

Key Stage 2 Parents' Spelling Workshop

Monday 6th October 2025



Purpose of the Workshop

1

To respond to some parental concerns regarding the complexities of the KS2 spelling curriculum.

2

To provide an overview of the two-year National Curriculum spelling programme and its organisation.

3

To share strategies for supporting pupils to learn spellings at home.

Moving from phonics to spelling

- For the majority of pupils this happens in Years 2 to 3
- The spelling curriculum in Years 2-6 is designed to build on the phonics knowledge and graphemes that the children have been taught
- Many of the words in the KS2 spelling curriculum are phonetically plausible despite being somewhat longer

Moving from phonics to spelling



Phonics in Key Stage 1

Spell words containing ure



Sure

Cure

Picture

Mixture

Mature

Spelling in Years 3 & 4

Spell words with the prefix im

Immature

KS2 Examples

Spell words with the prefix 'inter'

inter|act

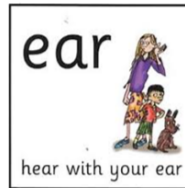
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KS2 Examples

Spell words with the prefix 're'

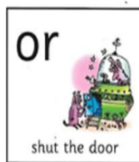
re | appear



KS2 Examples

Spell words with the suffix 'ation'

in|for|ma|tion



KS2 Examples

Spell words with the suffix 'ous'

mountainous



learn me

KS2 Spelling Curriculum

English – Appendix 1: Spelling

Spelling – work for years 3 and 4

Revision of work from years 1 and 2

Pay special attention to the rules for adding suffixes.

New work for years 3 and 4

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation

English – Appendix 1: Spelling

Spelling – years 5 and 6

Revise work done in previous years

New work for years 5 and 6

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Endings which sound like /ʃəs/ spelt –cious or –tious	Not many common words end like this. If the root word ends in –ce , the /ʃ/ sound is usually spelt as c – e.g. <i>vice</i> – <i>vicious</i> , <i>grace</i> – <i>gracious</i> , <i>space</i> – <i>spacious</i> , <i>malice</i> – <i>malicious</i> . Exception: <i>anxious</i> .	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious
Endings which sound like /ʃəl/	–cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions. Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to <i>finance</i> , <i>commerce</i> and <i>province</i>).	official, special, artificial, partial, confidential, essential

Schemes & Order of Teaching

There are a number of spelling 'schemes of work' available. Each one orders the spelling patterns/rules differently. Let's take an example of a Year 3/4 spelling rule – spell words with the prefix 'il'



Scheme A

Year 3 Week 4



Scheme B

Year 4 Week 16



Scheme C

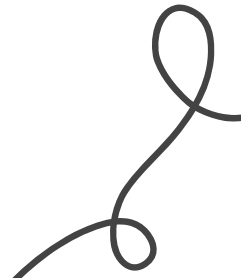
Year 3 Week 28

Helping at Home

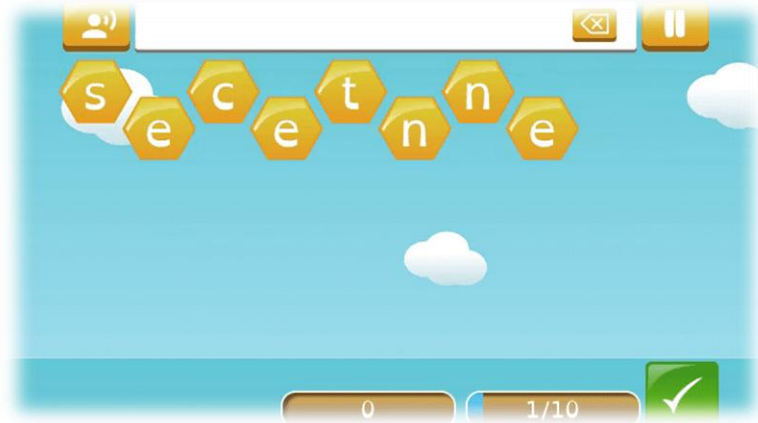


As a school, we will adapt our practice to help you to help your child:

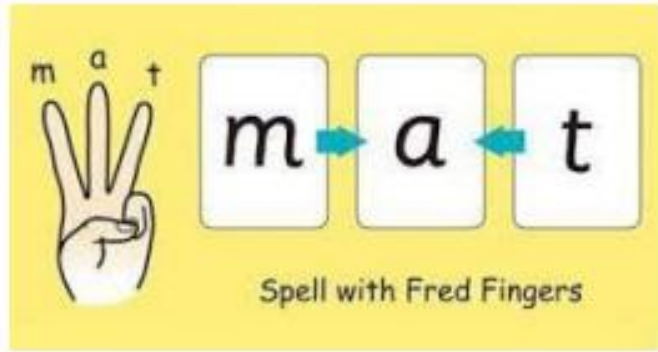
- We will provide a brief overview of the spelling rule each week: e.g. drop the 'y' and add 'ily'.
- We will separate spellings into 'chunks' and add the 'dots and dashes' to help make the link to phonics clearer.
- We have purchased an online spelling practice platform – Spelling Shed.



Ways to support your child



Ways to support your child



inter|act

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Ways to support your child



Look at the word together including with the dots and dashes



Say the word out loud and break it down into syllables or 'pinch the sounds'



Cover the word up and say the sounds again in your head.



Write the word – you could add the dots and dashes



Check by uncovering the word – celebrate the parts which are correct

Ways to support your child



Using fridge magnet letters or post it notes, give children the letters they need for the word and ask them to unscramble them into the correct order. As children become more confident, include more 'extra' unneeded letters to make it more challenging

Ways to support your child



- Resist the urge to ask your child how they scored
- Check your child's test book from their book bag
- Celebrate all of the parts that they did get right

Any questions?

