



Subject: Spelling Year Group: 6

**I should already be able to...**

- use prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- Spell some of the Y5/6 spelling words

**Vocabulary:**

Consonant	Contractions	Irregular
Vowel	Dictionary	Morphology
Prefix	Latin	Etymology
Suffix	Plural	Thesaurus
Homophone	Possessive	
Apostrophe	Regular	

**At the end of Year 6 I will be able to...**

- use further prefixes and suffixes and understand the guidance for adding them
- spell more words with 'silent' letters
- distinguish between more homophones and other words which are often confused
- use greater knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
- use the first three or four letters of a word to quickly check spelling, meaning or both of these in a dictionary
- Spell most of the Y5/6 spelling words
- Use a thesaurus

**Spelling strategies I will learn...**

Segmentation, identifying the tricky part of the word, Look, Say, Cover, Write, Check, rainbow write, using the working wall to find correct spellings of high frequency and common exception words, using an alphabetically-ordered word bank and using a dictionary and thesaurus.

**Spelling content to be taught:**

Autumn term	Spring term	Summer term
<p><b>Revisit</b> Strategies at the point of writing: Have a go Words ending '-able/ably', '-ible/ibly'</p> <p><b>Rare GPCs</b> Revise words with the /i:/ sound spelt 'ei' after 'c'.</p> <p><b>Prefixes and Suffixes</b> Adding suffixes beginning with vowel letters to words ending in '-fer'.</p> <p><b>Word endings</b> Endings that sound like /ous/ spelt '-cious' or '-tious' (<i>precious, ambitious</i>)</p> <p><b>Homophones</b> <i>advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy</i></p> <p><b>Learning and Practising spellings</b> Pupils:</p> <ul style="list-style-type: none"> <li>• Learn selected words taught in new knowledge this term.</li> <li>• Learn words from the Years 5 and 6 word list. (average of 7 words each term.)</li> <li>• Learn words from personal lists.</li> </ul>	<p><b>Revisit</b> Words containing the letter string '-ough'</p> <p><b>Prefixes and Suffixes</b> Generating words from prefixes and suffixes</p> <p><b>Word endings</b> The /ʃəl/ sound, words ending 'tial' and 'cial' (<i>official, special, artificial, partial, confidential, essential</i>)</p> <p><b>Homophones</b> <i>compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/stationary</i> All homophones from KS2</p> <p><b>Learning and Practising spellings</b> Pupils:</p> <ul style="list-style-type: none"> <li>• Learn selected words taught in new knowledge this term.</li> <li>• Learn words from the Years 5 and 6 word list. (average of 7 words each term.)</li> <li>• Learn words from personal lists.</li> </ul>	<p><b>Revisit</b> Spelling strategies at the point of writing</p> <p><b>Rare GPCs</b> Revise words with rare GPCs from the Years 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>)</p> <p><b>Word endings</b> Words ending in '-ant', '-ance'/'-ancy', '-ent', '-ence'/'-ency'</p> <p><b>Homophones and near homophones</b> <i>draft/draught, dissent/descent, precede/proceed, wary/weary</i></p> <p><b>Proofreading</b> Embedding proofreading strategies when reviewing own writing independently.</p> <p><b>Learning and Practising spellings</b> Pupils:</p> <ul style="list-style-type: none"> <li>• Learn selected words taught in new knowledge this term.</li> <li>• Learn words from the Years 5 and 6 word list. (average of 7 words each term.)</li> <li>• Learn words from personal lists</li> <li>• Root words and meanings</li> </ul>