



# Spelling Policy 2026

V. 1

The Oxhey Spelling 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. W. Parrott*

*Responsible Officer:*

*Head of School Mrs. K. Proffitt*

*Agreed and ratified by the Local Advisory Board on:*

*11.05.26*

*To be reviewed:*

*May 2028*



## Oxhey First 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 Sounds Write 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.

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-Y4 common exception

words. Our approach, using Ready Steady Spell, ensures that spelling becomes automatic, allowing pupils to concentrate on meaning, structure and craft of writing. 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.

Spellings are explored, taught and practised regularly and are commented upon during marking 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.

### **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 strategy icons arranged in two rows. Each icon is a green circle containing a white symbol, with a corresponding label in a white rounded rectangle below it.

- Syll-a-beat**: A hand clapping.
- Phonic Sound**: A speaker with sound waves.
- Rule Rhyme**: A musical note.
- Picture It**: A thought bubble with a pencil.
- Word Build**: A bar chart with three bars of increasing height.
- Wrong Say Right Spell**: A speech bubble with a checkmark.
- Tricky Bit**: A head profile with tangled lines inside.

**Appendix 2: CFLP spelling intervention pathway.**



**SPELLING INTERVENTION PATHWAY**

Identify spelling rule to be taught - revisit & review previous learning, teach, practise and apply. Opportunities to explore the spelling rule through different and preferred taught strategies

Assess Progress

Child X making progress and responding to sessions. Continue until caught up.

Child X is not responding to spelling sessions:

- assess phonological awareness
  - speak to parents and start the following intervention
  - assess morphology awareness
- \* medical need checks (eyes, ears, speech)
  - \* memory
  - \* assess semantic awareness

**Intervention in school—daily/often**

**Additional home support**

- Teach**
- 1-1 work
  - Precision teaching
  - Small group work (strategies to be embedded)
  - Spelling rings with cards/whole words

**Practise**

Child X to have the opportunity to practise independently the spelling & strategy during early morning work, assembly or in the afternoon.

**Home packs** - specific spelling packs and strategy poster to support spelling

**Speak to parent** - check understanding - discuss the strategies and how to support child x to complete independently

**Outcome** - Child X applies this learning and practise - teacher can see impact through their writing and spelling

Individual records to be kept re intervention and evidence collected – referral if needed after all completed and cycle to SENCO for SEND cognition

## Year 2 Common Exception Words

Name: \_\_\_\_\_

Word	R	W	Word	R	W	Word	R	W
mind			climb			improve		
find			every			move		
kind			everybody			eye		
behind			most			old		
after			only			gold		
plant			both			hold		
past			whole			told		
last			child			cold		
fast			break			even		
door			steak			hour		
floor			great			sure		
poor			bath			would		
more			path			could		
pass			children			should		
class			pretty			busy		
grass			beautiful			clothes		
people			half			money		
Christmas			parents			Mr		
because			any			Mrs		
again			many			father		
who			water			sugar		
wild			prove			Autumn 1	Autumn 2	Spring 1
						Spring 2	Summer 1	Summer 2

## Year 3 Statutory Spellings

Name: \_\_\_\_\_

Word	R	W	Word	R	W	Word	R	W
often			though			decide		
learn			although			strange		
February			arrive			perhaps		
heart			possess			special		
exercise			possession			popular		
sentence			group			caught		
consider			pressure			naughty		
different			certain			quarter		
history			earth			strength		
probably			continue			ordinary		
important			remember			centre		
describe			appear			century		
early			disappear					
thought			heard					
interest			woman					
breath			women					
breathe			complete					
length			possible					
weight			regular					
eight			particular					
eighth			natural					
address			surprise			Autumn 1	Autumn 2	Spring 1
						Spring 2	Summer 1	Summer 2

# Year 4 Statutory Spellings

Name: \_\_\_\_\_

Word	R	W	Word	R	W	Word	R	W	
accident			through			medicine			
accidentally			material			minute			
actual			busy			opposite			
actually			business			peculiar			
occasion			experiment			potatoes			
occasionally			extreme			promise			
therefore			experience			purpose			
believe			notice			reign			
question			recent			separate			
calendar			bicycle			straight			
circle			height			Revision of Year 3 and Year 4 Statutory Spellings			
build			difficult						
suppose			library						
various			answer						
favourite			famous						
mention			island						
fruit			guard						
grammar			guide						
enough			position						
imagine			breath						
increase			forward						
knowledge			forwards						
							Autumn 1	Autumn 2	Spring 1
							Spring 2	Summer 1	Summer 2