# Analysis of the 2025 STA spelling test for KS2

The first three columns are taken directly from the 2025 STA Grammar, Punctuation and Spelling Test, specifically the spelling test mark scheme.

Information relating to the content domain reference codes in the third column of the following table can be found in the Key Stage 2 English grammar, punctuation and spelling test framework.

Further information about the spelling rules listed in the content domain reference column, including the International Phonetic Alphabet can be found in the Spelling Appendix of the national curriculum.

The fourth column indicates further aspects of spelling of the target word that could be difficult for children. These aspects were not listed in the STA mark scheme.

The final column shows where these domains are taught within the ESSENTIALspelling programme.

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| Question | Spelling | Content domain reference | Additional knowledge that often proves tricky | ESSENTIALspelling |
| 1 | knight | S60 – words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) | The phoneme /aı/sound spelt igh or i from KS1\*;  Homophones- night / knight\*\* | Y5 sequence 21  Y6 sequence 15  \*Y2 Sequence 21  \*Y3 sequence 3  \*\*Y3 sequence 15 |
| 2 | through | S59 – words containing the letter string *ough*  S61 – homophones and near homophones (Years 3 and 4)  homophones and other words that are often confused (Years 5 and 6) |  | Y5 sequence 22  Y6 sequence  Y3 sequence 15  Y4 sequence 26  Y5 sequence 26 |
| 3 | rewarded | S38 – adding suffixes beginning with vowel letters to words of more than one syllable | Phoneme /ɔː/ spelt ar after wY2\* | Y3 sequence 9, 24, 25  Y4 sequence 4, 12, 13  Y5 sequence 4  Y6 sequence 4, 17  \*Y2 sequence 84 |
| 4 | adventure | S44 – words with endings sounding like */ʒə/* or */tʃə/* |  | Y4 sequence 21  Y6 sequence 13 |
| 5 | developed | S38 – adding suffixes beginning with vowel letters to words of more than one syllable |  | Y3 sequence 9, 24, 25  Y4 sequence 4, 12, 13  Y5 sequence 4  Y6 sequence 4, 17 |
| 6 | explosion | S45 – endings that sound like /*ʒən*/ |  | Y3 sequence 22,23;  Y4 sequence 8,9,10;  Y6 sequence 12 |
| 7 | passed | S61 – homophones and near homophones (Years 3 and 4)  homophones and other words that are often confused (Years 5 and 6) |  | Y3 sequence 15  Y4 sequence 19  Y5 sequence 26  Y6 sequence 20, 26 |
| 8 | scene | S51 – words with the /*s*/ sound spelt *sc*  S61 – homophones and near homophones (Years 3 and 4)  homophones and other words that are often confused (Years 5 and 6) | Phoneme /iː/ spelt e-e from KS1\* | Y3 sequence 31  Y4 sequence 29  Y3 sequence 15  Y4 sequence 19  Y5 sequence 26  Y6 sequence 20, 26  \*Y2 sequence 20  \*Y3 sequence 2 |
| 9 | affordable | S56 – words ending in –*able* and –*ible*  words ending in –*ably* and –*ibly*  S38 – adding suffixes beginning with vowel letters to words of more than one syllable | Doubling consonants after a short vowel sound: KS1 | Y5 sequence 14,15;  Y6 sequence 8  Y3 sequence 9, 24, 25  Y4 sequence 4, 12, 13  Y5 sequence 4  Y6 sequence 4, 17 |
| 10 | suggestion | S47 – endings that sound like /ʃən/, spelt –tion, –sion, –ssion, –cian | Doubling consonants after a short vowel sound: KS1 | Y3 sequence 22,23;  Y4 sequence 8, 9,10;  Y5 sequence 5  Y6 sequence 12 |
| 11 | angrily | S43 – the suffix –*ly* |  | Y3 sequence 18  Y4 sequence 7  Y5 sequence 3  Y6 sequence 3 |
| 12 | alteration | S42 – the suffix –*ation* | The phoneme /ɔː/ sound spelt a before l and ll | Y3 sequence 22  Y4 sequence 8  Y5 sequence 5  Y6 sequence 12  \*Y2 sequence 47 |
| 13 | reindeer | S52 – words with the /*eɪ*/ sound spelt *ei*, *eigh*, or *ey* | Phoneme /ɪə/spelt ear\*;homophone- deer/ dear | Y3 sequence 29;  Y4 sequence 17;  Y6 sequence 26  \*Y2 sequence 51 |
| 14 | residential | S54 – endings which sound like /*ʃəl*/ |  | Y5 sequence 11,12  Y6 sequence 7 |
| 15 | anchor | S48 – words with the /k/ sound spelt ch |  | Y4 sequence 28 |
| 16 | plaque | S50 – words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que |  | Y4 sequence 25  Y6 sequence 20, 26 |
| 17 | jealousy | S46 – the suf­fix –ous | The phoneme /ɛ/ spelt ea\*; the suffix -y\*\* | Y3 sequence 27  Y4 sequence 22  Y5 sequence 16  Y6 sequence 9  \*Y2 sequence 52  \*\*Y2 sequence 19 |
| 18 | flourish | S40 – the /ʌ/ sound spelt ou |  | Y3 sequence 26  Y4 sequence 22  Y5 sequence 16  Y6 sequence 9 |
| 19 | disappointed | S41 – prefixes | Doubling consonants after a short vowel sound: KS1 | Y3 sequence 24  Y4 sequence 12  Y5 sequence 29 |
| 20 | receiving | S58 – words with the /*iː*/ sound spelt *ei* after *c* | S38 – adding suffixes beginning with vowel letters to words of more than one syllable, including removing e before adding-ing\* | Y5 sequence 4  Y6 sequence 4, 17  \*Y3 sequence 9, 24, 25  \*Y4 sequence 4, 12, 13 |

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| Y5/6 expectations only | Y5/6 & Y3/4 expectations/ KS1 expectations or those not covered in national curriculum | Y3/4 expectations only | Y3/4 & KS1 expectations or those not covered in the national curriculum | Total of words relating to expectations outside of Y5/6 |
| 1/20 | 5/20 | 8/20 | 6/20 | 19/20 |
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