



Year 6 Spellings



Summer 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 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: _____

Summer Term—Week 1

This weeks spelling pattern / rule is: *Spelling words with suffix -ible and -ibly.*

Words ending in *-ible* dont always have a recognisable root word. They often have Latin roots which are not as recognisable.

However, there are exceptions to this rule where the root word can be heard such as 'sense'- 'sensible' and 'access' - 'accessible'.

When there is an obvious root word, the word often ends in an 's' sound which is then followed by *-ible*. For example, *responsi**ble***, *sensi**ble***.

Adjectives ending in the suffix *-ible* and adverbs ending in the suffix *-ibly* are connected in spelling and meaning.



Master word	First Day	Second Day	Third Day	Fourth Day
terrible				
visible				
forcible				
sensible				
incredible				
responsible				
accessible				
possible				
accommodate				
accompany				
according				
achieve				

This weeks spelling pattern / rule is: *Spelling words with the silent letters 'b', 'k', 'g', 'w' and 't'*

A silent letter is a letter in a word that is not pronounced when the word is spoken.

The silent letter 'b' is usually found towards the end of the word. It is most commonly found next to the letter 'n' but it can also be found with the letter 't'.

The silent letter 'w' is usually found at the beginning of the word. When it is at the beginning of a word, it most commonly appears with the letter 'r'.

The silent letter 'k' is always found at the beginning of the word. It is always followed by the letter 'n' which is then followed by a vowel.

The silent letter 'g' is usually found at the beginning or end of a word. It is always followed by the letter 'n'.

The silent letter 't' is usually found in the middle or at the end of a word. It is often found next to the letter 's' but this is not always the case.

Master word	First Day	Second Day	Third Day	Fourth Day
design ^b				
bomb ^b				
knead ^k				
gnome ^g				
wreath ^w				
knit ^k				
plumb ^b				
glisten ^t				
*aggressive				
*amateur				
*ancient				
*apparent				

Name: _____

Summer Term—Week 3

This weeks spelling pattern / rule is: **Spelling words with the silent letters 'h', 'p', 'n', 'l' and 's'**

The silent letter 'h' can be found in different places in the word.

The silent letter 'p' can be found in different places in the word.

The silent letter 'n' is most often found at the end of the word.

The silent letter 'l' is usually found in the middle of a word. It is often found after a vowel, usually the letter 'a', 'o' or 'u'.

The silent letter 's' is usually found in the middle or at the end of a word. It is often found after the letter 'i'.



Master word	First Day	Second Day	Third Day	Fourth Day
salmon				
ache				
island				
cupboard				
psalm				
solemn				
should				
aisle				
*appreciate				*
*attached				
*available				
*average				

This weeks spelling pattern / rule is: *Spelling words with French etymology by spelling words with French origin spellings, 'ch', 'gue' and 'que'.*

Many words in the English language come from other languages.

In words of French origin, the letters 'ch' often make the 'sh' sound.

In words of French origin, the letters 'gue' often make the 'g' sound and the letters 'que' often make the 'k' sound. Example words include 'machine', 'league' and 'unique'. The 'gue' and 'que' sounds nearly always appear at the end of words.



Look



Say



Cover



Write



Check

Master word	First Day	Second Day	Third Day	Fourth Day
<i>chef</i>				
<i>machine</i>				
<i>brochure</i>				
<i>chalet</i>				
<i>parachute</i>				
<i>fatigue</i>				
<i>league</i>				
<i>unique</i>				
<i>*awkward</i>				
<i>*bargain</i>				
<i>*bruise</i>				
<i>*category</i>				

Name: _____

Summer Term—Week 5

This weeks spelling pattern / rule is: *Spelling words with Greek and Latin etymology including spellings 'sc', 'ch' and 'ph'*

Many words in the English language come from other languages. In words of Latin origin, the letters 'sc' often make the /s/ sound. Example words include 'scene', 'crescent' and 'fascinate'.

In words of Greek origin, the letters 'ch' often make the /k/ sound and the letters 'ph' often make the /f/ sound. Example words include 'phobia', 'phantom' and 'phrase'.



Master word	First Day	Second Day	Third Day	Fourth Day
crescent				
scene				
abscess				
chemist				
chorus				
scheme				
symphony				
phantom				
*cemetery				
*committee				
*communicate				
*community				

This weeks spelling pattern / rule is: **Spelling words from the Y5/6 curriculum list.**

Practising spellings helps us to remember the words more easily. Spelling strategies help us to notice how words are spelled.

The 'naughty letters' strategy is useful for spellings that contain unusual letters or silent letters.

The 'word within a word' strategy helps us to make connections between other words and spellings.

The 'pyramid letters' strategy helps us to focus on each letter in a word and can be useful if there is a complicated or unusual order of letters.

The practice spelling strategy you choose often depends on the spelling you are practising and what makes it difficult.



Master word	First Day	Second Day	Third Day	Fourth Day
available				
vegetable				
physical				
symbol				
convenience				
equipped				
attached				
thorough				
*competition				
*conscience				
*conscious				
*controversy				

Name: _____ Summer Term—Week 7

This weeks spelling pattern / rule is: **Spelling Key Curriculum words**

Practising spellings helps us to remember the words more easily. Spelling strategies help us to notice how words are spelled.

The 'big letters' strategy is useful for spellings that contain tricky parts and the repeat copying helps you to remember it.

The 'colour blocking' strategy can be helpful for longer words as you can break them down into smaller chunks.

The 'look, cover, write, check' strategy helps you to pay close attention to the spelling and then tests your memory.



Master word	First Day	Second Day	Third Day	Fourth Day
pronunciation				
explanation				
dictionary				
disastrous				
mischievous				
marvellous				
immediately				
especially				
convenience				
correspond				
criticise				
curiosity				

Name: _____ Summer Term—Week 8

This weeks spelling pattern / rule is: *Using hyphens to join prefixes to root words.*

A hyphen can be used to join a prefix to a root word but there are no set rules.

Hyphens are more commonly used to prevent two vowels appearing next to each other e.g. re-enter and co-ordinate.

Hyphens are often used with the prefixes ex- and self e.g. ex-president and self-care.

Hyphens can join a prefix to a root word to avoid ambiguity in meaning e.g. re-cover or recover.



Master word	First Day	Second Day	Third Day	Fourth Day
co-author				
re-sign				
self-belief				
pre-existing				
re-evaluate				
interrupt				
exaggerate				
self-esteem				
definite				
desperate				
determined				
develop				

Name: _____ Summer Term—Week 9

This weeks spelling pattern / rule is: *Using hyphens to create adjectives.*

A hyphen is a punctuation mark that can be used to join two or more words that are functioning as one adjective.

We call this a compound adjective.

The hyphen can help to avoid ambiguity in some cases.



Master word	First Day	Second Day	Third Day	Fourth Day
well-known				
high-quality				
cold-hearted				
up-to-date				
fast-paced				
bitter-sweet				
familiar				
opportunity				
dictionary				
disastrous				
embarrass				
environment				