



## Year 6 National Curriculum requirements

### **Pupils should be taught to**

- develop a range of personal strategies for learning new and irregular words\*
- develop a range of personal strategies for spelling at the point of composition\*
- develop a range of strategies for checking and proof reading spellings after writing\* • use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters (for example, knight, psalm, solemn)
- 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, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus
- proofread for spelling errors.

\* non-statutory



### Autumn 1

- Revise words from statutory word lists
- Words ending in '-able'/'-ably' and '-ible'/'-ibly'
- Adding suffixes beginning with vowels to words ending in '-fer'
- Proofreading

Week	Spelling pattern	Rules and strategies	Example words
1	Revise words from statutory word lists	<ul style="list-style-type: none"> <li>• Pyramid words</li> <li>• Trace, copy and replicate</li> <li>• Look, say, cover, write, check</li> <li>• Drawing around the word to make the shape clearer</li> <li>• Drawing an image around the word</li> <li>• Words without vowels</li> </ul>	Assess spelling of statutory words
2	Words ending in -ibly	<p>'-able' is more common than '-ible'.</p> <p>The '-able' ending is usually used (but not always) if a complete root word can be heard before it. In some cases the ending of the root word may change, for example, <i>rely/reliable</i>.</p> <p>The '-ible' root is common if a complete root word cannot be heard before it (but not without exception, for example <i>sensible</i>).</p> <p>The '-able' ending is used if there is a related word ending in '-ation', for example, <i>applicable/application</i>.</p>	incredibly sensibly reliably respectably agreeably enviably possibly terribly audibly forcibly sensibly visibly horribly impossibly irresistibly invisibly responsibly flexibly incredibly
3	Words ending in -ably		probably presumably reasonably inevitably considerably notably invariably remarkably comfortably preferably suitably arguably understandably uncomfortably unreasonably noticeably reliably irritably miserably predictably unmistakably undeniably unquestionably regrettably justifiably unbelievably profitably admirably inexplicably improbably unavoidably uncontrollably impeccably agreeably ably
4	Adding suffixes beginning with vowels to words ending in -fer	<p>Pupils note the rules in their spelling journals:</p> <p>The 'r' is doubled if the '-fer' is still stressed when the ending is added</p> <p>The 'r' is doubled=d if the '-fer' is no longer stressed.</p>	Referee, referred, transferring, preference, referral, transferred
5	SATs practice		Past papers
6	Proofreading in smaller chunks (sentences/paragraphs)	<p>Read the whole paragraph for sense.</p> <p>Are there any spelling errors?</p> <p>Look closely at each sentence in turn, running a pen along under each word to check carefully. Use dictionaries to check.</p>	



### Autumn 2

- Revise rules for plurals (adding '-s', '-es', and '-ies') and apostrophes for contraction and possession
- Use of the hyphen
- To spell statutory words and continue to teach strategies which aid learning. Proofreading, focusing on checking words from personal lists
- Using a dictionary to create word webs and support learning word roots, derivations and spelling patterns

Week	Spelling pattern	Rules and strategies	Example words
1	Revise rules for plurals (adding '-s', '-es', and '-ies') and apostrophes for contraction and possession		
2	Revise homophones ('ce' and 'se')	Nouns are spelt with '-ce' and verbs with '-se' They are also sometimes pronounced slightly differently	Advice/advise Device/devise Practice/practise Licence/license
3	Revise endings that sound like /jəs/ spelt '-cious'	Not many common words ending like this. If the root word ends in '-ce', the ending is usually spelt with 'c', for example vice/vicious Exceptions: anxious and suspicious	Infect – infectious Fiction – fictitious Caution – cautious Ambitious Nutritious
4	Revise endings that sound like /jəs/ spelt '-tious'	Not many common words ending like this. If the root word ends in '-ce', the ending is usually spelt with 'c', for example vice/vicious Exceptions: anxious and suspicious	Vice – vicious Malice – malicious Grace – gracious Suspect – suspicious Precious Conscious
5	Revise use of hyphen	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.	co-ordinate re-enter co-operate co-own co-own, co-exist co-pilot re-cover self-evident all-inclusive pre-owned
6	Revise statutory word list for year 5 and 6 so far	<ul style="list-style-type: none"> <li>• Pyramid words</li> <li>• Trace, copy and replicate</li> <li>• Look, say, cover, write, check</li> <li>• Drawing around the word to make the shape clearer</li> <li>• Drawing an image around the word</li> <li>• Words without vowels</li> </ul>	Use assessments to generate personal spelling lists



## Spring 1

- Words with 'ough' letter string
- Strategies for learning words: words from statutory and personal spelling lists
- Words ending in '-cial' and '-tial'
- Proofreading someone else's writing
- Generating words from prefixes
- Strategies for learning words: words from statutory and personal spelling lists

Week	Spelling pattern	Rules and strategies	Example words
1	Revise words with 'ough' letter string	When singular proper nouns end in 's', you can either: <ul style="list-style-type: none"> <li>• add apostrophe and then 's' (Thomas's)</li> <li>• or add just an apostrophe (Thomas').</li> </ul> The National Curriculum uses the first convention.	ought bought thought nought brought fought rough tough enough chough cough though although dough through breakthrough thorough borough plough bough
2	Revise strategies for learning words: words from personal spelling lists: pair testing		Children use personal spelling lists based on statutory words they need to learn.
3	Revise words ending in '-cial'	'-cial' is common after a vowel letter '-tial' is common after a consonant letter Exceptions: initial, financial, provincial	social special official financial commercial crucial judicial artificial racial beneficial superficial unofficial facial glacial sacrificial prejudicial antisocial multiracial
4	Revise words ending in '-tial'	'-cial' is common after a vowel letter '-tial' is common after a consonant letter Exceptions: initial, financial, provincial	potential essential initial substantial residential presidential partial influential differential spatial confidential martial sequential impartial preferential consequential existential circumstantial prudential torrential referential exponential inconsequential experiential quintessential evidential
5	Revise generating words from prefixes and roots		bi-, trans- pro- aqua- tele- anti- super- circum- semi- auto-extra- aero
6	Revise strategies for learning words: words from statutory and personal spelling lists	<ul style="list-style-type: none"> <li>• Pyramid words</li> <li>• Trace, copy and replicate</li> <li>• Look, say, cover, write, check</li> <li>• Drawing around the word to make the shape clearer</li> <li>• Drawing an image around the word</li> <li>• Words without vowels</li> </ul>	Individual spelling lists



### Spring 2

- Strategies for learning words: words from statutory lists and personal spelling lists - Proofreading
- Homophones
- Generating words from prefixes and roots
- Words ending in 'ant', 'ance' and 'ancy'

Week	Spelling pattern	Rules and strategies	Example words
1	Revise statutory spellings learnt so far Strategies at the point of writing Proofreading Words from statutory lists	<ul style="list-style-type: none"> <li>• Pyramid words</li> <li>• Trace, copy and replicate</li> <li>• Look, say, cover, write, check</li> <li>• Drawing around the word to make the shape clearer</li> </ul>	All words have now been given children need to use personal spelling lists and spelling partner to test.
2	Revise homophones	Ensure children know the meaning of these words	'dessert/desert' 'stationary'/'stationery' 'complement'/'compliment' 'principle'/'principal' 'prophet'/'profit'
3	Revise homophones	Brake/ break, grate/great, eight/ate, weight/wait, son/sun here/hear knot/not meat/meet missed/mist heard/herd through/threw peace/piece main/mane fair/fare scene/seen male/mail bawl/ball whether/weather affect/effect medal/meddle isle/aisle aloud/allowed affect/effect past/passed altar/alter ascent/assent bridle/bridal led/lead	
4	Revise homophones	steal/steel cereal/serial father/farther guessed/guest morning/mourning who's/whose advice/advise device/devise licence/license practice/practise compliment/complement desert/dessert principal/principle profit/prophet stationery/stationary draft/draught dissent/descent precede/proceed	
5	Revise generating words from prefixes and roots	See strategies above	Grapheme, graphics, graph, autograph, automatic, automobile, automation, phonetic, phoneme, xylophone, microphone, headphones, microbe, microwave, microscope, telegraph, teleprinter, telephoto, telescope, television, telegram, telepathy
6	Revise words ending in 'ance'	Use -ant and -ance/-ancy if there is a related word with a /æ/ or /e?/ sound in the right position; -ation endings are often a clue.	Acquaintance, abundance, acceptance, allowance, assistance, attendance, balance, circumstance, countenance, distance, perseverance, assistance, appliance, deviance, dominance, hesitance, tolerance, endurance, insurance, resistance, appearance, clearance, forbearance, instance, importance



- Summer 1

- Rare GPCs
- Words ending in 'ant', 'ance' and 'ancy', '-ent', '-ency', '-ence'
- Root words and meaning

Week	Spelling pattern	Rules and strategies	Example words
1	Revise words ending in 'ant'	Use –ant and –ance/–ancy if there is a related word with a /æ/ or /e?/ sound in the right position; –ation endings are often a clue.	Important, attendant, distant, perseverant, assistant, tolerant, hesitant, instant, important, repentant, significant
2	Revise words ending in 'ancy'	Use –ant and –ance/–ancy if there is a related word with a /æ/ or /e?/ sound in the right position; –ation endings are often a clue.	<i>Hesitancy, infancy, redundancy, vacancy, truancy, expectancy</i>
3	Revise root words and meaning	Words to be generated from these prefix/suffixes. Ensure children know the meaning of the words	<i>International, bicycle, intermission, audience, credibility, counterfeit, cycle, credit, benefit, diction, dictionary, prescription, traction, attractive, international, manuscript</i>
4	Revise words ending in '-ent',	Use –ent and –ence/–ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /?/ sound in the right position. NOTE: There are many words, however, where the above guidelines do not help. These words just have to be learnt.	Adherent, coherent, absent, adjacent, ancient, confident, decent, different, excellent, frequent, obedient, patient, permanent, present
5	Revise words ending in '-ence'	Use –ent and –ence/–ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /?/ sound in the right position.	adherence, coherence, inference, reference, interference, conference, dependence, circumference, sequence, violence preference, transference, confidence, evidence, incidence,
6	Revise words ending in '-ency'	Use –ent and –ence/–ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /?/ sound in the right position. NOTE: There are many words, however, where the above guidelines do not help. These words just have to be learnt.	Frequency, absorbency, agency, consistency, fluency, urgency



## Summer 2

- Spellings taught last half term
- Strategies for learning words: words from statutory and personal spelling lists
- Homophones
- Strategies for learning words: commonly misspelt homophones

Week	Spelling pattern	Rules and strategies	Example words
1	Revision of homophones		draught/draft, dissent/descent, precede/proceed, wary/weary + complete list
2	Revision of '-cial' and '-tial'	'-cial' is common after a vowel letter '-tial' is common after a consonant letter Exceptions: initial, financial, provincial	See words from previous weeks
3	Revision of '-cial' and '-tial'	'-cial' is common after a vowel letter '-tial' is common after a consonant letter Exceptions: initial, financial, provincial	See words from previous weeks
4	Strategies for learning words	<ul style="list-style-type: none"> <li>• Pyramid words</li> <li>• Trace, copy and replicate</li> <li>• Look, say, cover, write, check</li> <li>• Drawing around the word to make the shape clearer</li> <li>• Drawing an image around the word</li> </ul>	Statutory word list for years 5 and 6 + spellings from personal lists
5			
6			