



Spelling Policy

Date adopted: 2nd February 2026

Signed by Chair of Governors: Mr D Baldwin

Signed by Headteacher: Mrs K Thompson

Date of review: February 2027

Statement of intent

Percy Main Primary School recognises its responsibility to deliver the national curriculum and is committed to ensuring that all pupils are given the opportunity and support to progress and develop to their full potential.

The school understands the importance of being able to spell quickly and accurately through knowing the relationship between sounds and letters, understanding the word structure and spelling structure of words, and enabling pupils to transcribe ideas fluently.

Whilst there is a range of different ways that spelling is learned and acquired, the school's approach to the teaching and learning of spelling will be personalised and adapted to suit each pupil's circumstances and ability where necessary.

RWI Spelling Programme

Read Write Inc (RWI) Spelling is an interactive programme which teaches spellings in a fun and engaging way. Each unit is introduced with a short video. It helps children to learn spellings with common patterns and uses rules to help them recall spellings as well as teaching exceptions to these rules. The programme also has 'special focuses' which look at aspects such as homophones, apostrophes, word families and silent letters.

RWI Spelling is taught for 15-20 minutes twice a week and there is a range of teacher-led activities, paired work and independent tasks. Most weeks, classes will focus on a new spelling unit. Some weeks, classes may have consolidation sessions.

At Percy Main we follow the RWI Spelling programme from years 2 – 6. Children are grouped homogeneously based upon their baseline and termly assessments. Children work across groups from 2a- 6. Within each group are 12-14 units.

Throughout a RWI spelling session children will undertake a range of activities designed to support their spelling skills.

Speed Spell - This is quick opportunity to review spelling words the children learnt the previous week. To support learning, it is important to create time to revisit previously-learnt knowledge.

Spelling Zone - This is a short video, led by three humaliens (Zita, Gama and Mew) who live on Spelling Zone Planet. Using their expert spelling knowledge, they guide the children through the week's spelling rule and give the children to opportunity to participate throughout.

Dots and Dashes - This is where children identify the sounds (phonemes) that are used to make up the word. A dot is drawn if one letter (grapheme) makes one sound; a dash is drawn if two or

more graphemes make one sound and a 'smile' is drawn to indicate a split grapheme (e.g., a-e, i-e, o-e).

We encourage children to break words into syllables to support their spelling. However, we also teach that within those syllables there are sounds that they can dot, dash and count.

Rapid Recall - This is quick opportunity to review the spelling rule/focus of the week, referring back to the Spelling Zone video.

Word Changers - The purpose of this activity is to help children understand how a root word is affected by a suffix or prefix.

Dictation - Children work in partners to read a dictation sentence to one another. The purpose of this is to allow children to practise the focus spellings in the context of a sentence. It is an opportunity to practise handwriting and punctuation, too.

Four-in-a-row - Children work in partners to practise spelling the focus words. The aim of the game is to get four 'ticks' in a row.

Choose the Right Word - The purpose of this activity is to support children choose the correct spelling so a sentence makes sense. This provides opportunities to reinforce grammatical concepts such as plurals and tenses.

Team Teach - At the end of the week, the children work in small groups to review and revise words from the current unit, along with previously taught words that may need revisiting.

Red and Orange Words - During two sessions each week, teaching will focus on red and orange words. Red words are common words that have an unusual spelling of a particular sound (e.g., said, the, would, my). Most of these will be covered in Primary 3 and 4, however, some children may require revision of these in later year groups. Orange words are common words that are often misspelt by adults and are derived from the National Curriculum for England.

RWI Spelling uses five strategies to help teach red and orange words:

- 1) Mnemonics - A mnemonic connects something that is hard to remember with something memorable. These are used sparingly as they can become confusing.
- 2) Say it as it looks - We teach children to 'say it as it looks' to help them remember the correct spelling.
- 3) Word in a word - We can help children to remember a spelling by noticing that there is a 'word in a word'.

- 4) A sticky letter – Sticky letters help when there is only one letter causing a problem
- 5) Rap it – We say the letter names in a rhyme to help children to remember the word.

RWI Spelling Assessment

In order for children to be placed in an appropriate spelling group Progress across the units is assessed termly, with interim testing taking place at the end of units. Group leads, together with the Reading Lead follow the RWI Spelling progress guide below to ensure accuracy of assessments.

Year 2–Year 6

Year 2 *Initial assessment and consolidation is recommended for all children, using the pre-programme activities. Children starting RWI Spelling in all years must be fluent readers. Complete the pre-programme activities (from Practice Book 2A pp.2–5; also online) to assess and consolidate children’s knowledge of phonics*

Year 3 *If children are Y3 but are not ready to start Y3 of RWI Spelling, assess them using the Y2B End of Year Practice Test. If they score full marks or nearly full marks, start them on Y3. If they score lower, start them on Y2A and/or consolidate Y1, depending on their needs.*

Year 4 *If children are Y4 but are not ready to start at Y4 of RWI Spelling, assess them using the Y3 End of Year Practice Test. If they score full marks or nearly full marks, start them on Y4. If they score lower, try the Y2B End of Year Practice Test. Continue until you have placed children.*

Year 5 *If children are Y5 but are not ready to start at Y5 of RWI Spelling, assess them using the Y4 End of Year Practice Test. If they score full marks or nearly full marks, start them on Y5. If they score lower, try the Y3 End of Year Practice Test. Continue until you have placed children.*

Year 6 *If children are Y6 but are not ready to start at Y6 of RWI Spelling, assess them using the Y5 End of Year Practice Test. If they score full marks or nearly full marks, start them on Y6. If they score lower, try the Y4 End of Year Practice Test. Continue until you have placed children.*

Spelling across Key Stages

The teaching of how to spell common exception words is taught daily through Basic Skills sessions and starts as early as year 1.

In the Early years foundation stage (EYFS), however children begin to understand how the relationship between sounds and letters using their RWI phonics sessions. Pupils are be

supported to meet the expected level of development for writing outlined in the 'EYFS' before Year 1, namely that they are able to:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Year 1

Teachers will build on work from the EYFS stage, ensuring pupils continue to learn grapheme phoneme correspondence (GPC) and revise and consolidate those already learnt. Pupils' understanding that the letter(s) on the page represent the sounds in spoken words will underpin their reading and spelling of all words

Teachers will base the teaching of spelling in KS1 on the delivery of daily phonics lessons. By the end of year 1 pupils will be able to read a large number of different words containing the GPCs that they have learnt whether or not they have seen these words before.

Pupils will be taught in line with the statutory requirements of the KS1 English national curriculum. For spelling, this means all pupils will be taught to:

- Spell words containing each of the 40+ phonemes already taught.
- Spell common exception words.
- Spell the days of the week.
- Name the letters of the alphabet in order and using letter names to distinguish between alternative spellings of the same sound.
- Add prefixes and suffixes:
 - Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.
 - Using the prefix un-.
 - Using -ing, -ed, -er and -est where no change is needed in the spelling of root words.
- Apply simple spelling rules and guidance.

- Write from memory simple sentences dictated by the teacher, including words using the GPCs and common exception words already taught.
- The further statutory requirements as outlined in 'English Appendix 1: Spelling' of the 'National curriculum in England: English programmes of study'.

Where a pupil entering Year 1 has not met the EYFS expected level of development, they will continue to follow the school's EYFS curriculum to develop their word reading, spelling and language skills; however, they will follow Year 1 programme of study in terms of the books they listen to and discuss. Pupils struggling to decode and spell will be taught to do so as a matter of urgency through a rigorous and systematic phonics programme.

Year 2

Pupils will be taught in line with the statutory requirements of the KS1 English national curriculum. For spelling, this means all pupils will be taught to:

- Spell by:
 - Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
 - Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.
 - Learning to spell common exception words.
 - Learning to spell more words with contracted forms.
 - Learning the possessive apostrophe (singular), e.g. 'the girl's book'.
 - Distinguishing between homophones and near-homophones.
- Add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly.
- Apply spelling rules and guidance, as outlined in 'English Appendix 1: Spelling'.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

End of KS1

When teaching phonic patterns the school will encourage pupils to learn the correct spelling of the non-statutory example words listed in the English Appendix 1: Spelling. The school will also encourage pupils to learn the correct spelling of the non-statutory exception words listed, as these will be frequently used by pupils in their writing.

Years 3 and 4

Pupils in Years 3 and 4 will be taught to:

- Use further prefixes and suffixes and understand how to add them in line with 'English Appendix 1: Spelling'.
- Spell further homophones.
- Spell words that are often misspelt in line with 'English Appendix 1: Spelling'.
- Place the possessive apostrophe accurately in words with regular plurals, e.g. girls' and boys', and in words with irregular plurals, e.g. children's.
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

By the end of Year 4, pupils will be expected to spell the words listed in the statutory word list for Years 3 and 4, as set out in appendix A.

Years 5 and 6

Pupils in Years 5 and 6 will be taught to:

- Use further prefixes and suffixes and understand the guidance for adding them.
- Spell some words with 'silent' letters, e.g. knight, psalm, solemn.
- Continue to distinguish between homophones and other words which are often confused.
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in 'English Appendix 1: Spelling'.
- Use dictionaries to check the spelling and meaning of words.

- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- Use a thesaurus.

By the end of Year 6 pupils will be expected to spell the words listed in the statutory word list for Years 5 and 6, as set out in appendix B.

Teaching and spelling

Teachers will base the teaching of spelling in EYFS and KS1 on the delivery of daily phonics lessons. Details can be found in Phonics Policy (RWI.)

Pupils in the EYFS will not be given weekly spelling lists; however, they will be given lists of words that they are expected to know how to read.

Pupils in Year 1 will be given weekly spelling lists of between four and eight words, which they will be expected to practise for a spelling test at the end of week. The spelling lists will be related to words that the pupils have been studying during that school week.

In Years 2 to 6, two 20-minute spelling sessions will be taught each week.

Teachers will set homework for pupils in Years 2 to 6 in relation to spelling sessions as appropriate.

Teachers will identify pupils who are working below expectations and those who are exceeding expectations. Pupils who progress slowly will typically be expected to work towards the below year's objectives. Similarly, those that progress quickly will be expected to work towards the above year's objectives.

Pupils will record any words that they find difficult spelling in their spelling book and will be expected to practise these until they are able to spell them correctly.

Teachers will employ the following methods to ensure that pupils are encouraged to learn how to spell a number of increasingly difficult words, and know how to check and correct their work:

- **Look, say, cover, write, check** – pupils are encouraged to undertake independent revision of spellings by checking and correcting themselves.
- **Shared writing** – teachers demonstrate how to apply spelling strategies by modelling their writing for pupils and teaching how to apply proofreading skills.

- **Guided and independent writing** – pupils apply the methods they have been taught to their own work and practise strategies independently.
- **Marking** – teachers assess individual pupils’ progress, providing clear feedback and targets for improvement. See Feedback and Marking policy
- **Handwriting practice** – teachers deliver daily handwriting techniques for pupils to practise their handwriting styles and understand how to correctly form letters.
- **Dictionaries and thesauruses** – pupils will be provided with dictionaries and thesauruses to check their spellings and find synonyms.

Assessment

Pupils in the EYFS will be assessed using the assessment and reporting arrangements outlined in the EYFS profile handbook for the relevant year.

Pupils in KS1 and KS2 will be assessed weekly by means of a spelling test based upon the number of Common Exception words they can spell correctly. Children from years 2- 6, who are accessing the RWI Spelling programme will be assessed termly by their group lead. The Reading Lead will then use these results to place children in the group that reflects the progress they have made.

At the end of Year 1, all pupils will take part in the national phonics screening test.

The learning of key words is monitored for pupils with SEND and pupils in phonics groups.

Pupils will be expected to self-assess their work as a method of independent learning and inline with the Feedback and Monitoring Policy. This will provide an opportunity for children to identify any errors and make corrections to their spelling before moving on.

Teachers will use their knowledge when marking pupils’ work to identify whether pupils are having difficulty with phonetics or are confusing common spelling rules.

Teachers will use their judgement from marking pupils’ work to organise subsequent phonics and spelling sessions.

Teachers will:

- Outline clear expectations for pupils when they begin to write, helping them to understand the strategies, rules and conventions of writing and spelling.

- Analyse pupils' errors and recognise where they have made viable attempts to spell words.
- Provide clear feedback on pupils' work with specific targets to work towards and allow pupils time to respond.
- Organise additional support where it is required.

Pupils with SEND

Pupils with SEND will be provided with support in spelling in line with the SEND Policy. Pupils working at a lower-than-expected phonics phase will receive additional targeted support and will be assigned to small groups for additional phonics sessions delivered by TAs, with individual sessions where appropriate.

Pupils working at a lower-than-expected phonics phases will be referred to the SENCO, and monitored on a regular basis, should further support through an assessment for an EHC plan be necessary.

Homework

Teachers will set spelling homework for their class every Monday. Children from years 2-6 will receive 10 spellings that they will learn for a test at the end of the week. No homework will be set for pupils in the EYFS. Children in year 1 will receive between 4- 6 spellings as homework per week.

Teachers will take into account pupils' individual needs and their spelling progression when assigning them more/fewer spellings and easier/more difficult words.

Teachers may decide to reduce the number of spellings on a given week if pupils are required to practise spelling patterns in addition to words.

1. Monitoring and review

This policy will be reviewed annually by the headteacher and English subject lead. Any changes made to this policy will be communicated to all members of staff.

The next scheduled review date for this policy is [February 2027](#)

RWI Spelling Red Words

a	even	most	son
above	every	mother	steak
after	everybody	move	sugar
again	eye	Mr	Sunday
all	fast	Mrs	sure
any	father	my	talk
anyone	find	no	tall
are	floor	now	the
ask	Friday	of	there
bath	friend	old	they
be	full	once	thought
beautiful	go	one	through
because	gold	only	Thursday
behind	grass	other	to
both	great	our	today
bought	half	over	told
break	has	parents	Tuesday
brother	he	pass	two
busy	her	past	walk
buy	here	path	want
by	his	people	was

call	hold	poor	watch
caught	hour	pretty	water
child	house	prove	we
children	how	pull	wear
Christmas	I	push	Wednesday
class	improve	put	were
climb	is	said	what
clothes	kind	Saturday	where
cold	last	saw	who
come	love	says	whole
could	many	school	why
do	me	she	wild
does	mind	should	worse
door	Monday	small	would
down	money	some	you / your

Years 3 and 4 statutory word list

Years 3 and 4 spelling list								
accident(ally)	actual(ly)	address	answer	appear	arrive	believe	bicycle	breath

breathe	build	busy/business	calendar	caught	centre	century	certain	circle
complete	consider	continue	decide	describe	different	difficult	disappear	early
earth	eight/eighth	enough	exercise	experience	experiment	extreme	famous	favourite
February	forward(s)	fruit	grammar	group	guard	guide	heard	heart
height	history	imagine	increase	important	interest	island	knowledge	learn
length	library	material	medicine	mention	minute	natural	naughty	notice
occasion(ally)	often	opposite	ordinary	particular	peculiar	perhaps	popular	position
possess(ion)	possible	potatoes	pressure	probably	promise	purpose	quarter	question
recent	regular	reign	remember	sentence	separate	special	straight	strange
strength	suppose	surprise	therefore	though/although	thought	through	various	weight
woman/women								

Years 5 and 6 statutory word list

Years 5 and 6 spelling list								
accommodate	accompany	according	achieve	aggressive	amateur	ancient	apparent	appreciate
attached	available	average	awkward	bargain	bruise	category	cemetery	committee
communicate	community	competition	conscience*	conscious*	controversy	convenience	correspond	criticise (critic + ise)
curiosity	definite	desperate	determined	develop	dictionary	disastrous	embarrass	environment
equip (-ped; -ment)	especially	exaggerate	excellent	existence	explanation	familiar	foreign	forty
frequently	government	guarantee	harass	hindrance	identity	Immediate(ly)	individual	interfere
interrupt	language	leisure	lightning	marvellous	mischievous	muscle	necessary	neighbour
nuisance	occupy	occur	opportunity	parliament	persuade	physical	prejudice	privilege
profession	programme	pronunciation	queue	recognise	recommend	relevant	restaurant	rhyme
rhythm	sacrifice	secretary	shoulder	signature	sincere(ly)	soldier	stomach	sufficient
suggest	symbol	system	temperature	thorough	twelfth	variety	vegetable	vehicle
yacht								