



# **Charsfield C of E Primary School**

## **Spelling Policy**

## **1. Rationale**

At Charsfield C of E Primary School, we recognise that accurate, fluent spelling is a vital component of effective communication and a key contributor to pupils' success in reading and writing. Learning to spell is not a process of rote memorisation, but one that develops through a deep understanding of how words work -how sounds map to letters, how patterns form, and how meaning shapes spelling.

Our approach is underpinned by evidence from the *Education Endowment Foundation (EEF)* and the 'science' of reading. These research bases emphasise that spelling should be explicitly taught, systematically revisited, and meaningfully applied in reading and writing.

By implementing Spelling Shed, we provide a consistent, research-led programme that delivers high-quality, structured, and engaging spelling instruction for all pupils.

## **2. Aims**

Through our teaching of spelling, we aim for all pupils to:

- Develop an understanding of the relationship between sounds and symbols (phonology and orthography).
- Recognise and apply spelling patterns and rules across a growing vocabulary.
- Understand the meaningful structure of words (morphology and etymology) to support reading, comprehension, and vocabulary growth.
- Apply spelling knowledge fluently and accurately in their writing across all subjects.
- Develop independence and confidence in tackling unfamiliar words using taught strategies.
- Recognise the link between spelling, fluent writing, and clear communication.

## **3. Why Spelling Matters**

Research (Moats, 2005; Snow et al., 2005) shows that spelling and reading share the same mental representations of words. Learning to spell supports:

- Reading fluency, by reinforcing orthographic mapping;
- Vocabulary acquisition, through explicit teaching of morphology and word roots;
- Comprehension, as understanding word structure strengthens meaning; and

- Writing fluency and accuracy, as correct spelling enables pupils to focus on higher-level composition and creativity.

#### 4. Our Chosen Approach: The Case for Spelling Shed

We have chosen Spelling Shed as our whole-school spelling programme because it is grounded in research and aligned with both the *Science of Spelling* and *EEF* recommendations.

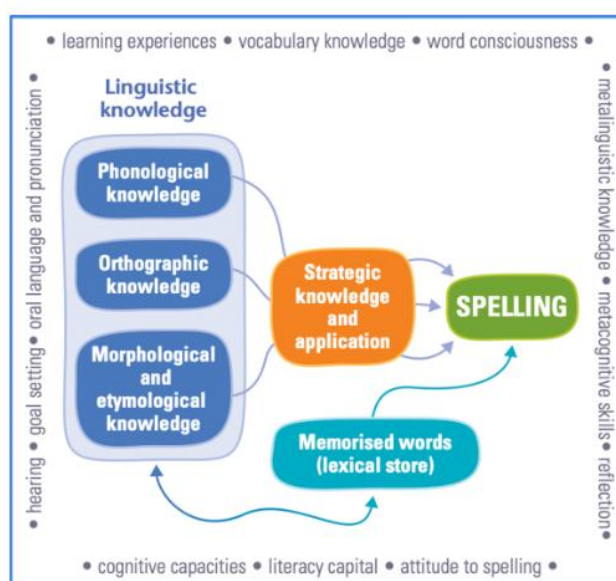
**Spelling Shed supports our aims by:**

##### 1. Providing a systematic, cumulative structure


- Progression from phonics-based encoding in KS1 through to morphological and etymological study in KS2.
- Spiral review at the start of each stage ensures prior learning is revisited and secured.

##### 2. Embedding the strands of linguistic knowledge


- *Phonological* - building on pupils' phonics understanding.
- *Orthographic* - exploring patterns, rules, and plausible letter combinations.
- *Morphological* - teaching prefixes, suffixes, and root words to understand meaning and build vocabulary.
- *Etymological* - linking word origins to spelling conventions.
- *Visual* - strengthening pupils' lexical store through pattern recognition and visual recall




**Syllable and Phoneme Maps**



Whole Group




Spelling Shed  
20.7



Use a dot for each single letter sound and a line when multiple letters make one sound.


**flipping**  
.....  
**flip|ping**  
2

**patting**  
.....  
**pat|ting**  
2



Independent

**sitting**  
.....  
**sit|ting**  
2



Separate each word into syllables using a long syllable break.

**wrapping**  
.....  
**wrap|ping**  
2

**Orthographic (Pattern Recognition)**

rocket



**r****o****ck****e****t**

rock|et

## Morphological (Word Structure)

Morphology Matrix

How many new words can you create by adding a prefix and/or suffix(es)?

17.22



Prefix	Base Word	Suffix								
<p>un (not)</p>	<p><b>celebrate</b> (to gather in order to mark an occasion)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">s</td> <td style="padding: 5px;">ed</td> </tr> <tr> <td style="padding: 5px;">ing</td> <td style="padding: 5px;">ory</td> </tr> <tr> <td style="padding: 5px;">ion</td> <td style="padding: 5px;">or</td> </tr> <tr> <td style="padding: 5px;">s</td> <td style="padding: 5px;"></td> </tr> </table>	s	ed	ing	ory	ion	or	s	
s	ed									
ing	ory									
ion	or									
s										

Can you make another word for 'party'?

## Etymology (Word Origins)

Etymology

**extravagance**

8.3

From the Medieval Latin extravagari meaning 'wander outside or beyond'.

The meaning 'excessive, extreme, exceeding reasonable limits' was first recorded in the 1590s.

The meaning of being 'wasteful, lavish, exceeding prudence in expenditure' is from 1711.

**extravagance**

From the Latin extra meaning 'outside of'.

From the Latin vagari meaning 'to wander or roam'.

So, if you are being 'extravagant', you are 'wandering outside' of what is considered reasonable.

### **3. Linking reading and spelling**

- Lessons are designed around the principle that encoding (spelling) and decoding (reading) reinforce one another, improving fluency in both.

### **4. Supporting differentiation and mastery**

- Teachers can adjust lists and activities according to pupil need, including review lists for consolidation or extension.
- Interactive games and digital practice encourage independent, adaptive learning beyond the classroom.

### **5. Emphasising meaning, not just memorisation**

- Words are taught in context and grouped by pattern or root meaning, enabling pupils to make meaningful links between words.

### **6. Enabling home-school consistency**

- Online access allows families to engage in purposeful spelling practice at home, reinforcing classroom learning.

### **7. Promoting engagement and motivation**

- Interactive, game-based activities and competitive spelling games enhance motivation and recall.

Spelling Shed therefore provides a structured, research-informed, and inclusive system for developing confident, fluent spellers across the school.

## 5. Teaching and Learning

- Spelling is taught explicitly and regularly through daily or weekly sessions, depending on age and stage.
- Teaching follows the Spelling Shed scheme but is always informed by diagnostic assessment, addressing the specific needs of each learner.
- Each lesson includes:
  - Review and retrieval of prior knowledge (spiral learning).
  - Direct instruction of a new concept, rule, or pattern.
  - Guided practice through interactive and written tasks.
  - Application in context, linking to current reading or writing.
- Teachers model the use of spelling strategies, including:
  - Sounding out (phonic approach).
  - Visual strategies (*look-say-cover-write-check*).
  - Chunking longer words.
  - Analogy with known words.
  - Mnemonics and morphology-based pattern recognition.

Spelling learning is interwoven with writing: pupils are encouraged to apply new spellings in their written work and self-correct through proof-reading.

## 6. Assessment and Feedback

- Assessment of spelling is formative and diagnostic. Teachers analyse spelling errors to determine whether they are:
  - Phonological (sound-symbol errors),
  - Orthographical (pattern or rule errors), or
  - Morphological (word structure errors).
- This analysis informs targeted teaching and intervention.
- Ongoing assessment includes:
  - Observation during lessons.
  - Spelling tests for retrieval and fluency.
  - Analysis of writing across the curriculum.

- Pupils are given specific feedback that encourages strategy reflection, not just correction.

## **7. Inclusion and Support**

- Pupils with additional needs receive adapted tasks, scaffolded practice, and explicit multisensory teaching.
- Spelling Shed allows for targeted review lists and visual/audio support for struggling learners.
- Links to phonics programmes to ensure continuity for early and developing spellers.

## **8. Home Learning**

- Families are provided with weekly word lists through Spelling Shed.
- Pupils are encouraged to practise using both online activities and written application.
- Parents receive guidance on supporting spelling using recognised techniques (e.g. *look-say-cover-write-check*).

## **9. Monitoring and Review**

- The English Lead monitors planning, teaching, and outcomes in spelling across the school.
- Regular review of progress informs staff CPD and ensures alignment with *Science of Reading* principles.
- The policy is reviewed annually, reflecting national updates and emerging research.

## **10. References**

- Moats, L. (2005). *How Spelling Supports Reading*.
- Snow, C. et al. (2005). *Knowledge to Support the Teaching of Reading*.
- Daffern, T. & Fleet, R. (2021). *Investigating the Efficacy of Explicit Spelling Instruction*.
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- Apel, K., Masterson, J., Henry, M. (2004-2010). *Linguistic Knowledge Framework for*