



Spelling Policy

Reviewed September 2026

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Introduction

At Parkside Primary School we firmly believe that good spelling is an essential skill which allows the children to communicate their understanding in all the curriculum subjects.

In order for pupils to develop into effective and confident writers they need to develop and use a range of effective spelling strategies. By providing the children with a range of strategies we equip them with the independence to attempt spellings before asking for adult support. We also encourage them to self-regulate their learning progress. We particularly want the children to develop a 'love of language' and the confidence to spell more challenging and ambitious vocabulary. In allowing them opportunities to develop a rich and exciting vocabulary, we are enabling them to become effective communicators.

Aims

- To teach spelling rules effectively allowing the children to be confident when spelling
- Develop and teach the children to use a range of effective spelling strategies
- Allow the children to apply their early knowledge of reading (phonics) to spelling
- Encourage creativity and the use of more ambitious vocabulary in children's writing
- Enable children to write independently
- Allow the children to use proof reading and editing skills to enhance spelling
- Encourage the children to identify patterns in words and spellings
- Promote a positive and confident attitude towards spelling
- Help the children recognise that good spelling is a lifelong skill
- Provide equal opportunities for all pupils to achieve success in spelling and pinpoint children whom need extra support with their spelling

Approaches to teaching and learning

At Parkside we follow the provision of the National Curriculum. From year 1 onwards, all children are required to be able to spell words on the relevant spelling list for their year group. Spelling is taught discretely but can also form part of specific Spelling, Grammar and Punctuation lessons (SPaG).

The teaching and learning of phonics and the correspondence between letters and their sounds underpins all of the spelling strategies taught across the school. Alongside the specific Read Write Inc. (RWI) programme, we endeavour to teach the children a range of spelling strategies in order to appeal to a variety of learning styles.

These can include:

- The 'say and cover and write and check' strategy
- Identifying syllables in words in order to break words into smaller parts
- Identifying base words e.g. smile- smiling- smiled and word families
- Analogy- Using words already known to help spell new words e.g. could, would, should

- Mnemonics - building sentences to help remember the spelling of a word
- Finding words within words
- Making links between the origin of words and their spelling (etymology)
- Using word banks and dictionaries
- Learning different spelling patterns and investigating new spelling rules
- Linking handwriting to spelling and phonics, in order to develop a visual memory to aid spelling

Inclusion and equal opportunities

Some children may find these spelling strategies difficult to use effectively and will need additional support beyond the classroom activities. Every child will be supported on their spelling learning journey at Parkside. Class teachers will liaise with the SENDco when considering the specific needs of specific children.

Home learning

Pupils in reception will be expected to learn high frequency words by sight on a weekly basis which will be monitored by their class teacher. Pupils in Years 1 -6 will take home a list of five, ten or twelve spellings that they will be expected to practise and learn over a seven-day period. The children's ability to spell each word on the list will be tested the following week. All pupils will receive instant feedback. We will celebrate 'spelling success' within each classroom.

Handwriting and Spelling

The link between good spelling and good handwriting is important. The regular practice of letter patterns and the copying of high frequency words helps develop good visual and writing habits. By copying and tracing whole words and linking their handwriting to patterns learnt in phonics, the children will develop a good motor memory which will aid independent writing and spelling. This is achieved in conjunction with our handwriting scheme: 'Pen Pals' (See our Handwriting Policy).

Vocabulary Extension and Spelling

Throughout primary school, children are expected to grow their vocabulary, justify their answers, give well-structured descriptions and participate actively in conversations. At Parkside, we believe a strong vocabulary basis can bring success to the understanding of the whole curriculum (therefore expanding their spelling repertoire). In all year groups we follow the vocabulary 'tier' approach.

Vocabulary can be divided into 3 tiers:

- Tier 1: common words used in spoken language
- Tier 2: high frequency language that appears across a variety of domains and can have different meanings
- Tier 3: subject specific, academic language

At Parkside, we specifically focus on the application of 'tier 2' vocabulary. The children are actively encouraged to apply particular spelling strategies (such as phonics and rules) to the new vocabulary they have acquired.

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