

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 interfere 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 recommend secretary sufficient	<u>List 13</u> apparent develop frequently hindrance temperature	<u>List 14</u> aggressive available communicate 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	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': 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>			

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).

(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.		
<i>elegance</i>			
<i>significance</i>			
<i>insignificance</i>			
<i>arrogance</i>			
<i>extravagance</i>			

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

Spelling tip:	If there is a related word with a 'long a' in the same place use 'ance' ('ation' endings are often a clue).		
<i>observance</i> (observation)			
<i>expectance</i> (expectation)			
<i>hesitance</i> (hesitation)			
<i>tolerance</i> (toleration)			
<i>dominance</i> (domination)			

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.

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

Word List 5:4	Practice 1	Practice 2	Spell
<i>environment</i>			
<i>equipment</i>			
<i>especially</i>			
<i>exaggerate</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 – 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': un-do-ing.
- The letter 'c' can be hard (cat) or soft (cell). The letter 'g' can be hard (get) or soft (gent).

(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'.		
<i>intelligence</i>			
<i>innocence</i>			
<i>emergence</i>			
<i>translucence</i>			
<i>consequence</i>			

Spelling tip:	Words with the syllables 'cid, fid, sid, vid' before the ending the suffix is 'ence'.		
<i>incidence</i>			
<i>coincidence</i>			
<i>confidence</i>			
<i>residence</i>			
<i>evidence</i>			

Spelling tip:	If the word is formed from a verb ending in a stressed 'er' or 'ere' the suffix will be 'ence'.		
<i>reference</i> (refer)			
<i>preference</i> (prefer)			
<i>conference</i> (confer)			
<i>adherence</i> (adhere)			
<i>interference</i> (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).

(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)			

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

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

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).

<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 – 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.

Word List 5:5	Practise 1 (copy into space)	Practise 2 (fold and write)	Can spell word (check and correct)
<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: _____ (*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).

(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>adjustable</i>			

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

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*).

(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).		
<i>believably</i>			
<i>admirably</i>			
<i>adorably</i>			
<i>arguably</i>			
<i>presumably</i>			

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

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

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': **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.		
<i>refer</i>			
<i>refers</i>			
<i>referred</i>			
<i>referring</i>			
<i>referral</i>			

Spelling tip:	In words ending 'fer', double the 'r' before adding a vowel suffix if the 'fer' is still stressed.		
<i>transfer</i>			
<i>transfers</i>			
<i>transferred</i>			
<i>transferring</i>			
<i>transferral</i>			

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

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.

(list 5:12)	Practise 1 (copy into space)	Practise 2 (fold and hide)	Can spell word (check and correct)
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 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.

(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' .		
<i>rough</i>			
<i>tough</i>			
<i>enough</i>			
<i>cough</i>			
<i>trough</i>			

Spelling tip:	'ough' can also make the final sound 'ow' or 'owe' (long 'o' sound).		
<i>bough</i>			
<i>plough</i>			
<i>dough</i>			
<i>though</i>			
<i>although</i>			

Spelling tip:	'ough' can also make the sound 'or' when followed by 't' .		
<i>nought</i>			
<i>bought</i>			
<i>thought</i>			
<i>fought</i>			
<i>brought</i>			

Year 6 Spelling Homework – Spring term

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.

<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>multilateral</i>			
<i>multimedia</i>			
<i>multiplication</i>			
<i>multistorey</i>			
<i>multitude</i>			

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.

<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			
distraction			

Spelling tip:	'struct' comes from Latin and means 'build'.		
structure			
unstructured			
construction			
deconstructing			
infrastructure			

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

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.

Word List 6:4	Practise 1 (copy into space)	Practise 2 (fold and write)	Can spell word (check and correct)
<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>signature</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.

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).

<i>(list 6:11) (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 suffix 'en' changes adjectives to verbs (dark – darken).</i>		
<i>darken</i>			
<i>weaken</i>			
<i>lighten</i>			
<i>soften</i>			
<i>roughen</i>			

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

Spelling tip:	<i>The suffix 'ate' changes nouns to verbs (captive – captivate).</i>		
<i>captivate</i>			
<i>dedicate</i>			
<i>stimulate</i>			
<i>notate</i>			
<i>evacuate</i>			

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).

<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 – 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).

<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>			

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 – 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.

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

Word List 6:5	Practise 1	Practise 2	Spell
<i>twelfth</i>			
<i>variety</i>			
<i>vegetable</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 – 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'.

<i>(list 6:14) (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>'ial' can make one syllable with the sound 'shul' (when it follows a 'c' or 't').</i>		
<i>artificial</i>			
<i>partial</i>			
<i>initial</i>			
<i>social</i>			
<i>superficial</i>			

Spelling tip:	<i>'ial' can make two syllables with the 'i' sounding long 'e'.</i>		
<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 – 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' (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>information</i>			
<i>transformed</i>			
<i>performance</i>			

	<i>Building multisyllabic words using word families and affixes.</i>		
<i>trust</i>			
<i>trusting</i>			
<i>distrusting</i>			
<i>trustworthy</i>			
<i>untrustworthy</i>			

	<i>Building multisyllabic words using word families and affixes.</i>		
<i>part</i>			
<i>impartial</i>			
<i>particle</i>			
<i>participate</i>			
<i>participation</i>			

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' (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>			
<i>joyful</i>			
<i>enjoying</i>			
<i>enjoyment</i>			
<i>enjoyable</i>			

	<i>Building multisyllabic words using word families and affixes.</i>		
<i>agree</i>			
<i>disagree</i>			
<i>disagreeing</i>			
<i>disagreement</i>			
<i>disagreeable</i>			

	<i>Building multisyllabic words using word families and affixes.</i>		
<i>appear</i>			
<i>appearance</i>			
<i>reappeared</i>			
<i>disappearing</i>			
<i>disappearance</i>			

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' (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>uncovering</i>			
<i>discovery</i>			
<i>undiscovered</i>			

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

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

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' (un-do-ing).

<i>(list 6:18) (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>assist</i>			
<i>assists</i>			
<i>assisting</i>			
<i>assistant</i>			
<i>assistance</i>			

	<i>Building multisyllabic words using word families and affixes.</i>		
<i>light</i>			
<i>lighten</i>			
<i>lightning</i>			
<i>enlighten</i>			
<i>enlightening</i>			

	<i>Building multisyllabic words using word families and affixes.</i>		
<i>press</i>			
<i>express</i>			
<i>expression</i>			
<i>expressive</i>			
<i>expressively</i>			

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' (un-do-ing).

<i>(list 6:20) (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>take</i>			
<i>taken</i>			
<i>mistaken</i>			
<i>unmistakable</i>			
<i>unmistakably</i>			

	<i>Building multisyllabic words using word families and affixes.</i>		
<i>help</i>			
<i>helping</i>			
<i>helpful</i>			
<i>unhelpful</i>			
<i>unhelpfully</i>			

	<i>Building multisyllabic words using word families and affixes.</i>		
<i>claim</i>			
<i>claiming</i>			
<i>exclaimed</i>			
<i>disclaiming</i>			
<i>reclaimable</i>			