St Joseph's Catholic Primary Academy

Love, Learn and Live in Christ

Spelling Policy

2026

Review Date	Changes Made	Amended By
July 2026	Policy created	J.Zaffino/ N.Boyd

Spelling at St Joseph's Catholic Primary Academy

At St Joseph's, we use **Monster Phonics** in the Early Years Foundation Stage (EYFS) and Key Stage 1, and **Superhero Spelling** in Key Stage 2 to provide a consistent, progressive approach to spelling. Together, these programmes ensure that children develop secure phonics knowledge before applying increasingly complex spelling rules, patterns and statutory spellings from the National Curriculum.

EYFS and Key Stage 1

Children in EYFS and Key Stage 1 take part in a **daily 20-minute Monster Phonics lesson**. These lessons follow a consistent structure to support retrieval, explicit teaching and application:

- **Review** – revisit previously taught sounds and words.
- **Teach** – introduce the new phoneme, grapheme or spelling pattern.
- **Practise** – apply learning through a range of reading and spelling activities.
- **Apply** – use the new learning independently in reading and writing.

Children take home their **weekly phonics and spelling words** to practise with their families, helping to reinforce learning beyond the classroom.

Key Stage 2

Children in Key Stage 2 participate in **4 20-minute spelling lessons each week** using the Superhero Spelling programme. Lessons are carefully sequenced to teach spelling patterns, rules and the statutory Year 3–6 spelling lists.

Each week's learning follows a clear progression:

- **Lesson 1 – Learn:** Introduce and explicitly teach the spelling rule or pattern.
- **Lesson 2 – Build:** Practise and apply the spelling rule through a range of engaging activities.
- **Lesson 3 – Show:** Demonstrate understanding by applying the week's learning within a dictated sentence and independent spelling tasks.
- **Lesson 4 -** consolidation of the spellings this week (use assessment for learning to support this)

Children receive their spelling lists **at the beginning of each half term**, enabling regular practice at home alongside the spelling patterns being taught in school. We also provide extra resources if needed e.g.- look, cover, write, check worksheets.

Assessment

EYFS and Key Stage 1- Assessment for learning and planned assessment times in Monster Phonics planning. It is completed in the planned weeks and recorded on the online assessment tracker. Assessment is done by the teacher for overview of learning. (Look at long term map for specifics)

Key Stage 2 – assessment for learning during lesson 3 (dictated sentence). Lesson 4 can then be the keep up session for children who need to revisit the spelling pattern and the other children complete an independent activity.

If a child is consistently requiring keep up sessions, then the teacher needs to plan a spelling intervention with the spellings they need to revisit. Use the spelling grid to highlight spellings they need to work on.

Supporting All Learners

Children in Key Stage 2 who have gaps in their phonics knowledge receive **targeted phonics intervention** during spelling lessons to ensure they continue to develop the foundations needed for accurate spelling.

These children continue to be exposed to their year group's statutory spellings through **daily handwriting sessions**, where they practise current spelling words and revisit previous dictated sentences. This ensures they remain connected to age-related expectations while receiving the additional support they need.

Why We Use Superhero Spelling

The **Superhero Spelling** programme fully covers the **2014 National Curriculum Spelling Programme of Study for Key Stage 2.** It builds upon children's phonics knowledge, teaching spelling rules and patterns through engaging, memorable lessons supported by superhero characters and visual memory cues.

Lessons are interactive and include a variety of age-appropriate activities that encourage discussion, partner work and active participation. This approach helps children develop confidence, improve spelling accuracy and apply their knowledge independently across all areas of writing.

Progression of Knowledge

Reception

- Learn phoneme-grapheme correspondences.
- Blend and segment to spell.
- Spell CVC words.
- Begin spelling common tricky words.

Year 1

- Apply phonics to independent spelling.
- Learn first spelling rules.
- Begin using suffixes and contractions

Year 2

- Apply spelling rules confidently.
- Use prefixes and suffixes accurately.
- Understand possessive apostrophes.
- Secure common exception words.

Lower KS2 (Years 3–4)

- Explore morphology (prefixes/suffixes).
- Learn complex spelling patterns.
- Apply statutory spelling lists.
- Spell increasingly unfamiliar words.

Upper KS2 (Years 5–6)

- Understand morphology and etymology.
- Spell ambitious vocabulary accurately.
- Apply spelling knowledge independently in writing.
- Master statutory spelling expectations.

Overview

Year Group	Main Focus	Key Content
Reception	Phonics & Early Spelling	Monster Phonics GPCs, Phase 2–5 sounds, blending and segmenting, CVC to CCVCC words, compound words, polysyllabic words, tricky words/high frequency words, simple spelling patterns.
Year 1	Phonics Consolidation	Phase 5 alternative spellings, suffixes (-s, -es, -ing, -ed, -er, -est), compound words, contractions, prefixes (un-), spelling rules from the Year 1 National Curriculum. *(This would come from your Year 1 Monster Phonics map.)*
Year 2	Building Spelling Rules	Alternative graphemes (dge, g, c, kn, wr, le, il, al, ey, y, o(u), ti), vowel and consonant suffixes, drop-e rule, double consonant rule, y→i rule, contractions, possessive apostrophes, homophones, common exception words, adding suffixes.
Year 3	Introducing Morphology	Long vowel families, prefixes (re-, un-, mis-, dis-, bi-), suffixes (-ly, -ful, -less), homophones, possessive apostrophes, plurals revision, statutory words, alternative spellings (/zh/, /ch/, /sh/, /k/, /g/, short /u/), silent letters.
Year 4	Developing Morphology	Less common vowel spellings, prefixes (im-, in-, il-, ir-, auto-, anti-, ex-, sub-, super-, inter-, non-), suffixes (-ous, -ation), words ending in -tion, -sion, -ssion, -cian, homophones, statutory words, possessive apostrophes.
Year 5	Advanced Word Structure	Words ending in -cious/-tious, suffixes (-ity, -ness, -ship, -ate, -ise, -ify, -en, -ful, -ive, -al), adverbs, modal verbs, verb prefixes (de-, re-, over-), silent letters, statutory spellings, homophones.

Year 6	**Mastery & Etymology**	Advanced suffixes (-cious, -tious, -ity), adjectives (-ant, -ent), hyphens, -able/-ably/-ible/-ibly, silent letter revision, noun/verb spelling changes, synonyms & antonyms, Greek and Latin roots, contractions, statutory spellings, spelling revision.

Yearly progression

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phoneme-grapheme correspondence	Alternative spellings	Alternative graphemes	Long vowel families	Less common vowel spellings	Complex vowel patterns	Advanced vowel patterns
Oral blending	Alternative pronunciations	Homophones introduced	Homophones & near homophones	Homophones developed	Homophones applied	Homophones mastered
Segmenting	Suffixes (-s, -es, -ed, -ing)	Suffix rules	Prefixes introduced	Wider range of prefixes	Verb prefixes	Complex prefixes and word origins
CVC words	Compound words	Apostrophes	Possessives	Possessives revisited	Morphology	Morphology & etymology
CCVC/CCVCC	Contractions	Adding suffixes	More suffixes	Complex suffixes	Advanced suffixes	Revision and mastery
Tricky words	Common exception words	Year 1 & 2 CEWs	Year 3/4 statutory words	Year 3/4 statutory words	Year 5/6 statutory words	Year 5/6 statutory words
High-frequency words	Alphabetical order & dictionaries	Word families	Silent letters introduced	Word endings	Word classes	Greek & Latin roots

What We Send Home

Each week EYFS and KS1 children will bring home:

- **Weekly phonics sheet** – This includes words containing the **sound(s) taught that week** for children to practise reading and spelling.

KS2 children will bring home:

-Half term spelling sheet. Unless they are a child that is still accessing phonics