

## Year 6 Spellings for Term 4 2025/26

**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	6/3/2026	13/3/2026	20/3/2026	27/3/2026
	Spelling rule: -er, -or, -ar at the end of words & Y5/6 Spelling List	Spelling rule: adverbs synonymous with determination & Y5/6 Spelling List	Spelling rule: Adjectives to describe settings & Y5/6 Spelling List	Spelling rule: Vocabulary to describe feelings & Y5/6 Spelling List
	<b>RUBY must learn</b>	<b>RUBY must learn</b>	<b>RUBY must learn</b>	<b>RUBY must learn</b>
	popular	intently	regal	terrified
	computer	repeatedly	unsightly	positive
	customer	determinedly	noiseless	delighted
	calendar	relentlessly	majestic	jittery
	<i>category</i>	<i>awkward</i>	<i>apparent</i>	<i>interrupt</i>
	<i>average</i>	<i>definite</i>	<i>committee</i>	<i>desperate</i>
	<b>AMBER should learn</b>	<b>AMBER should learn</b>	<b>AMBER should learn</b>	<b>AMBER should learn</b>
	radiator	resolutely	magnificent	despondent
	soldier	persistently	sinister	optimistic
	particular	continually	spectacular	incensed
	<i>identity</i>	<i>soldier</i>	<i>correspond</i>	<i>persuade</i>
	<i>profession</i>	<i>individual</i>	<i>government</i>	<i>community</i>
	<i>bruise</i>	<i>vegetable</i>	<i>opportunity</i>	<i>familiar</i>
	<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>
	superior	diligently	picturesque	euphoric
	shoulder	knavishly	tranquil	apprehensive
	interior	tenaciously	bustling	sanguine
	<i>conscious</i>	<i>frequently</i>	<i>pronunciation</i>	<i>amateur</i>
	<i>aggressive</i>	<i>curiosity</i>	<i>equipment</i>	<i>especially</i>
	<i>mischievous</i>	<i>leisure</i>	<i>twelfth</i>	<i>guarantee</i>

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e.g. Wed-nes-day



### 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



### 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!