

Year 6 Weekly Spellings

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SPELLING RULE Hyphens	SPELLING RULE Plural nouns (1)	SPELLING RULE Y5/6 high frequency words	SPELLING RULE Plural nouns (2)	SPELLING RULE Homophones and other words that are often confused	SPELLING RULE -tial or -cial
<p style="color: red; text-align: center;"> co-operate re-enter re-open co-ordinate de-escalated re-sign forty-eight green-eyed ear-piercing empty-handed </p>	<p style="color: red; text-align: center;"> foxes musicians operations scratches brushes churches grasses bonuses activities stories bodies spies parties opportunities families berries wolves wolf </p>	<p style="color: red; text-align: center;"> government conscience twelfth conscious environment parliament shoulder soldier </p>	<p style="color: red; text-align: center;"> tomato tomatoes echo echoes hero heroes domino dominoes potato potatoes seats buses boxes echo echoes hero heroes knife knives thief thieves baby babies </p>	<p style="color: red; text-align: center;"> advice advise advised practice practise practised device devise devised licence license licensed </p>	<p style="color: red; text-align: center;"> presidential confidential initial essential partial official special social artificial financial essentially confidentially specially </p> <p style="text-align: right; font-size: small;"> Tip: -tial often comes after a consonant (e.g. 'essential') and -cial often comes after a vowel (e.g. 'official'). </p>

Precision spelling words (this half term taken from Y3/4 high frequency words):

<p>The -dge pattern We don't use j at the end of a word in English. Instead, we use dge after a short vowel sound and ge after other sounds</p> <p style="color: purple; text-align: center;"> grudge, badge, cartridge, fidget, gadget, bridge, smudge, knowledge, sledge, edged </p>	<p>The soft g Sometimes at the beginning or in the middle of a word, the sound /j/ can be spelt with a g. For example:</p> <p style="color: purple; text-align: center;"> giant, gem, magical, giraffe, energy, gentle, Germany, angel, urgent, danger </p>	<p>The soft c The sound /s/ is spelt with a c if it goes before e, i or y</p> <p style="color: purple; text-align: center;"> cell, ice, race, fancy, circle, exciting, decide, medicine, bounce, twice </p>	<p>The versatile s The sound /sh/ is sometimes spelt as an s. For example:</p> <p style="color: purple; text-align: center;"> treasure, usual, vision, Asia, decision, casual, television, measure, unusual, pleasure </p>	<p>Other ways to write the sound /n/ At the beginning of words, the sound /n/ can be spelt kn and sometimes gn. For example:</p> <p style="color: purple; text-align: center;"> knee, knock, know, knead, knife gnaw, gnome, sign, gnash, design </p>	<p>Other ways to write the sound /r/ At the beginning of words, the sound /r/ can be spelt wr. For example:</p> <p style="color: purple; text-align: center;"> write, wrap, wrong, wriggle, wreck, wrist, written, wrapped, wrestler, wren </p>
--	---	---	--	---	---

These are common errors (sometimes spotted in Year 6) from earlier key stages

a lot
across
also
although
always
another

beautiful
because
before
believe
bought
brought

caught
children
colour
could
clothes
can't

definitely
different
does
doesn't
disappear
easy

enough
embarrass
every
excellent
favourite
first

forty
favourite
friend
government
haven't
house