

Spelling Policy and Progression

Current Position

In their independent work, lots of children at Hodge Clough Primary School struggle to spell fluently enough. We have identified that spelling of basic, regularly used words (Red/High Frequency Words) is an issue at Hodge Clough Primary School. In September we introduced the RWI spelling scheme for KS2 children. EYFS and Year 1 are focusing on strong foundations in spelling through the RWI phonics scheme.

Strong foundations report – 8.10.24.

‘Building fluency in foundational knowledge allows children to succeed and therefore grow in confidence. However, English and literacy curriculums, more than mathematics, tend to introduce complex tasks too early. Therefore, children do not learn foundational knowledge properly, such as:

- how to compose simple sentences orally
- how to hold a pencil correctly and form letters and numbers
- how to spell
- how to become a fluent reader

Language is the bedrock of thinking and learning. It should be a priority in the curriculum. In order to write, children need to be able to compose orally (that is, to say out loud what they want to write). They also need to know how to spell, form letters and punctuate correctly.’

Intent

Hodeg Clough Primary School aims to ensure that all pupils can spell accurately and confidently, developing essential literacy skills that will serve them throughout their academic journey and in everyday life. This policy ensures consistency across year groups, supporting children as they move from early phonics to mastering more complex spelling patterns and vocabulary by the end of KS2.

This **spelling policy** provides a clear, progressive, and inclusive approach to teaching spelling at Hodge Clough Primary School.

1. Develop Phonological Awareness and Spelling Rules:

Hodeg Clough Primary School aims to ensure that all children, from early years to the end of KS2, have a solid understanding of phonics as the foundation of spelling. We ensure that phonological awareness is systematically built upon using structured the program of **Read Write Inc.**

Progression will move from phonics and simple spelling rules in KS1 to more complex rules, patterns, and exceptions in KS2, aligned with the National Curriculum.

2. Mastery of High-Frequency and Tricky Words:

The scheme prioritises mastery of high-frequency and **tricky words** (such as **Red** and **Orange** words), ensuring children can spell and recognise words that don't follow typical phonetic patterns by the end of KS2.

This will ensure fluency in both reading and writing, supporting students as they progress through more complex texts.

3. Foster a Love of Language and Vocabulary Expansion:

Spelling instruction is part of a broader literacy goal that encourages a love for words and language. The policy aims to foster vocabulary development, ensuring that students are introduced to a wide range of new words, including subject-specific vocabulary, synonyms, antonyms, and more complex or archaic language.

Teachers integrate spelling into reading, writing, and speaking activities to make spelling a natural part of communication.

4. Promote Independent Spelling Strategies:

By the end of KS2, students should have developed independent spelling strategies, enabling them to confidently approach unfamiliar words and spell them correctly.



Implementation

Hodge Clough Primary School uses the Read Write Inc Phonics and Spelling program to ensure:

1. Ensure Consistency and Progression Across Year Groups:

RWI ensures that spelling instruction is consistent across all year groups and follows a logical progression, ensuring students build upon previous knowledge without gaps.

RWI outlines expectations for each year group, linking these with the statutory requirements of the National Curriculum.

Spelling progression is tracked through regular assessments, RWI 1:1 tutoring, RWI Fresh Start, **Hornet and Word Wasp** interventions used where necessary.

2. Support All Learners, Including Those with Special Educational Needs (SEN):

Spelling sessions are inclusive, ensuring that all children, including those with SEN, receive the support they need to meet spelling expectations. This may involve the use of differentiated learning materials, additional phonics support, and the use of multisensory spelling strategies.

The intent is to ensure every child develops the confidence and ability to spell accurately, regardless of their starting point or individual challenges.

3. Prepare Students for National Assessments and Future Learning:

One of the key goals of this spelling policy is to ensure students are well-prepared for national assessments, such as the **KS1 Phonics Screening Check** and the **KS2 SATs Spelling, Punctuation, and Grammar (SPAG) test** and have skills to carry forward into secondary education.

4. Encourage Parental Involvement:

EYFS children

Year 1 children

Year 2 children

KS2

Spelling is a skill that benefits from practice beyond the classroom. The children will take between 6 and 12 words home each week to practise at home. These words will be taken from the RWI unit, Jumping Orange word list or errors in children's written work. Six of these will be tested in weekly Speed Spell.

Parental involvement will reinforce what is learned in school and help children view spelling as an essential life skill.

5. Regular Monitoring and Assessment:

Children's progress will be regularly monitored and assessed in spelling through formal and informal assessments. EYFS and KS1 children will be assessed through RWI phonics assessments. Teachers will be expected to keep detailed records of students' spelling abilities and use this information to inform planning and interventions.

Spelling tests, writing assessments, and dictation (in both spelling and handwriting) will be used as tools for tracking progress and identifying areas that require additional focus.

Marking Children's Spellings in Written Work from September 2025

It is important that children are encouraged to write freely when they are writing their own compositions. If too much pressure is put on children to spell correctly, they will select words they can spell, rather than more exciting or appropriate words they cannot.

- 1) Mark children's compositions for the quality of ideas and use of language first.
- 2) Underline lightly in pencil, common errors that children will be likely to correct quickly without a dictionary.
- 3) Underline in black pen common errors which you really want them to spell correctly.
- 4) Highlight/wavy underline in green exciting words and, if spelt incorrectly, write the correct spelling light in pencil – DON'T ask children to correct it themselves by looking in a dictionary.
- 5) Keep a log of common errors. If any of these have already been taught in a spelling unit revisit the unit.

Read Write Inc. (RWI) emphasises structured progression, particularly in spelling, using a sequence of "speed sounds," phonics, and spelling patterns.

Lesson Structures

Work through the book in order. For example:

Year 4

Week	Topic	Daily Activity
Week 1	Unit 1 Book 3	1. Speed spell and spelling zone 2. Repaid recall, dot and dashes, word changers 3. Words to take home, dictation 4. Four-in-a-row, Choose the right word 5. Team Teach (paired or group low stakes test) Red and Orange Words every session
Week 2	Unit 2	1. Speed spell and spelling zone 2. Repaid recall, dot and dashes, word changers 3. Words to take home, dictation 4. Four-in-a-row, Choose the right word 5. Team Teach (paired or group low stakes test) Red and Orange Words every session
Week 3	Special focus 1	• Special focus page • Word changers • Choose the right word • Word search • Four in arow/team teach
Week 4	Unit 3	1. Speed spell and spelling zone 2. Repaid recall, dot and dashes, word changers 3. Words to take home, dictation 4. Four-in-a-row, Choose the right word 5. Team Teach (paired or group low stakes test) Red and Orange Words every session
Continue until the book units have all be completed		
Week 19	Unit 1 Book 4	6. Speed spell and spelling zone 7. Repaid recall, dot and dashes, word changers 8. Words to take home, dictation

		9. Four-in-a-row, Choose the right word 10. Team Teach (paired or group low stakes test) • Red and Orange Words every session
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Year 5 and 6

	Topic	Daily Activity
Week 1	Unit 1	6. Speed spell and spelling zone 7. Repaid recall, dot and dashes, word changers 8. Words to take home, dictation 9. Four-in-a-row, Choose the right word 10. Team Teach (paired or group low stakes test) Red and Orange Words every session
Week 2	Special focus 1	• Special focus page • Word changers • Choose the right word • Word search • Four in a row/team teach
Week 3	Unit 2	1. Speed spell and spelling zone 2. Repaid recall, dot and dashes, word changers 3. Words to take home, dictation 4. Four-in-a-row, Choose the right word 5. Team Teach (paired or group low stakes test) Red and Orange Words every session
Week 4	Special focus 2	• Special focus page • Word changers • Choose the right word • Word search • Four in a row/team teach

Continue until the book units have all be completed		
Week 25	Errors in writing Year 3/4 consolidation Year 5/6 spelling words.	• Word changers • Choose the right word • Word searches • Four in a row/team teach • Grammarsurus activities

Red and Orange Words

Choose 6 a week to teach. Display the words. There are 5 activities to teach them (page41-43 in the handbook)

- 1) Mnemonics
- 2) Say it as it looks
- 3) Word in a word (**ear** in **learn**, **earth**, **heart**)
- 4) A sticky letter
- 5) Rap it

Spelling Progression Overview

Due to the uniqueness of the school, fundamental spelling knowledge will be secured through KS1. Year 3 revisit this learning to embed through the RWI spelling scheme. Year 4, 5 and 6 will deliver the rest of the scheme in a stage appropriate way.

Year Group	RWI Phonics	Fundamentals/Common exception words
EYFS	Sounds in Set 1:	
Year 1	Single Sounds: - o m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x Digraphs: - o sh, ch, th, qu, ng, nk Progression: • Practice segmenting words into sounds for early spelling.	Prefix un – unhappy, unlucky, unhelpful Compound words - football, playground, farmyard, bedroom, blackberry Common exception words (red) according to the RWI phonics programme.
Year 2	Set 2: Long Vowel Sounds Sounds in Set 2: 1. ay (as in <i>play</i>) 2. ee (as in <i>see</i>) 3. igh (as in <i>high</i>) 4. ow (as in <i>blow</i>) 5. oo (as in <i>zoo</i>) 6. oo (as in <i>book</i>) 7. ar (as in <i>car</i>) 8. or (as in <i>for</i>) 9. air (as in <i>fair</i>) 10. ir (as in <i>bird</i>) 11. ou (as in <i>out</i>) 12. oy (as in <i>boy</i>) Progression: • Encourage spelling using these digraphs and trigraphs.	The suffixes –ment, –ness, –ful , –less and –ly Contractions Homophones Word ending – tion Possessive apostrophe for singular nouns Common exception words (red) according to the RWI phonics programme. RWI comprehension -focuses on phonetic choices for ‘green’ words, knowing ‘red’ words and to adding suffixes to verbs

Set 3: Alternative Sounds (Year 1/Year 2)

Introduces alternative spellings for previously learned sounds and expands vocabulary.

Purpose:

- Teach more complex phonemes (sounds) and graphemes (letter combinations).
- Build confidence in decoding and spelling unfamiliar words.

Sounds in Set 3:

1. ea (as in *tea*)
2. oi (as in *spoil*)
3. a-e (as in *make*)
4. i-e (as in *smile*)
5. o-e (as in *home*)
6. u-e (as in *tune*)
7. e-e (as in *these*)
8. aw (as in *saw*)
9. are (as in *care*)
10. ur (as in *nurse*)
11. er (as in *better*)
12. ow (as in *cow*)
13. ai (as in *rain*)
14. oa (as in *goat*)
15. ew (as in *chew*)
16. ire (as in *fire*)
17. ear (as in *hear*)
18. ure (as in *pure*)

Progression:

- Teach children to recognize and apply alternative spellings.

	Life after Grey – RWI comprehension	
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Year Group	RWi Spellings	Extra teaching weeks	QFT/Interventions
Year 3	Red Book 2a Read Book 2b	Use the principles of the programme to teach misspelt words. Especially key words from KS1 (Red words) 'with', 'said' etc. start to learn Year 3/4 words.	Consolidate KS1 learning. Phonics interventions and Book 2a for children on Red, Pink, Purple and Orange in Year 2.
Year 4	Book 3 and Book 4 36 weeks		<i>NB – if the cohort need more time to embed the fundamentals of the scheme of LKS2 they will only complete Book 3. Year 5 will then complete Book 4 and Book 5 and 6 will be completed in Year 6.</i> RWI Fresh Start
Year 5	Book 5 24 weeks	Errors in writing Year 3/4 consolidation Year 5/6 spelling words.	RWI Fresh Start
Year 6	Book 6 24 weeks	Errors in writing Year 3/4 consolidation Year 5/6 spelling words.	RWI Fresh Start

KS1

1. Introduction to Speed Sounds

- The program begins with learning "speed sounds" that build the foundation for spelling.

- Students are taught to segment and blend sounds, helping them to understand how words are formed.

2. Red Words (Tricky words)

- **Red Words** are high-frequency words that don't follow typical phonics rules and are difficult to sound out. These words are introduced early in the program.
- Students must memorize Red Words since phonetic decoding doesn't work.
- Examples: *said, the, could*.

The goal is to help children recognize these words instantly, enabling them to improve reading fluency. Teachers encourage frequent practice through repetition and flashcards.

3. Progression Through the Program

- The RWI program integrates spelling lessons that align with the phonics reading levels. As children move through different coloured reading bands (e.g., Green, Purple, Pink), they are introduced to more challenging spelling rules and words.
- Once students reach **Orange** and **Yellow** book levels, they should be more familiar with common tricky words and capable of spelling more complex words using both phonics rules and memorization.

4. Spelling Patterns and Word Lists

- Each phase includes regular spelling tests and the use of word lists that emphasize phonics, suffixes, prefixes, and tricky words like the Red words.
- Teachers use methods such as dictation, handwriting, and spelling games to reinforce the correct spelling of both phonetically regular and tricky words.

When children complete Blue phonics

KS2

In KS2, Read Write Inc. focuses on mastering complex spelling rules, tricky words, and vocabulary development, building on the phonics foundation from KS1. The Red and Orange word lists evolve to include more advanced vocabulary, while students work on both their spelling accuracy and their understanding of the structure and meaning of words in preparation for secondary school and national assessments. The **Read Write Inc. (RWI)** program continues to build on the foundation established in Key Stage 1 (KS1), but the focus shifts more toward complex spelling rules, grammar, and vocabulary development, while maintaining the structured approach to tricky words like **Red** and **Orange** words.

Key Stage 2 Progression in Read Write Inc. Spelling

For children in KS2, the RWI program emphasises the following key areas:

1. Complex Phonics and Spelling Rules

- By KS2, children should be confident with basic phonics, so the focus moves toward mastering complex phonics patterns and spelling rules.
- **Spelling rules** covered include:
 - Adding prefixes and suffixes (e.g., *un-*, *dis-*, *-ful*, *-ly*)
 - Changing spellings when adding suffixes (e.g., *drop the 'e' before adding -ing*)
 - Spelling words with silent letters (e.g., *knight*, *lamb*)
 - Recognizing and spelling homophones (e.g., *their*, *there*, *they're*)

- Using apostrophes for possession and contractions (e.g., *it's*, *can't*)
- Students are encouraged to apply these rules in writing and through dictation exercises.

2. Red and Orange Words for KS2

- **Red Words** and **Orange Words** continue to be a focus, though in KS2, children are expected to have memorized many of the words introduced in KS1.
 - **KS2 Red Words:** These are tricky words that KS2 students still need to practice, but they are more advanced. For example, words like *although*, *should*, *through* that may not always follow straightforward phonics rules.
 - **KS2 Orange Words:** The Orange words in KS2 are even more complex and less frequent than the KS1 lists, covering higher-level vocabulary. These include words like *ancient*, *immediately*, *frequently*.
 - Children continue to learn these words through repetition, games, and writing exercises, ensuring they recognize and use them accurately in their writing.
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3. Morphology and Etymology

- In KS2, children begin to understand the structure and origin of words, including how root words, prefixes, and suffixes can be combined to form different words (morphology).
 - Learning about **etymology** helps children understand why words are spelled the way they are. For instance, understanding that "photo-" comes from Greek, meaning "light," helps with the spelling of words like *photograph* or *photosynthesis*.
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4. Vocabulary Development

- KS2 focuses on expanding students' vocabulary through reading and writing activities, which in turn helps their spelling.

- **Synonyms and Antonyms** are introduced to help broaden the range of words children use in their writing.
 - Students are taught to use dictionaries and thesauruses to find the correct spelling and expand their word knowledge.
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5. Spelling Practice and Tests

- Weekly spelling tests are a common practice, allowing children to apply spelling rules and tricky words they have learned.
 - Teachers provide word lists that focus on:
 - Topic-specific vocabulary
 - Words using recently learned spelling rules
 - Red and Orange words
 - **Dictation** exercises: Teachers dictate sentences or paragraphs that include challenging words and tricky spellings, allowing students to practice spelling in context.
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6. Cross-Curricular Links

- KS2 integrates spelling with writing across different subjects, encouraging children to use newly learned spelling words in their science, history, and geography lessons.
 - For example, a history lesson might include the spelling of topic-specific words like *monarch*, *medieval*, *empire*, which tie into their spelling lessons.
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7. Preparation for National Tests (SATs)

- In Year 6, students need to be ready for the **Spelling, Punctuation, and Grammar (SPAG) test**, part of their SATs exams.
 - RWI prepares students for this by ensuring they are familiar with the National Curriculum spelling lists for Years 3-6. These include challenging words like *accommodate, environment, exaggerate, neighbour*.
 - Emphasis is placed on correct spelling in written work, with feedback focused on improving spelling accuracy.
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Spelling Lists and Progression

- KS2 children work through progressively difficult spelling lists. For example:
 - **Year 3/4 word lists** might include words like *accident, centre, guard, material*.
 - **Year 5/6 word lists** might include more challenging words like *attached, develop, government, profession*.
 - Children are expected to not only spell these words correctly but also use them in their writing.
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8. Independent Spelling Strategies

- By the end of KS2, children should be able to use a range of strategies to tackle unfamiliar words, including:
 - Breaking words into syllables.
 - Using spelling rules and patterns they've learned.
 - Referring to dictionaries and spelling guides.