

## Year 6 Spellings for Term 3 2026

**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!**

Test Date	16/1/26	23/1/26	30/1/26	6/2/26	12/2/26 (Thursday)
	Words with endings /shuhl/ after a consonant letter & Y5/6 spelling list	Words with the common letter string 'acc' at the beginning of words & Y5/6 spelling list	Words ending in '-ably' & Y5/6 spelling list	Words ending in '-ible' & Y5/6 spelling list	Adding the suffix '-ibly' to create an adverb & Y5/6 spelling list
	<b>RUBY must learn</b>	<b>RUBY must learn</b>	<b>RUBY must learn</b>	<b>RUBY must learn</b>	<b>RUBY must learn</b>
	martial	access	adorably	horrible	horribly
	partial	accuse	dependably	terrible	terribly
	confidential	accost	reasonably	sensible	sensibly
	torrential	accomplish	changeably	possible	possibly
	<i>achieve</i>	<i>muscle</i>	<i>immediate</i>	<i>suggest</i>	<i>attached</i>
	<i>embarrass</i>	<i>recognise</i>	<i>equipped</i>	<i>bargain</i>	<i>develop</i>
	<b>AMBER should learn</b>	<b>AMBER should learn</b>	<b>AMBER should learn</b>	<b>AMBER should learn</b>	<b>AMBER should learn</b>
	potential	accommodate	comfortably	reversible	reversibly
	impartial	accompany	believably	incredible	incredibly
	residential	accrue	considerably	responsible	responsibly
	essential	accuracy	respectably	forcible	forcibly
	<i>occur</i>	<i>vehicle</i>	<i>language</i>	<i>thorough</i>	<i>marvellous</i>
	<i>variety</i>	<i>ancient</i>	<i>sincere</i>	<i>stomach</i>	<i>programme</i>
	<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>
	sequential	accumulate	noticeably	legible	legibly
	substantial	accentuate	valuably	visible	visibly
	consequential	acclimatise	tolerably	accessible	accessibly
	influential	accelerate	measurably	plausible	plausibly
	<i>yacht</i>	<i>relevant</i>	<i>disastrous</i>	<i>parliament</i>	<i>privilege</i>
	<i>interfere</i>	<i>forty</i>	<i>queue</i>	<i>harass</i>	<i>controversy</i>

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### Use your eyes



- Look at the word. Is it short? Is it long? What 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.