

## Wynstream Spelling Policy (Draft)

### For Years 3–6 — based on *ESSENTIAL*spelling

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#### Intent

At Wynstream Primary School, our intent is to ensure all children become confident, accurate spellers who understand how the English spelling system works. We aim to teach spelling through patterns, rules, and strategies rather than memorising lists. Our approach builds on prior knowledge, connects learning across year groups, and provides targeted support so every pupil can progress.

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#### Implementation

We follow the **ESSENTIAL**spelling teaching sequence across KS1 Comprehension group (Years 1 and 2) and Years 3–6. Each year group completes approximately 30 sequences, each lasting about a week (3 days). Teaching follows a consistent cycle:

##### 1. Review

- Revisits prior learning and checks what children already know.
- Promotes assessment for learning and identifies any gaps in understanding.

##### 2. Teach

- Introduces new spelling knowledge and strategies.
- Links new content with previously learned spelling rules and patterns.
- Provides explicit modelling and opportunities to unpick spelling choices.

##### 3. Practise & Apply

- Children practise new spelling patterns in context and apply them in purposeful writing.
- Each sequence highlights *minor* and *major* gaps so teachers can adapt lessons to individual needs.

#### Additional Features

- A **buffer zone** signals when a concept becomes more complex; this zone is only taught when children are secure in earlier learning.
- Ongoing review and retrieval support long-term retention.
- Teaching is responsive: teachers adjust the pace, revisit content when needed, and tailor instruction for those needing extra support.

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## **Impact**

By the end of Year 6, Wynstream pupils will:

- Understand how spelling works, including patterns, rules, and morphology.
- Apply spelling knowledge accurately and confidently in independent writing.
- Show measurable progress through sequences and reduced need for adult support.
- Demonstrate improved spelling outcomes as a result of consistent review, explicit teaching, and structured practice.

Regular assessment through Review sessions and evidence in children's writing will show clear progression and help identify next steps for learning.