

Dictations

<u>List 1</u> muscle necessary queue rhythm vegetable	<u>List 2</u> bruise curiosity embarrass explanation sincerely	<u>List 3</u> competition foreign leisure rhyme yacht	<u>List 4</u> achieve determined profession restaurant twelfth	<u>List 5</u> ancient familiar guarantee language symbol
<u>List 6</u> attached forty identify soldier vehicle	<u>List 7</u> awkward immediate opportunity shoulder stomach	<u>List 8</u> according bargain desperate excellent neighbour	<u>List 9</u> conscience harass individual interference nuisance	<u>List 10</u> conscious controversy disastrous existence persuade
<u>List 11</u> appreciate community critic marvellous occur	<u>List 12</u> dictionary equip recommended secretary sufficient	<u>List 13</u> apparent develop frequently hindrance temperature	<u>List 14</u> aggressive available communication lightning mischievous	<u>List 15</u> interrupt government occupy parliament programme
<u>List 16</u> accommodate cemetery committee suggest variety	<u>List 17</u> accompany convenience environment recognise sacrifice	<u>List 18</u> amateur category definite physical thorough	<u>List 19</u> correspond especially exaggerate pronunciation system	<u>List 20</u> average prejudice privilege relevant sincere

Year 5 Spelling Homework - Spring term

Week number	Spelling list	Spelling rule	Date tested
1	5.4	Suffix ent	12.1.17
2	5.5	Suffix ance	19.1.17
3	5.4	Year 5/6 word list	26.1.17
4	5.6	Suffix ance	2.2.17
5	5.7	Suffix ence	9.2.17
6	5.8	Suffix able	16.2.17
7	5.5	Year 5/6 word list	2.3.17
8	5.9	Suffix able ible	9.3.17
9	5.10	Suffix ably ibly	16.3.17
10	5.11	Suffix to fer	23.3.17
11	5.12	Sounds ie, ei	29.3.17

Year 5 spellings - tested 12th January

Suffix or word ending 'ent'

The word endings 'ent' and 'ant' can sound the same and are often confused.

These words all end with 'ent' and follow the rules given below.

- A **suffix** is a letter or letters added to the end of a word to make another word.
- **Syllables** are the beats in a word: do (1 beat), do-ing (2 beats), un-do-ing (3 beats).
- Every syllable must have a vowel or a 'y': **un-do-ing**.
- The letter 'c' can be hard (cat) or soft (cell). The letter 'g' can be hard (get) or soft (gent).

<i>(list 5:4)</i>	Practise 1 <i>(copy into space)</i>	Practise 2 <i>(fold and hide)</i>	Can spell word <i>(check and correct)</i>
Spelling tip:	<i>If the suffix follows a soft 'c' or 'g' or a 'qu' it is 'ent'.</i>		
<i>agent</i>			
<i>recent</i>			
<i>intelligent</i>			
<i>innocent</i>			
<i>frequent</i>			

Spelling tip:	<i>Words with the syllables 'cid, fid, sid, vid' before the ending the suffix is 'ent'.</i>		
<i>accident</i>			
<i>incident</i>			
<i>confident</i>			
<i>resident</i>			
<i>evident</i>			

Spelling tip:	<i>If the word ends with the suffix 'ment' it is always spelt 'ent'.</i>		
<i>payment</i>			
<i>agreement</i>			
<i>shipment</i>			
<i>employment</i>			

<i>argument</i>			
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Year 5 spellings - tested 19th January

Suffix or word ending 'ance'

The word endings 'ance' and 'ence' can sound the same and are often confused.

- **Vowels** (a, e, i, o, u) can make a **short sound** ('a' as in 'tap') or a **long sound** ('a' as in 'tape').
- A **suffix** is a letter or letters added to the end of a word to make another word.
- **Nouns** are naming words (boy, dog, chair). **Verbs** are doing or action words (run, jump, shout).
- **Adjectives** are describing words (tall, thin, old).
- The letter 'c' can be hard (cat) or soft (cell). The letter 'g' can be hard (get) or soft (gent).

<i>(list 5:5)</i>	Practise 1 <i>(copy into space)</i>	Practise 2 <i>(fold and hide)</i>	Can spell word <i>(check and correct)</i>
Spelling tip:	<i>If the suffix follows a hard 'c' or 'g' it is 'ance'. There are not many of these words.</i>		
<i>elegance</i>			
<i>significanc e</i>			
<i>insignifica nce</i>			
<i>arrogance</i>			
<i>extravaga nce</i>			

Spelling tip:	<i>Words derived from verbs ending 'y' use the suffix 'ance'. (Note the 'y' changes to 'i')</i>		
<i>alliance</i> <i>(ally)</i>			
<i>appliance</i> <i>(apply)</i>			
<i>defiance</i> <i>(defy)</i>			
<i>compliance</i> <i>(comply)</i>			
<i>reliance</i> <i>(rely)</i>			

Spelling tip:	<i>If there is a related word with a 'long a' in the same place use 'ance' ('ation' endings are often a clue).</i>		
<i>observanc</i>			

<i>e</i> (observ a tion)			
<i>expectanc</i> <i>e</i> (expect a tion)			
<i>hesitance</i> (hesit a tion)			
<i>tolerance</i> (toler a tion)			
<i>dominanc</i> <i>e</i> (domin a tion)			

Year 5 spellings - tested 26th January

The following words are from the national curriculum word lists for years 5 and 6. They are listed in alphabetical order and not level of difficulty and do not follow a particular spelling rule or pattern.

Please help your child become familiar with their spelling. Read the words together, point out any unusual sounds or letter patterns; discuss the meaning of the words.

Use the first column to copy the given word. Fold the sheet and see if your child can remember how to spell the word without looking. Use the third column to correct any mistakes or to test the words again.

Word List 5:4	Practise 1 (copy into space)	Practise 2 (fold and write)	Can spell word (check and correct)
<i>determin</i> <i>ed</i>			
<i>develop</i>			
<i>dictionar</i> <i>y</i>			
<i>disastrou</i> <i>s</i>			
<i>embarra</i> <i>ss</i>			

Word List 5:4	Practice 1	Practice 2	Spell
<i>environm</i> <i>ent</i>			
<i>equipme</i>			

<i>nt</i>			
<i>especiall y</i>			
<i>exagger ate</i>			
<i>excellent</i>			

Choose the words from above to match the definitions or (*synonyms*) below. Use a dictionary if it helps.

1. Surroundings that are lived in: _____ (*habitat*)
2. Extremely good: _____ (*outstanding*)
3. Firmly decided: _____ (*resolute*)
4. Show someone up: _____ (*humiliate*)
5. Become bigger or better: _____ (*grow*)

Year 5 spellings - tested 2nd February

Suffix or word ending 'ance'

The word endings 'ance' and 'ence' can sound the same and are often confused.

- **Vowels** (a, e, i, o, u) can make a **short sound** ('a' as in 'tap') or a **long sound** ('a' as in 'tape').
- A **suffix** is a letter or letters added to the end of a word to make another word.
- **Nouns** are naming words (boy, dog, chair). **Verbs** are doing or action words (run, jump, shout).
- **Adjectives** are describing words (tall, thin, old).
- The letter 'c' can be hard (cat) or soft (cell). The letter 'g' can be hard (get) or soft (gent).

<i>(list 5:5)</i>	Practise 1 <i>(copy into space)</i>	Practise 2 <i>(fold and hide)</i>	Can spell word <i>(check and correct)</i>
Spelling tip:	<i>If the suffix follows a hard 'c' or 'g' it is 'ance'. There are not many of these words.</i>		
<i>elegance</i>			
<i>significanc e</i>			
<i>insignifica nce</i>			
<i>arrogance</i>			

<i>extravagance</i>			
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Spelling tip:	<i>Words derived from verbs ending 'y' use the suffix 'ance'. (Note the 'y' changes to 'i')</i>		
<i>alliance</i> (ally)			
<i>appliance</i> (apply)			
<i>defiance</i> (defy)			
<i>compliance</i> (comply)			
<i>reliance</i> (rely)			

Spelling tip:	<i>If there is a related word with a 'long a' in the same place use 'ance' ('ation' endings are often a clue).</i>		
<i>observance</i> (observ a tion)			
<i>expectance</i> (expect a tion)			
<i>hesitance</i> (hesit a tion)			
<i>tolerance</i> (toler a tion)			
<i>dominance</i> (domin a tion)			

Year 5 spellings - tested 9th February

Suffix or word ending 'ance'

The word endings 'ance' and 'ence' can sound the same and are often confused.

- **Vowels** (a, e, i, o, u) can make a **short sound** ('a' as in 'tap') or a **long sound** ('a' as in 'tape').
- A **suffix** is a letter or letters added to the end of a word to make another word.
- **Nouns** are naming words (boy, dog, chair). **Verbs** are doing or action words (run, jump, shout).
- **Adjectives** are describing words (tall, thin, old).

(list 5:6)	Practise 1 (copy into space)	Practise 2 (fold and hide)	Can spell word (check and correct)
Spelling tip:	<i>If the word is formed from a verb ending in 'y' the suffix will be 'ance'.</i>		
<i>appliance</i> (apply)			

<i>reliance</i> (rely)			
<i>compliance</i> (comply)			
<i>defiance</i> (defy)			
<i>variance</i> (vary)			

Spelling tip:	<i>If the word is formed from a verb ending in 'ure' the suffix will be 'ance'.</i>		
<i>assurance</i> (assure)			
<i>endurance</i> (endure)			
<i>insurance</i> (insure)			

Spelling tip:	<i>If the word is formed from a verb ending in 'ear' the suffix will be 'ance'.</i>		
<i>appearance</i> (appear)			
<i>clearance</i> (clear)			
<i>forbearance</i> (forbear)			

Spelling tip:	<i>If the word is related to a verb ending in 'ate' the suffix is likely to be 'ance'.</i>		
<i>hesitance</i> (hesitate)			
<i>dominance</i> (dominate)			
<i>tolerance</i> (tolerate)			

Year 5 spellings - tested 16th February

Suffix 'able'

The word endings 'able' and 'ible' can sound similar and are often confused.

- **Vowels** (a, e, i, o, u) can make a **short sound** ('e' as in 'met') or a **long sound** ('e' as in 'meet').
- A **suffix** is a letter or letters added to the end of a word to make another word.
- The suffix 'able' means 'able to' or 'capable of' and forms adjectives from verbs.

- **Verbs** are doing or action words (run, jump, shout). **Adjectives** are describing words (tall, thin, old).
- The letter 'c' can be hard (cat) or soft (cell). The letter 'g' can be hard (get) or soft (gent).

<i>(list 5:8)</i>	Practise 1 <i>(copy into space)</i>	Practise 2 <i>(fold and hide)</i>	Can spell word <i>(check and correct)</i>
Spelling tip:	<i>If the root word ends in 'e' it is often dropped before adding the suffix 'able' (adore/adorable).</i>		
adorable <i>(adore)</i>			
believable <i>(believe)</i>			
dividable <i>(divide)</i>			
movable <i>(move)</i>			
arguable <i>(argue)</i>			

Spelling tip:	<i>If the root word ends in 'ce' or 'ge' the 'e' must be kept to prevent the 'c' or 'g' sounding hard.</i>		
changeable <i>(change)</i>			
enforceable <i>(enforce)</i>			
chargeable <i>(charge)</i>			
noticeable <i>(notice)</i>			
manageable <i>(manage)</i>			

Spelling tip:	<i>If the root ends in 'y' sounding long 'e' (ee) or long 'i' (eye) it often changes to 'i' before 'able' is added.</i>		
variable <i>(vary)</i>			
reliable <i>(rely)</i>			
deniable <i>(deny)</i>			
identifiable <i>(identify)</i>			
justifiable <i>(justify)</i>			

Year 5 spellings - tested 2nd March

The following words are from the national curriculum word lists for years 5 and 6. They are listed in alphabetical order and not level of difficulty and do not follow a particular spelling rule or pattern.

Please help your child become familiar with their spelling. Read the words together, point out any unusual sounds or letter patterns; discuss the meaning of the words.

Use the first column to copy the given word. Fold the sheet and see if your child can remember how to spell the word without looking. Use the third column to correct any mistakes or to test the words again.

Word List 5:5	Practise 1 <i>(copy into space)</i>	Practise 2 <i>(fold and write)</i>	Can spell word <i>(check and correct)</i>
<i>existence</i>			
<i>explanation</i>			
<i>familiar</i>			
<i>foreign</i>			
<i>forty</i>			

Word List 5:5	Practice 1	Practice 2	Spell
<i>frequently</i>			
<i>government</i>			
<i>guarantee</i>			
<i>harass</i>			
<i>hindrance</i>			

Choose the words from above to match the definitions or (*synonyms*) below. Use a dictionary if it helps.

1. To annoy someone often: _____ (*pester*)

2. Happening regularly: _____ (often)
3. To make certain:
(promise) _____
4. Used to or acquainted with:
(known) _____ (well-
5. Gets in the way:
(obstructs) _____

Year 5 spellings - tested 9th March

Suffix 'able', 'ible'

The word endings 'able' and 'ible' can sound similar and are often confused.

- A **suffix** is a letter or letters added to the end of a word to make another word.
- The suffixes 'able/ible' mean 'able to' or 'capable of' and form adjectives from verbs.
- The suffix 'able' is much more common than 'ible'.
- **Verbs** are doing or action words (run, jump, shout).
- **Adjectives** are describing words (tall, thin, old).

(list 5:9)	Practise 1 (copy into space)	Practise 2 (fold and hide)	Can spell word (check and correct)
Spelling tip:	If the root word ends in 'e' it is often dropped before adding the suffix 'able' (adore/adorable).		
<i>valuable</i>			
<i>desirable</i>			
<i>advisable</i>			
<i>deplorable</i>			
<i>curable</i>			

Spelling tip:	The suffix 'able' often leaves a recognisable root when dropped (comfortable/comfort).		
<i>attainable</i>			
<i>agreeable</i>			
<i>fixable</i>			
<i>comfortable</i>			

<i>adjustabl e</i>			
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Spelling tip:	<i>'ible' is much less common than 'able'. Dropping the suffix often only leaves a stem (visible/vis).</i>		
<i>fallible</i>			
<i>sensible</i>			
<i>visible</i>			
<i>possible</i>			
<i>gullible</i>			

Year 5 spellings - tested 16th March

Suffix 'ably', 'ibly'

The word endings 'ably' and 'ibly' can sound similar and are often confused.

- A **suffix** is a letter or letters added to the end of a word to make another word.
- The suffixes 'ably/ibly' form adverbs from verbs.
- The suffix 'ably' is much more common than 'ibly'.
- **Verbs** are doing or action words (run, jump, shout).
- **Adverbs** help describe verbs (run *quickly*, shout *loudly*).

<i>(list 5:10)</i>	Practise 1 <i>(copy into space)</i>	Practise 2 <i>(fold and hide)</i>	Can spell word <i>(check and correct)</i>
Spelling tip:	<i>If the root word ends in 'e' it is often dropped before adding the suffix 'ably' (adore/adorably).</i>		
<i>believabl y</i>			
<i>admirabl y</i>			
<i>adorably</i>			
<i>arguably</i>			
<i>presuma bly</i>			

Spelling tip:	<i>The suffix 'ably' often leaves a recognisable root when dropped (comfortably/comfort).</i>		
<i>bearably</i>			
<i>agreeabl</i>			

y			
avoidabl y			
affordabl y			
adjustabl y			

Spelling tip:	'ibly' is much less common than 'ably'. Dropping the suffix often only leaves a stem (visibly/vis).		
terribly			
sensibly			
incredibl y			
visibly			
possibly			

Year 5 spellings - tested 23rd March

Vowel suffixes with words ending 'fer'

- **Vowels** are the letters 'a', 'e', 'i', 'o', 'u', all other letters are **consonants**.
- A **suffix** is a letter or letters added to the end of a word to make another word.
- **Syllables** are the beats in a word: do (1 beat), do-ing (2 beats), un-do-ing (3 beats).
- Every syllable must have a vowel or a 'y': **un-do-ing**.

Copy each word, then try to write it without copying. Use the final column to correct any mistakes or to test each group of words.

(list 5:11)	Practise 1 (copy into space)	Practise 2 (fold and hide)	Can spell word (check and correct)
Spelling tip:	In words ending 'fer', double the 'r' before adding a vowel suffix if the 'fer' is still stressed.		
refer			
refers			
referred			
referring			
referral			

Spelling tip:	<i>In words ending 'fer', double the 'r' before adding a vowel suffix if the 'fer' is still stressed.</i>		
<i>transfer</i>			
<i>transfers</i>			
<i>transferr ed</i>			
<i>transferri ng</i>			
<i>transferr al</i>			

Spelling tip:	<i>The 'r' is not doubled if the 'fer' is no longer stressed when the suffix is added.</i>		
<i>reference</i>			
<i>referee</i>			
<i>preferenc e</i>			
<i>transfere nce</i>			
<i>suffering</i>			

Year 5 spellings - tested 29th March

Vowels sounds 'ie', 'ei'

The letters 'ie' and 'ei' together can both make a long 'e' sound (ee) and are often confused.

- **Vowels** are the letters 'a', 'e', 'i', 'o', 'u', all other letters are **consonants**.
- Vowels can make a **short sound** ('e' as in 'met') or a **long sound** ('e' as in 'meet').
- These words follow the rule *'i' before 'e' except after 'c' if it rhymes with 'bee'*
- 'i' before 'e' is by far the most common spelling but there are many exceptions to the rule.

Copy each word, then try to write it without copying. Use the final column to correct any mistakes or to test each group of words.

<i>(list 5:12)</i>	Practise 1 <i>(copy into space)</i>	Practise 2 <i>(fold and hide)</i>	Can spell word <i>(check and correct)</i>
Spelling tip:	<i>'ie' can make the long 'i' sound (eye).</i>		
<i>pie</i>			
<i>lie</i>			
<i>diet</i>			

<i>died</i>			
<i>tried</i>			

Spelling tip:	<i>'ie' can make the long 'e' sound (ee). This is much more common.</i>		
<i>field</i>			
<i>thief</i>			
<i>relief</i>			
<i>believe</i>			
<i>achieve</i>			

Spelling tip:	<i>'ei' can also make the long 'e' sound (ee). 'i' before 'e' except after 'c' if it rhymes with 'bee'.</i>		
<i>ceiling</i>			
<i>deceive</i>			
<i>receive</i>			
<i>perceive</i>			
<i>deceit</i>			

Year 6 Spelling Homework - Spring term

Week number	Spelling list	Spelling rule	Date tested
1	6.9	Prefix - min, magn, multi	12.1.17
2	6.10	Latin roots	19.1.17
3	6.4	Year 5/6 Spelling List	26.1.17
4	6.11	Suffix - en, ify, ate	2.2.17
5	6.12	Suffix - ness	9.2.17
6	6.13	Suffix - ity	16.2.17
7	6.5	Year 5/6 Spelling List	2.3.17
8	6.14	Letter string - ial, ious	9.3.17
9	6.15	Roots and affixes	16.3.17
10	6.16	Roots and affixes	23.3.17
11	6.17	Roots and affixes	29.3.17

Year 6 Spellings - Tested 12th January

Prefix 'min', 'magn', 'multi'

Many words in English have roots in Latin (the language of the Romans).

- A **prefix** is a letter or letters added to the start of a word to make another word.
- **Prefixes** are usually added without changing the spelling of the root word.

Copy each word, then try to write it without copying. Use the final column to correct any mistakes or to test each group of words.

<i>(list 6:9) (non-statutory)</i>	Practise 1 <i>(copy into space)</i>	Practise 2 <i>(fold and hide)</i>	Can spell word <i>(check and correct)</i>
Spelling tip:	<i>The prefix 'min' comes from Latin meaning 'small' or 'less'.</i>		
<i>minimum</i>			
<i>minute</i>			
<i>miniskirt</i>			
<i>minor</i>			
<i>miniscule</i>			

Spelling tip:	<i>The prefix 'magn' comes from Latin meaning 'great' or 'large'.</i>		
<i>magnate</i>			
<i>magnificent</i>			
<i>magnify</i>			
<i>magnitude</i>			
<i>magnum</i>			

Spelling tip:	<i>The prefix 'multi' comes from Latin meaning 'many' or 'much'.</i>		
<i>multilatera l</i>			
<i>multimedia a</i>			
<i>multiplicat ion</i>			
<i>multistore y</i>			
<i>multitude</i>			

Year 6 Spellings - Tested 19th January

Latin roots: 'tract', 'struct', 'port'

Many words in English are derived from Latin (the language of the Romans).

- A **root word** cannot be broken down into smaller words.
- **Root words** can be extended with **affixes** (prefixes and suffixes).
- A **prefix** is a letter or letters added to the start of a word to make another word or change its meaning.
- A **suffix** is a letter or letters added to the end of a word to make another word, change meaning or tense.

<i>(list 6:10) (non-statutory)</i>	Practise 1 <i>(copy into space)</i>	Practise 2 <i>(fold and hide)</i>	Can spell word <i>(check and correct)</i>
Spelling tip:	'tract' comes from Latin and means 'pull'.		
tractor			
subtract			
attraction			
retraction			
distractio n			

Spelling tip:	'struct' comes from Latin and means 'build'.		
structure			
unstructu red			
constructi on			
deconstruc ting			
infrastruc ture			

Spelling tip:	'port' comes from Latin and means 'carry' or 'across'.		
porter			
exporting			
portable			

<i>transport</i> <i>ed</i>			
<i>transporta</i> <i>tion</i>			

Year 6 Spellings - Tested 26th January

The following words are from the national curriculum word lists for years 5 and 6. They are listed in alphabetical order and not level of difficulty and do not follow a particular spelling rule or pattern.

Please help your child become familiar with their spelling. Read the words together, point out any unusual sounds or letter patterns; discuss the meaning of the words.

Use the first column to copy the given word. Fold the sheet and see if your child can remember how to spell the word without looking. Use the third column to correct any mistakes or to test the words again.

Word List 6:4	Practise 1 <i>(copy into space)</i>	Practise 2 <i>(fold and write)</i>	Can spell word <i>(check and correct)</i>
<i>rhyme</i>			
<i>rhythm</i>			
<i>sacrifice</i>			
<i>secretary</i>			
<i>shoulder</i>			

Word List 6:4	Practice 1	Practice 2	Spell
<i>signatur</i> <i>e</i>			
<i>sincere</i>			
<i>soldier</i>			
<i>stomach</i>			
<i>sufficient</i>			

Choose the words from above to match the definitions or (*synonyms*) below. Use a dictionary if it helps.

- One's own handwritten name:
(*autograph*)

2. Similar sounding word endings: _____ (poem)
3. An adequate amount: _____ (enough)
4. Member of the army: _____ (warrior)
5. Said with meaning: _____ (honest)

Year 6 Spellings - Tested 2nd February

Vowel suffix 'en', 'ify', 'ate'

- **Vowels** are the letters 'a', 'e', 'i', 'o', 'u', all other letters are **consonants**.
- A **suffix** is a letter or letters added to the end of a word to make another word, change meaning or tense.
- The suffix 'en' changes adjectives into verbs. 'ify' and 'ate' change nouns into verbs.
- **Nouns** are naming words (boy, dog, chair). Verbs are doing or action words (run, jump, think).
- **Adjectives** are describing words (tall, thin, old).

(list 6:11) (non-statutory)	Practise 1 (copy into space)	Practise 2 (fold and hide)	Can spell word (check and correct)
Spelling tip:	The suffix ' en ' changes adjectives to verbs (dark - darken).		
<i>darken</i>			
<i>weaken</i>			
<i>lighten</i>			
<i>soften</i>			
<i>roughen</i>			

Spelling tip:	The suffix ' ify ' changes nouns or adjectives to verbs (class - classify).		
<i>classify</i>			
<i>electrify</i>			
<i>dignify</i>			
<i>notify</i>			
<i>justify</i>			

Spelling tip:	The suffix ' ate ' changes nouns to verbs (captive - captivate).		
<i>captivate</i>			

<i>dedicate</i>			
<i>stimulate</i>			
<i>notate</i>			
<i>evacuate</i>			

Year 6 Spellings - Tested 9th February

Suffix 'ness'

- **Vowels** are the letters 'a', 'e', 'i', 'o', 'u', all other letters are **consonants**.
- Vowels can have a **short sound** ('a' as in 'tap') or a **long sound** ('a' as in 'tape').
- A **suffix** is a letter or letters added to the end of a word to make another word, change meaning or tense.
- The suffix 'ness' changes adjectives into nouns: mad (adjective), madness (noun).
- **Nouns** are naming words (boy, dog, chair). **Adjectives** are describing words (tall, thin, old).

<i>(list 6:12) (non-statutory)</i>	Practise 1 <i>(copy into space)</i>	Practise 2 <i>(fold and hide)</i>	Can spell word <i>(check and correct)</i>
Spelling tip:	<i>Add 'ness' to adjectives to form the noun.</i>		
<i>madness</i>			
<i>cleverness</i>			
<i>illness</i>			
<i>coldness</i>			
<i>truthfulness</i>			

Spelling tip:	<i>Add 'ness' to adjectives ending in 'e' to form the noun.</i>		
<i>awareness</i>			
<i>gentleness</i>			
<i>likeness</i>			
<i>politeness</i>			
<i>rudeness</i>			

Spelling tip:	<i>For adjectives ending 'y', change the 'y' to an 'i' and add 'ness' to form the noun.</i>		
<i>happiness</i>			
<i>cleanliness</i>			
<i>tidiness</i>			
<i>loneliness</i>			
<i>chubbiness</i>			

Year 6 Spellings - Tested 16th February

Suffix 'ity'

- **Vowels** are the letters 'a', 'e', 'i', 'o', 'u', all other letters are **consonants**.
- Vowels can have a **short sound** ('a' as in 'tap') or a **long sound** ('a' as in 'tape').
- A **suffix** is a letter or letters added to the end of a word to make another word, change meaning or tense.
- The suffix 'ity' changes adjectives into nouns: visible (adjective), visibility (noun).
- **Nouns** are naming words (boy, dog, chair). **Adjectives** are describing words (tall, thin, old).

<i>(list 6:13) (non-statutory)</i>	Practise 1 <i>(copy into space)</i>	Practise 2 <i>(fold and hide)</i>	Can spell word <i>(check and correct)</i>
Spelling tip:	<i>For adjectives with short vowels before the final consonant, just add 'ity' to form the noun.</i>		
<i>fatality</i>			
<i>elasticity</i>			
<i>rigidity</i>			
<i>normality</i>			
<i>brutality</i>			

Spelling tip:	<i>For adjectives ending in 'e' (long vowels), drop the 'e' and add 'ity' to form the noun.</i>		
<i>insanity</i>			
<i>fertility</i>			
<i>agility</i>			
<i>mobility</i>			

<i>purity</i>			
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Spelling tip:	<i>For adjectives ending 'le', drop the 'le' and add 'ility'.</i>		
<i>capability</i>			
<i>credibility</i>			
<i>visibility</i>			
<i>portability</i>			
<i>durability</i>			

Year 6 Spellings - Tested 2nd March

The following words are from the national curriculum word lists for years 5 and 6. They are listed in alphabetical order and not level of difficulty and do not follow a particular spelling rule or pattern.

Please help your child become familiar with their spelling. Read the words together, point out any unusual sounds or letter patterns; discuss the meaning of the words.

Use the first column to copy the given word. Fold the sheet and see if your child can remember how to spell the word without looking. Use the third column to correct any mistakes or to test the words again.

Word List 6:5	Practise 1 <i>(copy into space)</i>	Practise 2 <i>(fold and write)</i>	Can spell word <i>(check and correct)</i>
<i>suggest</i>			
<i>symbol</i>			
<i>system</i>			
<i>temperature</i>			
<i>thorough</i>			

Word List 6:5	Practice 1	Practice 2	Spell
<i>twelfth</i>			
<i>variety</i>			
<i>vegetable</i>			

<i>e</i>			
<i>vehicle</i>			
<i>yacht</i>			

Choose the words from above to match the definitions or (*synonyms*) below. Use a dictionary if it helps.

1. A means of transport: _____ (*car, bus*)
2. Put forward an idea: _____ (*recommend*)
3. How hot or cold something is: _____ (*heat*)
4. An edible plant: _____ (*plant*)
5. Done very carefully or in detail: _____ (*complete*)

Year 6 Spellings - Tested 9th March

Letter Strings 'ial', 'ious'

- **Vowels** are the letters 'a', 'e', 'i', 'o', 'u', all other letters are **consonants**.
- **Syllables** are the beats in word: do (1 beat), do-ing (2 beats), un-do-ing (3 beats).
- The letter string **'ial'** can make the sound 'shul' (when preceded by 't' or 'c').
- The letter string **'ial'** can make two syllables with the 'i' sounding long 'e'.
- The letter string **'ious'** can make the sound 'shus' or 'uss'.

<i>(list 6:14)</i> <i>(non-statutory)</i>	Practise 1 <i>(copy into space)</i>	Practise 2 <i>(fold and hide)</i>	Can spell word <i>(check and correct)</i>
Spelling tip:	'ial' can make one syllable with the sound 'shul' (when it follows a 'c' or 't').		
<i>artificial</i>			
<i>partial</i>			
<i>initial</i>			
<i>social</i>			
<i>superficial</i>			

Spelling tip:	'ial' can make two syllables with the 'i' sounding long 'e'.		
<i>material</i>			

<i>menial</i>			
<i>trivial</i>			
<i>jovial</i>			
<i>industrial</i>			

Spelling tip:	<i>'ious' can make the sound 'shus' or 'uss'.</i>		
<i>cautious</i>			
<i>previous</i>			
<i>delicious</i>			
<i>obvious</i>			
<i>furious</i>			

Year 6 Spellings - Tested 16th March

Roots and affixes

Multisyllabic words can be built using a knowledge of word families and affixes.

- A **root word** cannot be broken down into smaller words.
- **Root words** can be extended with **affixes** (prefixes and suffixes).
- A **prefix** is added to the start of a word and a **suffix** to the end to make another word.
- **Syllables** are the beats in word: 'do' (one beat), 'do-ing' (two beats), 'un-do-ing' (three beats).
- Every syllable must contain a vowel or a 'y' (**un-do-ing**).

<i>(list 6:15) (non-statutory)</i>	Practise 1 <i>(copy into space)</i>	Practise 2 <i>(fold and hide)</i>	Can spell word <i>(check and correct)</i>
	<i>Building multisyllabic words using word families and affixes.</i>		
<i>form</i>			
<i>inform</i>			
<i>informatio n</i>			
<i>transform ed</i>			
<i>performa nce</i>			

	<i>Building multisyllabic words using word families and affixes.</i>
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<i>trust</i>			
trusting			
distrusting			
trustworth <i>y</i>			
untrustwo <i>rthy</i>			

	<i>Building multisyllabic words using word families and affixes.</i>		
<i>part</i>			
impartial			
particle			
participat <i>e</i>			
participati <i>on</i>			

Year 6 Spellings - Tested 23rd March

Roots and affixes

Multisyllabic words can be built using a knowledge of word families and affixes.

- A **root word** cannot be broken down into smaller words.
- **Root words** can be extended with **affixes** (prefixes and suffixes).
- A **prefix** is added to the start of a word and a **suffix** to the end to make another word.
- **Syllables** are the beats in word: 'do' (one beat), 'do-ing' (two beats), 'un-do-ing' (three beats).
- Every syllable must contain a vowel or a 'y' (**un-do-ing**).

<i>(list 6:16)</i> <i>(non-statutory)</i>	Practise 1 <i>(copy into space)</i>	Practise 2 <i>(fold and hide)</i>	Can spell word <i>(check and correct)</i>
	<i>Building multisyllabic words using word families and affixes.</i>		
<i>joy</i>			
joyful			
enjoying			
enjoyment			
enjoyable			

	<i>Building multisyllabic words using word families and affixes.</i>		
<i>agree</i>			
<i>disagree</i>			
<i>disagreein g</i>			
<i>disagree ment</i>			
<i>disagreea ble</i>			

	<i>Building multisyllabic words using word families and affixes.</i>		
<i>appear</i>			
<i>appearan ce</i>			
<i>reappear ed</i>			
<i>disappear ing</i>			
<i>disappear ance</i>			

Year 6 Spellings - Tested 29th March

Roots and affixes

Multisyllabic words can be built using a knowledge of word families and affixes.

- A **root word** cannot be broken down into smaller words.
- **Root words** can be extended with **affixes** (prefixes and suffixes).
- A **prefix** is added to the start of a word and a **suffix** to the end to make another word.
- **Syllables** are the beats in word: 'do' (one beat), 'do-ing' (two beats), 'un-do-ing' (three beats).
- Every syllable must contain a vowel or a 'y' (**un-do-ing**).

<i>(list 6:17) (non-statutory)</i>	Practise 1 <i>(copy into space)</i>	Practise 2 <i>(fold and hide)</i>	Can spell word <i>(check and correct)</i>
	<i>Building multisyllabic words using word families and affixes.</i>		
<i>cover</i>			
<i>uncover</i>			

<i>uncoverin g</i>			
<i>discovery</i>			
<i>undiscove red</i>			

	<i>Building multisyllabic words using word families and affixes.</i>		
<i>act</i>			
<i>reacted</i>			
<i>reacting</i>			
<i>reaction</i>			
<i>overreacti on</i>			

	<i>Building multisyllabic words using word families and affixes.</i>		
<i>light</i>			
<i>delight</i>			
<i>delighted</i>			
<i>delightful</i>			
<i>delightfull y</i>			