



Year 6 Spelling LTP



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	'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'	Unstressed Consonants b,d,g,h (Y2/4) (Silent letters) Silent b following m/ or before t	Unstressed Consonants k,n,w,t,l (Y2/4) (Silent letters)	Word ending-ture, sure, tion, sion, ssion (Y2/3/4)	Short vowel sounds (Y1) a/ea/sounding 'e' i/o/u/y/sounding 'i' a sounding o o/ou/oo/ sounding 'u'	Long vowel sounds (Y1) 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
Autumn 2	Digraphs and trigraphs (Y1) oi,oy ow, ou ar air, are, ear	Digraphs and trigraphs (Y1) ear, ere, eer ir, er, ur, or,ore,au,aw,	Suffixes -ed/-ing (Y2/3/4) In multi-syllabic words, if the last syllable is unstressed the consonant letter is not doubled Irregular past tense	Comparative/ (Y2/3) Superlative er/est/ Plural s/es/ies for consonant -y words, drop the -y add i before -er/-est/es	Words of Latin Etymology multi-many circum-around aqua-water bi-two tri-three	Hyphen -prefix co/re/ex Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel and the root word starts with a vowel.	Greek Etymology bio-life chron-time photo-light micro-small phon-sound
Spring 1	Words ending -le, el, il, al, ol (Y2) Words ending -el, al, il, ol- are less common than words ending 'le'	Prefixes- de, mis, dis (Y3/4/5) 'dis'- not/ opposite of 'mis'-wrong/ opposite of 'de'- undo/do opposite of	Hyphen homophones (Y4) 're'- 'again'. The prefix 're' creates many homophones /near homophones with other words	Prefixes- in/im/il/ir (Y3/4/5) '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'	Prefixes- inter/anti/ intra/ super/sub (Y4/5) 'inter'-between/among 'anti'-against/opposed to 'intra'- on the inside 'super'-over/above usual'sub'-under or below	Prefixes (Y3) 'post'- after/later 'pre'- before 'trans'- across/ through 'fore'- before 'un'- not	Prefixes (Y4/5) 'auto'-self/own/same 'com' 'con' -together 'audi'- hear/listen 'under'-below 'over'-above
Spring 2	Words ending (Y5) ant, ance, ancy ent, ence, ency For related words with 'long a' in the same place use 'ant' Use -ent after soft c, soft g,	Suffixes- ful, (Y2) less, ness, ment, ship 'ful'-full of 'less'-without 'ness'-quality /state 'ment'-action/state 'ship'- state/condition	Words ending-(Y2/3/4) sion, tion, cian, ssion '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	Words ending- (Y3/4) sure, ture, age, ity	Words ending -cious, tious, cial, tial (Y4/5) 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.	Words ending-(Y4/5) 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'	Suffix- ate, ise, -ify (Y5) Nouns and adjectives can be converted into verbs by using the suffixes-ate, -ise and -ify.
Summer 1	Letter string-ough (Y5) -ough can be used to spell a number of different sounds	Words ending -fer (Y5) Only double the 'r' before adding a vowel suffix if the 'fer' still stressed.	ie/ei sounding long 'ee' (Y5) 'ie' can make the long 'e' sound. 'ei' can also make the long 'e' sound (ee).	'ei' sounding long 'ee' (Y5) 'ei' can make the long 'e' sound (ee).	Silent letters (Y5) Silent 't' is often in the letter string 'stle'. Silent 't' is often in the letter string 'ten'.	Silent letters (Y5) Silent 'u' is always followed by a vowel ('e' or 'i'). Silent 'u' often follows 'g'.	Word ending/ suffix -ous (Y4) If there is a long 'e' sound before -ous, it is usually spelt as 'i'
Summer 2	Compound adjectives Compound adjectives directly before a noun usually have a hyphen to show that together the words make one adjective.	Hyphen prefix -ill 'ill' means 'bad' or 'badly'. Hyphens used when the prefix is a single letter	Unstressed vowels Vowels are sometimes said quickly or quietly, or the 'beat' falls elsewhere so they are not heard.	Words of Latin Etymology 'tract' comes from Latin and means 'pull'./'struct' comes from Latin and means 'build'.	Prefixes -min/-magn 'min' comes from Latin meaning 'small' or 'less'. 'magn' comes from Latin meaning 'great' or 'large'.	Prefix -tele/-trans 'tele' comes from Latin meaning 'distant' or 'far off'/'trans' comes from Latin meaning 'across'.	Silent letters (Y5) 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'	Unstressed Consonants b,d,g,h (Silent letters) Silent b following m/ or before t	Unstressed Consonants k,n,w,t,l (Silent letters)	Word ending- ture, sure, tion, sion, ssion	Short vowel sounds a/ea/sounding 'e' i/o/u/y/sounding 'i' a sounding o o/ou/oo/ sounding 'u'	Long vowel sounds 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	Digraphs and trigraphs oi,oy ow, ou ar air, are, ear	Digraphs and trigraphs ear, ere, eer ir, er, ur, or,ore,au,aw,	Suffixes -ed/-ing In multi-syllabic words, if the last syllable is unstressed the consonant letter is not doubled Irregular past tense Some words change in spelling substantially when made plural.	Comparative/ Superlative er/est/Plural s/es/ies for consonant -y words, drop the -y add i before -er/-est/es	Words of Latin Etymology multi-many circum-around aqua-water bi-two tri-three	Hyphen -prefix co/re/ex Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel and the root word starts with a vowel.	Greek Etymology bio-life chron-time photo-light micro-small phon-sound
						SF Rule: 44	
1	boisterous	tearstained	delighted	harsher	multiplication	co-operate	biology
2	royalty	atmosphere	communicating	earlier	multimillionaire	co-ordinate	biographical
3	voyager	persuasion	interrupted	weirdest	circumstance	co-own	chronological
4	empower	commandeer	gesturing	murkiest	circumnavigate	re-enter	synchronise
5	renown	souvenir	guaranteed	foggiest	aquarium	re-elect	photography
6	scoundrel	circuit	worshiping	stranger	sub-aqua	re-educate	photosynthesis
7	jeopardise	purposeful	budgeting	tornadoes	bilingual	ex-convict	microscope
8	impaired	deteriorate	caught	daughters	biannual	ex-boyfriend	microphone
9	threadbare	forewarning	sprang	sandwiches	trilogy	ex-wife	telephone
10	earthquake	flawless	dreamt	theories	triathlon	mid-Atlantic	symphony

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

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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	Week 7
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	Hyphen homophones 're'- 'again'. The prefix 're' creates many homophones /near homophones with other words	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/later 'pre'- before 'trans'- across/through 'fore'- before 'un'-not	Prefixes 'auto'-self/own/same 'com' 'con'-together 'audi'- hear/listen 'under'-below 'over'-above
1	article	depopulate	re-cover	indefinitely	intermingle	postgame	autobiographical
2	enable	depress	recover	informal	intersection	post-war	automating
3	parallel	dethrone	re-sent	imperfection	anti-climax	preoccupied	combination
4	enamel	detour	resent	immeasurable	antibodies	preindustrial	consensus
5	tranquil	disqualify	re-serve	imprisonment	intra-city	transparent	audio
6	daffodil	disinfect	reserve	irretrievable	intravenous	translucent	audience
7	carnival	disembark	re-sign	irrationally	superintendent	forecast	overdose
8	eternal	misunderstanding	resign	irregularly	superimpose	forefather	overworked
9	parasol	misuse	re-form	illogically	subdued	unimaginable	underestimate
10	protocol	misread	reform	illuminated	subscribe	unbelievable	underpaid
Common exception words Year 5/ Year 6							
	Spellingframe CEW 58/59	Spellingframe CEW 59	Spellingframe CEW 59/60	Spellingframe CEW 60	Spellingframe CEW 60/61	Spellingframe CEW 61	Spellingframe CEW 61
11	persuade	programme	relevant	shoulder	soldier	system	variety
12	physical	pronunciation	restaurant	signature	stomach	systematic	vegetable
13	prejudice	queue	rhyme	sincere	sufficient	temperature	vegetation
14	privilege	recognise	rhythm	sincerely	suggest	thorough	vehicle
15	profession	recommend	sacrifice	secretary	symbol	twelfth	yacht

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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	Week 6	Week 7
Spelling pattern	Words ending ant, ance, ancy ent, ence, ency For related words with 'long a' in the same place use 'ant' Use -ent after soft c, soft g,	Suffixes- ful, less, ness, ment, ship 'ful'-full of 'less'-without 'ness'-quality /state 'ment'-action/state 'ship'-state/condition	Words ending-sion, tion, cian, ssion 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	Words ending-sure, ture, age, ity	Words ending -cious, tious, cial, tial 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.	Words ending- able, ably, ible, ibly, ation 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'	Suffix- ate, ise, -ify Nouns and adjectives can be converted into verbs by using the suffixes-ate, -ise and -ify.
1	consultant	plentiful	correction	pressure	conscientious	capable	germinate
2	flamboyant	skilful	attraction	composure	fractious	admirable	considerate
3	dominance	shameless	situation	disclosure	overambitious	uncomfortably	captivate
4	reluctance	motionless	conclusion	departure	ferocious	unreasonably	activate
5	expectancy	ugliness	provision	gesture	tenacious	flexible	familiarise
6	magnificent	loneliness	revision	future	residential	reversible	realise
7	indulgent	argument	omission	blockage	impartial	feasibly	materialise
8	consequence	agreement	procession	passage	antisocial	audibly	glorify
9	dependency	hardship	optician	nationality	unofficial	situation	terrify
10	intelligency	leadership	musician	responsibility	superficial	initiation	clarify

Common exception words Year 5/ Year 6

	Spellingframe CEW 25	Spellingframe CEW 25	Spellingframe CEW 26	Spellingframe CEW 26	Spellingframe CEW 27	Spellingframe CEW 27	Spellingframe CEW 27/28
11	accident	believe	calendar	build	early	continue	disappear
12	appear	bicycle	breath	caught	earth	decide	eight
13	accidentally	actual	breathe	centre	circle	describe	eighth
14	address	actually	busy	century	complete	different	enough
15	answer	arrive	business	certain	consider	difficult	exercise

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	Week 7
Spelling pattern	Letter string-ough -ough can be used to spell a number of different sounds	Words ending -fer Only double the 'r' before adding a vowel suffix if the 'fer' is still stressed.	ie/ei sounding long 'ee' 'ie' can make the long 'e' sound. 'ei' can also make the long 'e' sound (ee).	'ei' sounding long 'ee' 'ei' can make the long 'e' sound (ee).	Silent letters Silent 't' is often in the letter string 'stle'. Silent 't' is often in the letter string 'ten'.	Silent letters Silent 'u' is always followed by a vowel ('e' or 'i'). Silent 'u' often follows 'g'.	Word ending/ suffix -ous If there is a long 'e' sound before -ous, it is usually spelt as 'i'
1	roughen	offer	caffeine	neighbourly	nestle	biscuit	continuous
2	toughen	offered	neither	veiled	castle	circuit	generous
3	throughout	offering	either	foreigner	rustle	disguise	strenuous
4	coughed	differ	sovereign	forfeit	jostle	building	frivolous
5	thoughtful	difference	protein	height	fastening	guess	miscellaneous
6	ploughs	interfere	counterfeit	weird	christened	guest	glorious
7	afterthought	interference	efficient	seize	listened	guitar	contagious
8	breakthrough	interfered	sufficient	seizure	glistening	guilty	oblivious

Common exception words Year 3/ Year 4

	Spellingframe CEW 28	Spellingframe CEW 29	Spellingframe CEW 29	Spellingframe CEW 30	Spellingframe CEW 30	Spellingframe CEW 31	Spellingframe CEW 31
9	famous	guide	history	imagine	knowledge	medicine	notice
10	experience	forward	guard	increase	learn	mention	often
11	experiment	fruit	heard	important	length	minute	occasionally
12	extreme	grammar	heart	interest	library	naughty	opposite
13	favourite	group	height	island	material	natural	various

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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	Compound adjectives Compound adjectives directly before a noun usually have a hyphen to show that together the words make one adjective.	Hyphen prefix -ill 'ill' means 'bad' or 'badly'. Hyphens are also normally used when the prefix is a single (often capital) letter	Unstressed vowels Vowels are sometimes said quickly or quietly, or the 'beat' falls elsewhere so they are not heard.	Words of Latin Etymology 'tract' comes from Latin and means 'pull'. 'struct' comes from Latin and means 'build'.	Prefixes -min/-magn 'min' comes from Latin meaning 'small' or 'less'. 'magn' comes from Latin meaning 'great' or 'large'.	Prefix -tele/-trans 'tele' comes from Latin meaning 'distant' or 'far off'. 'trans' comes from Latin meaning 'across'.	Silent letters 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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