

A



# Spelling Toolkit

## Year 6





# Statutory Requirements with suggested timelines

## Autumn

Consolidation of spellings from Year 4 and 5 with weekly investigation of a pattern the class/group are not solid in. Alongside this, there needs to be assessment of the application of these spellings in all their writing across the curriculum and used as part of the on-going modelled process of editing, reviewing and improving their writing as they go along.

- Use of the hyphen
- Words with the /i:/ sound spelt ei after c

## Spring

- Words containing the letter-string ough
- Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)

## Summer

- Homophones and other words that are often confused



# Introduction

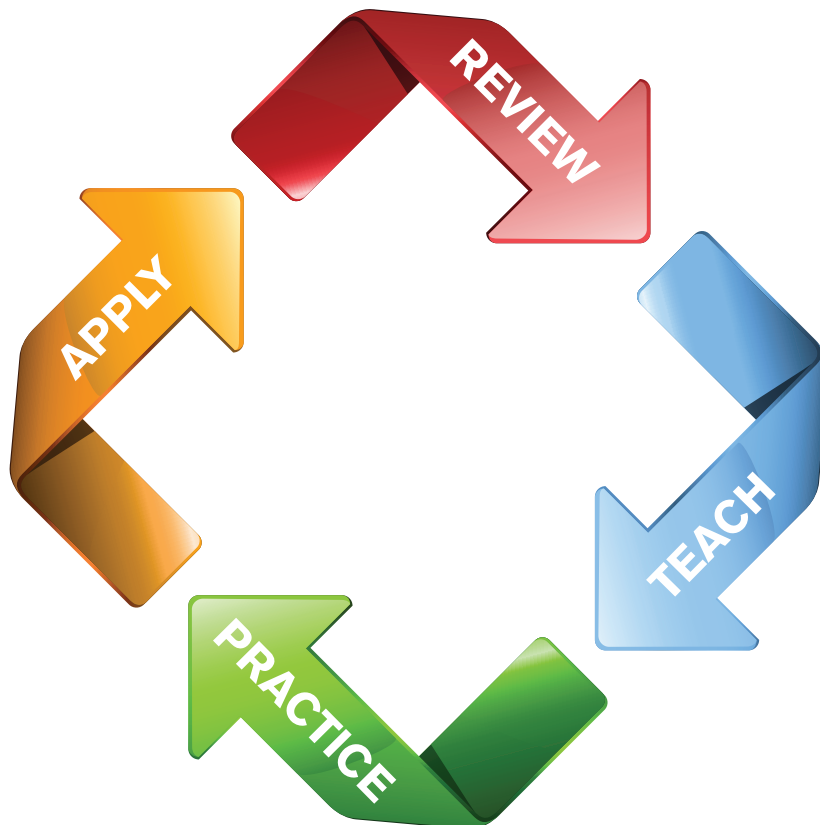
This has been produced by the English Team to support teachers in ensuring coverage of the statutory requirements for the National Curriculum.

There is a suggested teaching sequence for each spelling convention with page numbers of where to find the supporting children's resources for each sequence. Ways to capture assessment are listed by year group in the Appendix.

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## The Spelling Cycle



# Spelling Strategies

## Roots

To learn my word I can find the word root. I can see whether the root has been changed when new letters are added. e.g. for a prefix, suffix or a tense change. e.g. smiling – root smile + ing; woman = wo + men; signal = sign + al

## Mnemonics

Create rhymes, songs or little stories to help remember tricky words or word patterns e.g. "You need to have a pie before you can have a piece of it." "Could – o u lucky duck; people – people eat orange peel like elephants."

## Analogy

Use words that I already know to help me. e.g. could, would should

## Handwriting

Remember and practise the direction and movement of my pencil when I am writing it.

## Syllables and Phonemes

Listen to how many syllables there are so I can break it into smaller bits to remember. Then I can identify the phonemes in each syllable." e.g. Sep-tem-ber.

## Spelling journals

### Look, cover, write and check

### Have a go pads

If the children are unsure, they can 'try it out' on the pad. Sometimes we just need to see if it 'looks right'

## Guided sessions

Children identify incorrect spellings and analyse them from their own work. Identify the 'tricky bit'. "There are 6 letters in this word and you got 5 of the right – we just need to remember to add \_\_\_\_"

## Using phonic knowledge

### A word of the day

Choose a word for the children to learn and display it somewhere. The children have to try and use it in their work at some point. At the end of the day remove the word from display and test the children on how to spell it. This is good for extending vocabulary as well.

## Chant

### Derivations

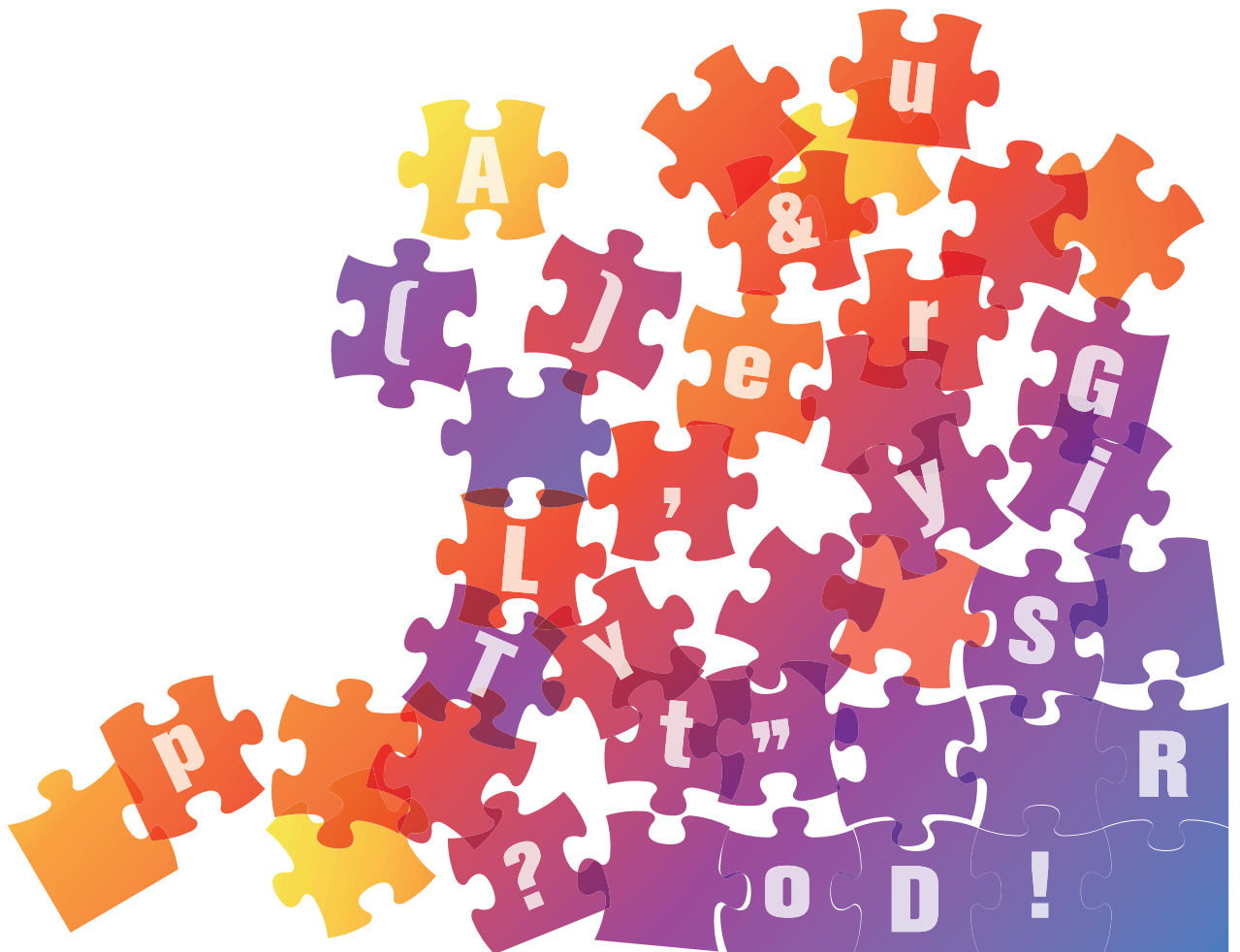
E.g. audio, auditory, audible – hearing

### Words within words





# Term 1



# Use of the hyphen

+ Resources p 20

**co-ordinate, re-enter, co-operate, co-own**



**Revisit** – give the definition, children to guess words.

**Teach** – hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.

**Practise** – play Word Hunt.

**Apply** – write the definition of each word.



**Assess** – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.





# Words with the /i:/ sound spelt ei after c

+ Resources p 22

**deceive, conceive, receive, perceive, ceiling**

**Revisit** – Snowball as many words using a hyphen as possible.

**Teach** – the ‘i before e except after c’ rule applies to words where the sound spelt by ei is /i:/.

Exceptions – protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).

**Practise** – create rules and mnemonics for the exception words.

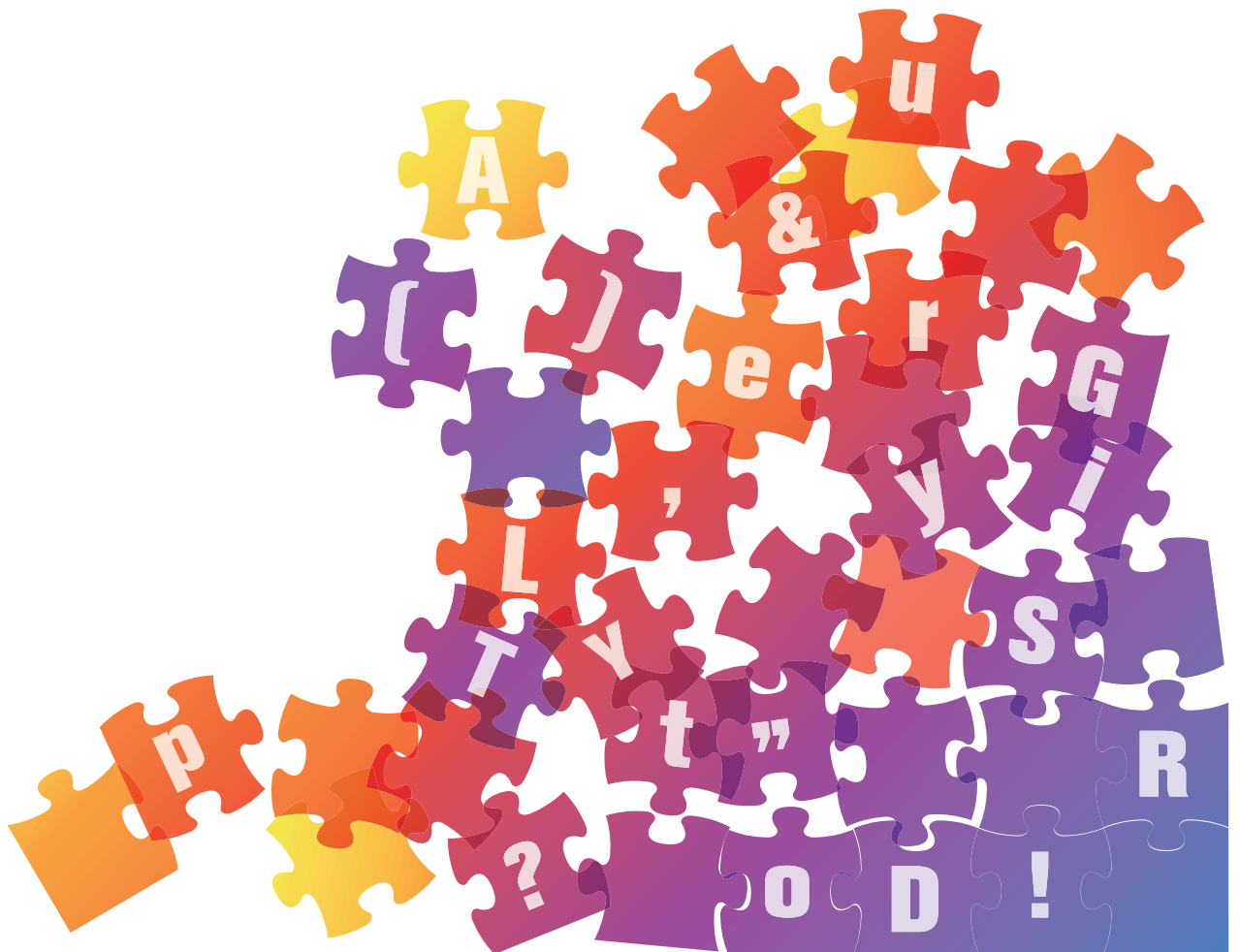
**Apply** – children sort words into groups of their choosing (e.g ie, ei exceptions).

**Assess** – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.






# Term 2




# Words containing the letter-string ough

+ Resources p 26


 ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough

**Revisit** – Quickwrite as many words fitting a particular rule or exception as they can in 30 seconds. (e.g. Challenge the children to think of exception words for the ‘i before e’ rule).

 **Teach** – ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.

**Practise** – look, cover, write, check.

**Apply** – use ough words to create a poem.

 **Assess** – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



# Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)

+ Resources p 28

**doubt, island, lamb, solemn, thistle, knight**

**Revisit** – put up the spelling pattern and ask the children to come up with as many words using that pattern as they can.

**Teach** – some letters which are no longer sounded used to be sounded hundreds of years ago – e.g. in knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word loch.

**Practise** – investigate how many words can we find with a particular silent letter. Use dictionaries to help.

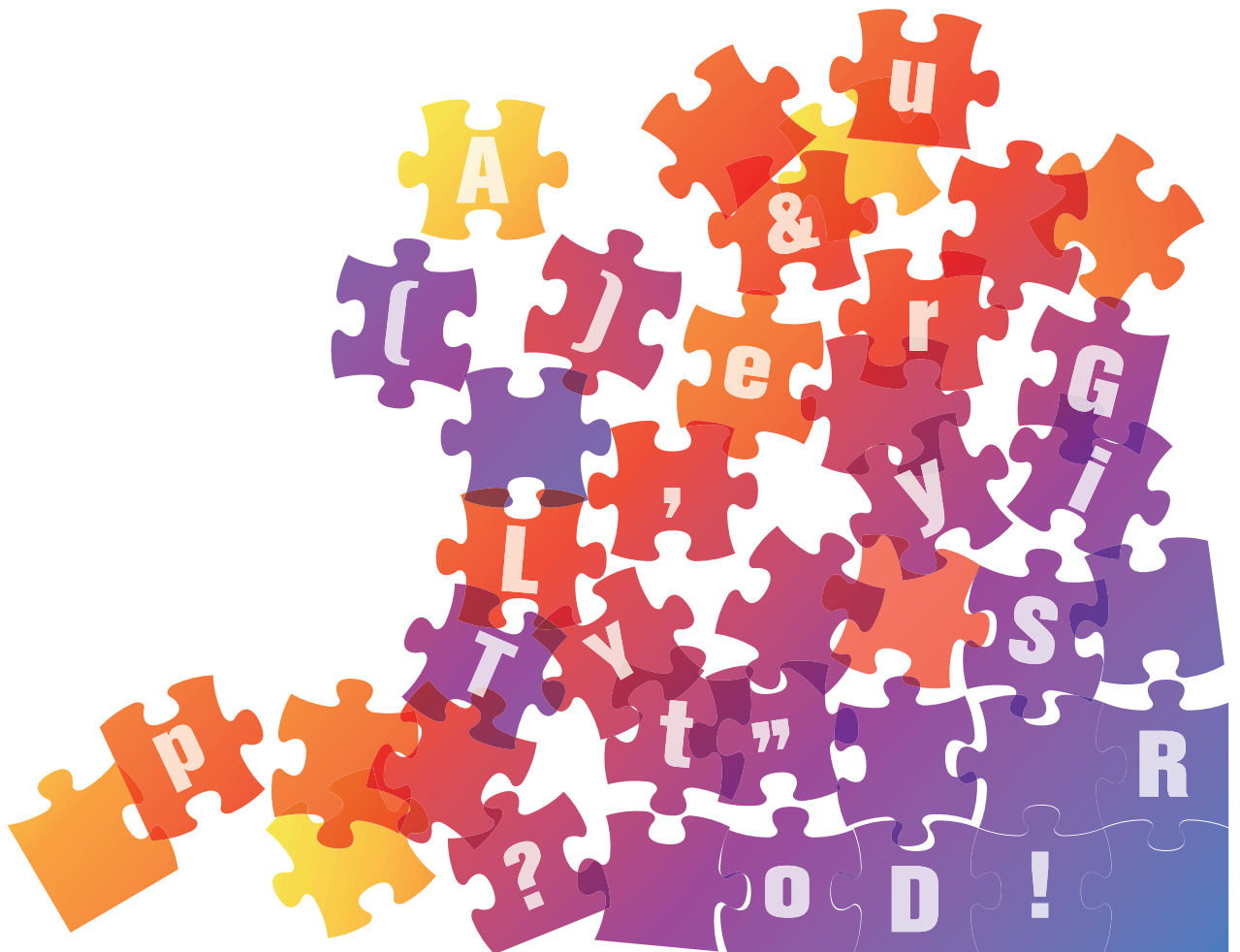
**Apply** – come up with mnemonics to help remember some of the silent letters.

**Assess** – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.





# Term 3



# Homophones and other words that are often confused

+ Resources p 32

 advice/advise

device/devise

licence/license

practice/practise

prophecy/prophesy

farther/further/father

guessed/guest

heard/herd

 lead/lead

morning/mourning

 past: noun or adjective referring to a previous time (e.g. in the past) or





preposition or adverb showing place (e.g. he walked past me) passed: past tense of the verb 'pass' (e.g. I passed him in the road)

precede/proceed

principal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college) principle: basic truth or belief

profit: money that is made in selling things

prophet: someone who foretells the future

stationary/stationery

steal/steel

wary: cautious weary: tired

who's: contraction of who is or who has


whose: belonging to someone

(e.g. Whose jacket is that?)





## Revisit – Quickwrite


**Teach** – the –able/–ably endings are far more common than the –ible/–ibly endings.

 As with –ant and –ance/–ancy, the –able ending is used if there is a related word ending in –ation.

If the –able ending is added to a word ending in –ce or –ge, the e after the c or g must be kept as those letters would otherwise have their ‘hard’ sounds (as in cap and gap) before the a of the –able ending.

 The –able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in –ation. The first five examples opposite are obvious; in reliable, the complete word rely is heard, but the y changes to i in accordance with the rule.

 The –ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible).



**Practise** – play Which One’s Right? with a selection of the words.

**Apply** – write words correctly in context.

**Assess** – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.

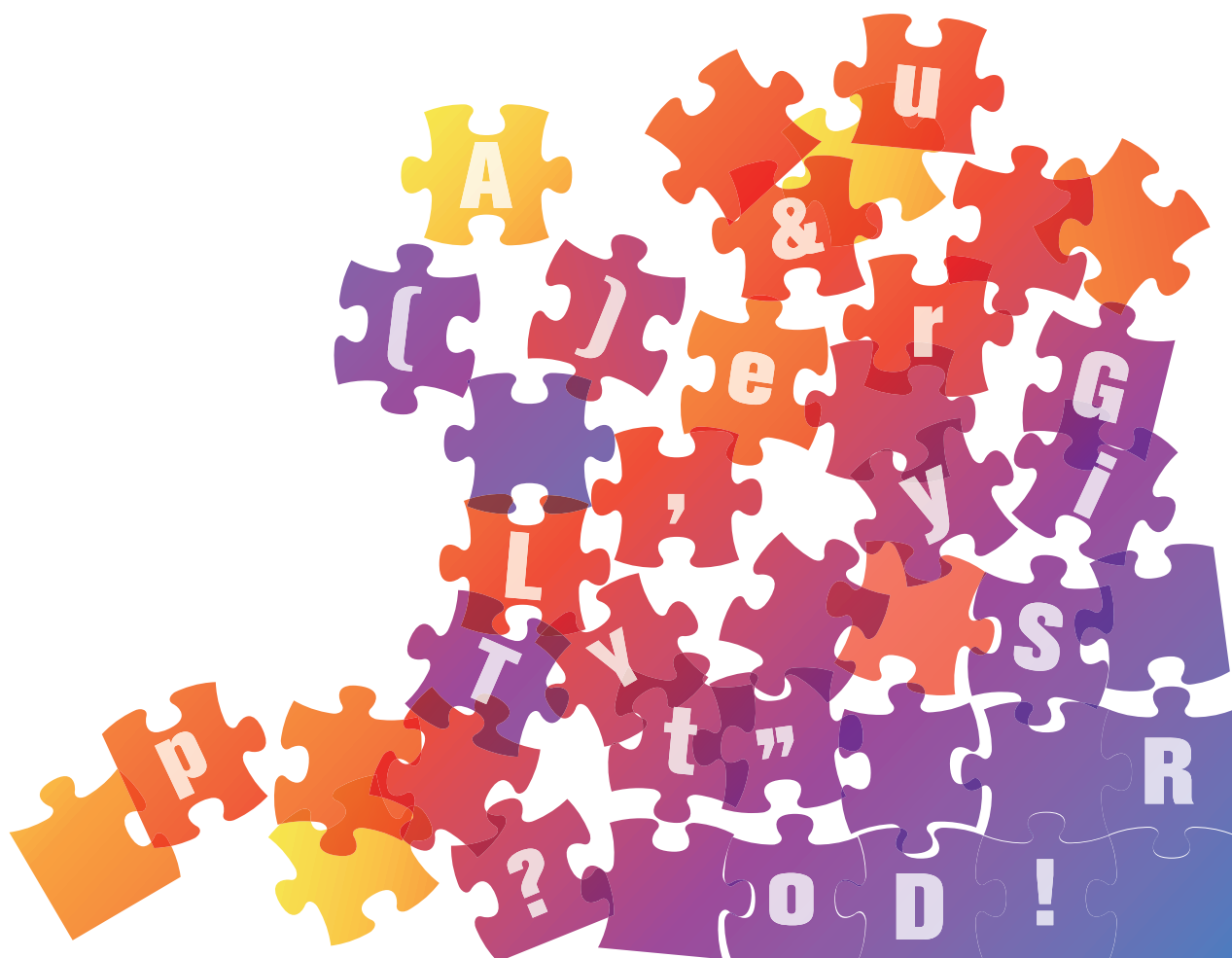




Resources

For the Spelling Toolkit

Term 1



# Use of the hyphen

e.g. co-ordinate, re-enter, co-operate,  
co-/pre-own

1. Make up a mnemonic for one of the words, e.g. running aliens catching eggs(!?) for race.



word	Tally + pages
co-ordinate	
re-enter	
co-ordinate	
co-own	

Discuss your findings.



2. Write the definition for each word.

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18 horizontal lines for writing.



# Words spelt ei after c

**e.g. deceive, conceive, receive,  
perceive, ceiling**



1. Make up a mnemonic to help you remember how to spell one of the words.

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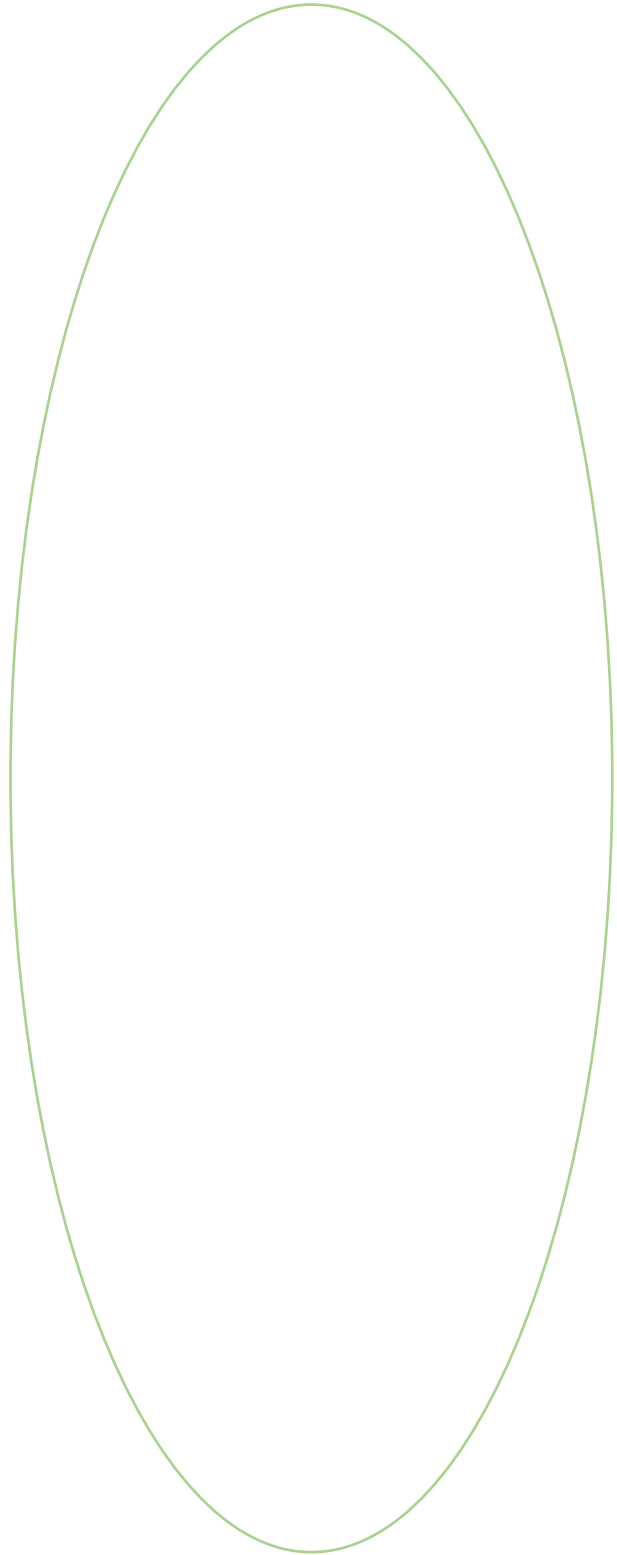
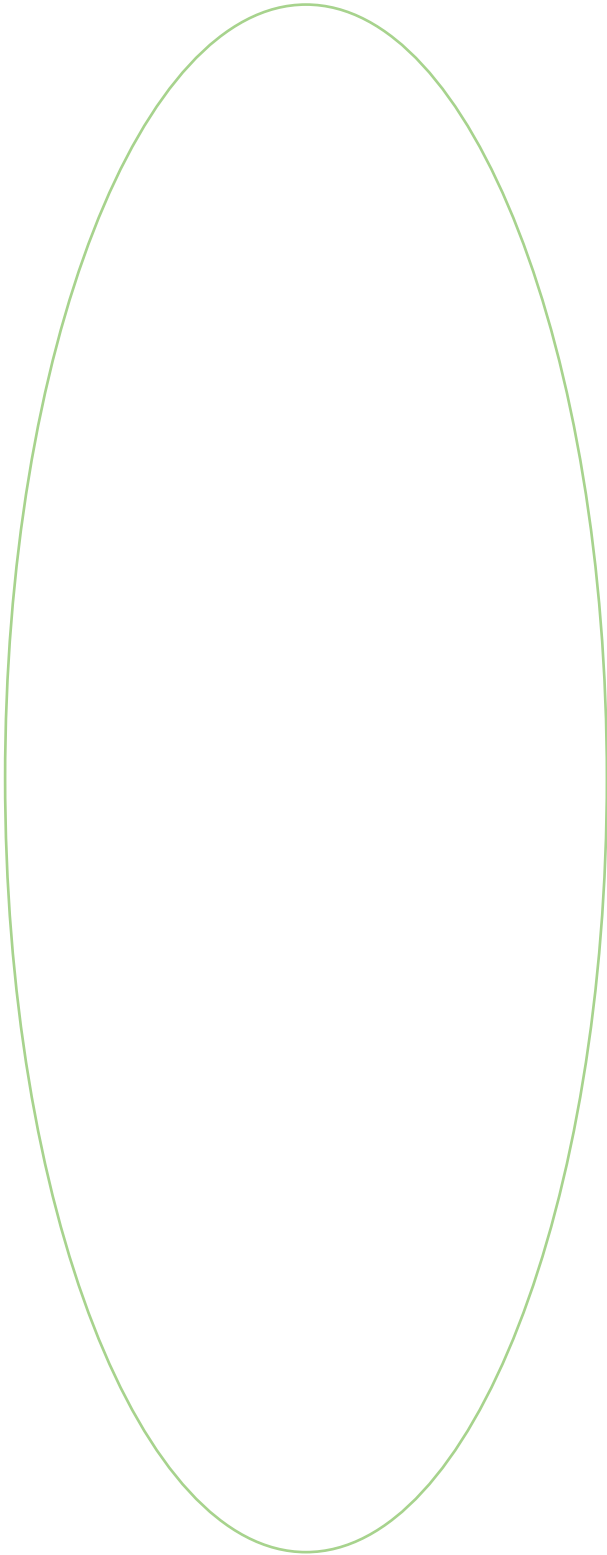
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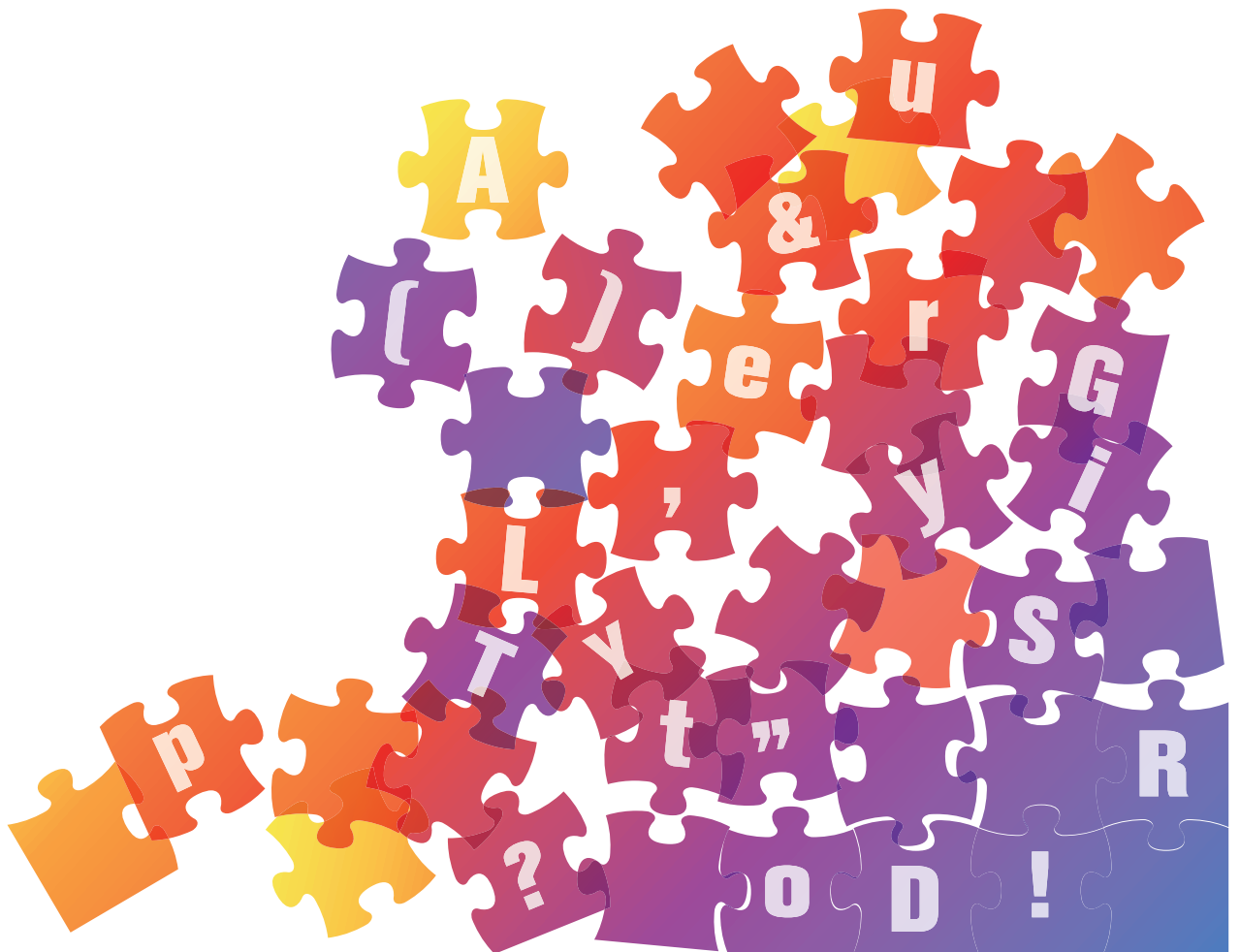


2. Sort words into groups.





# Term 2



# Words containing the letter-string ough

e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough

1. Look, cover, write, check.




# Words with 'silent' letters

e.g. doubt, island, lamb, solemn,  
thistle, knight

1. Find words with silent letter and complete the table.



Silent b	Silent k	Silent n	Silent s

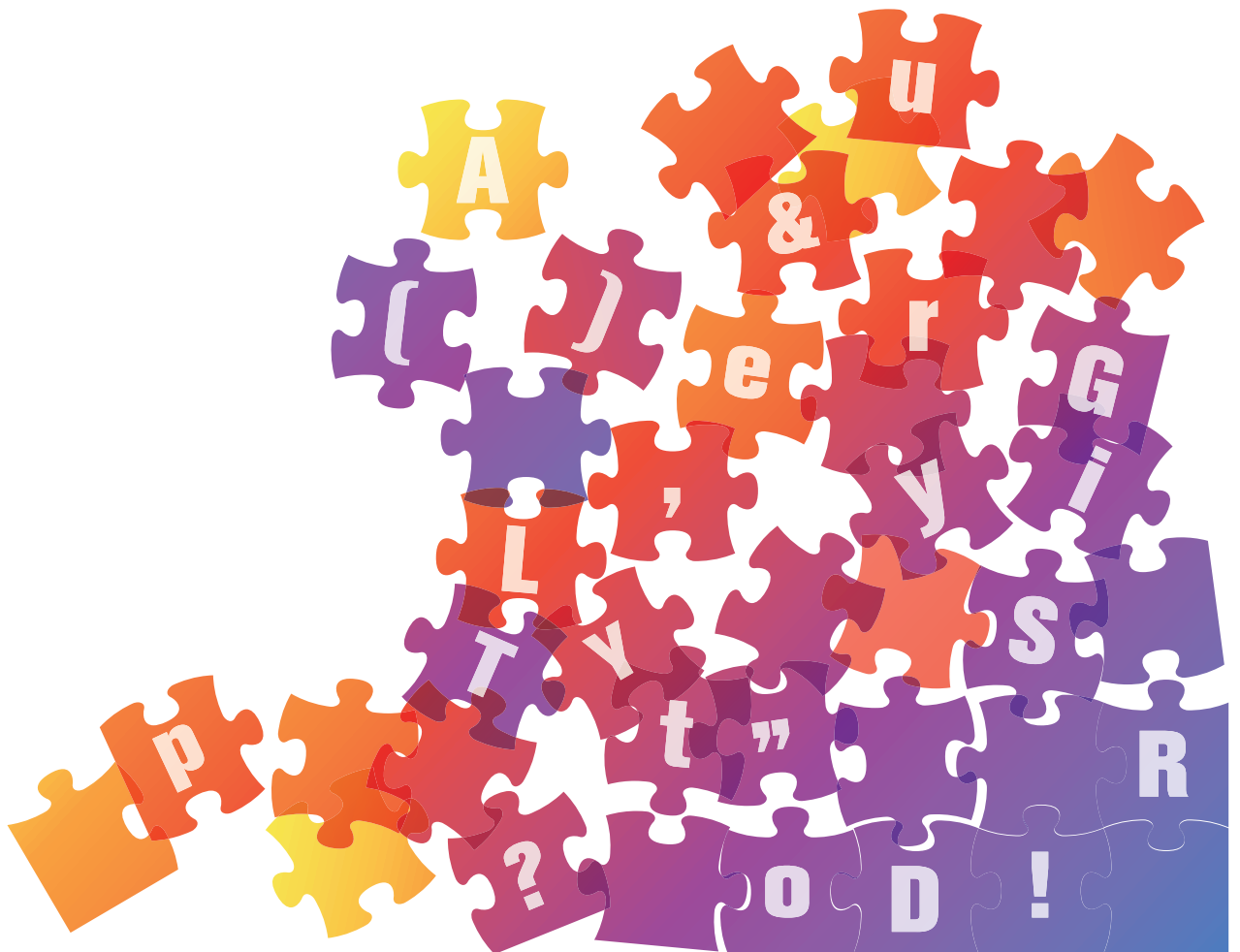








# Term 3



# Homophones and other words that are often confused

e.g. advice, advise

device, devise



licence, license

practice, practise

prophecy, prophesy

farther, father

guessed, guest

heard, herd

led, lead



morning, mourning

past, passed

precede, proceed

principal, principle



profit, prophet

stationary, stationery

wary, weary



who's, whose, who



2. Use the words correctly in context in sentences.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

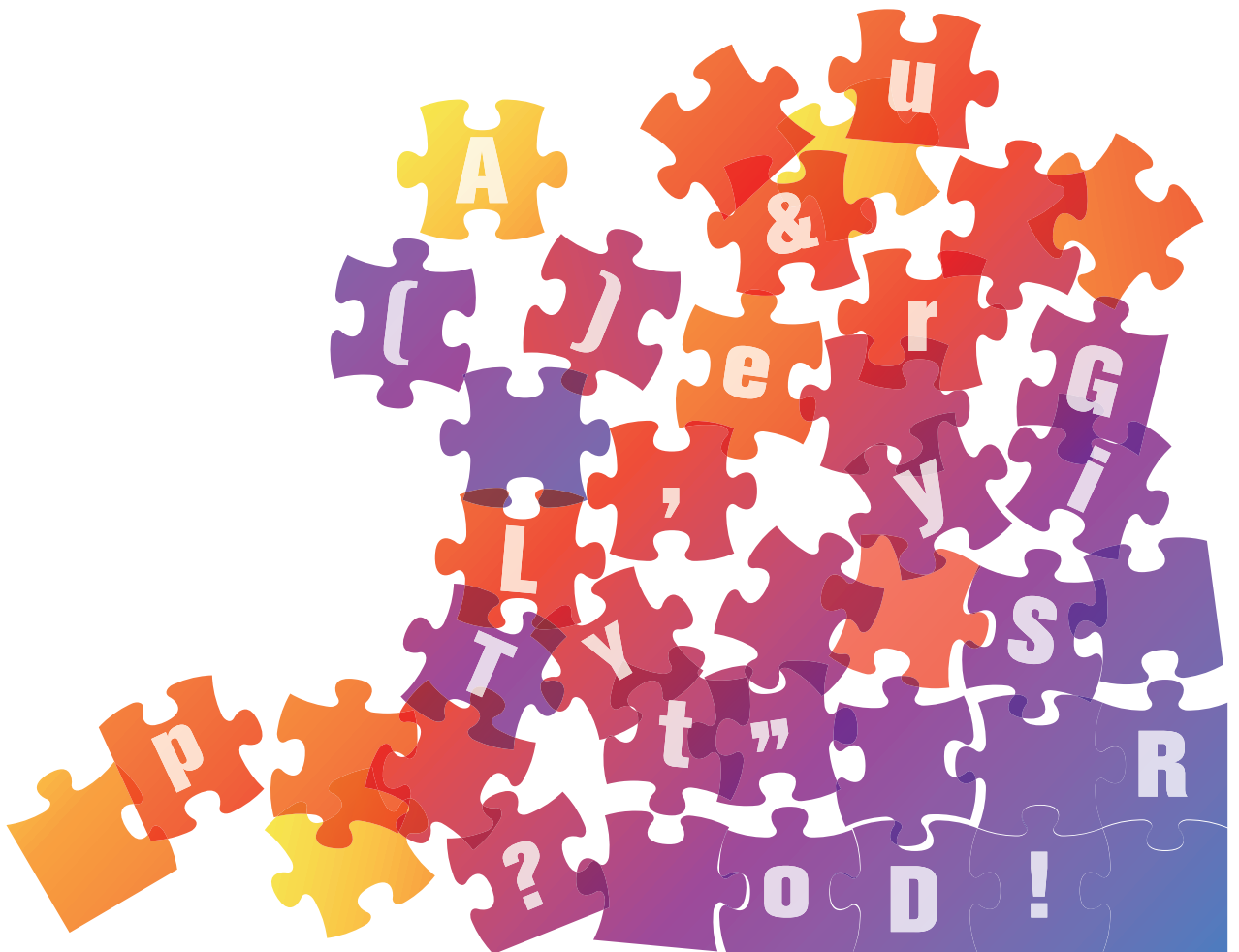
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\_\_\_\_\_





# Appendix



## Year 6 Statutory Word List

accommodate	embarrass	parliament
accompany	environment	persuade
according	equip (-ped, -ment)	physical
achieve	especially	prejudice
aggressive	exaggerate	privilege
amateur	excellent	profession
ancient	existence	programme
apparent	explanation	pronunciation
appreciate	familiar	queue
attached	foreign	recognise
available	forty	recommend
average	frequently	relevant
awkward	government	restaurant
bargain	guarantee	rhyme
bruise	harass	rhythm
category	hindrance	sacrifice
cemetery	identity	secretary
committee	immediate(ly)	shoulder
communicate	individual	signature
community	interfere	sincere(ly)
competition	interrupt	soldier
conscience*	language	stomach
conscious*	leisure	sufficient
controversy	lightning	suggest
convenience	marvellous	symbol
correspond	immediate(ly)	system
criticise (critic + ise)	mischievous	temperature
curiosity	muscle	thorough
definite	necessary	twelfth
desperate	neighbour	variety
determined	nuisance	vegetable
develop	occupy	vehicle
dictionary	occur	yacht
disastrous	opportunity	

## Year 6 Term 1

### Use of the hyphen

word	read	spell	apply
co- ordinate			
re- enter			
co- operate			
co-/pre- own			

### Words with the /i:/ sound spelt ei after c


word	read	spell	apply
deceive			
conceive			
receive			
perceive			
ceiling			

## Term 2

### Words containing the letter-string ough





word	read	spell	apply
ought			
bought			
thought			
nought			





word	read	spell	apply
brought			
fought			
rough			
tough			
enough			
cough			
though			
although			
dough			
through			
thorough			
borough			
plough			
bough			

Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)

word	read	spell	apply
doubt			
island			
lamb			
solemn			
thistle			
knight			



## Term 3

### Homophones and other words that are often confused

word	read	spell	apply
advice			
advise			
device			
devise			
licence			
license			
practice			
practise			
prophecy			
prophesy			
farther			
further			
father			
guessed			
guess			
guest			
heard			
herd			
led			
lead			
morning			
mourning			
past			
passed			
pass			
precede			
proceed			
principal			



word	read	spell	apply
principle			
profit			
prophet			
stationary			
stationery			
steal			
steel			
wary			
weary			
who's			
who			
whose			



## Year 5 Term 1

word	read	spell	apply
vicious			
precious			
conscious			
delicious			
malicious			
suspicious			
ambitious			
cautious			
fictitious			
infectious			
nutritious			



## Term 2

word	read	spell	
official			
special			
artificial			
partial			
confidential			
essential			
initial			
financial			
commercial			
provincial			
observant			
observance			
observation			
expectant			
expectation			
hesitant			
hesitancy			
hesitation			
tolerant			
tolerance			
toleration			
substance			
substantial			
innocent			
innocence			
decent			
decency			





word	read	spell	apply
frequent			
frequency			
confident			
confidence			
confidential			
assistant			
assistance			
obedient			
obedience			
independent			
independence			

### Term 3



word	read	spell	apply
adorable			
adorably			
adoration			
applicable			
applicably			
application			
considerable			
considerably			
consideration			
tolerable			
tolerably			
toleration			
changeable			
noticeable			
forcible			
legible			



word	read	spell	apply
dependable			
comfortable			
understandable			
reasonable			
enjoyable			
reliable			
possible			
possibly			
horrible			
horribly			
terrible			
terribly			
visible			
visibly			
incredible			
incredibly			
sensible			
sensibly			
referring			
referred			
referral			
preferring			
preferred			
transferring			
transferred			
reference			
referee			
preference			
transference			



