



SELWOOD ACADEMY
ANGLICAN/METHODIST FOUNDATION SCHOOL

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~~
~~challengeng~~
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.



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-
- non-
- omni-
- para-
- post-
- pre-
- re-
- semi-
- sub-
- super-
- trans-
- tri-
- un-
- uni-

A prefix is added to the beginning of a word to make a new word.

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.
			interfere						
			interrupt						
			recognise						
			insincere						
			individual						
			controversy						
			prejudice						
			persuade						
			dissuade						
			disorder						
			misplaced						

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.

YEAR 6 – RULE: HOMOPHONES



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:

- 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.
- 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.

YEAR 6 – RULE: Y sounds like I					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.
			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; Add 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						

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:

Success

Success




Success



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						
			occupy						
			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	