

## Year 6 Spellings for *Spring term 1*



**Go for Gold!** Each of you will be set a spelling target to achieve each week – however, you are welcome to try to beat your target. Everyone should learn all the **Bronze** words each week. Some of you will also be expected to learn the **Silver** and the **Gold** words too. Have a go at learning the words every night for a few minutes. **Every Friday we will check your progress. REMEMBER: Use a spelling strategy that works for you!**

Test date: 6.3.20	13.3.20	20.3.20	27.3.20	3.4.20
<b>BRONZE must learn</b>	<b>BRONZE must learn</b>	<b>BRONZE must learn</b>	<b>BRONZE must learn</b>	<b>BRONZE must learn</b>
Practise changing Verb to noun - <i>tion, ism, ness, ity, ist, ology</i> ; noun to verb - <i>ise, ify, ate</i> ; <i>awkward</i> , class, educate reduce kind compose	Practise changing Comparatives - <i>er, est, ish ly ment less ness ible/able; tious/cious; tial/cial</i> love hate arrange child press long	<i>though</i> <i>thoughtless</i> <i>through</i> <i>thorough</i> <i>enough</i> <i>famous</i> <i>various</i> <i>cousin</i> <i>toughest</i>	<i>unaccompanied</i> unavailable disappear discontinue deflate decompose	archaeology biology geology zoology
<b>SILVER should learn</b>	<b>SILVER should learn</b>	<b>SILVER should learn</b>	<b>SILVER should learn</b>	<b>SILVER should learn</b>
decide legal mobile illustrate imagine	part pretend kind small happy haughty	<i>weight</i> <i>eight</i> neighbour they <i>disobeyed</i> <i>lightweight</i> school character	mistake misread reconsider reproduce precondition	claustrophobia photophobia arachnophobia agoraphobia acrophobia aerophobia
<b>GOLD could learn</b>	<b>GOLD could learn</b>	<b>GOLD could learn</b>	<b>GOLD could learn</b>	<b>GOLD could learn</b>
narrate observe <i>nationality</i> <i>sympathetic</i>	observe vary <i>ferociously</i> <i>toughest</i>	machine parachute league tongue antique	Practise changing prefix – pre / re / mis cursor occupation interpretation begotten organisation	

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		science scissors		
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Use your eyes



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- Look at the word. Is it short? Is it long? What else do you notice when you look at it?
- Can you see any small words inside your word?
- Take a picture of the word in your mind. Shut your eyes. Can you see it?
- Write the tricky part of the word in a different colour.

### Use your hand

- Write the word in the air.
- Write the word in your best joined handwriting.
- Write the word again with your eyes shut.



### Use your brain

- What does this word mean? Look it up in the dictionary if you're not sure.
- Put it in a sentence.
- Can you spell bits of this word already?
- Can you write any words that rhyme with this one?
- Do you know other words with the same pattern?

### Use your ears

- Say the word out loud. Spell it out loud.
- Clap the syllables.
- Say the word in a silly or exaggerated way



e.g. Wed-nes-day



### Use your friend

- Show your word list to your friend. Give some clues about one word. Can they guess the word?
- Ask your friend to 'write' one of your words on your back with their finger – can you feel and imagine the letters?
- Sort your words e.g. alphabetically or by length or the number of syllables. Can your friend see how you have sorted them?
- Ask your friend to 'test' you when you know all your words.

**REMEMBER: Use the Look, Say, Cover, Write and Check Strategy!**