

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:

This week's 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***

Statutory words not related to spelling rule.



Master word	First Day	Second Day	Third Day	Fourth Day
cameras				
castles				
monkeys				
journeys				
puppies				
families				
stories				
cherries				
***accommodate**				
***accompany**				
***according**				
***achieve**				

This week's 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 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**				

This week's 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 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**				

This week's 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 not related to spelling rule.***



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

This week's 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 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 week's 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*

It's 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 not related to spelling rule.**



Master word	First Day	Second Day	Third Day	Fourth Day
education				
information				
musician				
electrician				
pollution				
translation				
technician				
magician				
* **competition**				
* **conscience**				
* **conscious**				
* **controversy**				

This week's 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 not related to spelling rule.***



Master word	First Day	Second Day	Third Day	Fourth Day
decision				
discussion				
extension				
permission				
confusion				
confession				
division				
impression				
* **convenience**				
* **correspond**				
* **criticise**				
* **curiosity**				

This week's 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***				

This week's 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 not related to spelling rule.



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**				

This week's 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 not related to spelling rule.



Master word	First Day	Second Day	Third Day	Fourth Day
allowed / aloud				
steal / steel				
scene / seen				
weather / whether				
medal / meddle				
stationary / stationery				
principle / principal				
bored / board				
* **exaggerate**				
* **excellent**				
* **existence**				
* **explanation**				

This week's 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 not related to spelling rule.**



Master word	First Day	Second Day	Third Day	Fourth Day
practice / practise				
licence / license				
prophecy / prophesy				
sell / cell				
scent / sent				
tail / tale				
cereal / serial				
break / brake				
* **familiar**				
* **foreign**				
* **forty**				
* **frequently**				

This week's 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 not related to spelling rule.**



Master word	First Day	Second Day	Third Day	Fourth Day
interrupted				
occupied				
guaranteed				
committed				
persuaded				
embarrassed				
replied				
developed				
* **government**				
* **guarantee**				
* **harass**				
* **hindrance**				

This week's 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 not related to spelling rule.***



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

This week's 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 not related to spelling rule.**



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

This week's 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 → dimmest*

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











Master word	First Day	Second Day	Third Day	Fourth Day
dimmest				
funniest				
ripest				
flattest				
finest				
brightest				
greatest				
healthiest				
* **lightning**				
* **marvellous**				
* **mischievous**				
* **muscle**				