



Year 6 Spellings



Autumn Term

Please keep this booklet safe and practise your spellings at least four times a week and on different days to help you learn them.

Some spellings have a rule or a pattern and some do not, so try to spot patterns or learn the meaning of the words to help you remember them for your writing and weekly spelling tests.

We have also included some very important high frequency words in **bold** at the bottom of each list for you to learn.

Note to Parents / Guardians: If you have any questions regarding the spellings or groups please feel free to pop in to school or add a note on Seesaw

Thank you in advance for your continued support.

The Year Six Team

Name:

Name: _____

Autumn Term—Week 1

This weeks spelling pattern / rule is: plural nouns that end in the suffix -s and -ies.

1. Just add -s

Use this when the word ends in a regular letter (not tricky!). Examples: cat → cats, school → schools

2. Remove the 'y', add -ies

If the word ends in a consonant + y, change the y to i and add -es. Examples: puppy → puppies, family → families

3. Keep the 'y', add -s

If the word ends in a vowel + y, just add -s. No changes to the y! Examples: toy → toys, key → keys



Master word	First Day	Second Day	Third Day	Fourth Day
camera ^s				
castle ^s				
monkey ^s				
journey ^s				
puppy ^{ies}				
family ^{ies}				
story ^{ies}				
cherry ^{ies}				
*accommodate				
*accompany				
*according				
*achieve				

Name: _____

Autumn Term—Week 2

This weeks spelling pattern / rule is: **spell plural nouns that end in the suffix -es and -ves.**

Just add -s Most words just need -s to show more than one. Example: girl → girls

Add -es If the word ends in **sh, ch, s, ss, or x**, add -es. Example: fox → foxes

Change -y to -ies If the word ends in a **consonant + y**, change **y to ies**. Example: party → parties

Change f or fe to ves If the word ends in **f or fe**, change it to **ves**. Example: knife → knives

Words ending in -o Some words add -s, some add -es. You just have to learn which ones. Example: tomato → tomatoes, radio → radios

*** Statutory words to cover not related to spelling rule**



Master word	First Day	Second Day	Third Day	Fourth Day
foxes				
knives				
parties				
brushes				
heroes				
calves				
stories				
echoes				
*aggressive				
*amateur				
*ancient				
*apparent				

Name: _____

Autumn Term—Week 3

This weeks spelling pattern / rule is *irregular plural nouns that do not follow clear rules.*

Most plural nouns follow regular rules like:

•Add -s: girl → girls; Add -es: fox → foxes; Change -y to -ies: baby → babies Change -f/-fe to -ves: wolf → wolves

But **irregular plurals** break these rules. They:

- Change vowels: goose → geese
- Change completely: person → people
- Keep the same form: sheep → sheep
- Use Latin/Greek endings: formula → formulae

Saying the word in a sentence can help you hear if it sounds right.

* **Statutory words to cover not related to spelling rule**



Master word	First Day	Second Day	Third Day	Fourth Day
men				
mice				
children				
feet				
teeth				
people				
women				
formulae				
*appreciate				
*attached				
*available				
*average				

Name: _____ Autumn Term—Week 4

This weeks spelling pattern / rule is: *spell words that use the spellings -le, -el and -il.*

Words ending in the 'l' sound can be spelled in different ways, especially at the end of **polysyllabic words** (words with more than one syllable):

- **-le** is the **most common** and often adds an extra syllable (e.g. *table*, *candle*).
- **-el** is **less common**, often follows letters like *m, n, r, s, v, w* (e.g. *tunnel*, *squirrel*).
- **-il** is the **least common**, but still adds a syllable (e.g. *fossil*, *devil*).

These endings can be part of a **suffix** or just a spelling pattern representing the 'l' sound.

* Statutory words to cover not related to spelling rule



Master word	First Day	Second Day	Third Day	Fourth Day
<i>table</i>				
<i>tunnel</i>				
<i>candle</i>				
<i>fossil</i>				
<i>squirrel</i>				
<i>devil</i>				
<i>principle</i>				
<i>miracle</i>				
* <i>awkward</i>				
* <i>bargain</i>				
* <i>bruise</i>				
* <i>category</i>				

Name: _____

Autumn Term—Week 5

This weeks spelling pattern / rule is: **adding the Suffix -al**

- The suffix **-al** is added to a **root word** to form an **adjective**.
- It often changes a **noun** into an **adjective**.
- The **-al** suffix makes the 'l' **sound** at the end of the word.

There are **two main rules** when adding **-al**:

1. If the root word ends in a **consonant**, just add **-al**. Example: **person** **personal**
2. If the root word ends in 'e', drop the **e** before adding **-al**. Example: **nature** **natural**

* Statutory words to cover not related to spelling rule



Master word	First Day	Second Day	Third Day	Fourth Day
personal				
natural				
national				
emotional				
arrival				
cultural				
seasonal				
global				
*cemetery				
*committee				
*communicate				
*community				

This weeks spelling pattern / rule is: The /shun/ sound at the end of words can be spelled in different ways, but **-tion** and **-cian** are two of the most common suffixes taught in Year 6.

- tion Suffix**— turns verbs into nouns
- Often added to **root words ending in 't' or 'te'**. Example: *educate* → *education*
- Its the **most common spelling** of the /shun/ sound.
- cian Suffix**. Also spells the /shun/ sound.
- Used for **professions or roles**.
- Usually added to **root words ending in 'c' or 'cs'**. Example: *music* → *musician*
- * Statutory words to cover not related to spelling rule



Look



Say



Cover



Write



Check

Master word	First Day	Second Day	Third Day	Fourth Day
educat tion				
informat tion				
music ian				
electric ian				
pollut tion				
translat ion				
technic ian				
magi cian				
*competition				
*conscience				
*conscious				
*controversy				

Name: _____

Autumn Term—Week 7

This weeks spelling pattern / rule is: spell words with the suffixes -sion and -ssion.

1. -sion. Use when the root word ends in: *d*, *de*, or *se*

Sound: Often sounds like /zhun/

Examples: decide → decision, extend → extension, confuse → confusion

Tip: If the root ends in a soft sound like "de" or "se", think -sion.

2. -ssion. Use when the root word ends in: *ss* or *mit*

Sound: Strong /shun/ sound

Examples: discuss → discussion, permit → permission

Tip: If the root ends in a double consonant like "ss", use -ssion.

* Statutory words to cover not related to spelling rule



Master word	First Day	Second Day	Third Day	Fourth Day
decis <i>ion</i>				
discuss <i>ion</i>				
extens <i>ion</i>				
permiss <i>ion</i>				
confus <i>ion</i>				
confess <i>ion</i>				
divis <i>ion</i>				
impress <i>ion</i>				
*convenience				
*correspond				
*criticise				
*curiosity				

Name: _____

Autumn Term—Week 8

This weeks spelling pattern / rule is:

Homonyms are words that have the same spellings or pronunciation as other words but a different meaning.

* Statutory words to cover not related to spelling rule



Master word	First Day	Second Day	Third Day	Fourth Day
tear				
wound				
match				
read				
rose				
scale				
bow				
wind				
*dictionary				
*disastrous				
*embarrass				
*environment				

Name: _____ Autumn Term—Week 9

This weeks spelling pattern / rule is:

Homophones are words that sound the same but have different spellings and meanings. Even though they sound alike, they are used in **different ways** depending on what the sentence is talking about.

* Statutory words to cover not related to spelling rule



Look



Say



Cover



Write



Check

Master word/	First Day	Second Day	Third Day	Fourth Day
hear / here				
bare / bear				
peace / piece				
brake / break				
flower / flour				
knight / night				
pair / pear				
blue / blew				
*equip				
*equipped				
*equipment				
*especially				

Name: _____ Autumn Term—Week 10

This weeks spelling pattern / rule is:

Homophones are words that sound the same but have different spellings and meanings. Even though they sound alike, they are used in different ways depending on what the sentence is talking about.

* Statutory words to cover not related to spelling rule



Look



Say



Cover



Write



Check

Master word/	First Day	Second Day	Third Day	Fourth Day
allow <u>e</u> d / alou <u>d</u>				
stea <u>l</u> / ste <u>e</u> l				
scen <u>e</u> / se <u>e</u> n				
wea <u>th</u> er / wh <u>e</u> ther				
meda <u>l</u> / med <u>d</u> le				
stationa <u>ry</u> / station <u>e</u> ry				
principl <u>e</u> / principa <u>l</u>				
bo <u>r</u> ed / bo <u>a</u> rd				
*exaggerate				
*excellent				
*existence				
*explanation				

Name: _____ Autumn Term—Week 11

This weeks spelling pattern / rule is:

Homophones are words that sound the same but have different spellings and meanings.



Look



Say



Cover



Write



Check

Master word	First Day	Second Day	Third Day	Fourth Day
pract <i>ice</i> / practis <i>e</i>				
licen <i>ce</i> / licen <i>se</i>				
prophec <i>y</i> / prophe <i>sy</i>				
sell / cell				
scent / sent				
tail / tale				
cere <i>al</i> / serial				
stationar <i>y</i> / stationer <i>y</i>				
*familiar				
*foreign				
*forty				
*frequently				

Name: _____

Autumn Term—Week 12

This weeks spelling pattern / rule is: When we want to say something **happened in the past**, we often **add -ed to the end of a verb** (an action word). This is called a **suffix**. But we don't always just stick **-ed** on the end — there are **four spelling rules** to help us do it correctly!

The Four Spelling Rules for Adding -ed

Just add -ed: if the word ends in 2 consonants or a long vowel sound (e.g. 'ai', 'ee', 'oi' etc: talk → talked, help → helped)

Remove the 'y', then add -ied: if the word ends in a y after a consonant: cry → cried, occupy → occupied

Remove the 'e', then add -ed: if the word already ends in e: smile → smiled, guarantee → guaranteed

Double the consonant, then add -ed: if the word ends in a short vowel followed by a consonant, or the last syllable is stressed: hug → hugged, commit → committed

*Statutory words to cover



Master word	First Day	Second Day	Third Day	Fourth Day
interrupt ed				
occup ied				
guarante ed				
committ ed				
persuad ed				
embarrass ed				
repl ied				
develop ed				
*government				
*guarantee				
*harass				
*hindrance				

Name: _____ Autumn Term—Week 13

This weeks spelling pattern / rule is: When we want to say something is **happening right now** or was **happening in the past**, we add **-ing** to the end of a verb (an action word). This helps us write in the **progressive tense**

Rule 1: **Just add -ing**: if the word ends in 2 consonants or a vowel sound, you can simply add **-ing**.

Rule 2: **Remove the 'e', then add -ing**: if the word ends in **e**, take the **e** off before adding **-ing**.

Rule 3: **Double the Final Consonant, then add -ing**: if the word has a **short vowel sound** before the last letter, **double the last consonant** before adding **-ing**.

*Statutory words to cover



Master word	First Day	Second Day	Third Day	Fourth Day
achieving				
occupying				
controlling				
grouping				
recommending				
appreciating				
committing				
copying				
*identity				
*immediate				
*immediately				
*individual				

Name: _____ Autumn Term—Week 14

This weeks spelling pattern / rule is: We **add -er to describing words** (adjectives) to compare two things.

Often we can **just add -er** e.g. *bright* → *brighter*

If the word ends in 'y', **remove the 'y' and add -ier** e.g. *early* → *earlier*

If the word ends in 'e', **remove the 'e' and add -er** e.g. *wise* → *wiser*

If the word has a short vowel before the last letter, **double the last letter and add -er** e.g. *Flat* → *flatter*

*Statutory words to cover



Master word	First Day	Second Day	Third Day	Fourth Day
calmer				
earlier				
wiser				
flatter				
safer				
redder				
quieter				
brighter				
*interfere				
*interrupt				
*language				
*leisure				

Name: _____ Autumn Term—Week 15

This weeks spelling pattern / rule is: We add **-est** to **describing words** (adjectives) to show that something has the **most** of a quality — when comparing **three or more things**.

Just add -est bright *brightest*

If the word ends in 'y', **remove the 'y' and add -iest**: funny *funniest*

If the word ends in 'e', **remove the 'e' and add -est**: ripe *ripest*

If the word has a short vowel before the last letter, **double the last letter and add -est**: dim *dimmost*

*Statutory words to cover



Master word	First Day	Second Day	Third Day	Fourth Day
dim mest				
fun niest				
rip est				
flat test				
fin est				
bright est				
great est				
health iest				
*light ning				
*marvellous				
*mischievous				
*muscle				