



St Patrick's Catholic Primary School

Year 6 Spelling Booklet
Lent Term 2

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 Lewis and Mrs Stevenson

Look, say, cover, write, check	<p>This is probably the most common strategy used to learn spellings.</p> <p>Look: 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.</p> <p>Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.</p> <p>Cover: cover the word.</p> <p>Write: write the word from memory, saying the word as you do so.</p> <p>Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
Trace, copy and replicate (and then check)	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory.</p> <p>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.</p> <p>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>
Segmentation strategy	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>
Quickwrite	<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.</p> <p>This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>
Drawing around the word to show the shape	<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 data-bbox="620 1451 1082 1585" data-label="Image"> </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: 25th 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

Changing '-ent' to -ence.'

E	C	J	C	S	I	U	P	C	P	I	P	E	Z	L	S	O	L
E	X	O	T	K	N	H	H	G	R	J	S	V	A	D	C	L	D
S	X	C	N	T	M	N	H	C	C	L	M	I	O	H	H	R	I
M	I	C	E	V	M	G	R	S	S	F	B	D	T	L	P	Z	F
V	R	L	E	L	E	K	A	X	S	X	P	E	S	Y	X	J	F
S	Y	B	E	L	L	N	C	O	N	V	E	N	I	E	N	T	E
R	G	I	H	N	L	E	I	K	L	A	R	C	F	A	W	H	R
J	F	N	Q	Z	C	E	N	E	S	I	L	E	N	T	T	E	E
N	O	J	F	K	E	E	N	T	N	V	A	N	W	F	N	H	N
U	T	A	M	O	O	T	Q	C	Q	C	C	N	I	M	K	P	T
I	C	Q	L	F	V	H	E	O	E	Q	E	U	Q	G	C	C	V
Q	D	I	F	F	E	R	E	N	C	E	V	I	D	E	N	T	W

Find the following words in the puzzle.
Words are hidden → ↓ and ↘ .

CONVENIENCE
CONVENIENT
DIFFERENCE
DIFFERENT

EVIDENCE
EVIDENT
EXCELLENCE
EXCELLENT

SILENCE
SILENT

Additional practise space

Week 2

Test: 4th March 2022

Spelling rule: Words ending -er, -or, ar

	Attempt 1	Attempt 2	Attempt 3
computer			
superior			
customer			
soldier			
shoulder			
interior			
calendar			
popular			
particular			
radiator			

Additional practise space

Words ending -er, -or, ar

D	Z	U	B	P	O	I	O	Z	C	S	B	V	C	I	X	G	R
T	X	M	N	O	U	S	E	L	U	O	J	S	F	N	C	O	Z
Z	C	T	W	P	S	N	X	O	S	L	S	H	M	T	O	K	Z
N	M	N	B	U	Z	X	V	K	T	D	C	O	H	E	M	B	R
L	L	I	J	L	F	Z	U	T	O	I	A	U	L	R	P	U	A
X	R	K	N	A	B	I	A	A	M	E	L	L	O	I	U	H	D
G	C	F	J	R	Z	C	U	C	E	R	E	D	Q	O	T	B	I
J	N	V	O	K	J	Y	K	T	R	P	N	E	S	R	E	S	A
D	J	A	J	J	C	F	C	A	O	O	D	R	Y	C	R	U	T
P	A	R	T	I	C	U	L	A	R	B	A	B	D	T	C	Y	O
S	U	P	E	R	I	O	R	T	M	X	R	R	Z	U	D	E	R
Y	M	M	G	Z	P	Y	P	D	T	Y	H	D	T	P	E	C	Y

Find the following words in the puzzle.
Words are hidden → ↓ and ↘ .

CALENDAR
COMPUTER
CUSTOMER
INTERIOR

PARTICULAR
POPULAR
RADIATOR
SHOULDER

SOLDIER
SUPERIOR

Additional practise space

Week 3

Test: 11th March 2022

Spelling rule: Adverbs synonymous with determination.

	Attempt 1	Attempt 2	Attempt 3
intently			
diligently			
repeatedly			
knavishly			
determinedly			
resolutely			
relentlessly			
persistently			
tenaciously			
continually			

Additional practise space

Adverbs to show determination

H	W	C	D	R	P	F	L	Z	V	U	S	B	T	H	Y	B	I
T	Q	O	E	E	R	E	L	E	N	T	L	E	S	S	L	Y	D
Q	K	N	T	P	V	E	R	I	T	Z	X	L	H	Q	D	C	I
T	N	T	E	E	L	K	S	S	T	D	J	F	G	U	L	B	L
L	A	I	R	A	M	T	R	O	I	Q	U	T	K	L	W	D	I
M	V	N	M	T	U	X	H	H	L	S	G	F	V	X	D	O	G
P	I	U	I	E	K	X	C	Z	X	U	T	S	A	Y	T	J	E
C	S	A	N	D	E	D	W	L	I	N	T	E	N	T	L	Y	N
F	H	L	E	L	M	H	N	U	J	Q	Q	E	N	Z	M	B	T
L	L	L	D	Y	G	B	Q	B	J	R	V	R	L	T	C	V	L
Y	Y	Y	L	I	C	B	V	C	Q	Z	L	C	O	Y	L	H	Y
G	O	O	Y	T	E	N	A	C	I	O	U	S	L	Y	C	Y	P

Find the following words in the puzzle.

Words are hidden → ↓ and ↘ .

CONTINUALLY
DETERMINEDLY
DILIGENTLY
INTENTLY

KNAVISHLY
PERSISTENTLY
RELENTLESSLY
REPEATEDLY

RESOLUTELY
TENACIOUSLY

Additional practise space

Week 4

Test: 18th March 2022

Spelling rule: Adjectives to describe settings

	Attempt 1	Attempt 2	Attempt 3
picturesque			
magnificent			
regal			
tranquil			
sinister			
unsightly			
spectacular			
majestic			
noiseless			
bustling			

Additional practise space

Adjectives to describe settings

S	T	V	U	W	M	C	T	E	T	O	B	U	F	M	K	W	U
I	A	Q	N	R	D	R	T	R	A	N	Q	U	I	L	W	L	B
N	Y	V	S	E	C	S	P	E	C	T	A	C	U	L	A	R	U
I	R	N	I	G	G	I	P	F	Y	V	T	C	N	P	B	G	S
S	U	U	G	A	G	U	S	Y	X	H	N	C	P	I	W	L	T
T	Q	V	H	L	M	A	J	E	S	T	I	C	F	N	Z	C	L
E	J	R	T	S	M	N	O	I	S	E	L	E	S	S	Q	M	I
R	V	J	L	P	W	T	D	S	Z	X	W	D	H	R	B	L	N
B	P	F	Y	C	V	G	Y	J	C	X	X	D	F	A	H	N	G
N	H	E	F	L	M	M	A	G	N	I	F	I	C	E	N	T	D
V	P	B	P	I	C	T	U	R	E	S	Q	U	E	V	L	H	M
Z	A	R	X	H	Q	J	E	U	D	G	Q	C	Y	T	H	F	L

Find the following words in the puzzle.

Words are hidden → ↓ and ↘ .

BUSTLING
MAGNIFICENT
MAJESTIC
NOISELESS

PICTURESQUE
REGAL
SINISTER
SPECTACULAR

TRANQUIL
UNSIGHTLY

Additional practise space

Week 5

Test: 25th March 2022

Spelling rule: Vocabulary to describe feelings.

	Attempt 1	Attempt 2	Attempt 3
euphoric			
delighted			
despondent			
incensed			
terrified			
apprehensive			
jittery			
optimistic			
positive			
sanguine			

Additional practise space

Vocabulary to describe feelings

T	I	S	O	B	D	F	G	O	K	A	E	B	X	X	Z	E	O
O	W	J	A	D	M	E	Q	V	U	Z	U	I	L	W	C	B	T
I	P	I	H	N	D	Q	S	E	D	R	D	A	R	T	X	D	E
N	C	T	P	M	G	E	C	P	D	E	T	X	E	E	E	D	R
C	B	T	I	O	M	U	U	H	O	L	L	Z	D	B	A	E	R
E	K	E	S	M	S	H	I	P	M	N	Z	I	J	R	B	X	I
N	N	R	Q	Y	I	I	S	N	H	Z	D	L	G	C	B	P	F
S	S	Y	X	F	W	S	T	X	E	O	Z	E	M	H	E	H	I
E	Z	A	B	U	O	O	T	I	X	C	R	D	N	T	T	X	E
D	P	E	Q	H	W	V	P	I	V	U	U	I	T	T	E	E	D
G	P	F	P	F	Z	C	D	S	C	E	N	I	C	Y	U	M	D
M	A	P	P	R	E	H	E	N	S	I	V	E	E	T	R	U	M

Find the following words in the puzzle.
Words are hidden → ↓ and ↘ .

APPREHENSIVE
DELIGHTED
DESPONDENT
EUPHORIC

INCENSED
JITTERY
OPTIMISTIC
POSITIVE

SANGUINE
TERRIFIED

Additional practise space

Week 6

Test: 1st April 2022

Spelling rule: Adjectives to describe character

	Attempt 1	Attempt 2	Attempt 3
amiable			
obnoxious			
disagreeable			
grotesque			
repugnant			
exquisite			
courageous			
gargantuan			
valiant			
delightful			

Additional practise space

Adjectives to describe character

R	W	W	H	U	F	Q	Y	R	E	P	U	G	N	A	N	T	C
G	B	N	V	L	G	Q	A	X	K	F	B	O	Z	T	T	G	E
A	B	C	V	C	I	G	Q	F	V	G	N	J	H	M	Z	Q	X
R	G	S	R	K	X	F	W	Q	S	O	P	R	A	N	K	N	Q
G	X	I	O	Q	L	J	Q	G	F	D	N	R	F	S	H	F	U
A	W	T	S	P	C	O	U	R	A	G	E	O	U	S	A	E	I
N	A	M	I	A	B	L	E	G	R	O	T	E	S	Q	U	E	S
T	D	I	S	A	G	R	E	E	A	B	L	E	V	Z	F	G	I
U	A	V	G	Q	G	B	O	G	Q	H	Q	H	W	H	T	Z	T
A	X	J	C	J	D	E	L	I	G	H	T	F	U	L	X	K	E
N	L	N	A	O	B	N	O	X	I	O	U	S	K	P	C	W	U
B	Z	D	N	F	M	V	A	L	I	A	N	T	M	Z	D	Y	I

Find the following words in the puzzle.

Words are hidden → ↓ and ↘ .

AMIALE
COURAGEOUS
DELIGHTFUL
DISAGREEABLE

EXQUISITE
GARGANTUAN
GROTESQUE
OBNOXIOUS

REPUGNANT
VALIANT

Additional practise space