



Dear Parents,

In Year 6, children are taught the following spelling rules (and exceptions) throughout the Autumn and Spring terms. Every 3 or 4 weeks, the children will have a review test that will include spelling rules taught so far. This will help us to assess whether children have learnt the rules and can apply them. Alongside this, teachers will include words from the National Curriculum (100 statutory words for Y5/6) and/or any common misspellings that arise within class. The test will be made up of 20 words that the teacher reads out and the child writes down. The sets words in each section are examples. Teachers will not necessarily include these in the tests.

What could I be doing at home to help?

It will still be helpful for children to practise the words from the '100 statutory words' list, focusing on the words they spell incorrectly.

If they are confident spellers, an enriching experience may be for your child to apply his/her spelling skills by playing word games such as Scrabble, Bananagram, Boggle etc. Many of these games can be played with an adult, friend or on a computer/tablet.

If spelling is something that your child is having difficulty with e.g. there are words / patterns that s/he consistently misspells, the teacher may share the test outcomes with you and set some personalised learning. Children with specific learning difficulties relating to spelling e.g. dyslexia will have the test tailored to their needs.

Key Objectives from previous years		Estimated dates of teaching
<p>All of the plural rules and 'y' rules</p> <p>All the rules for adding simple suffixes (ing, ed, er, en – including when to drop an e and when to double letters)</p> <p>All common prefixes and suffixes and the different ways to add them</p> <p>LO. I know the 'i before e, except after c rule' and its exceptions</p> <p>LO. I can choose the correct spelling of a homophone or near homophone in context</p>		Autumn week 1-3
Year 6 New Objectives:		
LO. I can choose the correct way to spell the words ending in 'ant' 'ance' 'ancy' 'ent' 'ence' 'ency'		
<p>Teaching Points:</p> <ul style="list-style-type: none"> Use -ant and -ance/-ancy if there is a related word with a /ae/ or /eɪ/ sound in the right position; -ation endings are often a clue. Use -ent and -ence/-ency after soft c (/s/ sound), soft g sound) and qu, or if there is a related word with a clear /ɛ/ sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt. 		Autumn week 4-6
confident hesitant frequent tolerant		observance obedience innocence assistant
LO. I can choose the correct way to spell the 'able' sound at the end of a word 'able' 'ible' 'ably' 'ibly'		
<p>Teaching Points:</p> <ul style="list-style-type: none"> The -able/-ably endings are far more common than the -ible/-ibly endings. 		Autumn week 7-10

<ul style="list-style-type: none"> As with -ant and -ance/-ancy, the -able ending is used if there is a related word ending in -ation If the -able ending is added to a word ending in -ce or -ge, the e after the c or g must be kept as those letters would otherwise have their 'hard' sounds (as in <i>cap</i> and <i>gap</i>) before the a of the -able ending. The -able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in -ation eg. <i>dependable, reliable</i> The -ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word <i>can</i> be heard eg. <i>sensible</i> (
understandable enjoyable dependable noticeable changeable		applicably noticeable adorably possibly reasonable
LO. I know when to double an 'r' if adding the suffix 'fer'		
Teaching Points: <ul style="list-style-type: none"> The r is doubled if the -fer is still stressed when the ending is added. The r is not doubled if the -fer is no longer stressed. 		Spring week 1-3
refer/referee prefer/preference infer/inference		transferring transference reference
LO. I know which words contain silent letters and where they are placed		
Teaching Points: <ul style="list-style-type: none"> Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i>, there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i>. 		Spring week 4-6
lamb island knight doubt		psychiatry receipt rhythm mnemonic
LO. I know pairs of words where the verb is spelt with an 's' and the noun is spelt with a 'c'		
Teaching Points: <ul style="list-style-type: none"> In the pairs of words below, nouns end -ce and verbs end -se. <i>Advice</i> and <i>advise</i> provide a useful clue as the word <i>advise</i> (verb) is pronounced with a /z/ sound – which could not be spelt c. 		Spring week 7-10
advise/advice practise/practice		prophecy/prophecy
LO. I can choose the correct spelling of a homophone or near homophone in context		
Teaching Points: <ul style="list-style-type: none"> aisle: a gangway between seats (in a church, train, plane). isle: an island ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun) bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word <i>complete</i> – to make something complete or more complete eg. <i>her scarf complemented her outfit</i> descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun). 		Summer week 1-3
guest/guessed aloud/allowed air/heir who's/whose prophet/profit	cereal/serial effect/affect stationary/stationery desert/dessert draft/draught	ascent/assent descent/dissent compliment/complement aisle/isle bridle/bridal

National Curriculum 100 statutory words for Y5/6 (also available on Squeebles spelling)

A:	B:	C:	D:	E:	F:
accommodate accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward	bargain bruise	category cemetery committee communicate communicate community competition conscience conscious controversy convenience correspond critic criticise curiosity	definite desperate determined dictionary disastrous	embarrass embarrass environment environment equipment equipped especially exaggerate excellent existence explanation	familiar foreign forty frequently
G:	H:	I:	J:	K:	L:
government	harass hindrance	immediately individual interfere interrupt			language leisure lightning
M:	N:	O:	P:	Q:	R:
marvellous mischievous muscle	necessary neighbour nuisance	occupy occur opportunity	parliament persuade physical prejudice privilege profession programme pronunciation	queue	recognise recommend relevant restaurant rhyme rhythm
S:	T:	U:	V:	W:	XYZ:
sacrifice secretary shoulder signature sincere soldier stomach sufficient suggest symbol system	temperature thorough twelfth		variety vegetable vehicle		yacht

Tricky words for confident spellers (also available on Squeebles spelling)

A:	B:	C:	D:	E:	F:
accident agreeable alliterative antibiotic antibody anticlimax anticlockwise anticyclone antifreeze antihero antiseptic apprehensive	census circuit circumference collision corrective corrosion cylinder cynical		deafening deceased decision decisive definite definitely depletion derivative descend desperate dietician discern disciple discipline discursive	edible enviable exceptional exhaustive	
G:	H:	I:	J:	K:	L:
grammar		identifiable illegible inaccurate incident inconvenient indecent indestructible infusion intuition invincible irrational irregular irresistible irresponsible	jewellery		library
M:	N:	O:	P:	Q:	R:
magician manageable medical miniature musician	national	occasional optician	parallel parliament personal physician poisonous possession profession		receive reference reversible
S:	T:	U:	V:	W:	XYZ:
seasonal sensational separate successful susceptible			voluntary		