



Year 6 Spellings



Spring Term

Please keep this booklet safe and practise your spellings at home 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 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: _____

Spring Term—Week 1

This weeks spelling pattern / rule is: there are four key rules when adding the suffix **-ous**:

- just add **-ous**
- remove the 'e', add **-ous**
- remove the 'y', add **-ious**
- change 'our' to 'or', add **-ous**

If the root word ends in **'tion'**, we remove **'tion'** and add the suffix **-tious**.

*Statutory words not linked to spelling rule.



Master word	First Day	Second Day	Third Day	Fourth Day
dangerous				
famous				
furious				
glamorous				
ambitious				
nutritious				
fictitious				
infectious				
*lightning				
*marvellous				
*mischievous				
*muscle				

Name: _____

Spring Term—Week 2

This weeks spelling pattern / rule is: there are four key rules when adding the suffix **-ous**:

- just add **-ous**
- remove the 'e', add **-ous**
- remove the 'y', add **-ious**
- change 'our' to 'or', add **-ous**

If the root word ends in **'tion'**, we remove **'tion'** and add the suffix **-tious**.

The suffix **-cious** generally turns a noun into an adjective.

*Statutory words not linked to spelling rule.



Master word	First Day	Second Day	Third Day	Fourth Day
adventur ous				
joy ous				
hide ous				
superstiti ous				
cauti ous				
spaci ous				
vici ous				
graci ous				
*necessary				
*neighbour				
*nuisance				
*occupy				

Name: _____

Spring Term—Week 3

This weeks spelling pattern / rule is: A suffix is a letter or group of letters at the end of a word which creates another word. Unlike prefixes, suffixes often change the words tense or word class.

Remove the 'y', then add -ial.

If the letter before the /shul/ ending is a **vowel**, -cial is usually used.

If the letter before the /shul/ ending is a **consonant**, -tial is usually used.



Master word	First Day	Second Day	Third Day	Fourth Day
official				
confidential				
special				
facial				
influential				
essential				
partial				
facial				
*occur				
*opportunity				
*parliament				
*persuade				

Name: _____ Spring Term—Week 4

This weeks spelling pattern / rule is: A suffix is a letter or group of letters at the end of a word which creates another word. Unlike prefixes, suffixes often change the words tense or word class.

Remove the 'y', then add -ial.

If the letter before the /shul/ ending is a **vowel**, -cial is usually used.

If the letter before the /shul/ ending is a **consonant**, -tial is usually used.



Master word	First Day	Second Day	Third Day	Fourth Day
judicial				
beneficial				
spatial				
martial				
commercial				
residential				
substantial				
provincial				
*physical				
*prejudice				
*privilege				
*profession				

Name: _____

Spring Term—Week 5

This weeks spelling pattern / rule is: to recognise the different sounds in the 'ough' and 'au' letter strings.

The 'ough' letter string and the 'au' letter string can make a variety of different sounds.

A letter string is a group of letters that are written together in a word.

When you hear one of these sounds, the word might contain the 'ough' or 'au' letter string.

The pronunciation of the 'au' letter string may vary depending on accent. This mnemonic can help: Oh you grumpy hippo!



Master word	First Day	Second Day	Third Day	Fourth Day
<i>fought</i>				
<i>sausage</i>				
<i>autumn</i>				
<i>cough</i>				
<i>because</i>				
<i>though</i>				
<i>trauma</i>				
<i>thought</i>				
<i>*programme</i>				
<i>*pronunciation</i>				
<i>*queue</i>				
<i>*recognise</i>				

Name: _____ Spring Term—Week 6

This weeks spelling pattern / rule is: recognising the different sounds made by the letter strings 'ou', 'ear' and 'ice'

The 'ou' letter string can make a variety of different sounds, such as 'oa', 'u', 'ow' and 'oo'.

The 'ear' letter string can make a variety of different sounds, such as 'ear', 'air', 'ar' and 'er'.

The 'ice' letter string can make a variety of different sounds, such as 'ice' and 'iss' and rarely, 'ees'.

When you hear one of these sounds, the word might contain the 'ou', 'ear' or 'ice' letter string.



Look



Say



Cover



Write



Check

Master word	First Day	Second Day	Third Day	Fourth Day
could				
group				
advice				
dear				
amount				
bear				
learn				
young				
*recommend				
*relevant				
*restaurant				
*rhyme				

Name: _____ Spring Term—Week 7

This weeks spelling pattern / rule is: *spell words with the 'ee' sound spelt 'ie'*

The 'ee' sound (phoneme) can be spelled in many ways, including 'ie' and 'ei'. To help choose between them, we use the rule: *"i before e, except after c"*

This means:

- Use 'ie' in most words: e.g. *belief, niece*
- Use 'ei' when the sound comes *after the letter 'c'*: e.g. *receive, deceit*



Look



Say



Cover



Write



Check

Master word	First Day	Second Day	Third Day	Fourth Day
<i>belie</i> f				
<i>niece</i>				
<i>grie</i> f				
<i>shie</i> ld				
<i>thie</i> f				
<i>brie</i> f				
<i>relie</i> f				
<i>weird</i> (exception)				
<i>*rhyth</i> m				
<i>*sacrifi</i> c				
<i>*secretar</i> y				
<i>*shou</i> ld				

Name: _____ Spring Term—Week 8

This weeks spelling pattern / rule is: *spell words with the 'ee' sound spelt 'ei'*

The 'ee' sound (phoneme) can be spelled in many ways, including 'ie' and 'ei'. To help choose between them, we use the rule: *"i before e, except after c"*

This means:

- Use 'ie' in most words: e.g. *belief, niece*
- Use 'ei' when the sound comes *after the letter 'c'*: e.g. *receive, deceit*



Master word	First Day	Second Day	Third Day	Fourth Day
re <i>ei</i> pt				
dece <i>ei</i> ve				
perce <i>ei</i> ve				
ce <i>ei</i> ling				
rece <i>ei</i> ve				
perce <i>ei</i> ve				
dece <i>ei</i> t				
<i>ei</i> ther (exception)				
*signature				
*sincere				
*sincerely				
*soldier				

Name: _____

Spring Term—Week 9

This weeks spelling pattern / rule is: *spell words with the suffixes -ant and -ance for the sounds 'unt' and 'unce'.*

The sound before the suffix:

–**ant** often follows a **hard “c” or “g”** (e.g. *significant, arrogant*).

–**ent** often follows a **soft “c” or “g”** (e.g. *innocent, intelligent*).

Related words: If a word has a related form where the vowel sound ('ay') is clearer (like *expectation* → *expectant*), it can help you choose the correct spelling.

Word class:

–**ant** words are often **adjectives** (describing words).



Master word	First Day	Second Day	Third Day	Fourth Day
signific ant				
hesit ant				
observ ant				
expect ant				
toler ance				
reluct ance				
hesit ance				
signific ance				
* stomach				
* sufficient				
* suggest				
* symbol				

Name: _____ Spring Term—Week 10

This weeks spelling pattern / rule is: *spell words with the suffixes -ent and -ence for the sounds 'unt' and 'unce'*

Soft 'c' or 'g' before -ent/-ence/-ency. If the root word ends in a soft *c* (like in *innocent*) or soft *g* (like in *intelligent*), it often takes *-ent*, *-ence*, or *-ency*. Examples: *innocent*, *intelligent*, *elegance*, *urgency*

After 'qu', use -ent or -ency. Words ending in *-ent* or *-ency* often follow a root ending in *qu*.

Examples: *frequent frequency, subsequent subsequently*

Use related words to help. If you're unsure, think of a related word where the vowel sound is clearer.

Example: *confident confidence, resident residence*



Master word	First Day	Second Day	Third Day	Fourth Day
Innocent				
Frequent				
Confident				
Excellent				
confidence				
independence				
fluency				
excellence				
*system				
*temperature				
*thorough				
*twelfth				

Name: _____ Spring Term—Week 11

This weeks spelling pattern / rule is: *spell words with the suffix -able and -ably.*

The suffix *-able* means “capable of being” and is added to root words to form adjectives. Here are the key rules:

If the root word ends in a consonant, just add *-able*: e.g. *comfort* → *comfortable*

If the root word ends in ‘e’, drop the ‘e’ before adding *-able*: e.g. *value* → *valuable*

If the root word ends in ‘ce’ or ‘ge’, keep the ‘e’ to preserve the soft sound. e.g. *notice* → *noticeable*



Master word	First Day	Second Day	Third Day	Fourth Day
<i>comfortable</i>				
<i>valuable</i>				
<i>noticeable</i>				
<i>manageable</i>				
<i>considerably</i>				
<i>inevitably</i>				
<i>regrettably</i>				
<i>reasonably</i>				
<i>*variety</i>				
<i>*vegetable</i>				
<i>*vehicle</i>				
<i>*yacht</i>				