

# Homework Spelling Activities

## Year 6

Below you will find the words your child will be learning in each term if they are in year 6. In addition to the activities your child has been set on spelling shed for their weekly homework, you may also wish to use the attached spelling activities as an alternative way to support your child's spelling application.

# Year 6 Autumn 1

<b>Week 1</b> <b>Ambitious Synonyms:</b> <b>Adjectives</b>	<b>Week 2</b> <b>Homophones &amp; Near Homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy</b>	<b>Week 3</b> <b>Adjectives ending in -ant into nouns ending in -ance/-ancy</b>	<b>Week 4</b> <b>Adjectives ending in -ent into nouns ending in -ence/-ency</b>	<b>Week 5</b> <b>Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel.</b>	<b>Week 6</b> <b>Hyphens: To join compound adjectives to avoid ambiguity</b>
aggressive	advice	observant	innocent	co-operate	man-eating
hostile	advise	observance	innocence	co-ordinate	little-used
awkward	device	expectant	decent	co-own	rock-bottom
obstinate	devise	expectancy	decency	co-author	wide-eyed
desperate	licence	hesitant	excellent	re-enter	pig-headed
frantic	license	hesitancy	excellence	re-educate	tight-fisted
disastrous	practice	tolerant	confident	re-examine	cold-hearted
calamitous	practise	tolerance	confidence	re-evaluate	stone-faced
marvellous	prophecy	relevant	existent	re-energise	green-eyed
spectacular	prophesy	relevance	existence	re-elect	short-tempered

# Year 6 Autumn 2

<b>Week 1</b> <b>Words ending in -able</b>	<b>Week 2</b> <b>Words ending in -able</b>	<b>Week 3</b> <b>Words ending in -ably</b>	<b>Week 4</b> <b>Word families based on common words, showing how words are related in form and meaning</b>	<b>Week 5</b> <b>Word families based on common words, showing how words are related in form and meaning</b>	<b>Week 6</b> <b>Creating diminutives using prefixes micro- or mini-</b>
applicable	adorable	adorably	temperature	suggest	minibus
tolerable	valuable	valuably	temper	digest	miniskirt
operable	advisable	believably	temperament	congestion	miniscule
considerable	believable	considerably	tempered	gesture	minibeast
dependable	desirable	tolerably	variety	gestation	minicab
comfortable	excitable	changeably	vary	lightning	minimum
reasonable	knowledgeable	noticeably	variation	daylight	microscope
perishable	likeable	dependably	varied	enlighten	microchip
breakable	changeable	comfortably	variable	twilight	microphone
fashionable	noticeable	reasonably	variance	limelight	microwave

# Year 6 Spring 1

<b>Week 1</b> <b>Adding suffixes beginning with vowel letters to words ending in -fer</b>	<b>Week 2</b> <b>Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)</b>	<b>Week 3</b> <b>Words with the long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)</b>	<b>Week 4</b> <b>Word families based on common words, showing how words are related in form and meaning</b>	<b>Week 5</b> <b>Word families based on common words, showing how words are related in form and meaning</b>	<b>Week 6</b> <b>Statutory Spelling Challenge Words</b>
referring	siege	deceive	commit	interrupt	attached
referred	niece	conceive	committee	interfere	available
referral	grief	receive	transmit	intercept	average
reference	chief	perceive	submit	interject	competition
referee	fiend	ceiling	commitment	intertwine	conscience
preferring	shriek	receipt	emit	interim	controversy
preferred	believe	protein	permit	internal	correspond
preference	achieve	caffeine	intermittent	intersperse	embarrass
transferring	convenience	seize	omit	interloper	especially
transference	mischievous	neither	unremitting	interest	exaggerate

# Year 6 Spring 2

<b>Week 1</b> <b>Words with endings which sound like /shuh/ after a vowel letter</b>	<b>Week 2</b> <b>Words with endings which sound like /shuh/ after a consonant letter</b>	<b>Week 3</b> <b>Words with a 'soft c' spelt /ce/</b>	<b>Week 4</b> <b>Word families based on common words, showing how words are related in form and meaning</b>	<b>Week 5</b> <b>Word families based on common words, showing how words are related in form and meaning</b>	<b>Week 6</b> <b>Statutory Spelling Challenge Words</b>
official	partial	cemetery	accommodate	signature	foreign
special	confidential	certificate	accompany	assign	apparent
artificial	essential	celebrate	access	design	appreciate
social	substantial	necessary	accuse	designate	persuade
racial	torrential	deceased	accost	significant	individual
crucial	sequential	December	accrue	resignation	language
facial	potential	sacrifice	accuracy	resign	sufficient
beneficial	spatial	hindrance	accomplish	insignificant	determined
superficial	martial	nuisance	accumulate	assignment	explanation
antisocial	influential	prejudice	accentuate	signal	pronunciation

# Year 6 Summer 1

<b>Week 1</b> <b>Word families based on common words, showing how words are related in form and meaning</b>	<b>Week 2</b> <b>Words that can be nouns and verbs</b>	<b>Week 3</b> <b>Words that can be nouns and verbs</b>	<b>Week 4</b> <b>Words with a long /o/ sound spelt 'ou' or 'ow'</b>	<b>Week 5</b> <b>Words ending in -ible</b>	<b>Week 6</b> <b>Words ending in -ibly</b>
programme	challenge	produce	shoulder	possible	possibly
telegram	protest	present	smoulder	horrible	horribly
hologram	broadcast	reason	mould	terrible	terribly
diagram	benefit	silence	poultry	visible	visibly
grammar	charge	support	soul	incredible	incredibly
grammatical	function	transport	shallow	sensible	sensibly
parallelogram	influence	surprise	window	forcible	forcibly
monogram	interest	scratch	blown	legible	legibly
programmer	object	freeze	known	responsible	responsibly
program	damage	balance	thrown	reversible	reversibly

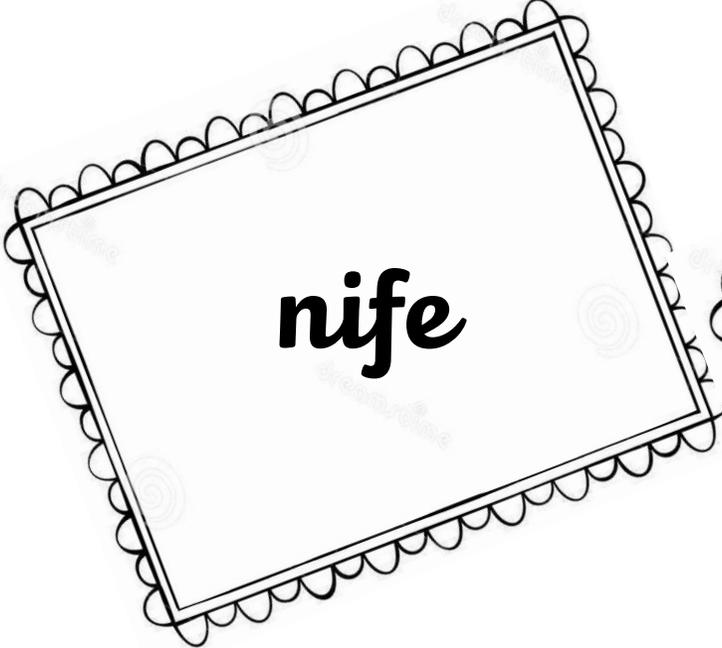
# Year 6 Summer 2

<b>Week 1</b> <b>Synonyms &amp; Antonyms</b>	<b>Week 2</b> <b>Synonyms &amp; Antonyms</b>	<b>Week 3</b> <b>Synonyms &amp; Antonyms</b>	<b>Week 4</b> <b>Synonyms &amp; Antonyms</b>	<b>Week 5</b> <b>Synonyms &amp; Antonyms</b>	<b>Week 6</b> <b>Synonyms &amp; Antonyms</b>
bellowed	immense	ecstatic	deafening	scorching	ambled
screeched	vast	jovial	piercing	searing	tottered
squealed	gigantic	exultant	blaring	sizzling	strolled
shrieked	gargantuan	elated	ear-piercing	blistering	staggered
squawked	mammoth	delighted	raucous	sweltering	sauntered
whispered	miniature	despondent	silent	chilly	sprinted
murmured	miniscule	forlorn	tranquil	frozen	raced
breathed	insignificant	dejected	inaudible	arctic	darted
sighed	microscopic	woeful	unobtrusive	bitter	dashed
muttered	petite	dismal	peaceful	wintry	galloped

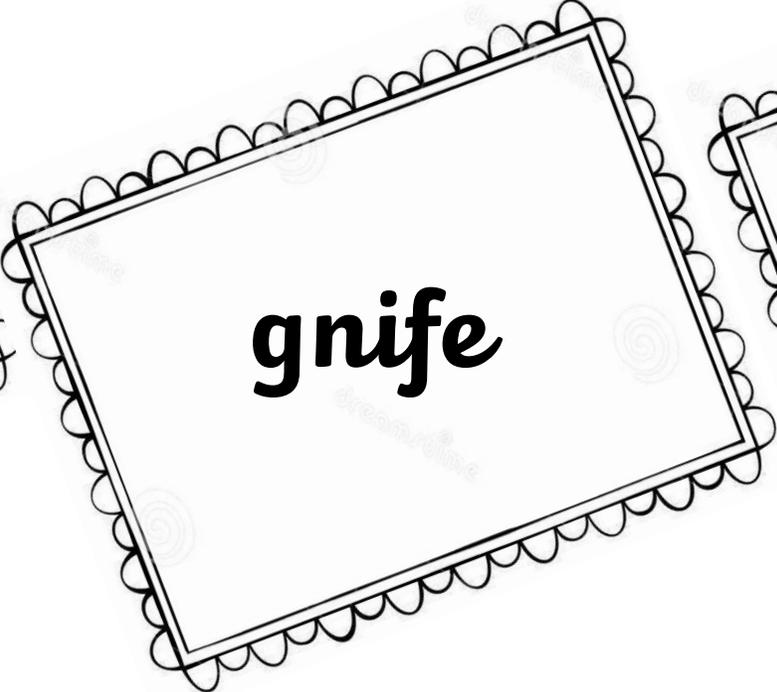
## Find the correct spelling

Give your child three ways to spell a word; two incorrect spellings and one correct spelling. Challenge your child to identify the correct spelling.

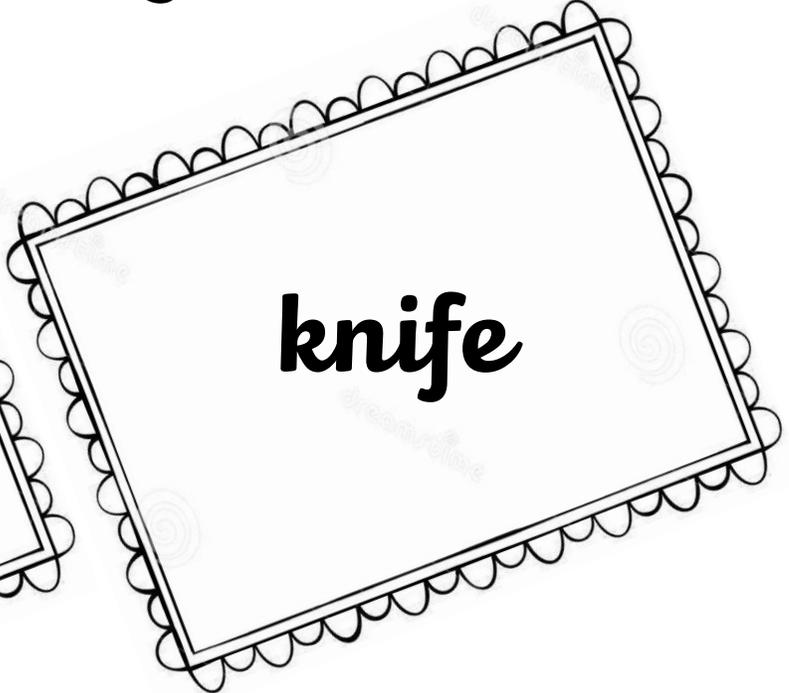
Example:



**nife**



**gnife**



**knife**

## Highlight and sort

Give your child a selection of words. Challenge them to sort them by the sound or spelling rule the words and highlight them

Example:

<b>kn</b>	<b>gn</b>	<b>n</b>

## Pyramid Power

Challenge your child to write their spellings in a pyramid like the example shown below.

Example:



## Sound buttons

Challenge your child to write the words and add the dots and dashes to the words to show the phonics sounds in each word.

Example:

kn ee

kn o t

• •

## Rainbow sounds

Challenge your child to write their spellings using different colours to show each of the sounds/spelling rules in the words.

Example:

knee

know

knot

## Shrinking words

Challenge your child to write their spellings and encourage them to write each word repeatedly but losing a letter each time they write out the word.

Example:

knife

nife

ife

fe

e



## Alphabet Ordering

Choose a selection of spellings from the list. Challenge your child to order them alphabetically.

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

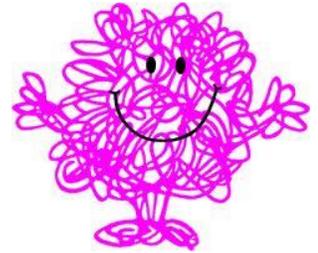
Rr Ss Tt Uu Vv

Ww Xx Yy Zz

## Scrambled Words

Choose a selection of words and write them for your child scrambled up. Challenge your child to reorder the letters correctly to create a whole word.

Example:



**wokn**



**tnok**



**eekn**

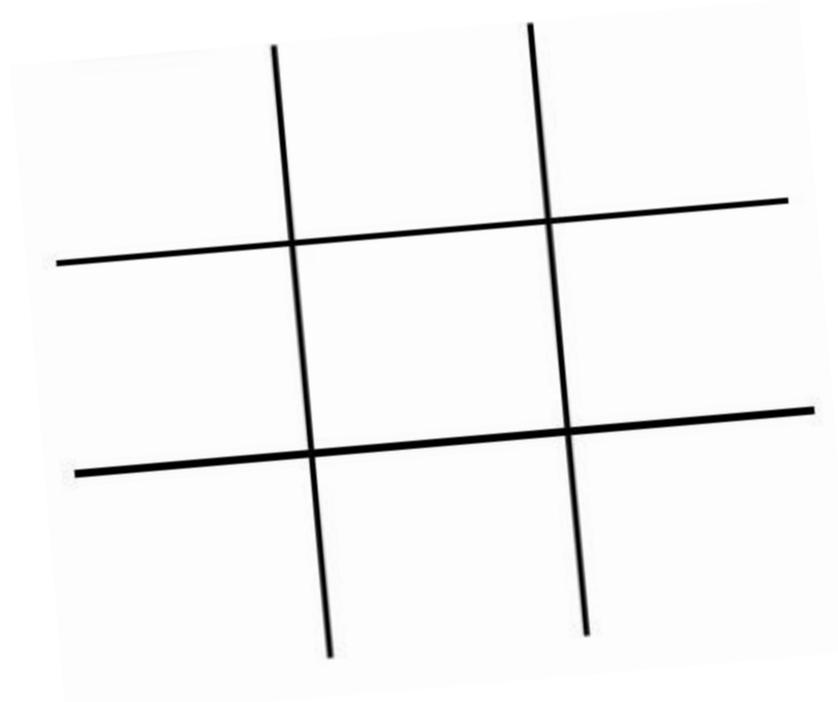
## Quick Write

Choose a word from the spelling list. Challenge your child to see how many times can you write this word?



## Tic Tac Toe

Using words from the spelling list, play tic tac toe with your child using two different coloured pens or pencils. The player wins when they have been able to write three words in a row.



## Dictation Test

Using words from the spelling list, read your child some sentences and challenge them to write the correct spelling down.

Example:

You would say to your child...

“The word is knock. There was a .....at the door.”