



Spellings and how to support your child

Please follow the link for the full document below but here are some key pieces of information for families. [The national curriculum in England - English Appendix 1: Spelling](#)

Understanding Spelling in Key Stage 2: A Simple Guide for Parents

Children almost always learn to **read** words more quickly than they learn to **spell** them. This is especially true for younger pupils. By the end of Year 1, most children can read lots of words that use the sounds (GPCs) they've been taught—even if they've never seen those words before.

Why spelling takes longer

Spelling is different. Once children know that a sound can be spelled in more than one way, they have to learn which spelling is correct for each word. This takes time, practice, and lots of exposure to words through reading.

Younger pupils simply haven't had enough time yet to learn the correct spelling of every word they want to use. That's completely normal.

What the curriculum provides

The national curriculum includes example words for Years 1 and 2, including "exception words." These are common words that don't follow the usual spelling patterns children have learned so far. Because children use these words often in their writing, it's important that they learn them accurately.

Spelling lists in KS2

For Years 3–4 and Years 5–6, there are **statutory spelling lists**. These lists include:

Words children use regularly in their writing

Words that many pupils commonly misspell

Some words that may seem challenging at first, but can be learned steadily over the four years of KS2

Teachers also add other useful words to support children's writing and vocabulary.

What this means for your child

Learning to spell well is a gradual process. With regular reading, practice, and support at school and at home, children build up a strong bank of words they can spell confidently.

Here's a polished, parent-friendly **one-page guide** you can share as a PDF insert, newsletter page, or website section. It's concise, warm, and practical—perfect for KS2 families.



Supporting Your Child with Spelling at Home

Spelling improves through regular practice, confidence-building, and lots of exposure to words. These simple habits make a big difference.

Read Regularly

Reading is the strongest support for spelling.

- Encourage daily reading—stories, fact books, magazines
- Talk about interesting or tricky words you notice
- Point out patterns (e.g., *-tion*, *-ous*, *-ough*)

Practise Little and Often

Short, frequent practice works best.

- 5–10 minutes a few times a week
- Focus on a small set of words
- Revisit words from previous weeks to keep them secure

Use “Say It, Hear It, Write It”

Children remember spellings better when they use more than one sense.

- Say the word aloud
- Clap the syllables
- Stretch the sounds
- Write it, check it, write it again

Look for Patterns

Spelling becomes easier when children spot links between words.

- Group words by pattern (*measure*, *treasure*, *pleasure*)
- Notice prefixes and suffixes (*un-*, *dis-*, *-ful*, *-ly*)
- Explore root words (*sign* → *signal*, *signature*)

Make It Fun

Turn spelling into a game.

- Word searches, hangman, Scrabble, Boggle
- Chalk words outside
- “Rainbow writing” (write the word in different colours)

Encourage “Have a Go” Spelling

Children learn by trying.

- Praise effort and strategies
- Ask: “Does it look right?” or “What’s the tricky part?”
- Help them correct one part at a time

Use the School’s Spelling List

The KS2 lists build confidence and accuracy.

- Keep the list somewhere visible
- Tick off mastered words
- Revisit tricky ones regularly

Celebrate Progress

Confidence grows when children feel successful.

- Notice when they spell a tricky word correctly
- Celebrate small wins
- Show them how their spelling is improving in their writing



Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.



Word list – years 5 and 6

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (–ped, –ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	
disastrous	parliament	