



Year 6 Spellings

Autumn 1 Group A

Spectacular Spelling involves learning both key spelling rules and key common exception words. Practising these and applying them in a variety of contexts helps your child develop their vocabulary skills, accuracy and confidence.

The expectation is that the children will learn their weekly spelling rule, practising both reading and spelling it, alongside practising their Wizard Words which are the focus common exception words for this term. In school teachers will focus on these spelling rules for that particular week. On a Friday we will allow the children the opportunity to apply 5 of these new spellings to dictated sentences. At the end of each half term, we will assess the children's progress in learning their Wizard Words.

Test date: 13.09.24	Test date: 20.09.24	Test date: 27.09.24	Test Date 04.10.24	Test Date 11.10.24	Test date: 18.10.24	Test date: 25.10.24
SPELLING FOCUS:	SPELLING FOCUS:	SPELLING FOCUS:	SPELLING FOCUS:	SPELLING FOCUS:	SPELLING FOCUS:	SPELLING FOCUS:
Words with the /ee/sounds spelt ei or ie	Words with the /ee/sounds spelt ei or ie	Words containing the letter string 'ough'	Words containing the letter string 'ough'	Words containing silent letters	Review Week	Wizard Words
PRACTICE WORDS:	PRACTICE WORDS:	PRACTICE WORDS:	PRACTICE WORDS:	PRACTICE WORDS:	PRACTICE WORDS:	PRACTICE WORDS:
de <u>ce</u> ive	miscon <u>ce</u> ive	th <u>ou</u> ght	th <u>rou</u> gh	climb	This week is a 'Review week'. Children will focus on a variety of previous spelling rules.	communicate
th <u>ie</u> ves	de <u>ce</u> it	thor <u>ou</u> gh	<u>co</u> ugh	crumb		curiosity
re <u>ce</u> ive	per <u>ce</u> ived	en <u>ou</u> gh	<u>do</u> ugh	debt		definite
per <u>ce</u> ive	con <u>ce</u> ited	<u>ou</u> ght	<u>fo</u> ught	design		harass
re <u>ce</u> ipt	re <u>ce</u> iving	brou <u>gh</u> t	dr <u>ou</u> ght	science		identity
pro <u>te</u> in	bel <u>ie</u> ved	bou <u>gh</u> t	sou <u>gh</u> t	environment		occupy
caff <u>e</u> ine	<u>fi</u> erce	th <u>ou</u> ghtful	pl <u>ou</u> gh	rhythm		attached
pie <u>r</u> cing	we <u>ir</u> d	throu <u>gh</u> out	breakthrou <u>gh</u>	circuit		correspond
<u>ei</u> ther	prie <u>s</u> t	to <u>u</u> gh	tr <u>ou</u> gh	tongue		
ne <u>i</u> ther	con <u>ce</u> ive	alth <u>ou</u> gh	rou <u>gh</u>	muscle		

WIZARD WORDS THIS HALF TERM:

communicate curiosity definite harass identity occupy attached correspond





Year 6 Spellings

Autumn 1 Group B

Spectacular Spelling involves learning both key spelling rules and key common exception words. Practising these and applying them in a variety of contexts helps your child develop their vocabulary skills, accuracy and confidence.

The expectation is that the children will learn their weekly spelling rule, practising both reading and spelling it, alongside practising their Wizard Words which are the focus common exception words for this term. In school teachers will focus on these spelling rules for that particular week. On a Friday we will allow the children the opportunity to apply 5 of these new spellings to dictated sentences. At the end of each half term, we will assess the children's progress in learning their Wizard Words.

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SPELLING FOCUS:	SPELLING FOCUS:	SPELLING FOCUS:	SPELLING FOCUS:	SPELLING FOCUS:	SPELLING FOCUS:	SPELLING FOCUS:
Adding suffixes beginning with vowel letters (double the final consonant)	Adding the suffix - ment and – ful	Adding suffixes beginning with vowel letters	Adding the suffix – ness and – less	Short vowel 'i' sound spelt 'y'	Review Week	Wizard Words
PRACTICE WORDS:	PRACTICE WORDS:	PRACTICE WORDS:	PRACTICE WORDS:	PRACTICE WORDS:	PRACTICE WORDS:	PRACTICE WORDS:
forget <u>ting</u>	adjust <u>ment</u>	gardener <u>er</u>	sick <u>ness</u>	py <u>ra</u> mid	This week is a 'Review week'. Children will focus on a variety of previous spelling rules.	communicate
forgotten <u>en</u>	agree <u>ment</u>	garden <u>ing</u>	rudene <u>ss</u>	my <u>th</u>		curiosity
begin <u>ning</u>	move <u>ment</u>	offere <u>d</u>	happine <u>ss</u>	h <u>ymn</u>		definite
beginne <u>r</u>	develop <u>ment</u>	offer <u>ing</u>	sadne <u>ss</u>	g <u>ym</u>		harass
runn <u>ing</u>	replacem <u>ent</u>	help <u>er</u>	kindne <u>ss</u>	my <u>st</u> ery		identity
runne <u>r</u>	thank <u>ful</u>	help <u>ing</u>	fear <u>less</u>	ly <u>rics</u>		occupy
hit <u>ting</u>	skil <u>ful</u>	shoute <u>d</u>	use <u>less</u>	sy <u>rup</u>		attached
hitte <u>r</u>	hope <u>ful</u>	shout <u>ing</u>	spot <u>less</u>	oxy <u>gen</u>		correspond
shopp <u>ing</u>	hand <u>ful</u>	play <u>ing</u>	home <u>less</u>	sy <u>stem</u>		
shopp <u>er</u>	play <u>ful</u>	playe <u>r</u>	hope <u>less</u>	cy <u>gn</u> et		



WIZARD WORDS THIS HALF TERM:

communicate curiosity definite harass identity occupy attached
correspond