

Term 1 Spellings

Please see below spelling lists for this term. Each week there will be five spellings from the statutory list for Years 5 & 6 (whole list of these also included) as well as five following a spelling pattern. The statutory spellings sent home will not be in order; instead I have chosen spellings that your child will be more likely to use in their writing this term. By the end of Year 6, your child needs to be able to spell these correctly but also use them independently in their writing. Please also see below some ideas for practising the spellings.

| Week 2 Test: 17.09.21 | Week 3 Test: 24.09.21 | Week 4 Test: 01.10.21 | Week 5 Test: 08.10.21 | Week 6 Test: 15.10.21 | Week 7 Test: 22.10.21 |
|--|---|---|--|--|--|
| 'ough' words Statutory words | Words with silent letters Statutory words | Words ending in ible/able Statutory words | Homophones Statutory words | Plurals Statutory words | Apostrophes for contraction Statutory words |
| dough plough sought thorough brought achieve aggressive ancient attached bruise | knight autumn doubt whistle knickers category cemetery communicate community criticise | reversible invincible legible forgivable breakable desperate determined equip equipped equipment | allowed aloud past passed aisle especially excellent explanation foreign frequently | Change these into the plural form: baby bus potato worry box harass immediately interfere interrupt language | Change these to their contracted form: would not could not did not shall not will not lightning necessary occupy opportunity soldier |

Statutory word list for Years 5 and 6

accommodate

accompany

according

achieve

aggressive

amateur

ancient

apparent

appreciate

attached

available

average

awkward

bargain

bruise

category

cemetery

committee

communicate

community

competition

conscience

conscious

controversy

convenience

correspond

criticise (critic + ise)

curiosity

definite

desperate

determined

develop

dictionary

disastrous

embarrass

environment

equip (-ped, -ment)

especially

exaggerate

excellent

existence

explanation

familiar

foreign

forty

frequently

government

guarantee

harass

hindrance

identity

immediately

interfere

interrupt

language

leisure

lightning

marvellous

mischievous

muscle

necessary

neighbour

nuisance

occupy

occur

opportunity

parliament

persuade

physical

prejudice

privilege

profession

programme

pronunciation

queue

recognise

recommend

restaurant

rhyme

rhythm

sacrifice

secretary

shoulder

signature

sincere(ly)

soldier

stomach

sufficient

suggest

symbol

system

temperature

thorough

twelfth

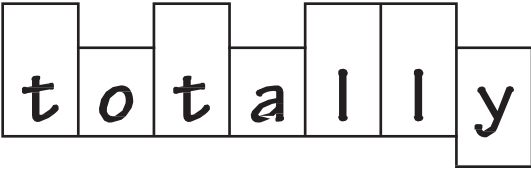
variety


vegetable

vehicle

yacht

Strategies for practising spellings:

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| <p>Look, say, cover, write, check</p> | <p>This is probably the most common strategy used to learn spellings.</p> <p>Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.</p> <p>Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.</p> <p>Cover: cover the word.</p> <p>Write: write the word from memory, saying the word as you do so.</p> <p>Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p> |
| <p>Trace, copy and replicate (and then check)</p> | <p>This is a similar learning process to ‘look, say, cover, write, check’ but is about developing automaticity and muscle memory.</p> <p>Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly.</p> <p>If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p> |
| <p>Segmentation strategy</p> | <p>The splitting of a word into its constituent phonemes (sounds) in the correct order to support spelling.</p> |
| <p>Quickwrite</p> | <p>The aim is to write as many words as possible within a time constraint.</p> |
| <p>Drawing around the word to show the shape</p> | <p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p>  |

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| <p>Drawing an image around the word</p> | <p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p> |
| <p>Words without vowels</p> | <p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word field:</p> <p>f _____ ld</p> |
| <p>Pyramid words</p> | <p>This method of learning words forces you to think of each letter separately.</p> <p>p py pyr pyra pyram pyrami pyramid</p> |
| <p>Other strategies</p> | <p>Other methods can include:</p> <ul style="list-style-type: none"> • Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on. • Making up memorable 'silly sentences' containing the word • Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word • Clapping and counting to identify the syllables in a word. |