



St Uny Church of England Academy



Spelling



Mission Statement:

We believe each child is special, unique and loved by God. We provide a broad, balanced and creative education within a stimulating, inclusive and safe environment, inspired by Christian faith and practice.

'Let your light shine before others...'

Matthew 5:16

Statement of Intent:

At St Uny CE Academy, it is our intent that our pupils will be able to read and write fluently, be adventurous in their language choices, and write for pleasure by the time that they leave us. For these aims to be realised, it is crucial that our pupils are provided with the knowledge and skills to spell accurately. It is our intent to provide pupils with a knowledge of morphology (word structure) and orthography (spelling structure) through regular, engaging, multi-sensory spelling sessions. It is our intent to encourage pupils to apply their spelling knowledge in all areas of their independent writing and to equip pupils with a range of skills and approaches to tackle the spelling of more ambitious and unfamiliar words. We want to develop the provision of spelling to allow children to effectively communicate their ideas and to take delight in the patterns and contradictions of the English language.

Teaching and Learning Principles – EYFS and Year 1:

In EYFS and KS1, our pupils follow a high-quality, systematic programme of phonics teaching following the Read, Write Inc teaching programme. Our phonics teaching makes strong links between blending for reading, segmenting for spelling, and handwriting. We encourage all our pupils to apply their phonic knowledge when spelling.

By the end of year 1, it is our expectation that the majority of our pupils will be secure at spelling Phase 5 words. Pupils who do not secure Phase 5 by the end of year 1 are given additional support and intervention.

Teaching and Learning Principles – Year 2 and KS2:

From year 2 onwards, we have adopted the Grammarsaurus 'Place Value of Spelling' approach, which systematically builds pupils' spelling knowledge and skills year-on-year. This approach mirrors the concept of place value in mathematics - where understanding the structure and position of digits gives them meaning - by helping children understand the position, role, and relationship of each letter, syllable, and morpheme within a word.

Structure and Progression – Year 2 and KS2:

1. Baseline Assessments and Planning

At the beginning of each year (or new unit), teachers deliver baseline assessments using Grammarsaurus diagnostic tools to identify individual and cohort needs.

2. Place Value of Spelling Units

Lessons are structured around units that break down spelling rules, morphology, and common exception words by year group (Y2–Y6), progressing in complexity and depth annually.

3. Morphology and Vocabulary Focus

Emphasis is placed on word structure - roots, prefixes, suffixes - helping pupils understand how words work and evolve, and making memorisation more logical.

4. Weekly Starters and Interleaving

Daily or weekly starters reinforce previous rules through interleaved, spaced retrieval tasks, ensuring retention and fluency.

Assessment and Feedback

Assessment is formative and ongoing. Teachers give timely feedback to support progress and identify gaps. Summative assessments take place at key points throughout the year and inform planning and moderation discussions.

Impact

Through the delivery of this policy, we aim to:

1. Provide a clear, consistent, and progressive approach to teaching spelling from Year 2 onwards.
2. Embed spelling instruction within a wider understanding of morphology and etymology.
3. Equip pupils with a range of strategies for spelling unfamiliar words.
4. Ensure that spelling knowledge is transferred into pupils' independent writing.
5. Track progress carefully, providing timely interventions where necessary.