

Spelling workshop

Holy Family Catholic Primary School

Thursday 4th December 2025





Why?

- Spelling unlocks confidence in children's writing, giving them a chance to communicate freely.
- Strong spelling foundations are key in every child becoming a capable writer.
- The Writing Framework highlights this, but also highlights those children who struggle with spelling and are held back by limited word choice, disrupted flow. These children may even avoid writing.





Research

- Research tells us spelling is still important in a digital world.
- English is tricky as 26 letters represent 44 distinct sounds, with several alternative GPCs
- Moats (2005) explains that English is complex as it borrows from other languages Moats' research paper so words can reflect meaning as well as sounds.
- Explicit spelling instruction helps children spot these connections.





- Read a lot.
- Visualise. Does it look right?
- Spot small words in words.
- Hear words in words.
- Segment into phonics.
- Look for patterns.
- Apply patterns.
- Willing to give it a go/take a risk.
- Have an eye for spotting errors.
- Make sensible choices with their graphemes.
- Re-read and check.
- Apply knowledge they have been taught when writing independently.
- Use resources available to them.





Phonics

- Effective spelling starts with phonics.



Children need to draw on not just how words sound, but how they are written, their structure, origins and appearance.

[Oakley and Fellowes, 2016](#)





Going beyond phonics

- After children are secure in phonics, broaden spelling to include patterns: roots, prefixes, suffixes and word origins.
- Children should be taught orthography (the patterns and rules behind English spelling)
- Children should be able to recognise legitimate letter combinations, spot patterns and exceptions and make informed spelling choices.
- Children are more likely to remember spelling when they understand its meaning, rather than just memorising letter sequences.





Going beyond phonics

- Introduce morphology by exploring prefixes, suffixes and roots.
- Teaching children to identify and use common morphemes, and how changing a morpheme alters meaning or grammar supports both spelling and vocabulary.
- As children become confident with word parts, extend their learning by exploring word origins and how languages influence English spelling.
- Teaching etymology helps pupils understand unusual spellings and make links between related words, which fosters curiosity and builds confidence with unfamiliar vocabulary.





Our spelling routines at Holy Family

- Practising spelling is more than repetition – it should be regular, purposeful opportunities to revisit and use what they've learned.

Engelmann, 2006 Teaching to Mastery

- Spelling routines should help children become confident, accurate, automatic spellings and encourage a positive attitude to writing
- Pupils benefit most from guided practice, NOT FROM MEMORISING WORDS
- Embedding spelling practice into the timetable creates a more equitable and effective learning experience for ALL children.





Our spelling routines at Holy Family

- No weekly spelling test.
- Children will be tested through continuous and low stakes assessment methods daily. This will be through retrieval and handwriting practice.
- Including the spellings within modelled examples.
- Using the spelling words within their writing.
- Half termly tests.
- NFER termly assessments.





How to help at home

- Revisit through quizzes, flashcards and word hunts.
- Use words in a sentence to reinforce both spelling and meaning.
- Write dictated sentences
- Revisit tricky words and patterns often.
- Use word walls.
- Encourage children to spot patterns and exceptions.
- Share strategies for remembering spellings.















































Children need to be able to segment words into phonemes and select the correct grapheme.

The Little Wandle Grow the Code helps them with this.

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

Grow the code grapheme mat Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 oo u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

*depending on regional accent





Little Wandle Phonics and Spelling Shed Progression Map

Little Wandle Phonics and Spelling Shed Progression Map

	Autumn	Spring	Summer
Reception Little Wandle (Letters and Sounds revised)	<p>Autumn 1</p> <p>Phase 2 graphemes: s a t p i n m d g o c k c k e u r h b f l</p> <p>New tricky words: Is I the</p> <p>Autumn 2</p> <p>Phase 2 graphemes: ff ll ss j v w x y z zz qu ch sh th ng nk</p> <ul style="list-style-type: none"> words with -s /s/ added at the end (hats sits) words ending -s /z/ (his) and with -s /z/ added at the end (bags) <p>New tricky words: put pull full as and has his her go no to into she push he of we me be</p>	<p>Spring 1</p> <p>Phase 3 graphemes: ai ee igh oa oo oo ar or ur ow oi ear air er</p> <ul style="list-style-type: none"> words with double letters longer words <p>New tricky words: was you they my by all are sure pure</p> <p>Spring 2</p> <p>Phase 3 graphemes: Review Phase 3</p> <ul style="list-style-type: none"> longer words, including those with double letters words with -s /z/ in the middle words with -es /z/ at the end words with -s /s/ and /z/ at the end <p>New tricky words: Review all taught so far</p>	<p>Summer 1</p> <p>Phase 4: Short vowels with adjacent consonants</p> <ul style="list-style-type: none"> CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est <p>New tricky words: said so have like some come love do were here little says there when what one out today</p> <p>Summer 2</p> <p>Phase 4 graphemes: Phase 3 long vowel graphemes with adjacent consonants</p> <ul style="list-style-type: none"> CVCC CCVC CCCVC CCV CCVCC words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est longer words and compound words New tricky words: Review all taught so far





Thank You!