

Year 6 Spellings for Term 1

Please help your child to learn these words. Try out some of the strategies on the back of this sheet



Go for diamond! Depending on your spelling ability you will have a target to achieve each week - however you are always welcome to try to exceed your target. Everyone should learn all the **Ruby** words each week. Some of you will be expected to learn the **Amber** and the **Diamond** words too. Have a go at learning the words every night for a few minutes. Every **Friday** we will check your progress.

REMEMBER: Use a range of different strategies for learning the spelling rule!

<i>Test Date 13.9.19</i>	<i>Test 20.9.19</i>	<i>Test 27.9.19</i>	<i>Test 4.10.19</i>	<i>Test 11.10.19</i>	<i>Test 18.10.19</i>
Rules for apostrophes - for omission and possession Plus use of its or it's and science related words	Pluralisation rules	Pluralisation rules & Science related words	To spell regular verb endings s, ed, ing	Replacing said & Science related words	Endings which sound like /əs/ spelt -cious & Topic related words
RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn
Its	horses	halves	jumped	added	vicious
it's	foxes	scarves	invented	cried	gracious
you're	cries	wolves	showed	snapped	malicious
we're	babies	calves	worked	replied	anxious
<i>Light</i>	<i>atlas</i>	<i>lamp</i>	woman	build	strange
<i>Travels</i>	<i>trade</i>	<i>motor</i>	women	history	special
AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn
hadn't	churches	lives	dragging	remarked	precious
haven't	lunches	wives	dropping	suggested	delicious
couldn't	worries	knives	saving	whimpered	conscious
weren't	jellies	selves	exploring	screeched	ambitious
<i>Object</i>	<i>latitude</i>	<i>volume</i>	yacht	vegetable	twelfth
<i>reflection</i>	<i>longitude</i>	<i>switches</i>	vehicle	variety	thorough
DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn
salt 'n' vinegar	potatoes	loaves	touching	answered	infectious
mix 'n' match	volcanoes	thieves	applying	enquired	nutritious
soldier's timepiece	ladies	dwarves	married	elaborated	fictitious
soldiers' timepiece	watches	leaves	portraying	commentated	suspicious
<i>straight</i>	<i>expedition</i>	<i>Brightness</i>	temperature	symbol	sufficient
<i>mirrors</i>	<i>festivals</i>	<i>circuit</i>	system	suggest	stomach

NB: Diamond group will also have two spellings not on the list, but related to the spelling rule. Learn the rule, not just the words.



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Use your eyes

- Look at the word. Is it short? Is it long? What else do you notice when you look at it?
- Can you see any small words inside your word?
- Take a picture of the word in your mind. Shut your eyes. Can you see it?
- Write the tricky part of the word in a different colour.

Use your hand

- Write the word in the air.
- Write the word in your best joined handwriting.
- Write the word again with your eyes shut.



Use your brain

- What does this word mean? Look it up in the dictionary if you're not sure.
- Put it in a sentence.
- Can you spell bits of this word already?
- Can you write any words that rhyme with this one?
- Do you know other words with the same pattern?

Use your ears

- Say the word out loud. Spell it out loud.
- Clap the syllables.
- Say the word in a silly or exaggerated way
e.g. Wed-nes-day



Use your friend

- Show your word list to your friend. Give some clues about one word. Can they guess the word?
- Ask your friend to 'write' one of your words on your back with their finger - can you feel and imagine the letters?
- Sort your words e.g. alphabetically or by length or the number of syllables. Can your friend see how you have sorted them?
- Ask your friend to 'test' you when you know all your words.



REMEMBER: Use a range of different strategies for learning the spelling rule!