

Spelling Journal

Rush Green Primary
School

Name:



Year Six - Autumn



Dear Parents/Carers,

Please work with your child to help them become good spellers.

Use their spelling journal to practise spellings that are set for them each week. Help them learn the spelling rule and apply it and talk about exceptions to each rule. Help your child with the tricky part of words and also discuss how word patterns, endings, etc., can help them remember how to spell certain words. Put each word into a sentence so they can see the word in context. This often makes it easier for a child to remember.

At Rush Green Primary School we have high expectations of learners at all times. Included in this journal is a list of

'Zero Tolerance' words that children are expected to spell correctly at all times in their work. Please practise these words with your child regularly too. Spelling rules and patterns have been taught on a weekly basis and are based on what children may be learning in class during phonic lessons, spelling lessons or words they may need to know for a particular topic. There may be additional spellings sent home should the need arise during the term.

The ability to spell confidently enables an individual to become a more effective and fluent writer. Learning to spell should not be just learning lists of words (although this is a necessary first phase in establishing later automatic use), but a means of applying strategies appropriately, and building on known facts. This spelling journal will help support your child in these aims.

Thank you for your continued support.

Strategy - Roots

"To learn my word I can find the word root. I can see whether the root has been changed when the new letters are added, e.g. for a prefix, suffix, or a tense change", for example

prefix root word suffix
uncomfortable
irregularly
disorganised
unconfidently
disrespectfully

Strategy - Mnemonics

"To learn my word I can make up a sentence to help me remember it, or use sayings to help with tricky letters.

." E.g. could - o u lucky duck;

people - people eat orange peel like elephants.

because - big elephants can't always use small exits

"It's necessary to have 1 collar and 2 sleeves."



Strategy – Analogy



"To learn my word I can use words that I already know to help me."

e.g. could, would, should.

ght- light, bright, tight, might, flight, fight, uptight, lighter, sightseeing...

pl- play, plan, plastic, plenty, plain, plonk...

spr- spring, sprung, spritz, sprat, spray, sprinkle...

Good spellers know letter patterns and use them to help recall spellings or guess the spelling. Knowing common letter patterns is a fantastic strategy to help you improve your spelling and to spell well.

Strategy – Word Families

Learn word families that are linked by meaning and pattern.

This is a very interesting strategy and can help spelling by helping you love words and taking an interest in them.



ject- (from Latin- throw) **reject** (throw away!), **rejection**, **projection**, (to throw light on something), **projectile**, **dejection**, **objection**, adjective (to throw light on nouns!), **injection**

rupt (from Latin for broken) **rupture**, **interrupt**, **disruption**, **eruption**, **bankrupt**, **corrupt**, **abrupt**...

Strategy - Handwriting



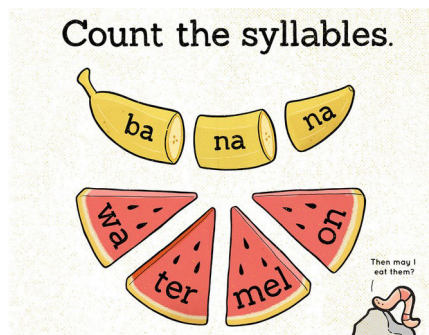
"To learn my word I can remember and practise the direction and movement of my pencil when I am writing it."



Strategy - Syllables and Phonemes



Use syllable breakdown "To learn my word I can listen to how many syllables there are so I can break it into smaller bits to remember. Then I can identify the phonemes in each syllable."
E.g. Sep-tem-ber.



Year 3 and 4 Word List

Practise these words with your children as often as you can. They must

be able to spell them all!

accident(ally
)
actual(ly)
address
answer
appear
arrive
believe
bicycle
breath
breathe
build
busy/
business
calendar
caught
centre
century
certain
circle
complete
consider
continue
decide
describe
different
difficult
disappear
early
earth
eight/eighth
enough

fruit
grammar
group
guard
guide
heard
heart
height
history
imagine
increase
important
interest
island
knowledge
learn
length
library
material
medicine
mention
minute
natural
naughty
notice
occasion(ally
)
often
opposite
ordinary
particular

probably
promise
purpose
quarter
question
recent
regular
reign
remember
sentence
separate
special
straight
strange
strength
suppose
surprise
therefore
though/although
thought
through

Year 5 and 6 Word List

Practise these words with your children as often as you can. They must be able to spell them all!

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bribe
category
cemetery
committee
communicate
community
competition
conscience*
conscious*
controversy
convenience
correspond
criticise (critic +
ise)
curiosity
definite
desperate
determined

embarrass
environment
equip (-ped, -ment)
especially
exaggerate
excellent
existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance
identity
immediate(ly)
individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous
muscle
necessary

persuade
physical
prejudice
privilege
profession
programme
pronunciation
queue
recognise
recommend
relevant
restaurant
rhyme
rhythm
sacrifice
secretary
shoulder
signature
sincere(ly)
soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough

1.  Study the word and practise spelling it out loud.	2.  Use a piece of paper to cover your word.
3.  Write the word you covered.	4.  Check to see if you spell your word correctly.
5.  Learn the rule	6.  Apply the rule (remember that there may be exceptions to this rule)
Spellings that follow the rule.	Week 1

Teacher/ Group	All Year 6 Children
Spelling Rule:	<u>To revise the spelling of days of the week, months of the year and common homophones</u>
1	Monday
2	Tuesday
3	Wednesday
4	Thursday
5	Friday
6	Saturday
7	Sunday
8	January
9	February

10	March
11	April
12	May
13	June
14	July
15	August
16	September
17	October
18	November
19	December
20	their/there/they're

Activity 1 - ABC order



Write all of your spelling words in alphabetical (ABC) order.

Activity 2 - Sentences

Write each of your words in sentences. You can include more than one spelling word in a sentence but you **CANNOT** use the words in a list.

Spelling Test	Week 1
1	11
2	12

3	13
4	14
5	15
6	16
7	17
8	18
9	19
10	20
1.  Study the word and practise spelling it out loud.	2.  Use a piece of paper to cover your word.
3.  Write the word you covered.	4.  Check to see if you spell your word correctly.
5.  Learn the rule	6.  Apply the rule (remember that there may be exceptions to this rule)
Spellings that follow	Week 2

the rule.

Teacher/
Group

All Year 6 Children

Spelling
Rule:

'ed' verb ending words

1. Root word, just add 'ed'
2. Change 'y' to an 'i' and add 'ed'

1

uncoiled

2

camped

3

delivered

4

designed

5

developed

6

disappeared

7

disturbed

8

echoed

9

transformed

10

laughed

11

remained

12

stretched

13

finished

14

transported

15

absorbed

16

married

17

hurried

18

satisfied

19

qualified

20

carried

Activity 1 - Other handed

Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.

Activity 2 - Vowel spotlight

Write your words using one colour for the vowels and another colour for the consonants. (vowels: a, e, i, o, u)

Spelling Test Week 2	
1	11
2	12
3	13
4	14
5	15
6	16
7	17

8	18
9	19
10	20

1.  Study the word and practise spelling it out loud.	2.  Use a piece of paper to cover your word.
3.  Write the word you covered.	4.  Check to see if you spell your word correctly.
5.  Learn the rule	6.  Apply the rule (remember that there may be exceptions to this rule)

Spellings that follow the rule.	Week 3
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Teacher/ Group	All Year 6 Children
Spelling Rule:	<u>'ing' verb ending words</u> 1. Just add 'ing' to a root word 2. Drop the 'e' and add 'ing' 3. Double consonant and add 'ing'
1	extinguishing
2	fighting
3	gleaming
4	interesting
5	sprawling
6	spreading

7	vanishing
8	washing
9	challenging
10	escaping
11	exciting
12	including
13	moving
14	raising
15	surprising
16	wrestling
17	swimming
18	stopping
19	planning
20	beginning

Activity 1 - Pyramid words

s
 sp
 spe
 spel
 spell
 spelli
 spellin
 spelling

(or make them boat shaped, star, smiley face, etc.)

Activity 2 - Ransom words

"Write" your words by cutting letters out of a newspaper or magazine and gluing the letters below to spell your words.



Spelling Test	Week 3
1	11
2	12
3	13
4	14
5	15
6	16
7	17
8	18

9	19
10	20

1.  Study the word and practise spelling it out loud.	2.  Use a piece of paper to cover your word.
3.  Write the word you covered.	4.  Check to see if you spell your word correctly.
5.  Learn the rule	6.  Apply the rule (remember that there may be exceptions to this rule)

Spellings that follow the rule.	Week 4
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Teacher/ Group	All Year 6 Children
Spelling Rule:	<u>Adding 'ly' to end a root word</u>
1	actual ly
2	approximate ly
3	careful ly
4	extreme ly
5	frequent ly
6	friend ly
7	general ly
8	ginger ly
9	gradual ly
10	high ly

11	importantly
12	particularly
13	perfectly
14	physically
15	quickly
16	slowly
17	smoothly
18	thoroughly
19	unlikely
20	vividly

Activity 1 - Rainbow words

Write your spelling words with coloured pencils.
Make each letter a different colour.

Activity 2 - Scrambled words

Write your words. Then write them again with the letters mixed up.
Can you unscramble them again the next day?

e.g. watch

chwt a

Watch

Spelling Test	Week 4
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1	11
2	12
3	13
4	14
5	15
6	16
7	17
8	18
9	19
10	20

1. 

Study the word and practise spelling it

2. 

Use a piece of paper to cover your

out loud.		word.
3.  Write the word you covered.	4.  Check to see if you spell your word correctly.	
5.  Learn the rule	6.  Apply the rule (remember that there may be exceptions to this rule)	
Spellings that follow the rule.		Week 5
Teacher/ Group	All Year 6 Children	
Spelling Rule:	<u>Plurals</u> 1. Just add 's' 2. Change the 'y' to an 'i' and add 'es' 3. Do not use apostrophes for plurals	
1	attempts	
2	carriages	
3	castles	
4	creatures	
5	engines	
6	foundations	
7	hedges	
8	materials	
9	pieces	
10	selects	
11	stripes	
12	structures	
13	visitors	
14	bodies	
15	cities	

[illegible]

3	13
4	14
5	15
6	16
7	17
8	18
9	19
10	20

1.  Study the word and practise spelling it out loud.	2.  Use a piece of paper to cover your word.
3.  Write the word you covered.	4.  Check to see if you spell your word correctly.
5.  Learn the rule	6.  Apply the rule (remember that there may be exceptions to this rule)

Spellings that follow the rule.	Week 6
Teacher/ Group	All Year 6 Children
Spelling Rule:	<u>Superlatives - What are they?</u> 1. A comparison between three or more things 2. Preceded by 'the' 3. Formed by adding 'est' (just add 'est' to root word or just 'st' if word ends in 'e') or 'iest' (remove 'y' and add 'iest')
1	quickest
2	largest
3	finest
4	tallest
5	freshest
6	lightest
7	bravest
8	longest
9	dullest
10	coolest
11	newest
12	coldest
13	heaviest
14	easiest
15	dirtiest
16	earliest
17	angriest
18	loveliest
19	curliest

Activity 1 - Words within words

Write each spelling word and then write at least 2 words made from that word.

Example: catch**cat****Chat****Activity 2 - Picture words**

Draw a picture and hide your spelling words in the picture. *Can you see 'PUDDLE' in the picture below?*



Spelling Test

Week 6

1

11

2

12

3

13

4

14

5

15

6

16

7	17
8	18
9	19
10	20

1.  Study the word and practise spelling it out loud.	2.  Use a piece of paper to cover your word.
3.  Write the word you covered.	4.  Check to see if you spell your word correctly.
5.  Learn the rule	6.  Apply the rule (remember that there may be exceptions to this rule)

Spellings that follow the rule.	Week 7
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Teacher/ Group	All Year 6 Children
Spelling Rule:	<u>i before e rule</u> 1. i before e 2. except after c 3. words that don't follow this rule!
1	believe
2	field
3	chief

4	niece
5	piece
6	relieve
7	shriek
8	grief
9	achieve
10	deceive
11	ceiling
12	receipt
13	receive
14	their
15	eight
16	policies
17	society
18	science
19	weight
20	ancient

Activity 1 - Prefixes and suffixes

Underline the prefixes and suffixes in the words you are learning. Make sure you know what they mean. e.g. important happinessess

Activity 2 - Words without vowels

Write all of your words replacing vowels with a line.
Go back and see if you can fill in the vowels.

Example: q--st--n	Question

Spelling Test	Week 7
1	11
2	12

3	13
4	14
5	15
6	16
7	17
8	18
9	19
10	20

1.  Study the word and practise spelling it out loud.	2.  Use a piece of paper to cover your word.
3.  Write the word you covered.	4.  Check to see if you spell your word correctly.

5.



Learn the rule



6. Apply the rule (remember that there may be exceptions to this rule)

Spellings that follow the rule.

Week 8Teacher/
Group

All Year 6 Children

Spelling
Rule:Words containing double letters

1

apprehensive

2

common

3

communicate

4

different

5

difficult

6

excellent

7

happened

8

follow

9

immense

10

million

11

opposite

12

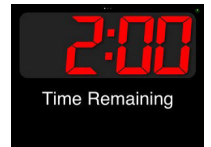
passenger

13

pollution

Activity 2 - Writing race

Set a timer for 2 minutes. See how many times you can write each word perfectly during that time.



**Spelling
Test**

Week 8

1

11

2

12

3	13
4	14
5	15
6	16
7	17
8	18
9	19
10	20

1.  Study the word and practise spelling it out loud.	2.  Use a piece of paper to cover your word.
3.  Write the word you covered.	4.  Check to see if you spell your word correctly.

5.



Learn the rule



6. Apply the rule (remember that there may be exceptions to this rule)

Spellings that follow the rule.

Week 9

Teacher/
Group

All Year 6 Children

Spelling
Rule:

Suffixes

1. Words ending in 'ful' (meaning full of)
2. Words ending in 'less' (meaning without)
3. Words ending in 'able' (meaning able to be)

1

beautiful

2

careful

3

colourful

4

hopeful

5

successful

6

wonderful

7

mouthful

8

effortless

9

regardless

10

careless

11

endless

12	fearless
13	helpless
14	homeless
15	likeable
16	bearable
17	inflatable
18	acceptable
19	readable
20	available

Activity 1 - Picture and a sentence

Draw a picture defining 6 of your spelling words.
Write a sentence about your picture using the word.

picture	Sentence

Spelling Test	Week 9
1	11
2	12
3	13

4	14
5	15
6	16
7	17
8	18
9	19
10	20

1.  Study the word and practise spelling it out loud.	2.  Use a piece of paper to cover your word.
3.  Write the word you covered.	4.  Check to see if you spell your word correctly.
5.  Learn the rule	6.  Apply the rule (remember that there may be exceptions to this rule)

Spellings that follow the rule.	Week 10
Teacher/ Group	All Year 6 Children
Spelling Rule:	<u>Adding the suffix 'able'</u> 1. When the root word looks like a whole word, then you should be able to add '-able.' 2. When the root word ends with an 'e', then drop the 'e' and add '-able. Unless the word ends in ce or ge, we keep the e so the words retain the soft c or soft g sound. 3. If the word ends in a hard 'c' (cab) or 'g' (game) sound, just add 'able.' eg. despicable.
1	predictable
2	comfortable
3	enjoyable
4	understandable
5	readable
6	fashionable
7	reasonable
8	laughable
9	desirable
10	valuable
11	curable
12	adorable
13	forgivable
14	serviceable
15	traceable
16	changeable
17	manageable
18	likeable
19	impeccable

Activity 1 - Train words

Write the entire list end-to-end as one long word. Write each new word in a different colour.

e.g. train back stop

Activity 2 - Bubble words

Write your spelling words out in bubble writing.



Spelling Test

Week 10

1

11

2

12

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13

4

14

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15

6

16

7

17

8	18
9	19
10	20

1.  Study the word and practise spelling it out loud.	2.  Use a piece of paper to cover your word.
3.  Write the word you covered.	4.  Check to see if you spell your word correctly.
5.  Learn the rule	6.  Apply the rule (remember that there may be exceptions to this rule)
Spellings that follow the rule.	Week 11

Teacher/ Group	All Year 6 Children
Spelling Rule:	<u>Adding the suffix 'ible'</u> 1. Most of the time, you just add '-ible.' ed + ible = edible, access + ible = accessible 2. When the root word ends with an 'e', then drop the 'e' and add '-ible.' reverse + ible = reversible
1	accessible
2	terrible
3	flexible

4	impossible
5	edible
6	possible
7	invisible
8	horrible
9	visible
10	divisible
11	invisible
12	illegible
13	compatible
14	tangible
15	feasible
16	digestible
17	irresponsible
18	sensible
19	responsible
20	reversible

Activity 1 - Questions and answers

Write questions with half of your spelling words. Then use the other half to answer the questions. Underline the words you used.

For example:

Where shall I sit the audience for the play? - Sit them in the centre of the hall.

Activity 2 - Rhyming words

Write your spelling words out with a rhyming word next to them. Remember that words do not need to have the same spelling pattern to rhyme.

e.g. men and again

Spelling Test

Week 11

1

11

2

12

3

13

4

14

5

15

6

16

7

17

8	18
9	19
10	20

1.  Study the word and practise spelling it out loud.	2.  Use a piece of paper to cover your word.
3.  Write the word you covered.	4.  Check to see if you spell your word correctly.
5.  Learn the rule	6.  Apply the rule (remember that there may be exceptions to this rule)
Spellings that follow the rule.	Week 12
Teacher/Group	All Year 6 Children
Spelling Rule:	<u>When 'c' makes an 's' sound</u>
1	audience c e
2	c entre
3	c entury

4	excellent
5	exciting
6	medicine
7	necessary
8	notice
9	silence
10	cycle
11	currency
12	circus
13	celery
14	centipede
15	cymbal
16	circle
17	lettuce
18	voice
19	space
20	police

Activity 1 - Word classes

Sort your spelling words into word classes - nouns, verbs, adjectives etc.

Be careful - some words can be used in more than one category e.g. swimming.

noun	verb	adjective	adverb	pronoun	preposition	conjunction	determiner

Activity 2 - Jokes

Write jokes containing at least 10 of your spelling words. Can you use 2 spelling words in 1 joke?

1.
2.
3.
4.
5.
6.
7.
8.

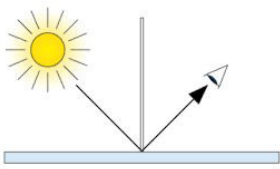
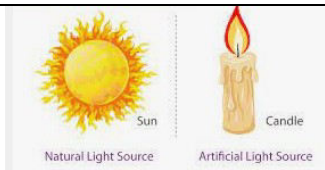
9.
10.

Spelling Test	Week 12
1	11
2	12
3	13
4	14
5	15
6	16
7	17
8	18

9	19
10	20

Topic Vocabulary for the Autumn Term

Here is a list of all the topic words you will come across in your lessons, along with a pictorial representation and their definition. You will come across these words over the course of the autumn term

Autumn 1 Science - Light		
Reflected		Reflection is when light bounces off an object. If the surface is smooth and shiny, like glass, water or polished metal, the light will reflect at the same angle as it hit the surface
Periscope		A long vertical tube containing a set of mirrors that gives you a view of what is above you when you look through the bottom of the tube <i>Periscopes are used in submarines to allow you to look above the surface of the water.</i>
Source		The place something comes from or starts at, or the cause of something <i>a source of heat/ energy/ light</i> <i>a heat/ energy/ light source</i> <i>Oranges are a good source of vitamin C.</i>
Opaque		A solid object that is preventing light from travelling through.
Transparent		If a substance or object is transparent, you can see through it very clearly.
Translucent		If an object or a substance is translucent, it is allowing some light through but the image may not be clear.