**Dictations**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| List 1musclenecessaryqueuerhythmvegetable | List 2bruisecuriosityembarrassexplanationsincerely | List 3competitionforeignleisurerhymeyacht | List 4achievedeterminedprofessionrestauranttwelfth | List 5ancientfamiliarguaranteelanguagesymbol |
| List 6attachedfortyidentifysoldiervehicle | List 7awkwardimmediateopportunityshoulderstomach | List 8accordingbargaindesperateexcellentneighbour | List 9conscienceharassindividualinterferenuisance | List 10consciouscontroversydisastrousexistencepersuade |
| List 11appreciatecommunitycriticmarvellousoccur | List 12dictionaryequiprecommendsecretarysufficient | List 13apparentdevelopfrequentlyhindrancetemperature | List 14aggressiveavailablecommunicatelightningmischievous | List 15interruptgovernmentoccupyparliamentprogramme |
| List 16accommodatecemeterycommitteesuggestvariety | List 17accompanyconvenienceenvironmentrecognisesacrifice | List 18amateurcategorydefinitephysicalthorough | List 19correspondespeciallyexaggeratepronunciationsystem | List 20averageprejudiceprivilegerelevantsincere |

**Year 5 Spelling Homework – Spring term**

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| --- | --- | --- | --- |
| **Week number** | **Spelling list** | **Spelling rule** | **Week beginning** |
| 1 | 5.4 | Suffix ent | 07.01.19 |
| 2 | 5.5 | Suffix ance | 14.01.19 |
| 3 | 5.4 | Year 5/6 word list | 21.01.19 |
| 4 | 5.7 | Suffix ence | 28.01.19 |
| 5 | 5.6 | Suffix ance | 04.02.19 |
| 6 | 5.8 | Suffix able | 11.02.19 |
| 7 | 5.5 | Year 5/6 word list | 25.02.19 |
| 8 | 5.9 | Suffix able ible | 04.03.19 |
| 9 | 5.10 | Suffix ably ibly | 11.03.19 |
| 10 | 5.11 | Suffix to fer | 18.03.19 |
| 11 | 5.12 | Sounds ie, ei | 25.03.19 |
| 12 | 5.13 | Letter string ‘ough’ | 01.04.19 |

**Year 5 spellings – Week beginning 7th 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’: **u**n-d**o**-**i**ng.
* The letter ‘c’ can be hard (cat) or soft (cell). The letter ‘g’ can be hard (get) or soft (gent).

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

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| Spelling tip: | *Words with the syllables ‘cid, fid, sid, vid’ before the ending the suffix is ‘ent’.* |
| *accident* |  |  |  |
| *incident* |  |  |  |
| *confident* |  |  |  |
| *resident* |  |  |  |
| *evident* |  |  |  |

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| Spelling tip: | *If the word ends with the suffix ‘ment’ it is always spelt ‘ent’.* |
| *payment* |  |  |  |
| *agreement* |  |  |  |
| *shipment* |  |  |  |
| *employment* |  |  |  |
| *argument* |  |  |  |

**Year 5 spellings – Week beginning 14th 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).

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| *(list 5:5)* | **Practise 1***(copy into space)* | **Practise 2***(fold and hide)* | **Can spell word***(check and correct)* |
| Spelling tip: | *If the suffix follows a hard ‘c’ or ‘g’ it is ‘ance’. There are not many of these words.* |
| *elegance* |  |  |  |
| *significance* |  |  |  |
| *insignificance* |  |  |  |
| *arrogance* |  |  |  |
| *extravagance* |  |  |  |

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| Spelling tip: | *Words derived from verbs ending ‘y’ use the suffix ‘ance’. (Note the ‘y’ changes to ‘i’)* |
| *alliance**(ally)* |  |  |  |
| *appliance**(apply)* |  |  |  |
| *defiance**(defy)* |  |  |  |
| *compliance**(comply)* |  |  |  |
| *reliance**(rely)* |  |  |  |

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

**Year 5 spellings – Week beginning 21st 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.

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| **Word List 5:4** | **Practise 1***(copy into space)* | **Practise 2***(fold and write)* | **Can spell word***(check and correct)* |
| *determined* |  |  |  |
| *develop* |  |  |  |
| *dictionary* |  |  |  |
| *disastrous* |  |  |  |
| *embarrass* |  |  |  |

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| **Word List 5:4** | **Practice 1** | **Practice 2** | **Spell** |
| *environment* |  |  |  |
| *equipment* |  |  |  |
| *especially* |  |  |  |
| *exaggerate* |  |  |  |
| *excellent* |  |  |  |

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 – Week beginning 28th January**

**Suffix or word ending** **‘ence’**

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

These words all end with ‘ence’ and follow the rules given below.

* 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).
* **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’: **u**n-d**o**-**i**ng.
* The letter ‘c’ can be hard (cat) or soft (cell). The letter ‘g’ can be hard (get) or soft (gent).

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| *(list 5:7)* | **Practise 1***(copy into space)* | **Practise 2***(fold and hide)* | **Can spell word***(check and correct)* |
| Spelling tip: | *If the suffix follows a soft ‘c’, a soft ‘g’ or ‘qu’ it is ‘ence’.* |
| *intelligence* |  |  |  |
| *innocence* |  |  |  |
| *emergence* |  |  |  |
| *translucence* |  |  |  |
| *consequence* |  |  |  |

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| Spelling tip: | *Words with the syllables ‘cid, fid, sid, vid’ before the ending the suffix is ‘ence’.* |
| *incidence* |  |  |  |
| *coincidence* |  |  |  |
| *confidence* |  |  |  |
| *residence* |  |  |  |
| *evidence* |  |  |  |

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| Spelling tip: | *If the word is formed from a verb ending in a stressed ‘er’ or ‘ere’ the suffix will be ‘ence’.* |
| *reference**(refer)* |  |  |  |
| *preference**(prefer)* |  |  |  |
| *conference**(confer)* |  |  |  |
| *adherence**(adhere)* |  |  |  |
| *interference**(interfere)* |  |  |  |

**Year 5 spellings – Week beginning 4th 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).

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| *(list 5:6)* | **Practise 1***(copy into space)* | **Practise 2***(fold and hide)* | **Can spell word***(check and correct)* |
| Spelling tip: | *If the word is formed from a verb ending in ‘y’ the suffix will be ‘ance’.* |
| *appliance**(apply)* |  |  |  |
| *reliance**(rely)* |  |  |  |
| *compliance**(comply)* |  |  |  |
| *defiance**(defy)* |  |  |  |
| *variance**(vary)* |  |  |  |

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| Spelling tip: | *If the word is formed from a verb ending in ‘ure’ the suffix will be ‘ance’.* |
| *assurance**(assure)* |  |  |  |
| *endurance**(endure)* |  |  |  |
| *insurance**(insure)* |  |  |  |

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| Spelling tip: | *If the word is formed from a verb ending in ‘ear’ the suffix will be ‘ance’.* |
| *appearance**(appear)* |  |  |  |
| *clearance**(clear)* |  |  |  |
| *forbearance**(forbear)* |  |  |  |

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| Spelling tip: | *If the word is related to a verb ending in ‘ate’ the suffix is likely to be ‘ance’.* |
| *hesitance**(hesitate)* |  |  |  |
| *dominance**(dominate)* |  |  |  |
| *tolerance**(tolerate)* |  |  |  |

**Year 5 spellings – Week beginning 11th 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).

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| *(list 5:8)* | **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).* |
| *adorable**(adore)* |  |  |  |
| *believable**(believe)* |  |  |  |
| *dividable**(divide)* |  |  |  |
| *movable**(move)* |  |  |  |
| *arguable**(argue)* |  |  |  |

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| Spelling tip: | *If the root word ends in ‘ce’ or ‘ge’ the ‘e’ must be kept to prevent the ‘c’ or ‘g’ sounding hard.* |
| *changeable**(change)* |  |  |  |
| *enforceable**(enforce)* |  |  |  |
| *chargeable**(charge)* |  |  |  |
| *noticeable**(notice)* |  |  |  |
| *manageable**(manage)* |  |  |  |

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

**Year 5 spellings – Week beginning 25th February**

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.

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

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| **Word List 5:5** | **Practice 1** | **Practice 2** | **Spell** |
| *frequently* |  |  |  |
| *government* |  |  |  |
| *guarantee* |  |  |  |
| *harass* |  |  |  |
| *hindrance* |  |  |  |

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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(well-known)*

5. Gets in the way:  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (obstructs)*

**Year 5 spellings – Week beginning 4th 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).

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| *(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).* |
| *valuable* |  |  |  |
| *desirable* |  |  |  |
| *advisable* |  |  |  |
| *deplorable* |  |  |  |
| *curable* |  |  |  |

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| Spelling tip: | *The suffix ‘able’ often leaves a recognisable root when dropped (comfortable/comfort).* |
| *attainable* |  |  |  |
| *agreeable* |  |  |  |
| *fixable* |  |  |  |
| *comfortable* |  |  |  |
| *adjustable* |  |  |  |

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| Spelling tip: | *‘ible’ is much less common than ‘able’. Dropping the suffix often only leaves a stem (visible/vis).* |
| *fallible* |  |  |  |
| *sensible* |  |  |  |
| *visible* |  |  |  |
| *possible* |  |  |  |
| *gullible* |  |  |  |

**Year 5 spellings – Week beginning 11th 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).*

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| *(list 5:10)* | **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 ‘ably’ (adore/adorably).* |
| *believably* |  |  |  |
| *admirably* |  |  |  |
| *adorably* |  |  |  |
| *arguably* |  |  |  |
| *presumably* |  |  |  |

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| Spelling tip: | *The suffix ‘ably’ often leaves a recognisable root when dropped (comfortably/comfort).* |
| *bearably* |  |  |  |
| *agreeably* |  |  |  |
| *avoidably* |  |  |  |
| *affordably* |  |  |  |
| *adjustably* |  |  |  |

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| Spelling tip: | *‘ibly’ is much less common than ‘ably’. Dropping the suffix often only leaves a stem (visibly/vis).* |
| *terribly* |  |  |  |
| *sensibly* |  |  |  |
| *incredibly* |  |  |  |
| *visibly* |  |  |  |
| *possibly* |  |  |  |

**Year 5 spellings – Week beginning 18th 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’: **u**n-d**o**-**i**ng.

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.

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| *(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* |  |  |  |
| *referr****e****d* |  |  |  |
| *referr****i****ng* |  |  |  |
| *referr****a****l* |  |  |  |

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| Spelling tip: | *In words ending ’fer’, double the ‘r’ before adding a vowel suffix if the ‘fer’ is still stressed.* |
| *transfer* |  |  |  |
| *transfers* |  |  |  |
| *transferr****e****d* |  |  |  |
| *transferr****i****ng* |  |  |  |
| *transferr****a****l* |  |  |  |

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| Spelling tip: | *The ‘r’ is not doubled if the ‘fer’ is no longer stressed when the suffix is added.* |
| *reference* |  |  |  |
| *referee* |  |  |  |
| *preference* |  |  |  |
| *transference* |  |  |  |
| *suffering* |  |  |  |

**Year 5 spellings – Week beginning 25th 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.

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| *(list 5:12)* | **Practise 1***(copy into space)* | **Practise 2***(fold and hide)* | **Can spell word***(check and correct)* |
| Spelling tip: | ***‘ie’*** *can make the long ‘i’ sound (eye).* |
| *pie* |  |  |  |
| *lie* |  |  |  |
| *diet* |  |  |  |
| *died* |  |  |  |
| *tried* |  |  |  |

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| Spelling tip: | ***‘ie’*** *can make the long ‘e’ sound (ee). This is much more common.* |
| *field* |  |  |  |
| *thief* |  |  |  |
| *relief* |  |  |  |
| *believe* |  |  |  |
| *achieve* |  |  |  |

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| Spelling tip: | ***‘ei’*** *can also make the long ‘e’ sound (ee). ‘i’ before ‘e’ except after ‘c’ if it rhymes with ‘bee’.* |
| *ceiling* |  |  |  |
| *deceive* |  |  |  |
| *receive* |  |  |  |
| *perceive* |  |  |  |
| *deceit* |  |  |  |

**Year 5 spellings – Week beginning 1st April**

**Letter string ‘ough’**

The letter pattern ‘ough’ is one of the trickiest spellings in English. It can be used to spell several different sounds.

* The letter pattern **‘ought’** can make the final sound **‘uff’** or **‘off’.**
* The letter pattern **‘ought’** can also make the final sound **‘ow’** or **‘owe’.**
* The letter pattern **‘ought’** can also make the sound **‘or’** when followed by a **‘t’.**

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.

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| *(list 5:13)* | **Practise 1***(copy into space)* | **Practise 2***(fold and hide)* | **Can spell word***(check and correct)* |
| Spelling tip: | ***‘ough’*** *can make the final sound* ***‘uff’*** *or* ***‘off’****.* |
| *rough* |  |  |  |
| *tough* |  |  |  |
| *enough* |  |  |  |
| *cough* |  |  |  |
| *trough* |  |  |  |

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| Spelling tip: | ***‘ough’*** *can also make the final sound* ***‘ow’*** *or* ***‘owe’*** *(long ‘o’ sound).* |
| *bough* |  |  |  |
| *plough* |  |  |  |
| *dough* |  |  |  |
| *though* |  |  |  |
| *although* |  |  |  |

|  |  |
| --- | --- |
| Spelling tip: | ***‘ough’*** *can also make the sound* ***‘or’*** *when followed by ‘t’.* |
| *nought* |  |  |  |
| *bought* |  |  |  |
| *thought* |  |  |  |
| *fought* |  |  |  |
| *brought* |  |  |  |

**Year 6 Spelling Homework – Spring term**

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| **Week number** | **Spelling list** | **Spelling rule** | **Date Week beginning** |
| 1 | 6.9 | Prefix – min, magn, multi | 07.01.19 |
| 2 | 6.10 | Latin roots | 14.01.19 |
| 3 | 6.4 | Year 5/6 Spelling List | 21.01.19 |
| 4 | 6.11 | Suffix - en, ify, ate | 28.01.19 |
| 5 | 6.12 | Suffix - ness | 04.02.19 |
| 6 | 6.13 | Suffix - ity | 11.02.19 |
| 7 | 6.5 | Year 5/6 Spelling List | 25.02.19 |
| 8 | 6.14 | Letter string – ial, ious | 04.03.19 |
| 9 | 6.15 | Roots and affixes | 11.03.19 |
| 10 | 6.16 | Roots and affixes | 18.03.19 |
| 11 | 6.17 | Roots and affixes | 25.03.19 |
| 12 | 6.18 & 6.20 | Roots and affixes | 01.04.19 |

**Year 6 Spellings – Week beginning 7th 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.

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

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| Spelling tip: | *The prefix* ***‘magn’*** *comes from Latin meaning ‘great’ or ‘large’.* |
| *magnate* |  |  |  |
| *magnificent* |  |  |  |
| *magnify* |  |  |  |
| *magnitude* |  |  |  |
| *magnum* |  |  |  |

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| Spelling tip: | *The prefix* ***‘multi’*** *comes from Latin meaning ‘many’ or ‘much’.* |
| *multilateral* |  |  |  |
| *multimedia* |  |  |  |
| *multiplication* |  |  |  |
| *multistorey* |  |  |  |
| *multitude* |  |  |  |

**Year 6 Spellings – Week beginning 14th 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.

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| *(list 6:10)**(non-statutory)* | **Practise 1***(copy into space)* | **Practise 2***(fold and hide)* | **Can spell word***(check and correct)* |
| Spelling tip: | ***‘tract’*** *comes from Latin and means ‘pull’.* |
| ***tract****or* |  |  |  |
| *sub****tract*** |  |  |  |
| *at****tract****ion* |  |  |  |
| *re****tract****ion* |  |  |  |
| *dis****tract****ion* |  |  |  |

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| Spelling tip: | ***‘struct’*** *comes from Latin and means ‘build’.* |
| ***struct****ure* |  |  |  |
| *un****struct****ured* |  |  |  |
| *con****struct****ion* |  |  |  |
| *decon****struct****ing* |  |  |  |
| *infra****struct****ure* |  |  |  |

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| Spelling tip: | ***‘port’*** *comes from Latin and means ‘carry’ or ‘across’.* |
| ***port****er* |  |  |  |
| *ex****port****ing* |  |  |  |
| ***port****able* |  |  |  |
| *trans****port****ed* |  |  |  |
| *trans****port****ation* |  |  |  |

**Year 6 Spellings – Week beginning 21st 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.

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

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| **Word List 6:4** | **Practice 1** | **Practice 2** | **Spell** |
| *signature* |  |  |  |
| *sincere* |  |  |  |
| *soldier* |  |  |  |
| *stomach* |  |  |  |
| *sufficient* |  |  |  |

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

1. 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 – Week beginning 28th January**

**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).

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| *(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).* |
| *darken* |  |  |  |
| *weaken* |  |  |  |
| *lighten* |  |  |  |
| *soften* |  |  |  |
| *roughen* |  |  |  |

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| Spelling tip: | *The suffix* ***‘ify’*** *changes nouns or adjectives to verbs (class – classify).* |
| *classify* |  |  |  |
| *electrify* |  |  |  |
| *dignify* |  |  |  |
| *notify* |  |  |  |
| *justify* |  |  |  |

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| Spelling tip: | *The suffix* ***‘ate’*** *changes nouns to verbs (captive – captivate).* |
| *captivate* |  |  |  |
| *dedicate* |  |  |  |
| *stimulate* |  |  |  |
| *notate* |  |  |  |
| *evacuate* |  |  |  |

**Year 6 Spellings – Week beginning 4th 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).

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

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| Spelling tip: | *Add* ***‘ness’*** *to adjectives ending in ‘e’ to form the noun.* |
| *awareness* |  |  |  |
| *gentleness* |  |  |  |
| *likeness* |  |  |  |
| *politeness* |  |  |  |
| *rudeness* |  |  |  |

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| Spelling tip: | *For adjectives ending* ***‘y’****, change the ‘y’ to an ‘i’ and add* ***‘ness’*** *to form the noun.* |
| *happiness* |  |  |  |
| *cleanliness* |  |  |  |
| *tidiness* |  |  |  |
| *loneliness* |  |  |  |
| *chubbiness* |  |  |  |

**Year 6 Spellings – Week beginning 11th 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).

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

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| Spelling tip: | *For adjectives ending in* ***‘e’*** *(long vowels), drop the ‘e’ and add* ***‘ity’*** *to form the noun.* |
| *insanity* |  |  |  |
| *fertility* |  |  |  |
| *agility* |  |  |  |
| *mobility* |  |  |  |
| *purity* |  |  |  |

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| Spelling tip: | *For adjectives ending* ***‘le’****, drop the ‘le’ and add* ***‘ility’****.* |
| *capability* |  |  |  |
| *credibility* |  |  |  |
| *visibility* |  |  |  |
| *portability* |  |  |  |
| *durability* |  |  |  |

**Year 6 Spellings – Week beginning 25th February**

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.

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

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| **Word List 6:5** | **Practice 1** | **Practice 2** | **Spell** |
| *twelfth* |  |  |  |
| *variety* |  |  |  |
| *vegetable* |  |  |  |
| *vehicle* |  |  |  |
| *yacht* |  |  |  |

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 – Week beginning 4th 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’.

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

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| Spelling tip: | ***‘ial’*** *can make two syllables with the ‘i’ sounding long ‘e’.* |
| *material* |  |  |  |
| *menial* |  |  |  |
| *trivial* |  |  |  |
| *jovial* |  |  |  |
| *industrial* |  |  |  |

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| Spelling tip: | ***‘ious’*** *can make the sound ‘shus’ or ‘uss’.* |
| *cautious* |  |  |  |
| *previous* |  |  |  |
| *delicious* |  |  |  |
| *obvious* |  |  |  |
| *furious* |  |  |  |

**Year 6 Spellings – Week beginning 11th 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’ (**u**n-d**o-i**ng).

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| *(list 6:15)**(non-statutory)* | **Practise 1***(copy into space)* | **Practise 2***(fold and hide)* | **Can spell word***(check and correct)* |
|  | *Building multisyllabic words using word families and affixes.* |
| *form* |  |  |  |
| *in****form*** |  |  |  |
| *in****form****ation* |  |  |  |
| *trans****form****ed* |  |  |  |
| *per****form****ance* |  |  |  |

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|  | *Building multisyllabic words using word families and affixes.* |
| *trust* |  |  |  |
| ***trust****ing* |  |  |  |
| *dis****trust****ing* |  |  |  |
| ***trust****worthy* |  |  |  |
| *un****trust****worthy* |  |  |  |

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|  | *Building multisyllabic words using word families and affixes.* |
| *part* |  |  |  |
| *im****part****ial* |  |  |  |
| ***part****icle* |  |  |  |
| ***part****icipate* |  |  |  |
| ***part****icipation* |  |  |  |

**Year 6 Spellings – Week beginning 18th 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’ (**u**n-d**o-i**ng).

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| *(list 6:16)**(non-statutory)* | **Practise 1***(copy into space)* | **Practise 2***(fold and hide)* | **Can spell word***(check and correct)* |
|  | *Building multisyllabic words using word families and affixes.* |
| *joy* |  |  |  |
| ***joy****ful* |  |  |  |
| *en****joy****ing* |  |  |  |
| *en****joy****ment* |  |  |  |
| *en****joy****able* |  |  |  |

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|  | *Building multisyllabic words using word families and affixes.* |
| *agree* |  |  |  |
| *dis****agree*** |  |  |  |
| *dis****agree****ing* |  |  |  |
| *dis****agree****ment* |  |  |  |
| *dis****agree****able* |  |  |  |

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|  | *Building multisyllabic words using word families and affixes.* |
| *appear* |  |  |  |
| ***appear****ance* |  |  |  |
| *re****appear****ed* |  |  |  |
| *dis****appear****ing* |  |  |  |
| *dis****appear****ance* |  |  |  |

**Year 6 Spellings – Week beginning 25th 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’ (**u**n-d**o-i**ng).

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| *(list 6:17)**(non-statutory)* | **Practise 1***(copy into space)* | **Practise 2***(fold and hide)* | **Can spell word***(check and correct)* |
|  | *Building multisyllabic words using word families and affixes.* |
| *cover* |  |  |  |
| *un****cover*** |  |  |  |
| *un****cover****ing* |  |  |  |
| *dis****cover****y* |  |  |  |
| *undis****cover****ed* |  |  |  |

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|  | *Building multisyllabic words using word families and affixes.* |
| *act* |  |  |  |
| *re****act****ed* |  |  |  |
| *re****act****ing* |  |  |  |
| *re****act****ion* |  |  |  |
| *overre****act****ion* |  |  |  |

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|  | *Building multisyllabic words using word families and affixes.* |
| *light* |  |  |  |
| *de****light*** |  |  |  |
| *de****light****ed* |  |  |  |
| *de****light****ful* |  |  |  |
| *de****light****fully* |  |  |  |

**Year 6 spellings – Week beginning 1st April**

**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’ (**u**n-d**o-i**ng).

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| *(list 6:18)**(non-statutory)* | **Practise 1***(copy into space)* | **Practise 2***(fold and hide)* | **Can spell word***(check and correct)* |
|  | *Building multisyllabic words using word families and affixes.* |
| *assist* |  |  |  |
| ***assist****s* |  |  |  |
| ***assist****ing* |  |  |  |
| ***assist****ant* |  |  |  |
| ***assist****ance* |  |  |  |

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|  | *Building multisyllabic words using word families and affixes.* |
| *light* |  |  |  |
| ***light****en* |  |  |  |
| ***light****ning* |  |  |  |
| *en****light****en* |  |  |  |
| *en****light****ening* |  |  |  |

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|  | *Building multisyllabic words using word families and affixes.* |
| *press* |  |  |  |
| *ex****press*** |  |  |  |
| *ex****press****ion* |  |  |  |
| *ex****press****ive* |  |  |  |
| *ex****press****ively* |  |  |  |

**Year 6 spellings – Week beginning 1st April**

**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’ (**u**n-d**o-i**ng).

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| *(list 6:20)**(non-statutory)* | **Practise 1***(copy into space)* | **Practise 2***(fold and hide)* | **Can spell word***(check and correct)* |
|  | *Building multisyllabic words using word families and affixes.* |
| *take* |  |  |  |
| *taken* |  |  |  |
| *mistaken* |  |  |  |
| *unmistakable* |  |  |  |
| *unmistakably* |  |  |  |

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|  | *Building multisyllabic words using word families and affixes.* |
| *help* |  |  |  |
| *helping* |  |  |  |
| *helpful* |  |  |  |
| *unhelpful* |  |  |  |
| *unhelpfully* |  |  |  |

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|  | *Building multisyllabic words using word families and affixes.* |
| *claim* |  |  |  |
| *claiming* |  |  |  |
| *exclaimed* |  |  |  |
| *disclaiming* |  |  |  |
| *reclaimable* |  |  |  |