

## Year 6 Spellings 2022 -2023

Date		.3	.2+	.2-	.1
5 <sup>th</sup> Sep 16 <sup>th</sup> Sep	Words which contain the letter string ough	<u>thorough</u> bor <u>ough</u> pl <u>ough</u> bou <u>gh</u> dough <u>nut</u> alth <u>ough</u> thou <u>gh</u> drou <u>gh</u> enou <u>gh</u> throu <u>gh</u> brou <u>gh</u>	<u>thorough</u> bor <u>ough</u> dough <u>nut</u> thou <u>gh</u> alth <u>ough</u> bou <u>gh</u> thou <u>gh</u> brou <u>gh</u> fou <u>gh</u> enou <u>gh</u> throu <u>gh</u>	<u>thorough</u> ou <u>gh</u> bou <u>gh</u> thou <u>gh</u> brou <u>gh</u> fou <u>gh</u> throu <u>gh</u>	<u>thorough</u> rou <u>gh</u> tou <u>gh</u> cou <u>gh</u> dough
19 <sup>th</sup> Sep 30 <sup>th</sup> Sep	ie & ei	suffic <u>ient</u> vari <u>ety</u> soldi <u>er</u> neigh <u>bour</u> lei <u>sure</u> forei <u>gn</u> shri <u>ek</u> soverei <u>gn</u> relie <u>ve</u> feis <u>ty</u> aggrie <u>ve</u>	suffic <u>ient</u> vari <u>ety</u> soldi <u>er</u> neigh <u>bour</u> lei <u>sure</u> forei <u>gn</u> shri <u>ek</u> soverei <u>gn</u> relie <u>ve</u> feis <u>ty</u> aggrie <u>ve</u>	suffic <u>ient</u> vari <u>ety</u> soldi <u>er</u> neigh <u>bour</u> lei <u>sure</u> forei <u>gn</u> fri <u>end</u> fi <u>eld</u> fi <u>erce</u>	vari <u>ety</u> soldi <u>er</u> neigh <u>bour</u> lei <u>sure</u> forei <u>gn</u> fri <u>end</u>
3 <sup>rd</sup> Oct 14 <sup>th</sup> Oct	words ending in the sound shul spelt cial or tial  cial often comes after a vowel tial often comes after a consonant <a href="https://www.youtube.com/watch?v=d_1ds1X5RpE">https://www.youtube.com/watch?v=d_1ds1X5RpE</a>	artifici <u>ally</u> financi <u>ally</u> essenti <u>ally</u> parti <u>ally</u> confidenti <u>ally</u> initi <u>ally</u> presidenti <u>ally</u> torrenti <u>ally</u> influenti <u>ally</u>	offici <u>al</u> speci <u>al</u> soci <u>al</u> artifici <u>al</u> financi <u>al</u> parti <u>al</u> confidenti <u>al</u> initi <u>al</u> torrenti <u>al</u>	offici <u>al</u> speci <u>al</u> soci <u>al</u> parti <u>al</u> initi <u>al</u>	offici <u>al</u> speci <u>al</u> soci <u>al</u>
17 <sup>th</sup> Oct HALF TERM 4 <sup>th</sup> Nov	adding suffixes beginning with vowel letters to words end in fer (if fer	deferred deferr <u>ing</u> prefer <u>ring</u> prefer <u>red</u> prefer <u>ence</u> transferr <u>ed</u>	referring referred referee prefer <u>ring</u> prefer <u>red</u> transferr <u>ed</u>	referring referred referee prefer <u>ring</u> prefer <u>red</u> bufferr <u>ing</u>	referring referred referee

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	is stressed double the r)	transferring transference	transferring	buffered	
7 <sup>th</sup> Nov 18 <sup>th</sup> Nov	Homophon es and other words that are often confused	morning mourning compliment complement assent ascent draft draught desert dessert	morning mourning compliment complement assent ascent draft draught desert dessert	morning mourning compliment complement draft draught desert dessert	morning mourning desert dessert
21st Nov  2nd Dec	Homophon es and other words that are often confused	principle principal profit prophet wary weary precede proceed whole hole where wear were	principle principal profit prophet wary weary precede proceed whole hole where were wear	profit prophet wary weary are our where wear were whole hole	wary weary are our where wear were whole hole
5 <sup>th</sup> Dec 16 <sup>th</sup> Dec	Challenge words soft c comes before e l or y	<u>c</u> emetery critic <u>i</u> se exist <u>e</u> nce es <u>e</u> cially mus <u>c</u> le n <u>e</u> cessary prejudic <u>e</u> pronunc <u>i</u> ation sinc <u>e</u> re sinc <u>e</u> rely sacrific <u>e</u>	<u>c</u> emetery critic <u>i</u> se exist <u>e</u> nce es <u>e</u> cially mus <u>c</u> le n <u>e</u> cessary prejudic <u>e</u> pronunc <u>i</u> ation sinc <u>e</u> re sinc <u>e</u> rely sacrific <u>e</u>	<u>c</u> emetery exist <u>e</u> nce es <u>e</u> cially mus <u>c</u> le n <u>e</u> cessary pronunc <u>i</u> ation sinc <u>e</u> re sinc <u>e</u> rely	<u>c</u> emetery es <u>e</u> cially mus <u>c</u> le n <u>e</u> cessary pronunc <u>i</u> ation sinc <u>e</u> re sinc <u>e</u> rely

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<b>Dates</b>		.3	.2	.2-	.1
4 <sup>th</sup> Jan 13 <sup>th</sup> Jan	challenge words hard c often comes before a o u	<u>category</u> <u>competition</u> <u>controversy</u> <u>curiosity</u> <u>dictionary</u> <u>occupy</u> <u>occur</u> <u>recognise</u> <u>secretary</u> <u>vehicle</u>	<u>category</u> <u>competition</u> <u>controversy</u> <u>curiosity</u> <u>dictionary</u> <u>occupy</u> <u>occur</u> <u>recognise</u> <u>secretary</u> <u>vehicle</u>	<u>category</u> <u>competition</u> <u>controversy</u> <u>curiosity</u> <u>dictionary</u> <u>occupy</u> <u>occur</u> <u>recognise</u> <u>secretary</u> <u>vehicle</u>	<u>category</u> <u>competition</u> <u>controversy</u> <u>dictionary</u> <u>secretary</u> <u>vehicle</u>
16 <sup>th</sup> Jan 27 <sup>th</sup> Jan	silent letters	<u>solemnly</u> <u>autumn</u> <u>column</u> <u>gnarled</u> <u>knowledgeable</u> <u>knowledge</u> <u>raspberry</u> <u>cupboard</u> <u>definite</u> <u>queue</u> <u>bruise</u>	<u>solemn</u> <u>autumn</u> <u>gnarled</u> <u>knowledge</u> <u>raspberry</u> <u>cupboard</u> <u>library</u> <u>February</u> <u>definite</u> <u>queue</u> <u>bruise</u>	<u>gnome</u> <u>gnaw</u> <u>know</u> <u>knee</u> <u>raspberry</u> <u>cupboard</u> <u>February</u> <u>definite</u> <u>queue</u> <u>bruise</u>	<u>know</u> <u>knee</u> <u>February</u> <u>definite</u> <u>queue</u> <u>bruise</u>
30 <sup>th</sup> Jan 10 <sup>th</sup> Feb	common exception words y	<u>frequently</u> <u>identity</u> <u>physical</u> <u>rhyme</u> <u>rhythm</u> <u>symbol</u> <u>system</u> <u>yacht</u>	<u>frequently</u> <u>identity</u> <u>physical</u> <u>rhyme</u> <u>rhythm</u> <u>symbol</u> <u>system</u> <u>yacht</u>	<u>frequently</u> <u>identity</u> <u>physical</u> <u>rhyme</u> <u>rhythm</u> <u>symbol</u> <u>system</u> <u>yacht</u>	<u>frequently</u> <u>identity</u> <u>physical</u> <u>rhyme</u> <u>rhythm</u> <u>symbol</u> <u>system</u> <u>yacht</u>
Half term					
20 <sup>th</sup> Feb	revise ure ture sure words  <a href="https://www.bbc.co.uk/bitesize/topics/zt62mn/articles/z3jpk2p">https://www.bbc.co.uk/bitesize/topics/zt62mn/articles/z3jpk2p</a>	<u>signature</u> <u>temperature</u> <u>agriculture</u> <u>architecture</u> <u>misadventure</u> <u>enclosure</u> <u>measure</u> <u>pressure</u> <u>pleasure</u> <u>procedure</u> <u>seizure</u>	<u>signature</u> <u>temperature</u> <u>literature</u> <u>departure</u> <u>misadventure</u> <u>enclosure</u> <u>measure</u> <u>pressure</u> <u>pleasure</u> <u>procedure</u> <u>seizure</u>	<u>signature</u> <u>temperature</u> <u>adventure</u> <u>misadventure</u> <u>measure</u> <u>pressure</u> <u>pure</u> <u>impure</u> <u>figure</u> <u>picture</u>	<u>signature</u> <u>temperature</u> <u>sure</u> <u>unsure</u> <u>pure</u> <u>impure</u> <u>figure</u> <u>picture</u>

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3 <sup>rd</sup> Mar	revise if you have an y change it to an I ful ness ly <a href="https://www.youtube.com/watch?v=mbkwO3F5eYw">https://www.youtube.com/watch?v=mbkwO3F5eYw</a>	beaut <u>y</u> beaut <u>i</u> ful beaut <u>i</u> cian happy happ <u>i</u> er happ <u>i</u> est happ <u>i</u> ness happ <u>i</u> ly angr <u>y</u> angri <u>e</u> r angr <u>i</u> est angr <u>i</u> ly merc <u>y</u> merc <u>i</u> ful plent <u>y</u> plent <u>i</u> ful dry dri <u>e</u> d def <u>y</u> def <u>i</u> ed lay lai <u>d</u> pay pai <u>d</u> say sai <u>d</u>	beaut <u>y</u> beaut <u>i</u> ful beaut <u>i</u> cian happy happ <u>i</u> er happ <u>i</u> est happ <u>i</u> ness happ <u>i</u> ly angr <u>y</u> angri <u>e</u> r angr <u>i</u> est angr <u>i</u> ly merc <u>y</u> merc <u>i</u> ful plent <u>y</u> plent <u>i</u> ful dry dri <u>e</u> d def <u>y</u> def <u>i</u> ed lay lai <u>d</u> pay pai <u>d</u> say sai <u>d</u>	beaut <u>y</u> beaut <u>i</u> ful happy happ <u>i</u> er happ <u>i</u> est happ <u>i</u> ness happ <u>i</u> ly merc <u>y</u> merc <u>i</u> ful plent <u>y</u> plent <u>i</u> ful dry dri <u>e</u> d def <u>y</u> def <u>i</u> ed lay lai <u>d</u> pay pai <u>d</u> say sai <u>d</u>	beaut <u>y</u> beaut <u>i</u> ful happy happ <u>i</u> er happ <u>i</u> est happ <u>i</u> ness happ <u>i</u> ly merc <u>y</u> merc <u>i</u> ful plent <u>y</u> plent <u>i</u> ful dry dri <u>e</u> d def <u>y</u> def <u>i</u> ed lay lai <u>d</u> pay pai <u>d</u> say sai <u>d</u>
6 <sup>th</sup> Mar 10 <sup>th</sup> Mar	common exception words double letter & Gs	equipp <u>e</u> d guarant <u>e</u> e harass opportunit <u>y</u> sugg <u>e</u> st bargain language lightn <u>i</u> ng privileg <u>e</u>	equipp <u>e</u> d guarant <u>e</u> e harass opportunit <u>y</u> sugg <u>e</u> st bargain language lightn <u>i</u> ng privileg <u>e</u>	equipp <u>e</u> d harass opportunit <u>y</u> sugg <u>e</u> st bargain language lightn <u>i</u> ng privileg <u>e</u>	equipp <u>e</u> d harass opportunit <u>y</u> sugg <u>e</u> st bargain language lightn <u>i</u> ng privileg <u>e</u>
13 <sup>th</sup> Mar 17 <sup>th</sup> Mar	revise tion sion ssion cian	expl <u>a</u> nation prof <u>e</u> ssion percuss <u>i</u> on occupat <u>i</u> on sugg <u>e</u> stion persuas <u>i</u> on suspens <u>i</u> on beaut <u>i</u> cian physic <u>i</u> an	expl <u>a</u> nation prof <u>e</u> ssion percuss <u>i</u> on occupat <u>i</u> on sugg <u>e</u> stion persuas <u>i</u> on suspens <u>i</u> on beaut <u>i</u> cian physic <u>i</u> an	expl <u>a</u> nation prof <u>e</u> ssion act <u>i</u> on ment <u>i</u> on percuss <u>i</u> on pass <u>i</u> on infus <u>i</u> on pens <u>i</u> on electric <u>i</u> an opt <u>i</u> cian	expl <u>a</u> nation prof <u>e</u> ssion act <u>i</u> on ment <u>i</u> on percuss <u>i</u> on pass <u>i</u> on electric <u>i</u> an opt <u>i</u> cian
20 <sup>th</sup> Mar 24 <sup>th</sup> Mar	revise ous	disastr <u>o</u> us glamor <u>o</u> us fam <u>o</u> us danger <u>o</u> us adventur <u>o</u> us enorm <u>o</u> us fabul <u>o</u> us	disastr <u>o</u> us glamor <u>o</u> us fam <u>o</u> us danger <u>o</u> us adventur <u>o</u> us enorm <u>o</u> us fabul <u>o</u> us	disastr <u>o</u> us glamor <u>o</u> us fam <u>o</u> us danger <u>o</u> us adventur <u>o</u> us enorm <u>o</u> us fabul <u>o</u> us	disastr <u>o</u> us fam <u>o</u> us danger <u>o</u> us enorm <u>o</u> us gener <u>o</u> us jeal <u>o</u> us

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		<u>generous</u> <u>jealous</u> <u>miraculous</u> <u>momentous</u> <u>numerous</u> <u>tremendous</u> <u>anonymous</u>	<u>generous</u> <u>jealous</u> <u>miraculous</u> <u>momentous</u> <u>numerous</u> <u>tremendous</u>	<u>generous</u> <u>jealous</u> <u>miraculous</u>	
27 <sup>th</sup> Mar 31 <sup>st</sup> Mar	revise gue que	<u>unique</u> <u>antique</u> <u>mosque</u> <u>plaque</u> <u>picturesque</u> <u>grotesque</u> <u>tongue</u> <u>rogue</u> <u>vague</u> <u>fatigue</u> <u>intrigue</u> <u>league</u> <u>catalogue</u>	<u>unique</u> <u>antique</u> <u>mosque</u> <u>plaque</u> <u>picturesque</u> <u>grotesque</u> <u>tongue</u> <u>rogue</u> <u>vague</u> <u>fatigue</u> <u>intrigue</u> <u>league</u> <u>catalogue</u>	<u>unique</u> <u>antique</u> <u>mosque</u> <u>plaque</u> <u>tongue</u> <u>vague</u> <u>fatigue</u>	<u>unique</u> <u>antique</u> <u>mosque</u> <u>plaque</u> <u>tongue</u> <u>vague</u> <u>fatigue</u>
Easter Holidays	Common Exception words	<u>average</u> <u>awkward</u> <u>develop</u> <u>familiar</u> <u>interfere</u> <u>persuade</u> <u>relevant</u> <u>restaurant</u> <u>shoulder</u> <u>twelfth</u>	<u>average</u> <u>awkward</u> <u>develop</u> <u>familiar</u> <u>interfere</u> <u>persuade</u> <u>relevant</u> <u>restaurant</u> <u>shoulder</u> <u>twelfth</u>	<u>average</u> <u>awkward</u> <u>develop</u> <u>familiar</u> <u>interfere</u> <u>persuade</u> <u>relevant</u> <u>restaurant</u> <u>shoulder</u> <u>twelfth</u>	<u>average</u> <u>awkward</u> <u>develop</u> <u>familiar</u> <u>interfere</u> <u>persuade</u> <u>relevant</u> <u>restaurant</u> <u>shoulder</u> <u>twelfth</u>

These Plurals need to be revised in class.

revise plurals s es ies

[https://www.youtube.com/watch?v=0\\_A91HaHXhA](https://www.youtube.com/watch?v=0_A91HaHXhA)

revision plurals worksheets

non nonsense spellings yr 5 block 2  
lesson 4 & block 6 lessons 7 , 8

baby babies

fly flies

pony ponies

monkey monkeys

lorry lorries

box boxes

fox foxes

echo echoes

dish dishes

tomato tomatoes

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<p>revise plurals f to ves or just f <a href="https://www.youtube.com/watch?v=3EW2CpTKy0s">https://www.youtube.com/watch?v=3EW2CpTKy0s</a></p>	<p>knife knives wolf wolves dwarf dwarves half halves wife wives elf elves roof roofs hoof hooves sniff sniffs</p>
<p>revise irregular plurals <a href="https://www.youtube.com/watch?v=oc3DGlnQYNE">https://www.youtube.com/watch?v=oc3DGlnQYNE</a></p> <p>Who has loop card game</p> <p>powerpoint irregular plurals <a href="http://www.primaryresources.co.uk/english/englishA3.htm">http://www.primaryresources.co.uk/english/englishA3.htm</a> different plural bingo cards.</p>	<p>sheep deer reindeer species fish moose feet mice children women teeth geese oxen dice</p>
<p>revise apostrophes of possession plurals <a href="http://www.bbc.co.uk/skillswise/english/games?page=3">http://www.bbc.co.uk/skillswise/english/games?page=3</a> choose who owns what game apostrophe yes or no sheet powerpoint regular plurals possessive nouns powerpoint</p>	<p>boys' girls' buildings' houses foxes' children's men's women's mice's people's oxen's</p>

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		HA	MA	MA-	LA
18 <sup>th</sup> April 21 <sup>st</sup> April	c sound ch or ch  <a href="http://esol.britishcouncil.org/content/learners/grammar-and-vocabulary/vocabulary-and-spelling/spelling-k-sound">http://esol.britishcouncil.org/content/learners/grammar-and-vocabulary/vocabulary-and-spelling/spelling-k-sound</a> interactive task 4	<u>stomach</u> <u>orchestra</u> <u>technological</u> <u>architecture</u> <u>chemist</u> <u>monarchy</u> <u>scheme</u> <u>chaos</u> <u>character</u> <u>choir</u>	<u>stomach</u> <u>anchor</u> <u>monarch</u> <u>choir</u> <u>chorus</u> <u>chemist</u> <u>echo</u> <u>chaos</u> <u>technology</u> <u>scheme</u>	<u>stomach</u> <u>monarch</u> <u>anchor</u> <u>school</u> <u>echo</u> <u>choir</u>	<u>stomach</u> <u>monarch</u> <u>school</u> <u>echo</u> <u>choir</u>
24 <sup>th</sup> April 28 <sup>th</sup> April	revise double or single consonants <a href="http://www.bbc.co.uk/schools/spellits/activities_y5/activity6.shtml">http://www.bbc.co.uk/schools/spellits/activities_y5/activity6.shtml</a> <a href="https://www.youtube.com/watch?v=UVKvTvUP-YQ">https://www.youtube.com/watch?v=UVKvTvUP-YQ</a> bingo double game	hop <u>hopped</u> <u>hopping</u> hope <u>hoping</u> hoped pine <u>pined</u> <u>pinning</u> run <u>running</u> thin <u>thinner</u> <u>thinnest</u> fine <u>finer</u> finest	hop <u>hopped</u> <u>hopping</u> hope <u>hoping</u> hoped pine <u>pined</u> <u>pinning</u> run <u>running</u> thin <u>thinner</u> <u>thinnest</u> fine <u>finer</u> finest	hop <u>hopped</u> <u>hopping</u> hope <u>hoping</u> hoped pine <u>pined</u> <u>pinning</u> run <u>running</u> thin <u>thinner</u> <u>thinnest</u> fine <u>finer</u> finest	hop <u>hopped</u> <u>hopping</u> hope <u>hoping</u> hoped pine <u>pined</u> <u>pinning</u> run <u>running</u> thin <u>thinner</u> <u>thinnest</u> fine <u>finer</u> finest
1st May (Bank holiday)	revise common exception words				
8 <sup>th</sup> May	SATS week				

### **Spelling Activities:**

#### **Groupings:**

The Class teacher will divide the children into their spelling groups. These groups are fluid, depending on each child's progress.

There are 4 groups : .3 HA, .2 MA, .2- which are the children which aren't quite your lowest but not quite age related either and .1 your LA. The words have been differentiated. It is up to the class teacher (in consultation with whoever runs the child's spelling intervention- if they have one) to set a couple of other spellings for the lowest ability

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children. This might be high frequency words; common exception words; the words they're working on in interventions; words they're getting wrong in class; certain spelling patterns they struggle with etc. They need to be given these words. Therefore, the children are all looking at the same pattern but not necessarily the same words- you're teaching the pattern not the words.

The spellings are from the national curriculum and also the common exception words for each phase. Where possible we have combined the two, to cut down the amount of work we need to do. Any words on the common exception list that are left over, will be divided between the 2 year groups and you will be told which words these are.

For KS2, the children will have 2 weeks on the same spelling pattern. They will need to be given their words, for their group, on the Monday. Then a week Friday, they will then be tested upon them. See more information below.

Later, we will also add in a couple of spelling journal words but this is not yet so we will not worry about that at the moment.

**They must be given a chance to look, write cover check & find out the definition of the words so they actually apply them in their work. Whether you do this as homework or in class is up to you. We suggest you vary this so they don't get disengaged but they know the 2 tasks will happen. The 1<sup>st</sup> week is getting to know the words & the 2<sup>nd</sup> is getting ready for their test. Children will also be able to practice their spellings using Spelling Shed, which they have logins for.**

### **Homework**

**The children, in KS2, will no longer be given all the spellings for the half term in one go with suggested activities to learn them. They will be given their spelling words but for the fortnight with a directed activity to go alongside each week so there is more of a drive and they see this as part of their homework.**

In the first week, the class teacher needs to send the appropriate differentiated list home, with an activity to help the children learn their spellings. The second week, the homework will be practising the spellings ready for the spelling test on the Friday. This could be putting the words into a sentence; looking them up in the dictionary; finding synonyms for the words; look write cover check; something to learn the shape of the word, wordsearches/ cross words generated by you; work online on spelling frame - anything that will help them learn the spellings. See examples shared by K Rhodes. This will be in addition to what happens in class. Remember these will need to be the specific words for that group. **Please vary this so they don't just get into a set routine of what they have to do and therefore are not thinking as actively as before.**

### **Test**

This will be slightly different so it will take a couple of times to get used to. Give them a last chance to practise any spellings they found tricky then take their spelling work books away (or hide them under the table). They need to cover their answers & be in silence. DO NOT give them the words in the same order. They need to be mixed up. Some words will be the same for all the children, these might be good ones to start with. Then, this will really train their listening skills, they have to listen for **their group's word**.

Normally, like SATs, you read the word, put it into a sentence & read the word again. Once they're used to the test set up, occasionally you can also give them just the definition (& maybe the starting letter/ whether it's a long or short word- if you're feeling generous/ they've just started do this) so they have to work out which word is being tested & apply this knowledge.



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Spellings need to be marked straight after so the children know how they've done and they can put incorrect spellings in their personal dictionaries & write out any wrong spellings.

On the shared drive, there is a spelling record sheet for you to fill in for your class. This can be in your assessment file for you to bring to Pupil Progress Meetings.

### **Rewards**

If they achieve full marks in their test, they can have 10 housepoints. If you can also set up something on Dojo, whether this is a specific Dojo point or a message to the parents to inform them of their child's success. If they can do this 4 times in a row, they can get 40 housepoints. If they manage to do this for a whole term, they can be presented with a special certificate in celebration assembly.

If they get just 1 wrong, they can have 5 housepoints.

Any words they get wrong- they need to write them into their own personal dictionary. At a later point we will introduce testing of these words too.

### **Sanctions**

If they get 1 spelling wrong, on a piece of scrap paper they write that spelling out correctly twice. If they get 2 spellings wrong they write the 2 spellings out 4 times. 3 spellings wrong, 6 times. etc. You only need 1 child to write out their spellings 8 times per spelling (as they hadn't learned them) and nobody makes this mistake again.

If they get only ½ right, their name needs to get recorded & if this happens 3 times a conversation needs to happen with the parents of why this is.

### **In Class**

### **Resources**

In the table, you will see a corresponding unit of 2 schemes of work: Read Write Inc Spelling (which we have purchased an online subscription for, through Oxford Owl) & No Nonsense Spelling (which suggests activities and is in document form saved on the shared drive). RWINC has a video explaining the sound pattern & some activities on the white board or ones you can print off or adapt. NNS has suggestions of activities you can do as well. The idea is that the spelling pattern is taught and then the children see how this applies to the words they specifically have.

The children have an A4 red book where all (class based) spelling work is to go; the small little thin test books are still their test books. Both books need to be looked at and marked.

You may come across other fun things to do as well- games on the smart board that's totally fine.

**Display:** The words for the spelling pattern need to be printed out on card to be displayed in classroom, where the children can see them all the time (e.g on / around the smartboard perhaps). These word cards are all on the shared drive for you in the English spelling file. You may wish to type in the couple of words too for your LA children that you have set. These might be displayed with the others or in a separate place where they can access them.

### **Across the 2 Weeks**

**The spelling sessions are quick. The idea is for there to be more frequent sessions but for shorter bursts. Your spelling test will be your longer day.**

## **Year 6 Spellings 2022 -2023**

**Monday/Tuesday week 1** – Children are given their list for their spellings and look at the Read Write Inc video, or a video/ powerpoint for that letter pattern. Look at the sound chart, which is displayed in your classroom so the children know where they can find sounds they're using. They will also need to do an activity related to these.

**Soft Starts-** 2 soft start activities a week need to be based around spelling & 1 based on handwriting. Your handwriting can also be based around the spelling pattern and the words to be learned. This could either be in handwriting books or on handwriting paper where the children can literally copy underneath your writing.

**Friday-** A spelling session.

**Week 2-** A day of your choosing something related to helping them prepare for their test and the 2 soft starts.

**Friday week 2-** The children are tested in the morning at a convenient time for you. Children write out any incorrect spellings at lunchtime. If this day needs to move due to a school trip or something like that, ensure the children and parents know that the day of the test is moving, and to which one, when you initially give out the spellings & keep reminding them so they know if they have less time they'll need to change their routine.

### **Activity Ideas Week 1**

<p><b>Spelling idea 1</b> Dot and dash- print out the words large enough for each child to dot or dash the sound the buttons- Can do whole class but also individually.</p>	<p><b>Spelling idea 2- whole class</b> Pick a word which they all have. Say the word MT YT- hide fingers in hand. Say "fingers" (May need to prompt for special friends) Children show you how many sounds the word has. They pinch the sounds and write it down as they say the sounds. You write on the board showing each sound. They tick or fix theirs.</p>	<p><b>Spelling idea 3-whole class</b> Use the font (KG Teachers helper font) to create boxes for the children to look at the shape of the word and choose the correct word which matches the shape.</p>
<p><b>Spelling idea 4- Multi-syllabic words</b> Say sounds as write on the board- do the root word first then put the prefix or suffix on. Look at the sounds for each syllable and say sounds as write. The children feedback the letter names for each sound</p>	<p><b>Spelling idea 5</b> Look up the words in a dictionary or thesaurus. Find the meanings and/or alternative words.</p>	<p><b>Spelling Idea 6</b> If prefixes or suffixes, in ability group print out the root words &amp; prefixes/suffixes separately. Can they match the correct ones?</p>
<p><b>Spelling idea 7- whole class Online (RWInc)</b> Something from RWINC spelling on Oxford Owl.</p>	<p><b>Spelling idea 8</b> activities from twinkl</p>	<p><b>Spelling idea 9</b> activities from NNS Spelling.</p>

### **Activity Ideas Week 2**

<b>Spelling idea 1</b> RWInc online choose the right word	<b>Spelling idea 2</b>	<b>Spelling idea 3</b>
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## **Year 6 Spellings 2022 -2023**

	Create a mnemonic to learn harder words: because (big elephants can't always use small exits)	Get someone to read out the spelling and spell it back to them a letter at a time
<b>Spelling idea 4</b> Use the Look, Say, Cover, Write, Check method: look at the word and say it as you look at it; visualise the word in your head, cover the word up and try spelling without help; finally uncover the original word and check if you got it right	<b>Spelling idea 5</b> Rainbow Writing- Children write the word – large in pencil. Then with a coloured pencil they go over it. They choose a different coloured pencil and go over it again etc.	<b>Spelling idea 6</b> Use an online wordsearch generator, for the children to search for their groups' spelling words
<b>Spelling idea 7</b> Find words that rhyme with it to get used the sounds in the word	<b>Spelling idea 8</b> Break words up into letter or sound blends such as, Wednesday becomes Wed-nes-day	<b>Spelling idea 9</b> Some children may learn words better when they are presented differently, such as vertically, in a ring or in a shape of their choosing or drawing pictures
<b>Spelling Tip 10</b> Write out your spellings using different pens, pencils or materials- writing in the sand has also been proved to work well for younger pupils.	<b>Spelling Tip 11</b> Close your eyes when you try to spell the word out loud- this can help you to visualise or 'see' the word in your head	