



## Year 6 Spelling LTP



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Autumn 1</b>	'gue' sounding 'g' (Y2/4) 'g'/'ge'/'dge' sounding 'j' 'que'/'ck'/'ch' sounding k 's' sounding 'z' 'y' sounding 'i'	'th' sounding 't' (Y4) 'qu' sounding 'kw' 'gh'/'ph' sounding 'f' 'wh' sounding 'w' 'c' sounding 's' 'sc' sounding 's' 'ie' sounding 'ee'	<b>Unstressed Consonants b,d,g,h (Y2/4)</b> (Silent letters) Silent b following m/ or before t	<b>Unstressed Consonants k,n,w,t,l (Y2/4)</b> (Silent letters)	<b>Word ending-ture, sure, tion, sion, ssion (Y2/3/4)</b>	<b>Short vowel sounds (Y1)</b> a/ea/sounding 'e' i/o/u/y/sounding 'i' a sounding o o/ou/oo/ sounding 'u'	<b>Long vowel sounds (Y1)</b> ei/ai sounding long á ea/ie sounding long é i/i-e sounding long í ow/ou sounding long ó u sounding long ú
<b>Autumn 2</b>	<b>Digraphs and trigraphs (Y1)</b> oi,oy ow, ou ar air, are, ear	<b>Digraphs and trigraphs (Y1)</b> ear, ere, eer ir, er, ur, or, ore, au, aw,	<b>Suffixes -ed/-ing (Y2/3/4)</b> In multi-syllabic words, if the last syllable is unstressed the consonant letter is not doubled <b>Irregular past tense</b>	<b>Comparative/ (Y2/3)</b> <b>Superlative er/est/</b> <b>Plural s/es/ies</b> for consonant -y words, drop the -y add i before -er/-est/es	<b>Words of Latin Etymology</b> multi-many circum-around aqua-water bi-two tri-three	<b>Words ending (Y5)</b> <b>ant, ance, ancy</b> <b>ent, ence, ency</b> For related words with 'long a' in the same place use 'ant' Use -ent after soft c, soft g,	<b>Greek Etymology</b> bio-life chron-time photo-light micro-small phon-sound
<b>Spring 1</b>	<b>Words ending -le, el, il, al, ol (Y2)</b> Words ending -el, al, il, ol- are less common than words ending 'le'	<b>Prefixes- de, mis, dis (Y3/4/5)</b> 'dis'- not/ opposite of 'mis'- wrong/ opposite of 'de'- undo/do opposite of	<b>Prefixes- in/im/il/ir (Y3/4/5)</b> 'in' means 'not'. When the root word starts with a 'p' or 'm' 'in' becomes 'im' When the root word starts with 'l', 'in' becomes 'il' When the root word starts with 'r', 'in' becomes 'ir'	<b>Prefixes- inter/anti/ intra/ super/sub (Y4/5)</b> 'inter'-between/among 'anti'-against/opposed to 'intra'- on the inside 'super'-over/above usual'sub'-under or below	<b>Prefixes (Y3)</b> 'post'- after/after 'pre'- before 'trans'- across/ through 'fore'- before 'un'- not	<b>Prefixes (Y4/5)</b> 'auto'-self/own/same 'com' 'con'-together 'audi'- hear/listen 'under'-below 'over'-above	
<b>Spring 2</b>	<b>Suffixes- ful, (Y2)</b> less, ness, ment, ship 'ful'-full of 'less'-without 'ness'-quality /state 'ment'-action/state 'ship'-state/condition	<b>Words ending-(Y2/3/4) sion, tion, cian, ssion</b> 'sion' words- formed from verbs ending 'se' 'd' or 'de'-ssion is used if word ends in -ss or -mit/ -cian is used if word ends in -c or -cs - tion is used if the root word ends in -t or -te	<b>Words ending- (Y3/4)</b> sure, ture, age, ity	<b>Words ending-(Y4/5)</b> able, ably, ible, ibly, ation root word ends in 'e' it is often dropped before adding the suffix unless the word ends in 'ce' or 'ge' when the 'e' must be kept. y' often changes to 'i'	<b>Words ending -cious, tious, cial, tial (Y4/5)</b> The 'shus' sound- spelt as 'cious' at the end of an adjective. 'tious' -few words. 'shul' sound: 'tial' is used after a consonant -'cial' is used after a vowel.		
<b>Summer 1</b>	<b>Suffix- ate, ise, -ify (Y5)</b> Nouns and adjectives can be converted into verbs by using the suffixes-ate, -ise and -ify.	<b>Words ending -fer (Y5)</b> Only double the 'r' before adding a vowel suffix if the 'fer' still stressed.	<b>ie/ei sounding long 'ee' (Y5)</b> 'ie' can make the long 'e' sound. 'ei' can also make the long 'e' sound (ee).	<b>'ei' sounding long 'ee' (Y5)</b> 'ei' can make the long 'e' sound (ee).	<b>Silent letters (Y5)</b> Silent 't' is often in the letter string 'stle'. Silent 't' is often in the letter string 'ten'.	<b>Silent letters (Y5)</b> Silent 'u' is always followed by a vowel ('e' or 'i'). Silent 'u' often follows 'g'.	
<b>Summer 2</b>	<b>Compound adjectives</b> Compound adjectives directly before a noun usually have a hyphen to show that together the words make one adjective.	<b>Hyphen prefix -ill</b> 'ill' means 'bad' or 'badly'. Hyphens used when the prefix is a single letter	<b>Unstressed vowels</b> Vowels are sometimes said quickly or quietly, or the 'beat' falls elsewhere so they are not heard.	<b>Words of Latin Etymology</b> 'tract' comes from Latin and means 'pull'./'struct' comes from Latin and means 'build'.	<b>Prefixes-min/-magn</b> 'min' comes from Latin meaning 'small' or 'less'. 'magn' comes from Latin meaning 'great' or 'large'.	<b>Prefix -tele/-trans</b> 'tele' comes from Latin meaning 'distant' or 'far off'/'trans' comes from Latin meaning 'across'.	<b>Silent letters (Y5)</b> Silent 'n' always follows 'm'. Silent 'b' often follows 'm'



## Year 6 Spellings - Autumn 1



Children will be taught spelling rules and patterns each week. Spellings set for homework are a combination of common exception words and topic related vocabulary alongside words to consolidate learning completed during that week. Children need to practise and learn these spellings at home. Children's recall of spellings will be checked through a weekly spelling dictation.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Spelling pattern	'gue' sounding 'g' 'g'/'ge'/'dge' sounding 'j' 'que'/'ck'/'ch' sounding k 's' sounding 'z' 'y' sounding 'i'	'th' sounding 't' 'qu' sounding 'kw' 'gh'/'ph' sounding 'f' 'wh' sounding 'w' 'c' sounding 's' 'sc' sounding 's' 'ie' sounding 'ee'	<b>Unstressed Consonants b,d,g,h</b> (Silent letters) Silent b following m/ or before t	<b>Unstressed Consonants k,n,w,t,l</b> (Silent letters)	<b>Word ending- ture, sure, tion, sion, ssion</b>	<b>Short vowel sounds</b> a/ea/sounding 'e' i/o/u/y/sounding 'i' a sounding o o/ou/oo/ sounding 'u'	<b>Long vowel sounds</b> ei/ai sounding long á ea/ie sounding long é i/i-e sounding long í ow/ou sounding long ó u sounding long ú
			SF Rule: 47				
1	intrigue	Thames	plumber	knuckle	culture	headache	eighteenth
2	technology	equator	tomb	knowledgeable	sculpture	weather	maintain
3	carnage	equipment	subtle	government	composure	business	diseased
4	begrudge	laughter	doubtful	environment	reassure	prettiest	siege
5	picturesque	catastrophe	handkerchief	wrapper	information	oxygen	islander
6	chemistry	whether	handbag	answered	devastation	gymnastics	described
7	recognisable	procession	campaign	listening	conclusion	wander	tomorrow
8	realisation	celebration	foreign	wrestler	intrusion	wonder	shoulder
9	typical	scissors	honest	salmon	transmission	encourage	fluid
10	cygnet	obedient	rhubarb	calmest	obsession	booklet	utensil

### Common exception words Year 5/ Year 6

	Spellingframe CEW 53	Spellingframe CEW 53	Spellingframe CEW 53/54	Spellingframe CEW 54	Spellingframe CEW 54/55	Spellingframe CEW 55	Spellingframe CEW 55
11	accompany	ancient	average	competition	bargain	correspond	determined
12	according	apparent	category	conscience	bruise	criticise	develop
13	achieve	appreciate	cemetery	conscious	embarrass	curiosity	dictionary
14	aggressive	attached	committee	awkward	environment	definite	disaster
15	amateur	available	communicate	controversy	convenience	desperate	disastrous

Words in yellow boxes can be practised using Spellingframe <https://spellingframe.co.uk/>



## Year 6 Spellings - Autumn 2



Children will be taught spelling rules and patterns each week. Spellings set for homework are a combination of common exception words and topic related vocabulary alongside words to consolidate learning completed during that week. Children need to practise and learn these spellings at home. Children's recall of spellings will be checked through a weekly spelling dictation.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Spelling pattern	<b>Digraphs and trigraphs</b> oi,oy ow, ou ar air, are, ear	<b>Digraphs and trigraphs</b> ear, ere, eer ir, er, ur, or,ore,au,aw,	<b>Suffixes -ed/-ing</b> In multi-syllabic words, if the last syllable is unstressed the consonant letter is not doubled <b>Irregular past tense</b> Some words change in spelling substantially when made plural.	<b>Comparative/ Superlative</b> <b>er/est/Plural s/es/ies</b> for consonant -y words, drop the -y add i before -er/-est/es	<b>Words of Latin Etymology</b> multi-many circum-around aqua-water bi-two tri-three	<b>Greek Etymology</b> bio-life chron-time photo-light micro-small phon-sound	<b>Words ending ant, ance, ancy ent, ence, ency</b> For related words with 'long a' in the same place use 'ant' Use -ent after soft c, soft g,
1	boisterous	tearstained	delighted	harsher	multiplication	biology	consultant
2	royalty	atmosphere	communicating	earlier	multimillionaire	biographical	flamboyant
3	voyager	persuasion	interrupted	weirdest	circumstance	chronological	dominance
4	empower	commandeer	gesturing	murkiest	circumnavigate	synchronise	reluctance
5	renown	souvenir	guaranteed	foggiest	aquarium	photography	expectancy
6	scoundrel	circuit	worshiping	stranger	sub-aqua	photosynthesis	magnificent
7	jeopardise	purposeful	budgeting	tornadoes	bilingual	microscope	indulgent
8	impaired	deteriorate	caught	daughters	biannual	microphone	consequence
9	threadbare	forewarning	sprang	sandwiches	trilogy	telephone	dependency
10	earthquake	flawless	dreamt	theories	triathlon	symphony	intelligence

### Common exception words Year 5/ Year 6

	Spellingframe CEW 56	Spellingframe CEW 56	Spellingframe CEW 56/57	Spellingframe CEW 57	Spellingframe CEW 57/58	Spellingframe CEW 58	Spellingframe CEW 58
11	equip	excellent	forty	identity	interfere	marvellous	nuisance
12	equipment	existence	frequently	government	interrupt	mischievous	occupy
13	equipped	explanation	guarantee	immediate	language	muscle	occur
14	especially	familiar	harass	immediately	leisure	necessary	opportunity
15	exaggerate	foreign	hindrance	individual	lightning	neighbour	parliament

Words in yellow boxes can be practised using Spellingframe <https://spellingframe.co.uk/>



## Year 6 Spellings - Spring 1



Children will be taught spelling rules and patterns each week. Spellings set for homework are a combination of common exception words and topic related vocabulary alongside words to consolidate learning completed during that week. Children need to practise and learn these spellings at home. Children's recall of spellings will be checked through a weekly spelling dictation.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Spelling pattern	Words ending -le, el, il, al, ol Words ending -el, al, il, ol- are less common than words ending 'le'	Prefixes- de, mis, dis- 'dis'- not/ opposite of 'mis'-wrong/ opposite of 'de' - undo/do opposite of	Prefixes- in/im/il/ir 'in' means 'not'. words starting with a 'p' or 'm' 'in' becomes 'im' When the root word starts with 'l', 'in' becomes 'il' When the root word starts with 'r', 'in' becomes 'ir'	Prefixes- inter/anti/ intra/ super/sub 'inter'-between/among 'anti'-against/opposed to 'intra'- on the inside 'super'- over/above usual 'sub'-under or below	Prefixes 'post' - after/after 'pre'- before 'trans' -across/ through 'fore'- before 'un' -not	Prefixes 'auto' - self/own/same 'com' -together 'audi'- hear/listen 'under'-below 'over'-above	
1	article	depopulate	indefinitely	intermingle	postgame	autobiographical	
2	enable	depress	informal	intersection	post-war	automating	
3	parallel	dethrone	imperfection	anti-climax	preoccupied	combination	
4	enamel	detour	immeasurable	antibodies	preindustrial	consensus	
5	tranquil	disqualify	imprisonment	intra-city	transparent	audio	
6	daffodil	disinfect	irretrievable	intravenous	translucent	audience	
7	carnival	disembark	irrationally	superintendent	forecast	overdose	
8	eternal	misunderstanding	irregularly	superimpose	forefather	overworked	
9	parasol	misuse	illogically	subdued	unimaginable	underestimate	
10	protocol	misread	illuminated	subscribe	unbelievable	underpaid	
	Spellingframe CEW 58/59	Spellingframe CEW 59	Spellingframe CEW 60	Spellingframe CEW 60/61	Spellingframe CEW 61	Spellingframe CEW 61	
11	persuade	programme	shoulder	soldier	system	variety	
12	physical	pronunciation	signature	stomach	systematic	vegetable	
13	prejudice	queue	sincere	sufficient	temperature	vegetation	
14	privilege	recognise	sincerely	suggest	thorough	vehicle	
15	profession	recommend	secretary	symbol	twelfth	yacht	answer

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## Year 6 Spellings - Spring 2



Children will be taught spelling rules and patterns each week. Spellings set for homework are a combination of common exception words and topic related vocabulary alongside words to consolidate learning completed during that week. Children need to practise and learn these spellings at home. Children's recall of spellings will be checked through a weekly spelling dictation.

	Week 1	Week 2	Week 3	Week 4	Week 5		
Spelling pattern	<b>Suffixes-</b> ful, less, ness, ment, ship 'ful'-full of 'less'-without 'ness'-quality /state 'ment'-action/state 'ship'-state/condition	<b>Words ending-sion, tion, cian, ssion</b> Many 'sion' words- formed from verbs ending 'se' 'd' or 'de'- ssion is used if word ends in -ss or -mit -cian is used if word ends in -c or -cs -tion is used if the root word ends in -t or -te	<b>Words ending- sure, ture, age, ity</b>	<b>Words ending- able, ably, ible, ibly, ation</b> Suffix-able- If the root word ends in 'e' it is often dropped before adding the suffix unless the word ends in 'ce' or 'ge' when the 'e' must be kept. 'y' often changes to 'i'	<b>Words ending -cious, tious, cial, tial</b> The 'shus' sound- commonly spelt as 'cious' at the end of an adjective. 'tious' at the end of a few words. The 'shul' sound: 'tial' is commonly used after a consonant -'cial' is commonly used after a vowel.		
1	plentiful	correction	pressure	capable	conscientious		
2	skilful	attraction	composure	admirable	fractious		
3	shameless	situation	disclosure	uncomfortably	overambitious		
4	motionless	conclusion	departure	unreasonably	ferocious		
5	ugliness	provision	gesture	flexible	tenacious		
6	loneliness	revision	future	reversible	residential		
7	argument	omission	blockage	feasibly	impartial		
8	agreement	procession	passage	audibly	antisocial		
9	hardship	optician	nationality	situation	unofficial		
10	leadership	musician	responsibility	initiation	superficial		

### Common exception words Year 5/ Year 6

	Spellingframe CEW 25	Spellingframe CEW 26	Spellingframe CEW 26	Spellingframe CEW 27	Spellingframe CEW 27		
11	believe	calendar	build	continue	early		
12	bicycle	breath	caught	decide	earth		
13	actual	breathe	centre	describe	circle		
14	actually	busy	century	certain	consider		
15	arrive	complete	business	different	difficult		

Words in yellow boxes can be practised using Spellingframe <https://spellingframe.co.uk/>



## Year 6 Spellings - Summer 1



Children will be taught spelling rules and patterns each week. Spellings set for homework are a combination of common exception words and topic related vocabulary alongside words to consolidate learning completed during that week. Children need to practise and learn these spellings at home. Children's recall of spellings will be checked through a weekly spelling dictation.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Spelling pattern	<b>Suffix- ate, ise, -ify</b> Nouns and adjectives can be converted into verbs by using the suffixes-ate, -ise and -ify.	<b>Words ending -fer</b> Only double the 'r' before adding a vowel suffix if the 'fer' is still stressed.	<b>ie/ei sounding long 'ee'</b> 'ie' can make the long 'e' sound. 'ei' can also make the long 'e' sound (ee).	<b>'ei' sounding long 'ee'</b>  'ei' can make the long 'e' sound (ee).	<b>Silent letters</b> Silent 't' is often in the letter string 'stle'. Silent 't' is often in the letter string 'ten'.	<b>Silent letters</b> Silent 'u' is always followed by a vowel ('e' or 'i'). Silent 'u' often follows 'g'.	
1	geminate	offer	caffeine	neighbourly	nestle	biscuit	
2	considerate	offered	neither	veiled	castle	circuit	
3	captivate	offering	either	foreigner	rustle	disguise	
4	activate	differ	sovereign	forfeit	jostle	building	
5	familiarise	difference	protein	height	fastening	guess	
6	realise	interfere	counterfeit	weird	christened	guest	
7	materialise	interference	efficient	seize	listened	guitar	
8	glorify	interfered	sufficient	seizure	glistening	guilty	

### Common exception words Year 3/ Year 4

	Spellingframe CEW 27/28	Spellingframe CEW 29	Spellingframe CEW 29	Spellingframe CEW 30	Spellingframe CEW 30	Spellingframe CEW 31	
9	disappear	guide	history	imagine	knowledge	medicine	
10	eight	forward	guard	increase	learn	mention	
11	eighth	fruit	heard	important	length	minute	
12	enough	grammar	heart	interest	library	naughty	
13	exercise	group	height	island	material	natural	

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## Year 6 Spellings - Summer 2



Children will be taught spelling rules and patterns each week. Spellings set for homework are a combination of common exception words and topic related vocabulary alongside words to consolidate learning completed during that week. Children need to practise and learn these spellings at home. Children's recall of spellings will be checked through a weekly spelling dictation.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Spelling pattern	<b>Compound adjectives</b> Compound adjectives directly before a noun usually have a hyphen to show that together the words make one adjective.	<b>Hyphen prefix -ill</b> 'ill' means 'bad' or 'badly'. Hyphens are also normally used when the prefix is a single (often capital) letter	<b>Unstressed vowels</b> Vowels are sometimes said quickly or quietly, or the 'beat' falls elsewhere so they are not heard.	<b>Words of Latin Etymology</b> 'tract' comes from Latin and means 'pull'. 'struct' comes from Latin and means 'build'.	<b>Prefixes -min/-magn</b> 'min' comes from Latin meaning 'small' or 'less'. 'magn' comes from Latin meaning 'great' or 'large'.	<b>Prefix -tele/-trans</b> 'tele' comes from Latin meaning 'distant' or 'far off'. 'trans' comes from Latin meaning 'across'.	<b>Silent letters</b> Silent 'n' always follows 'm'. Silent 'b' often follows 'm'
1	hot-water	ill-gotten	chocolate	tractor	miniature	telephone	condemn
2	fire-proof	ill-mannered	frightening	subtract	minute	television	autumn
3	long-term	ill-timed	prosperous	attract	minimum	telescope	hymn
4	free-range	ill-natured	memorable	retract	minor	telegram	solemnly
5	part-time	T-shirt	generously	structure	magnate	translate	thumb
6	well-behaved	U-turn	fattening	construction	magnificent	transfer	climber
7	well-known	X-ray	deafening	unstructured	magnify	transmit	bombed
8	cold-blooded	T-junction	parliaments	deconstructing	magnitude	transplant	undoubtedly
Common exception words Year 3/ Year 4							
	Spellingframe CEW 32	Spellingframe CEW 32	Spellingframe CEW 33	Spellingframe CEW 33	Spellingframe CEW 34	Spellingframe CEW 35	Spellingframe CEW 36
9	ordinary	position	probably	recent	separate	therefore	Random selection of Year 3/ Year 4 words.
10	particular	possess	promise	regular	special	through	
11	peculiar	possession	purpose	reign	strange	thought	
12	perhaps	possibly	quarter	remember	strength	though	
13	popular	potatoes	question	sentence	suppose	woman	

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