

## Year 6 Spelling Summary

In the Year 6, pupils are assessed on their spelling ability in a Key Stage Two test (SATs). Below is a table of spelling rules that are taught in previous years and revisited in year 6. Year 6 children are **expected** to know these rules and be able to use them consistently.

Spelling is not only a matter of simply learning to spell and write a few words each week – it requires an understanding of how word sounds are built up from letters. It also makes the process of writing easier, since spelling becomes intuitive, allowing children to use ambitious vocabulary.

Word Type	Rule	Examples
<b>Plurals</b>  More than one of something.	Just add –s to the root (usually when it ends in a consonant or –e)	attempts, carriages, castles, creatures, engines, foundations, hedges, materials, pieces, selects, stripes, structures, visitors, articles, remains,
	When a word ends in –y, change y to i, then add -es	bodies, cities, families
	Some plurals change the word completely, or don't change at all...	people, feet, teeth, sheep
	Other <b>plural</b> rules: <ul style="list-style-type: none"> <li>• If a word ends in <b>–ch, –sh, –x or –s</b> you need to add <b>–es</b> to the end</li> <li>• <b>Some</b> words ending in <b>–f</b> have the <i>f</i> changed to <i>v</i> then add <b>–es</b>, <b>but</b> some just add <b>–s</b>.</li> <li>• If a word ends in <b>–o</b> it might just get an <b>s</b> added (e.g we all said our hellos, whilst polishing our halos) or it might have to have an <b>–es</b> (cave systems can contain one grotto, or many grottoes). Usually, it's an <b>–s</b> for a vowel+o at the end of the word, and <b>–es</b> for a consonant+o</li> </ul>	watch -> watches  thief -> thieves roof -> roofs ; hoof -> hooves  video -> videos ; radio -> radios potato -> potatoes ; tomatoes
<b>Verb endings</b> Present/future tense	Add –ing for present/future tense	according, building, climbing, extinguishing, fighting, gleaming, interesting, sprawling, spreading, vanishing, during
<b>Verb endings</b> Present/future tense	drop final -e before adding -ing	challenging, escaping, exciting, including, moving, raising, wrestling, amazing,

<b>Word Type</b>	<b>Rule</b>	<b>Examples</b>
<b>Verb</b> endings Present/future tense	Protect short vowel sounds by doubling the last consonant before adding -ing	beginning, planning, stopping, swimming
<b>Verb</b> Endings Past tense	Add –ed for past tense.	absorbed, camped, delivered, designed, developed, disappeared, disturbed, echoed, finished, rehearsed, remained, stretched, transformed, transported, uncoiled, discovered,
<b>Verb</b> endings Past tense	Protect short vowel sounds, usually in one/two syllable root words, by doubling the last consonant before adding -ed	grabbed, occurred, planned, slipped, stopped, trapped
<b>Verb</b> Endings Past tense	When a word ends in –y, change y to i, then add -ed	carried, qualified, satisfied
<b>Verb</b> endings Past tense	Some verbs just add –d	arrived, disguised, excited, illuminated, injured, involved, judged, released, replaced, required
<b>Adverbs</b> -ly words to add detail to <b>verbs</b>	1. Double consonants to protect short vowels	actually, carefully, generally, gradually, physically
<b>Adverbs</b> -ly words to add detail to <b>verbs</b>	2. just add –ly to words ending in a consonant or after a long vowel	frequently, gingerly, highly, importantly, particularly, perfectly, smoothly, thoroughly
<b>Adverbs</b> -ly words to add detail to <b>verbs</b>	3. where a terminal -e is making a long vowel sound elsewhere in the word, leave it alone and add –ly	approximately, extremely
<b>Adverbs</b> -ly words to add detail to <b>verbs</b>	4. Where a terminal – e is not influencing another vowel, remove it before adding -ly	gently

Word Type	Rule	Examples
<p><b>-ie- or -ei- words</b></p> <p>Note: This is a tricky one, since the most common words using the pattern frequently don't follow the rule... friend being the most obvious.</p>	<p>i before e except after c? Kind of... It's actually, When the sound is /ee/, put i before e, unless it follows a c. For all other sounds, use -EI- ... unless you know that it's wrong.</p>	<p>believe, pierce &lt;- both are /ee/ sounds</p>
<p>Words that use -<b>c-</b> to make an /s/ sound</p>	<p>These are one of those odd word groups that you just have to 'know'.</p>	<p>audience, centre, century, excellent, exciting, necessary, notice, silence, participate, precious, currency</p>
<p><b>Prefixes</b> Prefixes alter the meaning of the word.</p>	<p>Need to know all key prefixes. Ad – Al – Des – Dis – En - Ex - In – Im – Pre - Pro – Re - Trans – Un –</p>	<p>advertise, almost, destructive, disappeared, disturbed, encounter, encourage, ensure, important, injured, inspecting, invention, involved, preserve, prevent, produce, together, transformed, transported, uncoiled, unusual, discovered, exclusive, unusual, despite, responsible</p>
<p><b>Various Suffixes</b> Suffixes alter the meaning of the word, usually in co-operation with a prefix, and often with regard to action or strength of meaning.</p>	<p>Need to know all key suffixes + rules to add them, based on final letter of root words (these are largely the same as the ones for adding –ly.) Most important rule is that if a root word ends in a vowel, and the suffix starts with one – something will have to change!</p>	<p>beautiful, carefully, colourful, effortless, hopeful, regardless, successful, wonderful, responsible</p>
<p><b>Superlatives</b> A specific suffix</p>	<p>Add –est to denote the 'best' of a group of objects</p>	<p>biggest, largest, nastiest, tallest, widest</p>
<p><b>Comparatives</b> A specific suffix</p>	<p>Add –er to make direct comparisons</p>	<p>taller, larger, bigger, nastier, wider</p>

<b>Word Type</b>	<b>Rule</b>	<b>Examples</b>
Compound words	Some words are made by joining two words together	countryside, headquarters, themselves, throughout
Double consonants	Used to protect/create short vowel sounds in words	apprehensive, common, different, difficult, excellent, follow, million, opposite, passenger, pollution, press, slippery, still, successful, sunny, permission, currency, common, opportunity,
Silent letters + /j/ sounds	Many letters are used 'silently' in words. Children should be able to identify their presence by considering the word structure. /j/ can be made using -j- , -g- , -ge- , -ge- or -dge-	castles, climbing, designed, different, environment, hedges, interesting, knowledge, known, should, strength, stretched, surprise, wrestling
/shun/ sound	There are five ways of spelling this sound: shun; for the word 'shun' -cian; for words describing jobs -tion; as a suffix linked to actions -sion; often for emotive words and adjectives -tian	Completion, destination, direction, foundations, generation invention, pollution, question
-ive words A specific suffix	Usually used as a suffix; often misspelled as -iv, -eve or -ave. It follows the normal suffix rules	apprehensive, destructive, expensive
-al words A specific suffix	Another suffix; often misspelled as -el	special, digital, festival, individual, original
/ee/ sounds	Can be made in a number of ways. Frequently misspelled at the end of words, where a -y should be used.	accuracy, emergency, noisy, ready, sunny
Homophones	These words have the same sound as another, but are spelt differently	heard (herd), practice (practise), weight (wait), where (wear, ware)

<b>Word Type</b>	<b>Rule</b>	<b>Examples</b>
Common Words	These words incorporate a range of spelling rules and sound patterns, including some of those listed above	amongst, anchors, audience, aware, between, breeze, capable, change, complete, crawl, crept, first, future, journey, moment, most, mysterious, perform, press, purpose, realistic, serious, shook, silence, sneeze, symbol, technique, top, tumble, luxury, delicate, ordinary, fibres,