



KS2 Spellings
procedure using
Support for Spellings
scheme

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Key principles of spelling at Springfield

At Springfield Academy, the key principles behind our spelling approach are based upon guidance from Support for Spelling, the DfE Writing Framework 2025, Ofsted Telling the Story: the English Education Subject Report 2024, the EEF (improving Literacy in KS1 and KS2), Ofsted Research Review Series: English 2022 and the Literacy Excellence Centre (*links to all of these available in the appendices*).

The aim is to make sure that pupils can spell accurately, so that it becomes automatic, reducing pupils' cognitive load. Pupils who spell well are more confident about using advanced vocabulary. Pupils who struggle with spelling write less, do so less fluently and produce lower-quality writing.

In order to support pupils to obtain automaticity in spelling, we know that the teaching of spellings should be regular and consistent, taught in small steps, with lots of opportunity to practice and reinforce their spelling knowledge. The teaching of spelling should be explicit, cumulative and engaging and it should include:

- Learning new words
- Practising previously taught words to develop speed and automaticity
- Learning common exception words
- Independent practice activities
- Planned opportunities to explore the morphology of words
- Encouragement, acknowledgement and feedback

The teaching of Spelling in EYFS and KS1

While children are learning to read and write in Reception and Year 1 (and above if necessary), the teaching of spelling follows the progression of the school's phonics programme (Little Wandle).

In Year 2, the children complete the Little Wandle phonics programme by the Spring term. The children then move over to the Support for Spelling programme in the Spring term of Year 2, unless assessments indicate that children are not ready for this.

The teaching of Spelling in Year 6

In Year 6, the Support for Spelling programme includes opportunities for the revision and retrieval of key spelling patterns taught in previous years. During Summer 2, the programme also includes an 'academic word transition' focus, which supports children in understanding and learning the spellings of key subject-specific words which they will need to use when they transition to secondary school.

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Our fortnightly spelling structure:

In Years 2-6, we follow the recommended spelling structure from Support for Spelling. This involves four 15 minute sessions across each fortnight.

Lesson 1 – Exploration

Children explore, identify and discuss patterns and rules.

The children are given a question and a set of words to explore. They work together to identify and group the words according to the patterns and rules. At the end of the lesson, the answers and any groupings are revealed and discussed with the children. The children may be given new words at the end of the lesson to identify which group they would belong to.

Does the root word help us add –cious or –tious?

space	spacious	ambition	ambitious
malice	malicious	vice	vicious
grace	gracious	nutrition	nutritious
caution	cautious	repetition	repetitious

Lesson 2 – Word Bank Work

Children use spelling strategies to apply knowledge of spelling rules and patterns.

This lesson supports children in committing their spellings to memory. The children use the toolkit strategies (see appendix) which are different ways to memorise and learn words.

Word bank work:

spacious	nutritious	malicious	cautious	achieve
gracious	repetitious	vicious	ambitious	aggressive
				amateur

Three for me:

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The teacher begins the lesson by recapping the rules/groups discovered in the exploration lesson. The teacher then takes 2/3 of the words from the word bank and models using an appropriate approach from the toolkit strategies to learn them. The children then spend the remainder of the lesson practising their words using the strategies.

The children's word bank includes words which follow the focussed spelling rule/pattern, alongside words from the National Curriculum lists. The children pick three words that they would like to learn in the 'Three for me'. These words could be selected from their exploration list work in Lesson 1, from their English work (e.g. a common spelling error they make), from their reading (e.g. a new word they have discovered that they want to learn to use in their writing) or from work in other curriculum areas, for example.

Lesson 3 – Error Check and Reactivation

Children review and correct previously taught spelling rules.

The children revisit prior content. They are given a text including mistakes and are challenged to see how many mistakes they can spot and

Error checker: Year 5 homophones

This morning, Sam walked down the isle of the supermarket to choose his favourite serial. On the way out, he gave a kind complement to the cashier for her cheerful smile. Later, at the church, he stood beside the alter, helping to set up for the ceremony. At school, his teacher asked the class to device a plan for the science project. She also took a moment to advice them to work as a team and listen to each other's ideas. What a busy and thoughtful day!

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correct. The teacher will revisit and reteach the spelling rule/pattern as a whole class if AFL during the lesson indicates that this is required. The answers are always revealed to the children by the end of the lesson.

Lesson 4 – Spelling Practice and Preparation

Children carry out an activity which supports them in retaining the spelling rule they have been focussing on.

The children carry out a simple spelling practice task which applies their understanding of the focus of this spelling unit (see the appendix for a list of activity ideas for this lesson).

The answers are revealed to the children by the end of the lesson and the key spelling components are noticed. The spelling rules are reinforced.

At the end of this lesson, the teacher shares the words from the next spelling unit and clarifies their meaning with the children ready for the next fortnightly cycle. This enables the children to practise reading and understanding the words they are about to encounter, so that they can be ready to learn to spell them.

Spelling activity

- | | |
|--------------|----------------|
| •spa_ious | •cau_ious |
| •gracio_s | •ambit_ous |
| •nutri_ious | •ach_ _ ve |
| •rep_t_tious | •a _ _ ressive |
| •mali_ious | •amat_ _ r |
| •vicio_s | |



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Essential Extras

In addition to the regular fortnightly structure, we utilise a range of Essential Extras. These are extra resources and approaches used to enhance the sequence learning to give more impact. We are adding these in to our spelling approach over time once the implementation of the Support for Spelling sequence is secure. They are listed below:

Spelling back up plans: These help the children with what we can do if we do not know how to spell a word.

Alphabetic code chart: This is a supportive tool for identifying alternative graphemes.

Online activities: We use online games and activities, including Spelling Shed, to support with extra practice.

Fearless Feedback: This is where adults and other trained children offer feedback on how a word should be spelt.

Handwriting: Where relevant, our spelling words may be practised as part of handwriting sessions to reinforce the spelling further.

Spelling journals: These journals are a space for children to note down essential spellings and how many times they have been applied.

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Support for Spelling overview: Autumn term

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Year 2	Consolidate phonics knowledge.	Word list: Start to learn the Y2 common exception words: door, floor and poor	Word list: because, every and everybody.	Word list: find, kind, mind, behind, wild, climb, child and children	Word list: most, only, both, old, cold, gold, hold and told.	(The /l/ or /ə/ sound spelt -le at the end of words)
Year 3	(‘-s’, ‘-est’, ‘-er’, ‘-ed’, ‘-ing’ Suffixes from Y2. Words ending in -y or -e with a consonant before it.)	(‘-es’, ‘-er’, ‘-ed’, ‘-ing’ but focused on adding to words of more than ones syllable forget/forgetting)	(‘un-’ and ‘dis-’ prefixes)	(/ai/ rarer GPCs as in straight, vein)	Homophones (heel/heal) and near homophones (accept/except)	(/i/ spelt ‘-y’ as in myth)
Year 4	(Homophones-A chance to learn more.)	(Prefixes. Before a root word starting with m or p, i- becomes im-. Before a root word starting with l, in- becomes il-)	(Prefixes. Before a root word starting with r, in- becomes ir-)	(The suffix -ation is added to verbs to form nouns. The rules already learnt still apply.)	(Adding suffixes beginning with vowel letters to words of more than one syllable.) Garden-gardening, forget-forgetting.	<i>We ensure all children are secure with the Y2 common exception words and Y3 word list words. Identify typical misconceptions found in their writing.</i>
Year 5	(Words containing the letter-string ough)	(Words with ‘silent’ letters, i.e. letters whose presence cannot be predicted from the pronunciation of the word)	(Words ending in -able and -ible.)	(Homophones and other words that are often confused)	(Use of the hyphen)	<i>We ensure all children are secure with the Y3/4 word list words. Identify typical misconceptions found in their writing.</i>
Year 6	(Endings which sound like /sh/ /u/ /s/ spelt -cious or -tious.)	Unit 2 ou for /u/ and sc for /s/,	Unit 3 que as /k/ or gue for /g/, y for /i/	Unit 4 ch as /sh/ or /k/,	Unit 5 ei, eigh or ey for /ay/,	Unit 6 ough for various phonemes.

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Support for Spelling overview: Spring term

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Year 2	(The /n/ sound spelt as kn and gn at the beginning of words. (6 ways=n, nn, kn, gn, -ne, pn)	(The /r/ spelt wr at the beginning of words.)	(The /igh/ spelt as -y)	(Adding -es to words ending in -y)	Adding -ed, -ing, -er and -est to a root words ending in -y with a consonant before it.	<i>We ensure all children are secure with the Y1 common exception words.</i> <i>We also spend time on subject specific (tier 3) words where there were misconceptions.</i>
Year 3	('mis-' and 're-' prefixes)	(Y2 review '-ness' and '-ful' following a consonant suffixes.)	('sub-' prefixe)	('ly' suffix)	(/sh/ phoneme as ch (French), and /k/ phoneme as ch (Greek).)	('less' suffix)
Year 4	(The /u/ spelt as ou. As in touch)	(Words endings sounding like /c//uh/. It is often spelt as -ture, but check that the word is not a root word ending in (t)ch with an er ending. As in teacher, richer, catcher.)	(Possessive apostrophes with plurals.)	(Prefix ant-means 'against'.)	(Endings -tion, -sion, -ssion and -cian.)	We consolidate Year 4 word list words taught so far. Focus on words that are not applied correctly.
Year 5	(Words ending in -ably and -ibly.)	(Homophones and other words that are often confused.)	(Words with the /i:/ sound spelt ei after c)	(Endings -cial and -tial.)	(-able, -ible, -ably, -ibly, -cial, -tial suffixes)	We consolidate Year 5 word list words taught so far. Focus on words that are not applied correctly.
Year 6	Unit 1 Adding -ly	Unit 2 Adding suffixes beginning with vowel letters to words of more than one syllable. E.g. ed, ing..	Unit 3 Suffix-ous	Unit 4 Suffix -ation	Unit 5 -ible/-able, -ibly/-ably	Unit 6 Suffixes -ant, -ance, -ancy, -ent, -ence and -ency.

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Support for Spelling overview: Summer term

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Year 2	(Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it)	(Adding -ing, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter)	(Contractions) E.g. Can't, didn't, hasn't, couldn't, it's, I'll.	The possessive apostrophe (singular nouns)	(Homophones and near-homophones.)	(Words ending in -tion)
Year 3	('super-' and 'auto-' prefixes.)	Contractions	(/u/ spelt with o as in mother. /o/ with a after w and qu as in quantity)	Possessive apostrophes plurals.	('sion' word ending as in tension. /sh/ /o/ /n/) <u>Not /zh/ /o/ /n/ in division</u>	We consolidate spellings covered in Year 3.
Year 4	(Words with the /s/ sound spelt as sc are Latin in origin.)	(If the ending sounds like /zh//uh/ /n/, it is spelt as -sion. As in division)	(Apostrophes for contraction and possession.)	(The suffix -ous. Add ous, change y to i, root word not obvious, -our to -or, keep the e if the /dge/ if kept, i or e for /i/ sound before the -ous.	(Also taught in Y3. A chance to embed rules for adding -ly)	We consolidate spellings covered in Year 4.
Year 5	(Adding suffixes beginning with vowel letters to words ending in -fer)	(Homophones and other words that are often confused.)	(Words ending in -ant, -ance/-ancy, -ent, -ence/-ency)	(Another chance to look at words ending in -ably and -ibly)	(Another chance to look at -cial endings but include more of the exceptions)	We assess of a range of KS2 words.
Year 6		SATs		Academic word transition.	Academic word transition.	Academic word transition.

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Appendices:

The Spelling Toolkit poster



GUIDE TO
The Spelling Toolkit
-Helping you commit new spellings to memory

Phonics
anchor

Mnemonics
I c that you want to acquire it

Group
Taught
Fraught
daughter

Root word
Minimal
Minimise

Say-see
friend
"Fry-end"

Syllable colour
cinema

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The poster is a grid of six colored squares. The top square is light blue and contains the title 'GUIDE TO The Spelling Toolkit' and the subtitle '-Helping you commit new spellings to memory'. Below the title is an image of hands holding a tablet with colorful letters on it. The second row has two yellow squares. The left one is titled 'Phonics' and shows the word 'anchor' with 'a' in red, 'n' in blue, 'c' in green, 'h' in orange, and 'o' in purple. The right one is titled 'Mnemonics' and shows a boy with glasses and a speech bubble saying 'I c that you want to acquire it'. The third row has two light blue squares. The left one is titled 'Group' and shows the words 'Taught', 'Fraught', and 'daughter' with their first letters underlined. The right one is titled 'Root word' and shows 'Minimal' and 'Minimise' with their first letters underlined. The fourth row has two purple squares. The left one is titled 'Say-see' and shows the word 'friend' and a speech bubble saying 'Fry-end'. The right one is titled 'Syllable colour' and shows the word 'cinema' with 'c' in red, 'i' in blue, 'n' in green, 'e' in orange, and 'm' in purple. At the bottom left is a copyright notice and at the bottom right is a logo.

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Activity ideas for Lesson 4 (Spelling Practise and Preparation)

- Missing Letters

This involves carefully selected missing letters in a word, which makes children think carefully about particular parts of words.



- Jumbled letters

This also focuses children's attention on particular parts of words. It might involve jumbling all of a word or a part of a word. Children should be trained to double-check their work (e.g. make sure they have used all the letters/make sure they haven't added any extra letters). This will support children when looking at their own work when editing their writing.



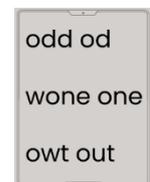
- Look, Say, Cover, Write and Check

Support for Spelling recommends this approach is used alongside handwriting. For example, children look at the word and say it. They then write it and check it. However, they then write the word neatly three more times in the school's preferred handwriting style. The three word idea means that the children only have to think about handwriting as they have already checked the spelling. It is crucial that children are taught how to check the spelling. E.g. Can your friend also check it? Have you avoided the typical mistakes we discussed?



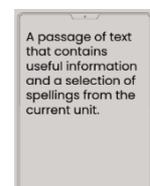
- Odd one out

Odd one out gives an opportunity to focus on typical spelling mistakes. It involves presenting the children with pairs or trios of words. The odd one out is the one that is spelt correctly. The other versions of the spelling are likely to contain typical spelling errors.



- Find and copy

Find and copy allows children to read a passage of text and identify the spellings from the current unit. They get to see the words used in context which also supports them to understand their meaning and how they might use the words. When using this activity, time is given to reading the text before children find the words so that they pay attention to the context. The children then need to find as many words as possible from their word bank.



- Picture Clues

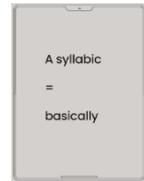
This focusses children on the meaning of words as well as spelling them. It works particularly well with homophones as it challenges children to select the right word and spell it correctly. Sometimes, this may be mixed up along with another activity e.g. Underneath the image, giving children the jumbled word.



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- Anagrams

This doesn't work with all words appropriately so may be used for selected words alongside one of the other activities, rather than a whole list of anagrams in one go.



Links to guidance which has informed our whole school spelling procedure:

- Support for Spelling
 - [Spellings \(Teams link\)](#)
- DfE Writing Framework 2025
 - [The writing framework](#)
- EEF Improving Literacy in KS1
 - [Improving Literacy in Key Stage 1 | EEF](#)
- EEF Improving Literacy in KS2
 - [Improving Literacy in Key Stage 2 | EEF](#)
- Ofsted Telling the Story: the English Education Subject Report 2024
 - [Telling the story: the English education subject report - GOV.UK](#)
- Ofsted Research Review Series: English 2022
 - [Research review series: English - GOV.UK](#)
- The Literacy Excellence Centre
 - [Literacy Excellence Centre | Flying High Partnership](#)