

# Year 6 Spelling Handbook 1

NAME: \_\_\_\_\_



Prefixes
Spelling Rules
Plurals
Homophones
Silent Letters
Double Consonants

#### **USING THIS BOOKLET**

- This booklet contains most of the spelling patterns that children will all be expected to know by the end of Year 6.
- Each page has a brief section explaining the rule and then a copy of the Look, Cover, Write, Check sheet for that rule. This sheet contains suggestions for words that the children would be expected to be able to spell.
- Talking with your child to work out together which patterns they need more support with will help the most.

#### **Making Mistakes**

When a child incorrectly spells a word, that is an opportunity for learning. Children tend to learn best when motivated, so practice will likely work best when it is enjoyable, casual or taking the form of a game.

Spelling is

diffecolt

challageng

hard

#### Who decides what spellings children must learn?

The majority of the spellings in this book are taken from the National Curriculum's spelling lists for Year 3/4 and Year 5/6 (see Appendix 1 and 2). During their year 6 SATs spelling paper, children will be tested on words that follow the *same spelling pattern* as these words. Children's writing in class is also expected to have these words included and correctly spelled. It is important that children are confident spellers for them to achieve *Secure* at the end of Year 6.

#### Why is spelling in English so tricky?

The English language has borrowed words from many different countries, there are many different consonant and vowel sounds and exceptions to almost all the rules. This is brilliantly shown in the poem below:

I take it you already know
Of tough and bough and cough and dough?
Others may stumble, but not you,
On hiccough, thorough, lough and through?
Well done! And now you wish, perhaps,
To learn of less familiar traps?
Beware of heard, a dreadful word
That looks like beard and sounds like bird,
And dead: it's said like bed, not bead—
For goodness sake don't call it deed!
Watch out for meat and great and threat
(They rhyme with suite and straight and debt).

A moth is not a moth in mother,
Nor both in bother, broth in brother,
And here is not a match for there
Nor dear and fear for bear and pear,
And then there's dose and rose and lose —
Just look them up - and goose and choose,
And cork and work and card and ward,
And font and front and word and sword,
And do and go and thwart and cart —
Come, come, I've hardly made a start!
A dreadful language? Man alive!
I'd mastered it when I was five!

The Chaos, Attributed to T S Watt, 1954.



Create a quiet, relaxing environment for spelling practice.

Spelling practice works best when it is done daily – even if only for a few minutes. The Look, cover, write, check sheets are designed to be done across 3 days per week. Building a routine will help.

Provide encouragement and use your parental judgement. Does your child need more or less adult support? Can they spell the words and need to be extended? Do they need fewer or easier words?

Help children identify what part of the word they can spell (we can almost always spell some letters) and celebrate success!

### **PREFIXES**

Prefixes are parts of a word that go **before** the root word. They can be used to change the meaning of the word entirely. There are lots of them and they don't tend to alter the spelling of the root word at all.



A <u>prefix</u> is added to the beginning of a word to make a new word.

Discuss these prefixes with your child. Can they tell you what they do when you add them to the front of a root word? Can they give you examples?

anti-

co-

de-

dis-

em-, en-

extra-

fore-

il-, im-, in-, ir-

inter-, intra-

macro-

micro-

mid-

mis-

nonomni-

para-

post-

pre-

re-

semi-

sub-

super-

trans-

tri-

un-

uni-

YEAR 6 - RULE: PREFIXES						NAME:					
LOOK	SAY	COVER	Day 1	CHECK	Day 2	CHECK	Day 3	CHECK	Pick a challenge: Add a prefix or suffix. Write a synonym and antonym. Write the root word.		
i	nterfe	re									
i	nterru	ıp†									
r	ecogni	ise									
i	nsince	re									
i	ndividu	امر									
со	ntrove	ersy									
p	rejudi	ice									
ř	persua	.de									
(	dissua	de									
	disord	er									
n	nisplac	ed									

#### RULE: I Before E

I before E except after C (and only when the word rhymes with bee).

There are more words that aren't spelled *i before e* than are, but it's still a rhyme worth remembering. Examples:

- Belief Rhymes with bee, so has I before e.
- Ceiling Rhymes with bee, so follows I before e, except after c.
- Beige Has the ay sound. So is spelled ei, even without a c!
- Caffeine Exception, rhymes with bee but has ei!



	YEAR 6 - RULE: I before	<u> E</u>		<u>N</u>	IAME:		
LOOK SAY COVER	Day 1	CHECK	Day 2	CHECK	Day 3	CHECK	Pick a challenge: Add a prefix or suffix. Write a synonym and antonym. Find another word with the same pattern.
convenience							
achieve							
mischievous							
ancient							
soldier							
sufficient							
variety							
foreign							
ceiling							
leisure							
receive							
conscience							

### RULE: -ough

Words with *ough* in them can be **pronounced many different ways.** For example: th**ough**t (aw), r**ough** (uff), th**ough** (o as in go), c**ough** (off), pl**ough** (ow), thr**ough** (u as in threw). Encourage children to read the word aloud.

YEAF	R 6 - RULE: -OUGH-P/	ATTE	<u>ERN</u>	N	IAME:		
LOOK SAY COVER	Day 1	CHECK	Day 2	CHECK	Day 3	CHECK	Pick a challenge: Add a prefix or suffix. Write a synonym and antonym. Find another word with the same pattern.
thorough							
thoughtless							
though							
through							
enough							
although							
thought							
bought							
tough							
cough							
enough							

### **RULE: Hyphenated Words**

**Hyphens are used to stop confusion.** We use a hyphen when a *prefix* **ends** with the same letter as the **start** of the *root word*. Sometimes it is used with non-identical vowels to stop confusion *e.g. de-ice is easier to say than deice*. Some words feel like they should have hyphens (such as redo) but **do not** because they *do not fit the rule*.

<u>YEAR</u>	6 – RULE: HYPENATED	N	IAME:				
LOOK SAY COVER	Day 1	CHECK	Day 2	CHECK	Day 3	CHECK	Pick a challenge: Add a stiffix or write the root word. Write a synonym and antonym. Find another word with the same pattern.
lightweight							
co-operate							
co-ordinate							
remain							
replay							
re-examine							
retake							
de-ice							
revisit							
re-enter							
redo							

### RULE: -sure/-ture ending

When pronounced, these word endings can be hard to tell apart.

Have some fun and try saying the words together in a 'posh voice'. Everyone can roll out their best Queen accent for this one.

**Example:** Is it Treature or Treasure? Is it Adventure or Advensure?

When we say these words it's normally hard to spot the difference from sound, but our tongues are actually moving *slightly* differently for each ending. Remember words that end in *ch* have just –er. Teacher not teature.

YEAR (	NAME:						
LOOK SAY COVER	Day 1	CHECK	Day 2	CHECK	Day 3	CHECK	Pick a challenge: Add a prefx or suffix. Write a synonym and antonym. Find another word with the same pattern.
signature							
temperature							
pressure							
exposure							
agriculture							
displeasure							
manufacture							
disclosure							
measure							
mixture							
culture							

#### **PLURALS**

Plurals are used when there are more than one thing.

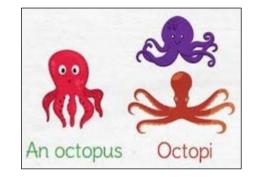
At its simplest, this means one cat, two cats, many cats. A common mistake is for children to put an apostrophe before the s for plurals (two cat's). This is incorrect. Apostrophes are used for possession (belonging) and contractions (missing letters – e.g. can not becomes can't).

#### Rules for plurals:

- Most words, just add 's' to the end of the word. Pencils.
- Add 'es' to words ending in ch, sh, s, ss, x or z. arches, bushes, buses, losses, taxes, quizzes.
- If the word ends in a **consonant** and a **y**, change the **y** to an **i**. berry -> berries, city -> cities.
- If the word ends in a **vowel** and a **y**, just add an s. day -> days, donkey -> donkeys.
- If the word ends in **f** or **fe**, change the **f** to a **v**. life -> lives, half -> halves.
- When the word ends in an o, add es. tomato -> tomatoes, echo -> echoes, potato -> potatoes.
- Sometimes the word stays the same in singular and plural. sheep -> sheep, deer -> deer.

#### Irregular plurals:

- These words change significantly when turned into a plural.
- Examples:
  - o Child -> children
  - o Man -> men
  - Person -> people
  - Penny -> pence



Keep all these words in the memory by practising them regularly. Get children to highlight the word endings. Play silly sentences – make up some ridiculous sentences including plural words.

YEAR 6	S – RULE: Plurals inclu	IAME:					
LOOK SAY COVER	Day 1	CHECK	Day 2	CHECK	Day 3	CHECK	Pick a challenge; Add a prefix or suffix. Write a synonym and antonym. Find another word with the same pattern.
languages							
identities							
leaves							
wishes							
echoes							
watches							
cities							
families							
replies							
delays							
holidays							

### **HOMOPHONES**

Homophones are words that sound the same but are spelled differently.

Children often find these very tricky. The spelling will depend of the context of the sentence and children must develop an *awareness* of this *as they write*.

Even adults often struggle with these:

- Is it a stationery or stationary shop?
- Will you practice or practise your instrument?
- Is the lion going to its or it's home?

Memory tricks are the best way to remember these.

#### Example:

The most difficult combination Is often **there**, **their and they're**. Here is a trick to remember them:

- there = place. You can see 'here' within 'there' and 'where'. They are all places
- **their** = possession. There's an **i** inside their. That shows something belongs to someone.
- **they're** is a *contraction* of *they are*. If you can swap it out for 'they are' and it still makes sense, then it is this spelling.

Encourage children to spot the words within words and understand the 'lazy' contracted versions of words.

YEA	AR 6 – RULE: HOMOP	NAME:					
LOOK SAY COVER	Day 1	CHECK	Day 2	CHECK	Day 3	CHECK	Pick a challenge; Add a prefix or suffix. Write a synonym and antonym. Find another word with the same pattern.
which							
witch							
there							
their							
they're (they are)							
our							
are							
where							
we're (we are)							
write							
right							

#### WORDS NOT SPELLED AS THEY ARE SAID

#### Two Examples:

- 1. **y sounds like I** In these words, the **y** makes the short vowel sound of an **i**. Strategies:
  - Get children to write the word out twice. Once with a **y** spelling, once with an **i** spelling. Ask them which one *looks right*.
  - Highlight the y in these words. Get children to group words with similar spellings.
- **2. ch sounds like k** in these words the **ch** makes the **k** sound. Strategies:
  - Get children to pronounce the k sound clearly in the word. Emphasising the spelling.
  - Highlight the ch. Get children to build links with other words with this pattern not just those on the list.

YE.	AR 6 – RULE: Y sounds	NAME:					
LOOK SAY COVER	Day 1	CHECK	Day 2	CHECK	Day 3	CHECK	Pick a challenge; A da prefix or suffix. Write a synonym and antonym. Find another word with the same pattern.
rhyme							
rhythm							
physical							
symbol							
system							
mystery							
gym							
lyrics							
crystal							
syrup							
physics							

YEAR 6 – RULE: CH sounds like K					NAME:				
LOOK SAY COVER	Day 1	CHECK	Day 2	CHECK	Day 3	CHECK	Pick a challenge; A da a prefix or suffix. Write a synonym and antonym. Find another word with the same pattern.		
stomach									
technician									
architect									
Christian									
ache									
character									
chemistry									
orchestra									
chemical									
scheme									
chorus									

### SILENT LETTERS

Silent letters can be tricky. The best strategy to learn these words is to recognise them during reading. Make the most of spotting silent letters together in your surroundings (shop names, posters, books, recipes).

#### Why do we have silent letters?

They help us distinguish between homophones (words that are said the same but spelled differently). For example: know/no, whole/hole, knot/not. They can also change the way we say the word even though we don't say the letter itself: sin/sign.

The silent letters can also show the **origin** of the word. One great strategy for improving enjoyment of spelling is to learn about the origins of each word (*etymology*). For example, words with a silent h often come from French. Many silent lettered words come from different languages.

Try Googling for the etymology of a word to find out more:



There are even skills available for Amazon's Alexa that can tell you the etymology of a word. Encourage children to highlight the silent letters and pronounce the words in a silly way actually saying the silent letters.

YEAI	R 6 – RULE: SILENT LE	NAME:					
LOOK SAY COVER	Day 1	CHECK	Day 2	CHECK	Day 3	CHECK	Pick a challenge: A dd a prefix or suffix. Wite a synonym and antonym. Find another word with the same pattern.
vehicle							
government							
yacht							
environment							
guarantee							
twelfth							
knock							
answer							
reign							
island							
eighth							

### **UNSTRESSED VOWELS**

Even though there are only 5 different vowels in English (A,E,I,O,U), they can make up to 20 different sounds! The most common vowel sound is actually 'uh' (called schwa) and can be said using any of the vowels – Tricky! For example:

- 'a', as in about
- 'e', as in taken
- 'i', as in pencil
- 'o', as in memory
- 'u', as in supply



These don't follow any pattern so must be *memorised*. Use **auditory strategies** to remember them.

Try saying the word and emphasising the unstressed vowel – e.g. definite = dee-fii-nite.

The schwa is a **lazy** vowel sound. You barely need to move your mouth to say it. Get children to notice this by saying the words out loud.

VEADS	DI II E · LINISTDESSEI	WO	YEAR 6 - RULE: UNSTRESSED VOWELS 1						
	RULE. UNSTRESSEL	7 701	WELS I	NAME:					
LOOK SAY COVER	Day 1	CHECK	Day 2	CHECK	Day 3	CHECK	Pick a challenge: Add a prefix or suffix. Change the word to a plural. Find another word with the same pattern.		
vegetable									
desperate									
accommodate									
bruise									
category									
cemetery									
definite									
desperate									
dictionary									
embarrass									
environment									

YEAR 6 - RULE: UNSTRESSED VOWELS 2					NAME:				
LOOK SAY COVER	Day 1	CHECK	Day 2	CHECK	Day 3	CHECK	<b>Pick a challenge:</b> A da a prefix or suffix. Witle a synonym and antonym. Find another word with the same pattern.		
exaggerate									
marvellous									
nuisance									
parliament									
privilege									
secretary									
voluntary									
cousin									
average									
bargain									
programme									

### **DOUBLE CONSONANTS**

These words all have double consonants within them.

They have to be *memorised*. The double consonants will usually come at the beginning or end of the word.

Boosting memory of these words using visual strategies may be most effective.

Encourage children to write the word different ways. Start a conversation about which word 'looks right'.

#### **Example:**

Sucess

Success

Succes



Ask your child to tell you what part they find tricky about spelling the word – it may be that they don't find the double consonants the tricky part!

YEAR 6 - RULE: DOUBLE CONSONANTS 1					NAME:			
LOOK SAY COVER	Day 1	CHECK	Day 2	CHECK	Day 3	CHECK	Pick a challenge: Add a prefix or suffix. Write a synonym and antonym. Find another word with the same pattern.	
accommodate								
accompany								
according								
aggressive								
apparent								
appreciate								
attached								
committee								
harass								
success								
embarrass								

YEAR 6 - RULE: DOUBLE CONSONANTS 2					NAME:			
LOOK SAY COVER	Day 1	CHECK	Day 2	CHECK	Day 3	CHECK	Pick a challenge: Add a prefix or suffix. Write a synonym and antonym. Find another word with the same pattern.	
communicate								
community								
correspond								
immediate								
оссиру								
occur								
opportunity								
recommend								
interrupt								
marvellous								
necessary								

## APPENDIX 1: Y3/4 Spelling List

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

### APPENDIX 2: Y5/6 Spelling List

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