



Yeadon Westfield Junior School Spelling Policy

Written in consultation with staff. English leaders: Hannah Lockwood and Helen Swallow	February 2026
Review date:	February 2029
Ratified at Governors' Committee:	March 2029

We welcome our duties under The Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the protected characteristics of all stakeholders including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex or sexual orientation.

We recognise the Public Sector Equality Duty to assess the impact of our policies and practices on staff and pupils and take action to remove any obstacles identified across all areas of school life, including Policies.

We believe that every person has a fair and equal opportunity to succeed, regardless of their age, gender, ethnicity, ability or cultural or religious background, sexuality or disability. We embrace all aspects of global citizenship and community cohesion, promoting British Values throughout all aspects of school life, actively tackling prejudice or extreme views.

This school is committed to safeguarding and promoting the well-being of all children and expects our staff and volunteers to share this commitment.

Yeadon Westfield Junior School is required to keep and process certain information about its staff members and pupils in accordance with its legal obligations under the General Data Protection Regulation (GDPR). The school may, from time to time, be required to share personal information about its staff or pupils with other organisations, mainly the LA, other schools and educational bodies, and potentially children's services. This policy is written in line with our agreed policy for GDPR.

YEADON WESTFIELD JUNIOR SCHOOL SPELLING POLICY

INTRODUCTION

In line with National Curriculum guidelines, we aim to enable children to spell words which occur frequently in their writing, which appear on the Year 3/4 and Year 5/6 NC spelling lists or which are important to them and those which exemplify regular spelling patterns.

We aim to teach these spellings in a positive and systematic way and to teach pupils all the spelling patterns and word lists included in the NC.

AIMS

At Westfield Junior School in line with National Curriculum guide lines:

- Children are actively engaged in the spelling process throughout school.
- Children are to develop effective strategies such as “Look and Cover and Write and Check (LACAWAC) through a multisensory approach, including the No Nonsense spelling strategies.
- Children learn to spell common and frequently occurring words correctly as well as the NC word lists.
- Children develop ways in which to find unknown words and use a variety of strategies demonstrated by the teacher.
- All children to be fluent and confident spellers by the time they leave school.

VALUES

This policy is based on our commitment to:

- Fairness
- Excellence
- Respectfulness
- Equality

PROCEDURES AND PRACTISE

1. A variety of activities for teaching spelling take place at Westfield Junior School but the key scheme is Read Write Inc spelling which ensures consistency throughout the school. The aim is to complete one unit per week but this is dependent on acquisition of the spelling pattern focus.
2. Children frequently practise either common exception words or statutory words which are personalised by way of testing regularly (evidenced in their yellow or green spelling books, dependent on key stage).
3. Children with SEND may be tested with the Single Word Spelling test which allows teachers to measure the current spelling age of the child and plan differentiated spellings for that child to learn.
4. Children may be assessed for phonic knowledge if it becomes evident that there are gaps and intervention planned accordingly.
5. Personal logs of misspelt words maybe kept at the discretion of the teacher and commonly wrongly spelt words may be given to individual or a class as additional spellings.

TEACHING AND LEARNING

In line with the school Writing Policy, writing is assessed initially upon content. However, the importance of correct spelling cannot be undervalued, as writing for purpose requires correct spelling otherwise the full meaning of the writing can fail to come across and the reader often judges the writing on the spelling rather than the quality of content.

As part of the writing process, spelling occurs as a secretarial skill in the proofreading part of the process and it is essential that the school policy ensures consistent and systematic approaches to teaching spelling strategies to ensure that children are equipped with the knowledge and abilities required to carry out this role.

The overall aim of the teaching staff is to teach spelling through a variety of approaches in such a way that correct spelling will appear in writing or that the children will have strategies which enable them to find the spellings that they need.

Weekly spellings at Westfield Junior School are not taught as a means to an end. The results of successful spelling are not judged by the correct learning of lists alone, but for instance the discussion and analysis of word families that look alike, their meanings and the ability to use these in both weekly dictations and then transfer them into everyday writing.

This analysis of spelling families is essential and spelling only tends to improve when internal structures are pointed out and associations made.

It is also important to recognise the importance of phonetic knowledge in spelling. The phonetic methods used for spelling are very different to those used in reading.

RESOURCES

Read Write Inc spelling scheme

Individual children may have personal spelling books in order to practise the different spelling strategies at home.

LKS2 have a yellow spelling book. UKS2 have a green spelling book.

Additional schemes and games such as Spelling Made Easy, Letterland, Beat Dyslexia, Phonic Ladders, PAT sheets and Ruth Miskin Literacy are based upon the Special Needs shelf in the Staffroom or group room.

EQUAL OPPORTUNITIES/SMSC

The staff at Westfield Junior School have a positive approach to Spelling and high expectations regardless of a pupils gender, race or ability. Children with Special Educational Needs will receive extra help with Spelling and Individual Learning Programmes will be devised if necessary.

ASSESSMENT

The assessment of children's basic phonic knowledge and ability to spell common words will take place upon entry into school and addressed if

necessary. Further assessments may take place throughout school to ensure retention of this knowledge.

If the teacher feels that there may be cause for concern with a child's spelling they may seek further advice from the SENCO.

Spelling scores from SPAG assessment papers are kept on a class record sheet and analysed by the English subject leader who may suggest additional support for certain children. Assessments are carried out three times a year and spelling scores are analysed for progress and gaps.

MONITORING AND EVALUATION

The English subject leader monitors and evaluates the spelling scores and KS2 SAT scores in order to identify areas of weakness and develop the whole school process of teaching spelling in order to address these weaknesses.

ROLE OF THE SUBJECT LEADER

In addition to the development of English throughout the school with regard to Spelling, the subject Leader is more specifically responsible for:

1. The purchase within the overall school budget, of resources, their organisation and maintenance.
2. The offer to colleagues of help, expertise and assistance.
3. Preparing, when appropriate, guidelines for Spelling and evaluating their effectiveness within the framework of the overall curriculum.
4. Keeping up to date with developments in the area of Spelling.

REVIEW AND EVALUATION

This policy was approved by the full governing body in March 2026. It is due for review in February 2029 by the subject leader and governor with the responsibility for English. All staff will be involved with the review and evaluation of the policy and it will be presented to the school governing body.

Name of subject leader: Helen Swallow/ Hannah Lockwood

Name of subject governor: Julie Wear