

Spelling Journal

Rush Green Primary School

Name:



Year Six – Spring Term



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



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 in interest in them.



ject- (from Latin– throw) re**ject** (throw away!), re**jection**, **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**...

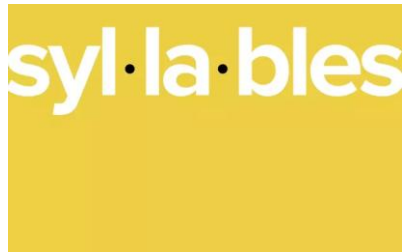
Strategy – Handwriting



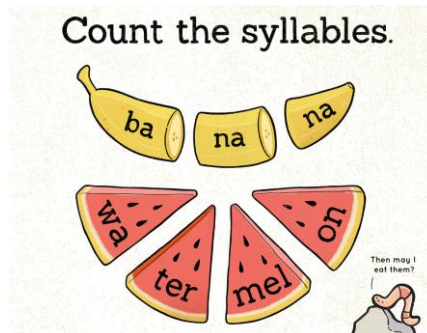
“To learn my word I can remember and practise the direction and movement of my pencil when I am writing it.”



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
exercise
experience
experiment
extreme
famous
favourite
February
forward(s)

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
peculiar
perhaps
popular
position
possess(ion)
possible
potatoes
pressure

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







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
bruise
category
cemetery
committee
communicate
community
competition
conscience*
conscious*
controversy
convenience
correspond
criticise (critic + ise)
curiosity
definite
desperate
determined
develop
dictionary
disastrous
determined
develop
dictionary
disastrous

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
neighbour
nuisance
occupy
occur
opportunity
parliament

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
twelfth
variety
vegetable
vehicle
yacht

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:	'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 – ABC order



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

Activity 2 – Word parts

Write your words. Then use a coloured pencil to divide the words into syllables. e.g.

jump ing, cat er pill ar

Spelling Test Week 1

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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 2

Teacher/Group

All Year 6 Children

Spelling Rule:

'ed' verb ending words

1. Just add 'd' to the root word
2. Double consonant and add 'ed'

1	arrived
2	disguised
3	excited
4	illuminated
5	injured
6	involved
7	judged
8	released
9	replaced
10	required
11	rehearsed
12	closed
13	preferred
14	referred
15	trapped
16	stopped
17	slipped
18	planned
19	occurred
20	grabbed







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

Teacher/Group	All Year 6 Children
Spelling Rule:	<p>Adding the suffix in 'ant', 'ance' or 'ancy' to a root word</p> <ol style="list-style-type: none"> When the word ends in a consonant you just add 'ant', 'ance' or 'ancy'. For example: attend – ant, import-ant, attend-ance, import-ance, import-ancy When the word ends in 'e,' drop the 'e' and then add 'ant' or 'ance'. For example: ignore = ignor-ant, ignor-ance. When the word ends in 'y,' change the 'y' to an 'i' and add 'ant' or 'ance'. For example: rely = reli-ant, reli-ance Exceptions to the rules
1	assistant
2	assistance
3	tenant
4	tenancy
5	attend
6	attendant
7	attendance
8	expectant
9	expectancy
10	observant
11	resemblance
12	ignorant
13	ignorance
14	reliance
15	variance
16	defiant
17	relevancy
18	arrogant
19	arrogance
20	redundancy

Activity 1 – Pyramid words

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spell

spelli

spelling

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

Teacher/Group	All Year 6 Children
Spelling Rule:	<p><i>Adding the suffix in 'ent' or 'ence' to a root word</i></p> <ol style="list-style-type: none"> If the word ends in 'y', remove the 'y' and add <i>-ence</i> or <i>-ency</i>. If the word contains the syllables <i>-cid</i>, <i>-fid</i>, <i>-sid</i> or <i>-vid</i>, immediately before the ending, the correct suffix is <i>-ence</i>. For example: <i>confidence</i>. If the stem of the word ends in a soft c (pronounced like the c in cell) or a soft g (pronounced like the gin gin), then the ending will be <i>-ent</i>, <i>-ence</i> or <i>-ency</i>. For example: <i>indulge</i> – <i>indulgence</i>.
1	absent
2	absence
3	fluent
4	fluency
5	present
6	presence
7	innocent
8	innocence
9	different
10	difference
11	patient
12	patience
13	subsidence
14	confidence
15	evidence
16	coincidence
17	ancient
18	emergent
19	emergence
20	licence

Spelling Test	Week 4
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 5

Teacher/Group	All Year 6 Children
Spelling Rule:	<p>Endings which sound like shus' spelt -cious or -tious</p> <ol style="list-style-type: none"> If the root word ends in 'ce', then remove the 'e' and replace with 'ious'. Example: E.g. space to spacious If the root word ends in 'tion', then remove the 'n' and replace with 'us'. Example: nutrition – nutritious There are some exceptions to the above rules e.g. delicious, fictitious
1	spacious
2	gracious
3	malicious
4	vicious
5	precious
6	luscious
7	conscious
8	nutritious
9	cautious
10	repetitious
11	infectious
12	ambitious
13	superstitious
14	contentious
15	anxious
16	obnoxious
17	contagious
18	anxious
19	delicious
20	fictitious

Spelling Test

Week 5

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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:	Endings which sound like shall' spelt -cial or -tial 1. Usually, '-cial' is used after a vowel letter (a,e,i,o,u). Example: official 2. Usually, '-tial' is used after a consonant letter. Example: essential 3. There are exceptions to the rule. Example: financial
1	official
2	special
3	facial
4	racial
5	artificial
6	beneficial
7	crucial
8	social
9	residential
10	influential
11	partial
12	confidential
13	essential
14	martial
15	circumstantial
16	potential
17	financial
18	commercial
19	initial
20	spatial

Spelling Test

Week 6

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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

Teacher/Group	All Year 6 Children
Spelling Rule:	<p>Prefixes</p> <ol style="list-style-type: none"> Words beginning with 'dis' (meaning not/opposite of) Words beginning with 'mis' (meaning wrong) Words beginning with 'im' (meaning not/opposite of) Words beginning with 'un' (meaning not/reverse action)
1	disappeared
2	disturbed
3	dislike
4	disagree
5	disqualify
6	misbehave
7	misspell
8	misunderstanding
9	mislead
10	mistake
11	immature
12	impatient
13	imperfect
14	impossible
15	immortal
16	unwell
17	unusual
18	unseen
19	untrained
20	unhappy

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 8

Teacher/Group	All Year 6 Children
Spelling Rule:	Words with silent letters
1	castles
2	climbing
3	designed
4	different
5	environment
6	government
7	interesting
8	knowledge
9	known
10	medicine
11	Wednesday
12	parliament
13	February
14	subtle
15	doubt
16	anchor
17	wrestling
18	knuckle
19	wriggle
20	wrist

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 8

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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:	<p>To recognise which numbers and words need to be hyphenated.</p> <ol style="list-style-type: none"> Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one. Example: own turns to co-own They can also be used to make a compound adjective. Example: red-faced, light-fingered With numbers between 21 and 99. Example twenty-four, fifty-six
1	co-own
2	co-ordinate
3	re-enter
4	re-examine
5	ex-president
6	semi-final
7	post-war (can be either)
8	pre-existing
9	sun-dried
10	light-hearted
11	mild-mannered
12	old-fashioned
13	ready-made
14	brightly-lit
15	fifty-two
16	ninety-four
17	sixty-eight
18	forty-five
19	twenty-seven
20	thirty-six

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
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Spelling Rule:	<p>REVISION: To revise the rule i before e except after c</p> <ol style="list-style-type: none"> i before e. Example: field 'i before e except after c' is correct if the word has a long 'ee' sound. Example: receive If the word doesn't have a long 'ee' sound, then the rule 'i before e except after c' is not correct. Example: science If the word has an 'ay' sound, then the rule does not apply and it is e before i. Example: neighbour
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1	achieve
2	believe
3	cashier
4	chief
5	grief
6	relieved
7	ceiling
8	conceit
9	receive
10	deceive
11	receipt
12	perceive
13	inconceivable
14	policies
15	glacier
16	society
17	ancient
18	freight
19	neighbour
20	weigh

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 – There are many words that are exceptions to this rule.

Come up with at least 5 words that are exceptions to these rules and explain WHY they are exceptions. One has been done for you.

weird – e is before i and the word contains a long 'ee' sound and there is no c!

Spelling Test	Week 10
1	11
2	12
3	13
4	14
5	15
6	16
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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>Compound words</u> Words that are made up of two different words together.
1	airport
2	basketball
3	breakfast
4	chairman
5	championship
6	copyright
7	countryside
8	cupboard
9	dishwasher
10	doorway
11	doughnut
12	downstairs
13	elsewhere
14	fireball
15	headquarters
16	keyboard
17	makeup
18	notebook
19	themselves
20	throughout

Activity 1 – Riddles

Write a riddle for 10 of your spelling words. Don't forget to answer them.







Riddle	Answer
<i>I am grumpy. I hate doing what I'm told.</i>	<i>teenager!</i>

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 11
1	11
2	12
3	13
4	14
5	15
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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:	Words containing double letters Words taken from the year 3/4 and year 5/6 spelling list
1	accident
2	address
3	appear
4	arrive
5	different
6	difficult
7	grammar
8	occasion
9	opposite
10	possess
11	recommend
12	guarantee
13	immediate
14	necessary
15	occur
16	accommodate
17	according
18	attached
19	committee
20	community

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?

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Spelling Test

Week 12

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