

Blessed Sacrament Spelling Overview - year 6

Y6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RWI units to support with teaching	Y5 - Unit 11 Y5 - Unit 12 Y5 - Unit 9 Y5 - Unit 6 Y5 - Unit 7 Y5 - Unit 2 Y5 - Unit 3 Y5 - Unit 5 Y6 - Unit 4 Y6 - special focus 9	Y5 - unit 8 Y6 - unit 9 Y6 - unit 6 Y5 - special focus 1 Y6 - special focus 1	Y5 - unit 1 Y5 - unit 4 Y6 - unit 8	Y5 - special focus 2 Y5 - special focus 5 Y5 - special focus 8 Y6 - special focus 3 Y6 - special focus 6 Y6 - special focus 12		
Spelling	<p>Revise:</p> <ul style="list-style-type: none"> Endings which sound like <i>ses</i> spelt -cious or -tious. Endings which sound like <i>se/</i> spelt -cial or -tial. Words ending in -ant, -ance/-ancy, -ent, -ence/-ency. Words ending in -able and -ible. Words ending in -ably and -ibly. Adding suffixes beginning with vowel letters to words ending in -fer. 	<ul style="list-style-type: none"> Words with the / sound spelt ei after c <p>The ‘i before the e except after c’ rule applies to words where the sound spelt by ei is i.</p> <p>Exceptions: protein, caffeine, seize (and either neither if pronounced with an initial i sound).</p> <p>deceive, receive, conceive, perceive, ceiling.</p>	<ul style="list-style-type: none"> Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word). <p>Some letters, which are no longer sounded used to be sounded hundreds of years ago: e.g. In <i>knight</i>, there was a <i>k</i> sound before the <i>n</i> sound, and the <i>gh</i> used to represent the sound that ‘<i>ch</i>’ now</p>	<ul style="list-style-type: none"> Homophone s and other words that are often confused (continued). <p>Descent: the act of descending (going down).</p> <p>Dissent: to disagree/disagreement (verb and noun).</p> <p>Desert: as a noun – a barren place (stress of first syllable); as a verb – to abandon (stress on second syllable)</p> <p>Dessert: (stress on second syllable) a sweet course after the</p>	<ul style="list-style-type: none"> Revise Y5/6 spelling rules. 	<ul style="list-style-type: none"> Revise Y5/6 spelling rules.

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	<ul style="list-style-type: none"> Use of the hyphen. 		<p>represents in the Scottish word loch.</p> <p>Doubt, island, lamb, solemn, thistle, knight.</p>	<p>main course of a meal.</p> <p>Draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. to <i>draft</i> in extra help) Draught: a current of air.</p>		
	<ul style="list-style-type: none"> Words containing the letter-string ough. <p>Ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.</p> <p>ought, bought, thought, nought, brought, fought.</p> <p>rough, tough, enough, cough. though, although, dough.</p> <p>through.</p> <p>thorough, borough. plough, bough.</p>	<ul style="list-style-type: none"> Homophones and other words that are often confused. <p>In the pairs of words opposite, nouns end -ce and verbs end -se. <i>Advice</i> and <i>advise</i> provide a useful clue as the word <i>advise</i> (verb) is pronounced with a z sound – which could not be spelt c.</p> <p>advice/advise device/devise licence/license practice/practise prophecy/prophesy.</p> <p>See appendix for further examples.</p>	<p>principal/principle profit/prophet stationary/stationery steal/steel wary/weary who's/whose.</p> <p>See appendix for definitions.</p>			

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Appendix

Homophones Spring 1

More examples: aisle: a gangway between seats (in a church, train, plane). isle: an island.
aloud: out loud.
allowed: permitted.
affect: usually a verb (e.g. The weather may affect our plans).
effect: usually a noun (e.g. It may have an effect on our plans). If a verb, it means 'bring about' (e.g. He will effect changes in the running of the business).
altar: a table-like piece of furniture in a church.
alter: to change.
ascent: the act of ascending (going up).
assent: to agree/agreement (verb and noun).
bridal: to do with a bride at a wedding.
bridle: reins etc. for controlling a horse.
cereal: made from grain (e.g. breakfast cereal).
serial: adjective from the noun series – a succession of things one after the other.
compliment: to make nice remarks about someone (verb) or the remark that is made (noun).
complement: related to the word complete – to make something complete or more complete (e.g. her scarf complemented her outfit).
farther: further
father: a male parent
guessed: past tense of the verb guess
guest: visitor
heard: past tense of the verb hear
herd: a group of animals
led: past tense of the verb lead
lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead)
morning: before noon
mourning: grieving for someone who has died
past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me)
passed: past tense of the verb 'pass' (e.g. I passed him in the road)

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	precede: go in front of or before proceed: go on.
Homophones Spring 2	principal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college) principle: basic truth or belief profit: money that is made in selling things prophet: someone who foretells the future stationary: not moving stationery: paper, envelopes etc. steal: take something that does not belong to you steel: metal wary: cautious weary: tired who's: contraction of who is or who has whose: belonging to someone (e.g. Whose jacket is that?)

Word list - years 5 and 6

Weekly spelling test to include 5 spellings from the studied spelling rule and 5 from the statutory words.

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

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Notes and guidance (non-statutory)

Teachers should continue to emphasize to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidance for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.

Understanding the history of words and relationships between them can also help with spelling. Examples:

- Conscience and conscious are related to science: conscience is simply science with the prefix con- added. These words come from the Latin word scio meaning I know.
- The word desperate, meaning 'without hope', is often pronounced in English as desp'rate, but the -sper- part comes from the Latin spero, meaning 'I hope', in which the e was clearly sounded.
- Familiar is related to family, so the /ə/ sound in the first syllable of familiar is spelt as a.