assessment and to support teacher's judgements, each class will undertake a half termly formal assessment of spellings. This is analysed and evaluated half termly by English leaders and acted upon quickly to direct CPD, resources and support to help pupils to overcome barriers to learning or from reaching their full potential.

Role of Leaders

- Plan an effective and varied schedule of monitoring including moderation, which is triangulated through our internal school, leader and triad moderation, so that the Quality of Education in English is embedded throughout the school and the CLFP.
- Respond quickly and in a supportive manner to overcome barriers to implementation and impact.
- Use assessment information to provide effective CPD and challenge.
- Provide clear updates to the Local Advisory Board, Headteacher and SLT.

Appendix 1: Strategy Stop. Ready Steady Spell.

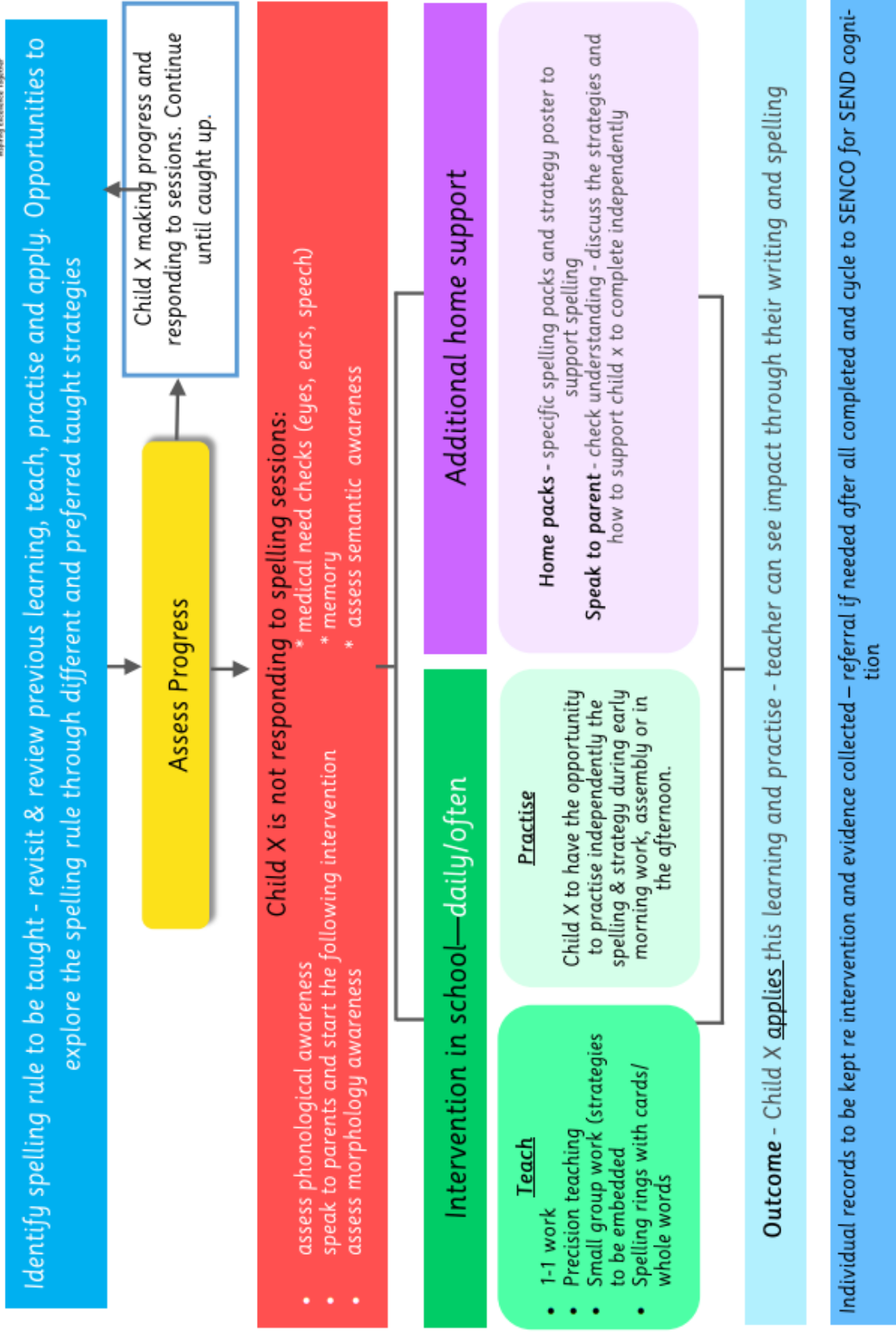
The image displays seven spelling strategies arranged in two rows. Each strategy is represented by a circular icon and a corresponding label in a rounded rectangular box below it. The strategies are:

- Syll-a-beat**: Represented by an icon of two hands clapping.
- Phonic Sound**: Represented by an icon of a speaker with sound waves.
- Rule Rhyme**: Represented by an icon of a musical note.
- Picture It**: Represented by an icon of a pencil writing on a thought bubble.
- Word Build**: Represented by an icon of three vertical bars of increasing height, resembling a bar chart.
- Wrong Say Right Spell**: Represented by an icon of a speech bubble with a checkmark inside.
- Tricky Bit**: Represented by an icon of a human head profile with a brain and tangled lines inside.

Appendix 2: CFLP spelling intervention pathway.



SPELLING INTERVENTION PATHWAY





Phase 2 Tricky Words		
is	I	the
as	and	has
his	her	go
no	to	into
she	he	of
we	me	be



Phase 5 Tricky Words		
their	people	oh
your	Mr	Mrs
Ms	ask	our
could	would	should
house	mouse	water
want	any	many
again	who	whole
where	two	school
call	different	thought
through	friend	work
once	laugh	because
eye	busy	beautiful
pretty	hour	move
improve	parents	shoe

Phase 3 Tricky Words		
was	you	they
my	by	all
are	sure	pure

Phase 4 Tricky Words		
said	so	have
like	some	come
love	do	were
here	little	says
there	when	what
one	only	today

Appendix 4

Ready Steady Spelling: Year 3 Termly Progression Overview

Year 3	TEACHING RULES AND GUIDANCE FOR SPELLING: STATUTORY NATIONAL CURRICULUM	Statutory Word List
Autumn 1	<p>Reinforce Year 2: Adding -es to nouns and verbs ending in -y</p> <p>Embed Year 2: Adding -ing, -ed, -er and -est to a root word ending in -y with a consonant before it</p> <p>Embed Year 2: Adding the endings -ed, -ing, -er, -est and -y to a root word ending in -e with a consonant before it</p>	often, learn, February, heart, exercise, sentence, consider, different, history, probably
Autumn 2	<p>Embed Year 2: Adding -ing, -ed, -er and -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>Introduce: Adding suffixes beginning with vowel letters to words of more than one syllable consonant <i>not</i> doubled e.g. garden becomes – garden^{ing} / garden^{er}</p> <p>Introduce: Adding suffixes beginning with vowel letters (e.g. -ing, -ed, -er) to words of more than one syllable (doubling the consonant) e.g. begin becomes – begin^{ner} / begin^{ning}</p> <p>Reinforce Year 2: Suffixes -ment, -ness, -ful, less and -ly</p>	important, describe, early, thought, interest, breath, length, weight, eight, eighth
Spring 1	<p>Introduce: Adding suffix -ly with no change to root word</p> <p>Introduce: Exception 1 Adding suffix -ly to root word ending in -y with a consonant letter before it, the y is changed to an i, (only if root word has one than one syllable)</p> <p>Introduce: Exception 2: Adding suffix -ly when root word ends with -le (-le is changed to -ly)</p> <p>Introduce: Exception 3: Adding suffix -ly when root word ends with -ic, -ally is added rather than just -ly</p> <p>Introduce: Exception 4: Adding suffix -ly other examples truly, duly, wholly</p> <p>Reinforce Year 2: Homophones and near-homophones</p> <p>Embed Year 2: Possessive apostrophe -s (singular nouns)</p> <p>Introduce: Possessive apostrophe -s (with plural words)</p> <p>Introduce: Possessive apostrophe -s (when the plural of a word changes)</p>	address, though/ although, arrive, possess(ion), group, pressure, certain
Spring 2	<p>Introduce: Adding prefixes dis-, mis-, in-, -im, il-,</p> <p>Introduce: Words with endings sounding like /zh/+ /ure/ (spelt -sure) and /ch/ + /ure/ (spelt -ture)</p> <p>Introduce: Adding prefixes mini-, micro-</p>	earth, continue, remember, (dis)appear, heard, woman/ women
Summer 1	<p>Introduce: Words with the /ai/ sound spelt ei, eigh, or ey</p> <p>Introduce: Words with the /s/ sound spelt sc</p> <p>Introduce: Words with the /k/ sound spelt ch</p> <p>Introduce: Words with the /sh/ sound spelt ch</p> <p>Introduce: Words with endings that sound like /zh/ + /a/ + /n/</p> <p>Reinforce: Words with endings sounding like /zh/+ /ure/ (spelt -sure) and /ch/ + /ure/ (spelt -ture)</p> <p>Introduce: New additional homophones/ near homophones</p>	complete, possible, regular, particular, natural, surprise, decide, strange
Summer 2	<p>Embed Year 2: Silent letters k /n/ and g /n/ at the beginning of words</p> <p>Introduce: The /i/ sound spelt y elsewhere than at the end of words</p> <p>Reinforce: Words with endings that sound like /zh/ + /a/ + /n/</p> <p>Reinforce: Adding prefix: dis-, mis-, in-, il-, im-</p> <p>Introduce: Adding prefix: ir-, re-</p> <p>Introduce: New additional homophones/ near homophones</p> <p>Reinforce: Possessive apostrophe -s (with plural words)</p> <p>Reinforce: Possessive apostrophe -s (when the plural of a word changes)</p>	perhaps, special, popular, caught, naughty, quarter, strength, ordinary, centre, century

Appendix 5

Ready Steady Spelling: Year 4 Termly Progression Overview

Year 4	TEACHING RULES AND GUIDANCE FOR SPELLING: STATUTORY NATIONAL CURRICULUM	Statutory Word List
Autumn 1	<p>Reinforce Year 3: Adding suffixes beginning with vowel letters (e.g. -ed, -ing, -er) to words of more than one syllable consonant <i>not</i> doubled e.g. garden becomes – garden^{ing} / garden^{er}</p> <p>Reinforce Year 3: Adding suffixes beginning with vowel letters (e.g. -ed, -ing, -er) to words of more than one syllable (doubling the consonant) e.g. begin becomes – begin^{ner} / begin^{ning}</p> <p>Reinforce Year 3: Suffix -ly starts with a consonant letter added straight onto most root words</p> <p>Reinforce Year 3: Exception 1: Suffix -ly root word ending in -y with a consonant letter before it. The y is changed to an i (only if root word has one than one syllable)</p> <p>Reinforce Year 3: Exception 2: Suffix -ly -le root word ending with -le (-le is changed to -ly)</p> <p>Reinforce Year 3: Exception 3: Suffix -ly root word ends with -ic, -ally is added rather than just -ly</p> <p>Reinforce Year 3: Exception 4: Suffix -ly other examples truly, duly, wholly</p> <p>Reinforce Year 3: Words with the /s/ sound spelt sc</p> <p>Reinforce Year 3: Words with the /sh/ sound spelt ch</p> <p>Reinforce Year 3: Words with the /k/ sound spelt ch</p> <p>Reinforce Year 3: Words with the /ai/ sound spelt ei, eigh or ey</p>	accident(ally), actual(ly), occasion(ally), therefore, believe, question, calendar, circle, build suppose, various
Autumn 2	<p>Embed Year 3: Words with endings that sound like /zh/ + /a/ + /n/</p> <p>Introduce: Adding the suffix -ation to verbs to form nouns e.g. information, adoration</p> <p>Introduce: Endings that sound like /zh/ + /a/ + /n/ spelt tion where the root word ends in t or te e.g. e.g. invention</p> <p>Introduce: Endings that sound like /zh/ + /a/ + /n/ spelt -sion where the root word ends in d or se e.g. expansion</p> <p>Introduce: Endings that sound like /zh/ + /a/ + /n/ spelt -ssion where the root word ends in ss or mit e.g. discussion</p> <p>Introduce: Endings that sound like /zh/ + /a/ + /n/ spelt -cian where the root word ends in c or sc e.g. musician</p> <p>Introduce: Silent letters b</p> <p>Embed Year 3: Possessive apostrophe -s (with plural words)</p> <p>Introduce: Additional new homophones/ near homophones</p>	favourite, mention, fruit, grammar, enough, imagine, increase, knowledge, through, material, busy/business
Spring 1	<p>Introduce: Adding the suffix -ous (no change to the root word)</p> <p>Introduce: Adding the suffix -ous (no obvious root word)</p> <p>Introduce: Adding the suffix -ous (-our is changed to -or before -ous is added)</p> <p>Introduce: Adding the suffix -ous (final -e of the root word is kept if the sound is making /f/ e.g. courage courageous)</p> <p>Introduce: Adding the suffix -ous (/eel sound represented as an -i before the -ous ending e.g. serious & /eel sound represented as an -e before the -ous ending e.g. hideous)</p> <p>Introduce: Prefixes: de-, over-</p> <p>Reinforce: Prefixes: re-, tr-</p> <p>Introduce: Silent letters gh</p>	experiment, extreme, experience, notice, recent, bicycle, height, difficult, library
Spring 2	<p>Introduce: Adding the prefix sub-, inter-, super-, anti-, auto-</p> <p>Introduce: The /u/ sound spelt ou</p> <p>Introduce: Additional new homophones/ near homophones</p> <p>Introduce: Silent letters d</p>	answer, famous, island guard, guide, position, breath, forward(s), medicine,
Summer 1	<p>Introduce: Words ending with the /g/ sound spelt -gue & Words ending with the /k/ sound spelt -que</p> <p>Reinforce Year 3: The /i/ sound spelt y elsewhere than at the end of words</p> <p>Reinforce: Adding the suffix -ation to verbs to form nouns</p> <p>Reinforce: Adding the suffixes -tion, -sion, -ssion, -cian</p>	minute, opposite, peculiar, potatoes, promise, purpose, reign, separate, straight

Appendix 6

Ready Steady Spelling: Year 5 Termly Progression Overview

Year 5	TEACHING RULES AND GUIDANCE FOR SPELLING: STATUTORY NATIONAL CURRICULUM	Statutory Word List
Autumn 1	Embed Year 3: Adding suffixes beginning with vowel letters to words of more than one syllable consonant doubled e.g. begin becomes – beginner / beginning Embed Year 3: Adding the Suffix -ly and all rules Introduce: Words with /ee/ sound spelt ei after c Reinforce Year 4: The /u/ sound spelt ou Introduce: Use of the hyphen e.g. co-ordinate Introduce: Words with 'silent letters' (i.e. whose presence cannot be predicted from the pronunciation from the word h)	accommodate, accompany, according, persuade, opportunity, marvellous, rhythm, rhyme, queue, dictionary
Autumn 2	Embed: Adding the suffix -ation to verbs to form nouns Embed: Adding the suffixes -tion, -sion, -ssion, -cian Introduce: Adding prefixes uni-, bi-, tri-, quad-, pent-, hex-, octo-/ oct-, circum-/ cir- Reinforce Year 4: Adding the prefix sub-, inter-, super-, anti-, auto- Introduce: Homophones and other words that are often confused (Y5/ Y6)	immediate(ly), develop, especially, equip (-ped, -ment), relevant, shoulder, average recognise, criticise, occupy, occur, profession, interfere, interrupt
Spring 1	Embed: Adding the suffix -ous and all rules Introduce: Adding suffixes beginning with vowels to words ending in -fer (r is doubled if the -fer is still stressed when ending is added) Introduce: Adding suffixes beginning with vowels to words ending in -fer (r is not doubled if the -fer is no longer stressed) Introduce: Words containing the letter string -ough	bruise, dictionary, temperature, suggest, recommend, attached, desperate, determined, definite, excellent, necessary, thorough
Spring 2	Introduce: Adding prefixes with a hyphen: non-, pre- Introduce: Adding prefixes aqua- Reinforce: Words with /ee/ sound spelt ei after c Introduce new: Words with 'silent letters' (i.e. whose presence cannot be predicted from the pronunciation from the word w Introduce: New additional Homophones and other words that are often confused (Y5/ Y6)	sincere(ly), soldier, twelfth, variety, vegetable, vehicle, symbol, system, awkward, bargain, competition, curiosity,
Summer 1	Reinforce Year 4: Words ending with the /g/ sound spelt -gue & Words ending with the /k/ sound spelt -que Reinforce: Adding suffixes beginning with vowels to words ending in -fer (r is doubled if the -fer is still stressed when ending is added) Reinforce: Adding suffixes beginning with vowels to words ending in -fer (r is not doubled if the -fer is no longer stressed) Introduce: Endings which sound like /sh/ + /ə/ + /s/ spelt -cious or -tious Introduce: Adding prefixes multi- Reinforce: Words containing the letter string -ough Reinforce: Use of the hyphen e.g. co-ordinate	apparent, appreciate, available, achieve, embarrass, environment, exaggerate, explanation, familiar, foreign, forty, frequently
Summer 2	Embed Year 3: Words with endings with -sure and -ture that contain the sounds /zh/+ /ure/ and /tch/ + /ure Introduce new: Additional words with 'silent letters' (i.e. whose presence cannot be predicted from the pronunciation from the word e, s, u, l, t Introduce: New additional Homophones and other words that are often confused (Y5/ Y6)	parliament, muscle, stomach, sufficient, programme, physical, prejudice, privilege, language, restaurant, signature, individual, lightning

Appendix 7

Ready Steady Spelling: Year 6 Termly Progression Overview

Year 6	TEACHING RULES AND GUIDANCE FOR SPELLING: STATUTORY NATIONAL CURRICULUM	Statutory Word List
Autumn 1	Introduce: Endings which sound like /sh/ + /ə/ + /s/ spelt -cious or -tious Introduce: Endings which sound like /sh/ + /ə/ + /l/ spelt -cial, -tial Introduce: Words ending in -able and -ible Introduce: Words ending in -ably and -ibly Introduce: Adding prefixes tele-, audio-	leisure, government, harass, hindrance, identity, cemetery, sacrifice, secretary, mischievous, existence, committee, communicate, conscience, conscious, community,
Autumn 2	Introduce: Words ending in -ant, -ance/-ancy, -ent, -ence/-ency Embed Year 5: Adding suffixes beginning with vowels to words ending in -fer (r is doubled if the -fer is still stressed when ending is added) Embed Year 5: Adding suffixes beginning with vowels to words ending in -fer (r is not doubled if the -fer is no longer stressed) Reinforce: Endings which sound like /sh/ + /ə/ + /s/ spelt -cious or -tious Reinforce: Endings which sound like /sh/ + /ə/ + /l/ spelt -cial, -tial Embed Year 5: Words containing the letter string -ough Introduce: Adding suffix trans-	nuisance, yacht, pronunciation, neighbour, correspond, disastrous, ancient, category, guarantee, controversy, convenience, aggressive, amateur
Spring 1	*Revise: Year 3 & 4 and Year 5 & 6 Statutory National Curriculum Content	*Revise: Years 3 & 4 and Years 5 & 6
Spring 2		
Summer 1		
Summer 2	Revisit key spelling rules and guidance based upon the needs of the pupils Revisit spelling strategies Application in writing	

/ə/ Sound can be pronounced as a short /er/ e.g. found at the end of boxer or /ul/ e.g. found at the start of up

* 'Revise' statutory Year 3 & 4 and Year 5 & 6 content that has been 'introduced'