



# St Patrick's Catholic Primary School

Year 6 Spelling Booklet  
Lent Term 1

Name: \_\_\_\_\_

Dear Year 6 families,

This is your child's spelling booklet. It contains all of our weekly spelling lists for this term.

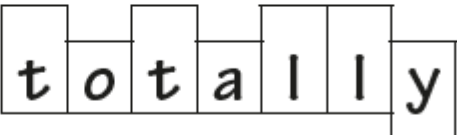
The children should practise their spellings on a regular basis to ensure that they are prepared for their spelling test, which takes place every Friday afternoon.

Although the children have an allocated slot to practise their spellings in our daily spelling and handwriting session, it is important for your child to practise their spellings at home.

Please see the next couple of pages where I have included some different activities to support your child's spelling practise.

Thank you for your continued support! ☺

Miss Godfrey, Mrs Pyatt, Mrs Lewis and Mrs Stevenson

<p><b>Look, say, cover, write, check</b></p>	<p>This is probably the most common strategy used to learn spellings.  <b>Look:</b> first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.  <b>Say:</b> say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.  <b>Cover:</b> cover the word.  <b>Write:</b> write the word from memory, saying the word as you do so.  <b>Check:</b> Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
<p><b>Trace, copy and replicate (and then check)</b></p>	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory.  Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly.  If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>
<p><b>Segmentation strategy</b></p>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>
<p><b>Quickwrite</b></p>	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme.  This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>
<p><b>Drawing around the word to show the shape</b></p>	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> <div style="text-align: center;">  </div>

Drawing an image around the word

This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.



You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.

Words without vowels

This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word field:

f \_ \_ \_ ld

Pyramid words

This method of learning words forces you to think of each letter separately.

p  
py  
pyr  
pyra  
pyram  
pyrami  
pyramid

You can then reverse the process so that you end up with a diamond.

Other strategies

Other methods can include:

- Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky part s of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on.
- Making up memorable 'silly sentences' containing the word
- Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word
- Clapping and counting to identify the syllables in a word.

Week 1

Test date: Friday 7<sup>th</sup> January 2022

Spelling rule: Words with endings /shuhl/ after a consonant letter

	Attempt 1	Attempt 2	Attempt 3
influential			
martial			
spatial			
partial			
confidential			
essential			
substantial			
potential			
sequential			
torrential			

Additional practise space

Week 2

Test: Friday 14<sup>th</sup> January 2022

Spelling rule: Words with the common letter string 'acc' at the beginning of words

	Attempt 1	Attempt 2	Attempt 3
accompany			
accommodate			
access			
accuse			
accost			
accrue			
accuracy			
accomplish			
accumulate			
accentuate			

Additional practise space

Week 3

Test: Friday 21<sup>st</sup> January 2022

Spelling rule: Words ending in '-ably

	Attempt 1	Attempt 2	Attempt 3
changeably			
noticeably			
dependably			
comfortably			
reasonably			
adorably			
valuably			
believably			
considerably			
tolerably			

Additional practise space

Week 4

Test: Friday 28<sup>th</sup> January 2022

Spelling rule: Words ending in '-ible'

	Attempt 1	Attempt 2	Attempt 3
reversible			
incredible			
possible			
horrible			
terrible			
responsible			
legible			
forcible			
sensible			
visible			

Additional practise space



Week 5

Test: Friday 4<sup>th</sup> February 2022

Spelling rule: Adding the suffix '-ibly' to create an adverb

	Attempt 1	Attempt 2	Attempt 3
reversibly			
responsibly			
possibly			
horribly			
terribly			
visibly			
incredibly			
sensibly			
forcibly			
legibly			

Additional practise space

Week 6

Test: Thursday 10<sup>th</sup> February 2022

Spelling rule: Changing '-ent' to -ence.

	Attempt 1	Attempt 2	Attempt 3
excellent			
excellence			
silent			
silence			
evident			
evidence			
convenient			
convenience			
different			
difference			

Additional practise space

