

Chaddlewood Primary School Spelling Scheme: Year 6

Term 1

Tier 3 Words (linked to foundation subjects)	Statutory spellings (51 - 60)	Statutory spellings (61 - 70)	Statutory spellings (71 - 80)	Statutory spellings (81 - 90)	Statutory spellings (91 - 100)
volcano volcanoes lava magma pyroclastic fault tectonic eruption pressure temperature	identity immediate immediately individual interfere interrupt language leisure lightning marvellous	mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade	physical prejudice privilege profession programme pronunciation queue recognise recommend relevant	restaurant rhyme sacrifice secretary shoulder signature sincere sincerely soldier stomach	sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht
These words are linked to the 'volcanoes' topic.	Morning task: Revise -ed and -ing	Morning task: Revise the plurals of words that end in 'y' countries, monkeys ets	Morning task: Revise --ous (including -cious, -tious, -xious)	Morning task: Revise -tion and -sion	Morning task: Revise -ssion and -cian

Chaddlewood Primary School Spelling Scheme: Year 6

Term 2

Tier 3 Words (linked to foundation subjects)	Words ending -able	Words ending -ably	Words ending -ible	Words ending -ibly	Adding suffixes to words ending -fer
continent equator meridian population economy Campania similarities differences physical unemployment	applicable breakable fashionable comfortable changeable knowledgeable noticeable advisable intolerable perishable	adorably valuably considerably believably reasonably changeably knowledgeably noticeably comfortably reasonably	possible horrible terrible visible incredible sensible forcible legible responsible plausible	possibly horribly terribly visibly incredibly sensibly forcibly legibly responsibly plausibly	offered offering suffered suffering referred referring transferred transferring buffered buffering
These words are linked to the 'Devon and Campania' topic.	The <i>-able</i> ending is more common than the <i>-ible</i> ending. Generally, the <i>-able</i> ending is used when it is preceded by a complete root word. If the root word ends in a soft g or -c sound (<i>change</i> , <i>notice</i>), retain the e (<i>changeable</i>). Otherwise, drop the -e.	See notes on -able.	The <i>-ible</i> ending is less common than the <i>-able</i> ending. Generally, the <i>-ible</i> ending is used when it is <u>not</u> preceded by a complete root word.	See notes on -ibly	The r is doubled if the <i>-fer</i> is still stressed when the suffix is added. The r is not doubled if the <i>-fer</i> is no longer stressed.

Chaddlewood Primary School Spelling Scheme: Year 6

Term 3

Tier 3 Words (linked to foundation subjects)	<i>i</i> before <i>e</i> except after <i>c</i> when the sound is <i>ee</i> (Revise from Y5)	-ough (Revise from Y5)	homophones	homophones	silent letters
prehistoric ancient civilization Olympics democracy marathon conquered influence legacy significant	achieve perceive believe field ceiling piece receipt siege conceive grief	plough bough brought bought rough enough cough borough dough through	morning/mourning cereal/serial ascent/assent symbol/cymbal coarse/course	board/bored threw/through thrown/throne groan/grown muscle/mussel	thistle wreck wrinkle answer environment sword nestle castle whether listen
	<p>Some of these words were covered in Y5.</p> <p>The '<i>i</i> before <i>e</i> except after <i>c</i>' rule <u>only</u> applies if the letters form an <i>ee</i> sound. For example, in the word <i>piece</i>, the <i>ie</i> makes an <i>ee</i> sound. Because the preceding letter is <i>p</i>, the spelling is <i>ie</i>. In the word <i>deceive</i>, the <i>ei</i> makes an <i>ee</i> sound. Because the preceding letters is <i>c</i>, the spelling is <i>ei</i>.</p> <p>There are several exceptions, such as <i>protein</i> and <i>seize</i>.</p> <p>If the <i>ie/ei</i> does not make an <i>ee</i> sound, there is no rule - some words are spelt <i>ie</i> (such as <i>ancient</i>) and some are spelt <i>ei</i> (such as <i>weird</i>).</p>	<p>These words combine words from two different lists that were covered in Y5.</p> <p>This letter string can be pronounced in seven different ways, all of which are covered in these spellings.</p> <p>Use the mnemonic Oh You Genius Harry! to help the children remember the <i>ough</i> string.</p>			

Chaddlewood Primary School Spelling Scheme: Year 6

Term 4

Tier 3 Words (linked to foundation subjects)					
(set by teacher)					

Chaddlewood Primary School Spelling Scheme: Year 6

Term 5

Tier 3 Words (linked to foundation subjects)	Homophones and near homophones	Homophones and near homophones	Homophones and near homophones	Silent letters	The -ful suffix
(set by teacher)					

Chaddlewood Primary School Spelling Scheme: Year 6

Term 6

Tier 3 Words (linked to foundation subjects)					
(set by teacher)					

Chaddlewood Primary School Spelling Scheme: Year 6

Reserve lists

The long 'a' sound spelt 'ei' or 'eigh' (revise from Y3)	Silent letters
eight eighth eighty weight neighbour vein veil beige sleigh freight	wrestle wrapper island aisle debris mortgage Christmas yacht guarantee guilty
This is the same list that the children had in Year 3 ut will help them consolidate their understanding of this important spelling pattern.	Twinkl list