

Statement of Practice: Spelling



At Wolverham, we are committed to ensuring that every child becomes a confident, accurate and fluent speller. We believe that strong spelling skills are fundamental to effective communication and underpin success across the curriculum.

From Nursery onwards, we follow the Little Wandle programme to provide a consistent, systematic approach to phonics and early spelling, enabling children to build secure foundations that support their progress throughout their primary years.

Our approach to teaching spelling is informed by the Department for Education's 2025 writing framework, which emphasises the importance of developing pupils' transcriptional accuracy alongside their wider writing skills. Through high-quality teaching, regular practice, and carefully sequenced progression, we aim to equip all pupils with the strategies, knowledge and confidence they need to spell with increasing independence.

We do acknowledge that there are some children who find spelling a challenge and aim that all children make strong progress from their starting points, taking into account additional needs and reasonable adjustments. We are committed to ensuring every child leaves Wolverham with the strongest transcription skills possible.

Teaching of spelling: EYFS to year 2

We follow the Little Wandle Letters and Sounds principles and practice of high-quality phonics. The organisation of each of the five phases, along with the key outcomes, time-scale guidance, vocabulary and tricky to be taught words can be found in the Little Wandle Letters and Sounds Progression Document.

See our statement of practice for phonics.

Teaching of spelling: key stage 2

As children move into Key Stage 2, we continue to build on the explicit, systematic phonics teaching established in Key Stage 1. Regular, timetabled spelling sessions extend pupils' knowledge of morphology, etymology and spelling patterns, enabling them to develop increasingly sophisticated spelling strategies.

Our progressive long-term plan (Appendix 1) sets out the key spelling patterns to be introduced, as well as those identified for revisiting to meet the needs of our learners. We believe that secure spelling is fundamental to fluent writing, reducing cognitive load so pupils can focus on meaning, structure and style.

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A typical week in key stage 2, where a sound is being introduced, should follow this pattern:

| | |
|-------|---|
| Day 1 | <ul style="list-style-type: none">• Glue the spelling grid into books.• Explore the different ways the focus sound can be represented.• Introduce the spellings and check pupils can read them; clarify meanings where needed.• Pupils highlight or underline the spelling pattern. |
| Day 2 | <ul style="list-style-type: none">• Pupils choose six words and add sound buttons (encourage ambitious choices). |
| Day 3 | <ul style="list-style-type: none">• Pupils complete <i>look, cover, write, check</i> for six words of their choice (again, encourage ambition). |
| Day 4 | <ul style="list-style-type: none">• Glue an empty grid into books.• Dictate eight spellings.• Show correct spellings for pupils to self-mark.• An adult must then check all books.• Identify the easiest incorrect spelling and write the correct version in blue pen.• Pupils copy the correct spelling three times (this may be completed the following morning) |

A typical week in key stage 2, where a spelling rule is being introduced, should follow this pattern:

| | |
|-------|---|
| Day 1 | <ul style="list-style-type: none">• Glue the spelling list into books.• Introduce the spellings and check pupils can read them; clarify meanings where needed.• Explore the rule and examples. |
| Day 2 | <ul style="list-style-type: none">• Continue to deepen understanding of the rule and examples. |
| Day 3 | <ul style="list-style-type: none">• Dictate at least 3 sentences containing one or more of the spelling words. You can revisit previous spellings.• Pupils self-check their work, followed by an adult check. |
| Day 4 | <ul style="list-style-type: none">• Dictate eight spellings.• Show correct spellings for pupils to self-mark.• An adult must then check all books.• Identify the easiest incorrect spelling and write the correct version in blue pen.• Pupils copy the correct spelling three times (this may be completed the following morning). |

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Sound buttons

see
● —

breath
● ● — —

mistake
● ● ● ● ●

Support and intervention

Pupils who experience difficulty with spelling are identified promptly. Targeted support is provided through small group or individual intervention, focusing on gaps in phonics, spelling patterns or morphological understanding. The Little Wandle Rapid Catch-up, daily keep up and SEND programme are used across key stage 1 and 2 to ensure all children are supported to reach their full potential.

Adaptations are made to meet the needs of pupils with SEND.

Assessment and monitoring

Pupils in key stage 2 complete a termly assessment of the common exception words for their year group. These are completed in stages across a week. This is then marked and targeted words sent home each term.

In class, teachers and teaching assistants highlight words that pupils have spelt incorrectly that have either been taught previously or are part of the current week's spelling pattern. This includes words that may have been taught in the previous key stage.

For pupils who find spelling difficult, the class teacher will guide support staff in identifying words. These should then be corrected by the child with appropriate support.

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Appendix 1

See overviews for each year group

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Appendix 2

Reception – Early Word Awareness

- Notice that words can change (e.g., *cat* → *cats*).
- Explore simple endings through phonics (-s, -ing).
- Begin to recognise simple word families (*run*, *running*).

Year 1 – Inflectional Morphology

- Add -s, -es, -ed, -ing to words.
- Understand that endings change number or tense.
- Spot simple root words in familiar words.

Year 2 – Common Suffixes & Spelling Rules

- Learn suffixes: -ful, -ness, -less, -ment, -ly.
- Understand how suffixes change word class (*happy* → *happily*).
- Apply spelling rules (drop e, double consonants).

Year 3 and 4 – Prefixes & Word Families, Roots and Etymology

- Introduce prefixes: un-, dis-, mis-, re-, pre-.
- Explore how prefixes change meaning.
- Group words into families based on shared roots.
- Study common Latin/Greek roots (such as *tele*, *auto*, *port*).
- Understand that roots carry meaning across many words.
- Use morphology to infer meaning of unfamiliar words.

Year 5 and 6 – Advanced Derivational Morphology

- Teach suffixes: -tion, -sion, -cian, -ous, -ive.
- Explore how derivations change word class and nuance.
- Use morphology to choose precise vocabulary in writing.
- Analyse how morphemes affect shades of meaning.
- Use morphology to spell unfamiliar multisyllabic words.
- Apply morphological knowledge independently when editing.