



**St Michael's**  
C.E. Primary School

# Spelling Policy

Last reviewed: September 2026  
Next review due: September 2027



*"Courage to Flourish in the Love of God"*

## Our Theologically Rooted Christian Vision



# Courage to Flourish in the Love of God

*"I have come that [you] may have life, and have it to the full" (John 10:10)*



*"Be strong and courageous... the Lord your God will be with you  
wherever you go." (Joshua 1:9)*

These biblical texts underpin our vision summary, 'Courage to Flourish in the Love of God'. Jesus' words from the New Testament describe his desire for everyone to be a full and flourishing version of their created selves, experiencing life in all its vibrant fullness, individually and in community. Our ambition is for everyone to encounter this fullness through the life and work of the school, whatever their background, beliefs or circumstances. God's words to Joshua from the Old Testament illustrate how life, and learning, can be challenging, bringing setbacks and discouragement. These words inspire us to keep on going in those circumstances, confident that God watches over us and walks beside us.

The joining of these biblical texts is meaningful for the particular circumstances of our school community. It gives coherence to our aspirational vision that will grow courage and resilience as enablers of 'life in all its fullness' for everyone. To support our vision, we have seven overarching Christian values:

### COURAGE



**Phillippians 4:13**

"I can do all things through him who strengthens me."

### HOPE



**John 1:5**

"The light shines in the darkness, and the darkness has not overcome it."

### LOVE



**1 Corinthians 13:4-8**

"Love is patient and kind... it does not rejoice at wrongdoing but rejoices with the truth."

### FORGIVENESS



**1 John 1:9**

"If we confess our sins, he is faithful and just and will forgive us"

### TRUST



**Proverbs 3:5-6**

"Trust in the Lord with all your heart and lean not on your own understanding; in all your ways submit to him, and he will make your paths straight."

### COMMUNITY



**Hebrews 10:24**

"Let us be concerned for one another, to help one another to show love and to do good."

### THANKFULNESS



**1 Thessalonians 5:18**

"Be thankful in all circumstances, for this is God's will for you"

At St Michael's we set out to provide a broad, exciting and challenging curriculum of the highest quality for the children in our care; encouraging, motivating and ensuring all children develop a love of learning in order to achieve their full potential. We believe that spelling is a fundamental skill that underpins successful communication and supports pupils to become confident, independent writers across the curriculum. Accurate spelling enables children to express their ideas clearly and fluently, whilst supporting their confidence and enjoyment of writing.

At St Michael's, spelling is taught through a structured and progressive approach. In Early Years and Key Stage 1, pupils develop their spelling knowledge through the ***Little Wandle Letters and Sounds Revised*** programme, building strong foundations in phonics and word recognition. From Key Stage 2, we use ***Ready Steady Spell*** to systematically teach the spelling patterns, rules and strategies outlined in the National Curriculum. Through this approach, pupils develop the knowledge, skills and confidence needed to apply accurate spelling in their independent writing.

## **Implementation**

**Reception and Year 1** - Children will learn to spell through the Little Wandle Spelling programme, which provides a structured and systematic approach to developing spelling knowledge. The graphemes taught will be regularly reinforced in writing lessons and across the wider curriculum, helping children to apply their spelling skills confidently and accurately in all areas of learning.

## **Year 2**

Year 2 follow the Little Wandle Spelling Scheme. Little Wandle Spelling is a structured programme designed to follow on from the Little Wandle Letters and Sounds phonics scheme. It supports children in Year 2 to transition from phonics to confident, independent spelling, while continuing to build on their phonological knowledge.

The Year 2 programme is divided into three key parts:

1. **Phase 5 Review (Autumn 1):** A five-week recap of phonics knowledge to ensure a secure foundation.
2. **Bridge to Spelling (Autumn 2):** A five-week unit that introduces children to the principles of spelling, including how to think about spelling patterns and rules.
3. **Spelling Units (Spring and Summer Terms):** 20 structured units that cover all Year 2 National Curriculum spelling requirements.

Lessons follow the familiar Little Wandle phonics format, ensuring continuity and reinforcing prior learning. Children are taught to use phonics as their primary spelling strategy, while also being introduced to etymology, morphology, and grammar

In Autumn Term, children will have daily 25–30 minute sessions.  
Spring & Summer Terms children will have four 15-minute lessons per week.

Each week, children will receive spellings to learn, which are linked to the Little Wandle teaching sessions. Children will be tested on this weekly.

Regular teacher assessment will be used to identify gaps in learning and targeted support. Where children are not yet reading at age related expectations, we will use the Rapid Catch-up Scheme.

## **Years 3 -6**

### **Lessons**

- Spelling is taught 3 times per week. This begins in the first week of the Autumn term.
- The programme includes a review session every Friday, alongside ongoing formative assessment and dedicated assessment weeks, enabling us to monitor the progress our children are making and identify any additional teaching needed to support their early success.
- The daily sessions include a clear 4-part lesson, Revisit/Revise, Teach, Practise and Apply and cover Statutory Word List words, strategies to support remembering the spellings, teaching of rules where appropriate and application into writing.
- In summer 2 for Year 4, and Spring 1 and 2 and Summer 1 terms for Year 6, revision weeks are built into Ready Steady Spell which link directly to the end of LKS2 and end of UKS2 expectations.
- In Year 6 Summer 2 term Ready Steady Spell provides support for transition and children identifying their own misspellings, using spelling journals, editing writing etc.
- We follow the **Ready Steady Spell** progression document through Years 3 - 6 which covers all the National Curriculum (2014) expectations and clearly sets out what is to be taught and when.
- The objectives are returned to within and across year group three times to ensure that spellings are embedded.
- We have a weekly spelling test at the end of each week. This is in addition to the lesson. The spellings are set out within the programme and are based upon what has already been taught and Statutory Word List Words for the week. Children will not be asked to spell words they have not previously been taught and exposed to.
- We send home weekly spellings that include the words for the spelling test and suggested strategies to support learning. These strategies are explained and practised in school, then shared to strengthen home-school links and ensure parents/ carers are clear on how best to support their child in embedding spellings.

### **Why is spelling important?**

*“.... learning to spell well is extremely useful if we want children to become confident writers. If they are constantly stopping to think about how words are spelled while they write, it can interrupt the flow of their thoughts, taking them away from what we want them to be thinking about: their choice of words and how they construct those words into sentences that communicate exactly what they want to say. If they’re confident spellers, they’re also much more likely to make adventurous vocabulary choices, selecting the exact word to communicate their message, rather than playing it safe and using a word they already know how to spell.”* **James Clements (Oxford Education)**

## **Impact**

### **Assessment**

#### **Formative**

- Daily formative assessment is built into the **Ready Steady Spell** teaching sequence, and the workbooks have a dedicated, daily opportunity to record formative assessment.
- The weekly Friday session allows opportunities to review and identify gaps in learning that will then be addressed in the ‘Do Now’ activities in writing lessons in the following week.
- Ongoing observations of children during the spelling lesson to inform gaps in learning and broader application of skills and knowledge across the curriculum.

#### **Summative**

- Regular five or six weekly assessments take place as identified in the **Ready Steady Spell** progression document. These weeks will be used to assess progress and identify children who need further group/individual support.
- The assessments will be shared with the English Lead and SLT to narrow attainment gaps between different groups of children, with a focus on the bottom 20%.