



Blackpool Gateway Academy

SPELLING POLICY

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Blackpool Gateway Academy is part of Fylde Coast Academy Trust

Blackpool Gateway Academy Spelling Policy

Purpose:

The purpose of this policy is to support our pupils in becoming confident spellers by teaching them a range of strategies, rules and conventions systematically and explicitly. By becoming confident spellers, pupils will be able to focus on the skills of composition, sentence structure and precise word choice within their writing.

Children will be taught spellings through the Spelling Shed programme which teaches spelling in a fun and engaging way. When children have reached the end of the RWI Phonics Programme, they then begin their learning of exploring a range of spelling rules and strategies. This consists of regular, pacy spelling activities centred on a key spelling rule or strategy. Through the programme, the children are involved in a variety of activities that reinforces the spelling rule that is being taught.

Aim(s) of the policy:

- To explain the expected practices, to ensure that children become successful spellers.
- To provide a point of reference for teaching and support staff, for when they are planning the delivery of spelling skills/rules.
- To ensure continuity in practices and progression in spelling skills.
- To clarify the responsibilities of staff, parents and children.
- To raise the profile of the teaching of spelling and to raise the overall standard of spelling across the school.

How does Spelling Shed work?

Spelling Shed is an interactive and engaging programme which uses a variety of resources and activities to support the children with their spelling. It helps children to learn spellings with common patterns and uses rules in order to help them recall spellings as well as teaching exceptions to these rules. Each week a new pattern is introduced, and through assignments and games the children will practise the pattern taught. This can be done online at school and home through the online hive games.

Procedures and practice:

Spelling lists reflect the English National Curriculum Appendix 1. This appendix provides examples of words embodying each pattern which is taught. Many of the words listed as 'example words' for Years 1 and 2, including almost all those listed as 'exception words', are used frequently in pupils' writing, and therefore it is worth pupils learning the correct spelling. The word-lists for Years 3 and 4 and Years 5 and 6 are statutory. The lists are a mixture of words pupils frequently use in their writing and those which they often misspell. All year groups will cover the statutory requirements from the English National Curriculum Appendix 1.

Teachers are expected to:

- Follow the Spelling Shed scheme with integrity to ensure there are fewer gaps in children's knowledge.
- To ensure spelling is taught 3x per week for 20 minutes.
- To ensure that spellings are set at an appropriate level for the child and build on what they already know and can apply.
- To teach a range of approaches to learn spellings.
- To provide children with a range of additional strategies to help them become secure with spelling rules (see appendix 1).
- To ensure children's spelling is assessed on a regular basis and that this is used to inform future planning.

- Teachers are to be familiar with what pupils have been taught about spelling in earlier years, such as which rules pupils have been taught for adding prefixes and suffixes.
- To ensure that everyone shares good practice, reviewing this on a regular basis, to ensure there is continuity.

The Pupils

- To use the strategies taught to them, to help secure spelling skills.
- To be able to identify the most effective methods to help them to learn and recall spelling rules.
- To practise, at home, the spelling rules which have been taught at school, to consolidate their learning in line with the homework policy.
- To transfer skills to their written work, correctly spelling words that have been learnt.

The Parents

- To support their child in the learning of spelling.
- To ensure their child completes spelling homework and practices words at home.

Appendix 1

Spelling Strategies

Good spellers should use a combination of strategies to help spell and recall words.

Strategy 1

Strategy 1 is noticing how words are built with root words, prefixes and suffixes. This is a very important strategy, especially if your language doesn't build words this way. For example, uncomfortable = not comfortable = un + comfort + able, irregularly = ir + regular + ly.

Strategy 2

Strategy 2 is know common spelling rules and exceptions. Knowing spelling rules is great to help you figure out why spelling is the way it is. For example, we add 'es' to words ending in x, ch, sh, s, z to make plurals and third person verbs: box - boxes, mess - messes, he teaches. We have the 'y' to 'i' rule when adding some suffixes: happy - happiness, happily; crazy - crazily, craziness. We drop the 'e' with -ing: write - writing, have - having, believe - believing.

Strategy 3

Strategy 3 is to see letter patterns. Letter patterns are a reliable way to learn spellings. For example, ight- light, bright, tight, might, flight, fight, uptight, lighter, sightseeing. -tch- match, hutch, butch, notch, catch, watch. Pl- play, plan, plastic, plenty, plain, plonk. Spr- spring, sprung, spritz, sprat, spray, sprinkle.

Good spellers know letter patterns and use them to help recall spellings or guess the spelling. Knowing common letter patterns is a fantastic strategy to help you improve your spelling and to spell well. So make a letter pattern dictionary.

Strategy 4

Strategy 4 is use sayings or 'mnemonics' to help spell tricky words. Native speakers find necessary hard to remember, especially how many c's and s's there are. So we use a saying to help: "It's necessary to cut some services." This helps us remember there is 1 x c and 2 x s's. We can also use another saying: "It's necessary to have 1 collar and 2 sleeves." BECAUSE: Big Elephants Can't Always Use Small Exits

Strategy 5

Strategy 5 is see a word within a word. For example, believe is a tricky spelling with the ie or ei pattern. Can you see the word in believe that means to not tell the truth? There's 'you' in young. Make a sentence to remember it - "You are so young".

Strategy 6

Strategy 6 is know word families that are linked by meaning and pattern. This is a very interesting strategy and can help spelling by helping you love words and taking in interest in them. For example -ject- (from Latin- throw) reject (throw away!), rejection, projection, (to throw light on something), projectile, dejection, objection, adjective (to throw light on nouns!), injection. terr- (from Latin terra for earth, land, ground) terrain, territory, subterranean, Mediterranean extraterrestrial, terrier (a dog that digs in the earth!) -rupt (from Latin for broken) rupture, interrupt, disruption, eruption, bankrupt, corrupt, abrupt.

Strategy 7

Strategy 7 is use syllable breakdown. We can break words into little spoken chunks with a vowel sound to help spell long words: Wednesday, un/com/for/table, ex/tra/va/gant. Or break them into words - un/comfort/able, extra/va/gant.

Strategy 8

Strategy 8 is know the history of words and spelling. Knowing why words are spelt the way they are helps you stop getting frustrated with spelling. For example, most silent letters used to be pronounced, but are left in the spelling because the pronunciation changed and the spelling remained fixed. This is the trouble with a lot of English spelling - pronunciation is always changing but spelling is left as it is. And that's why we have so many "strange" spellings, and silent letters.

What are the silent letters in *knee*, *knock*, *sword*, *answer*? Silent 'k' in *knee*, *knock*. Silent 'w' in *answer* and *sword*. The silent letters all used to be pronounced! So most spelling shows the history of

how words used to be said/pronounced centuries ago. They are the ghosts of past pronunciations, showing us a once spoken letter but now they're there to show us the history and origins of words.

Strategy 9

This is a simple but useful strategy: 'say it as it sounds'. It can help pupils remember irregular or tricky words.

eg. Feb-ru-ary, Wed-nes-day