



## Rockwell Green Church of England Primary School

# English Handwriting and Spelling Policy

Status:	NON-STATUTORY
Responsible person:	English Subject Leader
Responsible Governor:	
Ratified by the Head Teacher:	June 2025
Date first approved by the Governing Body:	
Review Period:	Biennially
Review Date:	June 2027

## Rockwell Green Church of England Primary School Spelling and Handwriting Policy

### Intent

At Rockwell Green, it is our intention that children are excited by, inquisitive of and adventurous with their choice of words when writing. We believe that an important aspect of becoming a confident writer is to be able to spell by 'having a go' and that by having been taught in a progressive system, our pupils will become increasingly accurate and therefore confident to be more ambitious and creative in their word choices. It is our intention that our pupils will specifically:

- Use fluent handwriting that is appropriately sized and easy to read
- Be able to spell the appropriate words on the key word lists from the National Curriculum
- Use phonics effectively to spell a range of phonic decodable words as well as spell age appropriate high frequency words
- Be confident and playful with the spelling of words so they can discover the spelling of more words as well as the meaning of spellings.
- Use a range of strategies that they can use to support the spelling of new words

### Implementation

- In EYFS and KS1, the children follow a high quality, systematic programme of phonics teaching, following the *Read, Write Inc* (RWI) teaching programme. Our phonics teaching makes strong links between blending for reading and segmenting for spelling and handwriting. We encourage all of our pupils to apply their phonics knowledge when spelling
- Pupils in EYFS and KS1 will have a daily phonics lesson
- In addition to the daily phonics lesson, pupils will practise handwriting on a daily basis: children in Rockets pre-school will use the 'Squiggle While You Wriggle' program to develop their gross and fine motor skills; children in Reception will learn letter formation based on the RWI mantras and work through stages 1a and stage 1b when ready. Children in Year 1 will continue to practise their letter formation, revisiting the letter families of 1a and then working on the relative sizes of letters in stage 1b. Children in Year 2 will, when ready, begin to join all letters following the guidance of RWInc stage 3
- When moving to stage 3 joins, we have agreed, as a school that z and x will form 'break' letters and that the letters b, f, g, j, k, p, q and y will be cursive
- In Yrs3 and 4, depending on the need of the group / individual handwriting will be taught, using spelling patterns as a basis to practise with for a minimum of three times a week, but this could be more if the class teacher assesses that this is a specific need. Children may also need to revisit previous stages, particularly if their basic letter formation is not secure. In Yr5 and Yr6 handwriting should be secure, but can be taught depending on the needs of the pupils

- Across EYFS and early KS1, children will have access to gross motor and fine motor activities that will enhance their muscle control and pencil grip in order to become more fluent in their handwriting
- By the end of Year 1, the majority of children should be secure in spelling phase 5 words and those who are not are identified quickly and given intervention support, using the RWI intervention programme
- By the end of Year 2, the majority of children should be secure in using the spelling patterns and rules in phase 6 and those who are not are identified quickly and given intervention support, using the RWI intervention programme
- In KS2 pupils are taught the age related spelling content using the *Spelling Shed* teaching programme.
- Pupils in KS2 have a discreet, taught session of spelling three times per week
- Pupils in KS2 are given a weekly SPAG home learning task. A school Spelling Shed subscription is used to support this as well as the learning in school.
- All pupils will make use of a 'phonics first' approach when attempting new spellings, but the older children will be expected to make the correct grapheme choice from the full selection of complex sounds; to enable this, all classes will have on display and make reference to an A0 poster and on every table a desktop chart of the complex speed sounds.
- When writing if children are unsure of a word they are encouraged to put a dotted line underneath the part of the word they are unsure of, so it does not stop the flow. They are then able to check the spelling at the end of the piece of writing.
- Reviewing in books by all staff will endeavour to focus on ensuring consistency in pupils using the expected spelling patterns for their year group and high frequency words that are misspelt will be particularly noted and practised by pupils, groups, or if necessary the whole class.
- Good presentation is made a weekly focus during our celebration assemblies, so that children can see what we aim for and to encourage consistency and pride.