



# **Year 6 Spelling and Grammar**

## Table of Contents

<b>TABLE OF CONTENTS.....</b>	<b>2</b>
<b>INTRODUCTION.....</b>	<b>3</b>
<b>PARENTAL SUPPORT .....</b>	<b>3</b>
<b>1. SPELLING.....</b>	<b>3</b>
1.1. STATUTORY WORD LIST.....	3
1.2. SPELLING FOCI IN YEAR 6.....	6
1.3. SPELLING ACTIVITIES .....	9
<b>2. YEAR 6 GRAMMAR.....</b>	<b>11</b>
<b>3. YEAR 6 GRAMMAR TERMINOLOGY.....</b>	<b>12</b>
3.1. WEBSITES FOR GRAMMAR .....	14

# Introduction

In the new curriculum for English, there is a very significant emphasis placed on GPS (Grammar, Punctuation and Spelling).

This booklet outlines the expectations for Year 6 –

- The statutory word list (100 words) for years 5 and 6
- The spelling rules / patterns covered in Year 6
- The grammar foci for Year 6
- The technical vocabulary pupils need to understand in Year 6

## Parental Support

The expectations of the new curriculum have increased significantly. Pupils in the current Year 6 will not have covered the full curriculum by the time they take the statutory tests in May (they started the new curriculum content in Year 5). This means there will be gaps in their knowledge and understanding which we will be seeking to ‘backfill’ during the course of the year. Parents can support their children by having a good understanding of the expectations and maintain a focus on spelling and grammar at home.

## 1. Spelling

### **1.1. *Statutory Word List***

The word-lists for years 5 and 6 are statutory. The list is a mixture of words pupils frequently use in their writing and those which they often misspell. Parents can support children by ensuring they are familiar with these words by applying them using the range of games and activities listed in this booklet. They will also be a focus of homework and tests throughout the year.

Word	Tick each time your child demonstrates they can spell correctly			Word	Tick each time your child demonstrates they can spell correctly		
accommodate				correspond			
accompany				criticise			
according				curiosity			
achieve				definite			
aggressive				desperate			
amateur				determined			
ancient				develop			
apparent				dictionary			
appreciate				disastrous			
attached				embarrass			
available				environment			
average				equipped			
awkward				especially			
bargain				exaggerate			
bruise				excellent			
category				existence			
cemetery				explanation			
committee				familiar			
communicate				foreign			
community				forty			
competition				frequently			
conscience*				government			
conscious*				guarantee			
controversy				harass			
convenience				hindrance			

Word	Tick each time your child demonstrates they can spell correctly			Word	Tick each time your child demonstrates they can spell correctly		
identity				queue			
immediate(ly)				recognise			
individual				recommend			
interfere				relevant			
interrupt				restaurant			
language				rhyme			
leisure				rhythm			
lightning				sacrifice			
marvellous				secretary			
mischievous				shoulder			
muscle				signature			
necessary				sincere(ly)			
neighbour				soldier			
nuisance				stomach			
occupy				sufficient			
occur				suggest			
opportunity				symbol			
parliament				system			
persuade				temperature			
physical				thorough			
prejudice				twelfth			
privilege				variety			
profession				vegetable			
programme				vehicle			
pronunciation				yacht			

## 1.2. Spelling Foci in Year 6

Below are the rules and patterns we will focus on in Year 6.

Spelling Pattern	Rules and Guidance	Example Words	Tick when tested successfully
Endings -cious -tious	Not many common words end like this. If the root word ends in <b>-ce</b> , the sound is usually spelt as <b>c</b> – e.g. <i>vice</i> – <i>vicious</i> , <i>grace</i> – <i>gracious</i> , <i>space</i> – <i>spacious</i> , <i>malice</i> – <i>malicious</i> . <b>Exception:</b> <i>anxious</i> .	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious	
Endings -cial -tial	<b>-cial</b> is common after a vowel letter and <b>-tial</b> after a consonant letter, but there are some exceptions. <b>Exceptions:</b> initial, financial, commercial, provincial (the spelling of the last three is clearly related to <i>finance</i> , <i>commerce</i> and <i>province</i> ).	official, special, artificial, partial, confidential, essential	
Endings -ant -ance -ancy -ent -ence -ency	Use <b>-ant</b> and <b>-ance/-ancy</b> if there is a related word with an 'a' ( <i>cat</i> ) or 'ay' sound in the right position; <b>-ation</b> endings are often a clue.  Use <b>-ent</b> and <b>-ence/-ency</b> after soft c, soft g and qu, or if there is a related word with a clear 'e' ( <i>hen</i> ) sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt.	observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence	
Endings -able -ible -ably -ibly	The <b>-able/-ably</b> endings are far more common than the <b>-ible/-ibly</b> endings. As with <b>-ant</b> and <b>-ance/-ancy</b> , the <b>-able</b> ending is used if there is a related word ending in <b>-ation</b> . If the <b>-able</b> ending is added to a word ending in <b>-ce</b> or <b>-ge</b> , the e after the c or g must be kept as those letters would otherwise have their 'hard' sounds (as in <i>cap</i> and <i>gap</i> )	adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible  dependable, comfortable, understandable, reasonable, enjoyable, reliable	

	<p>before the a of the –able ending.</p> <p>The –able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in –ation. The first five examples opposite are obvious; in reliable, the complete word rely is heard, but the y changes to i in accordance with the rule.</p> <p>The –ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible).</p>	possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly	
Adding suffixes beginning with vowel letters to words ending in –fer	<p>The r is doubled if the –fer is still stressed when the ending is added.</p> <p>The r is not doubled if the –fer is no longer stressed.</p>	referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference	
Use of the hyphen	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.	co-ordinate, re-enter, co-operate, co-own	
Words with the 'e' (sh <u>e</u> ) sound spelt ei after c	<p>The 'i before e except after c' rule applies to words where the sound spelt by ei is 'e'</p> <p>Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).</p>	deceive, conceive, receive, perceive, ceiling	
Words containing the letter-string ough	ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough	
Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish	doubt, island, lamb, solemn, thistle, knight	

pronunciation of the word)	word loch.		
Homophones and other words that are often confused	<p>In the pairs of words opposite, nouns end –ce and verbs end –se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt c.</p> <p>More examples:</p> <p>aisle: a gangway between seats (in a church, train, plane).  isle: an island.  aloud: out loud.  allowed: permitted.  affect: usually a verb (e.g. The weather may affect our plans).  effect: usually a noun (e.g. It may have an effect on our plans). If a verb, it means 'bring about' (e.g. He will effect changes in the running of the business).  altar: a table-like piece of furniture in a church.  alter: to change.  ascent: the act of ascending (going up).  assent: to agree/agreement (verb and noun).  bridal: to do with a bride at a wedding.  bridle: reins etc. for controlling a horse.  cereal: made from grain (e.g. breakfast cereal).  serial: adjective from the noun series – a succession of things one after the other.  compliment: to make nice remarks about someone (verb) or the remark that is made (noun).  complement: related to the word complete – to make something complete or more complete (e.g. her scarf complemented her outfit).  descent: the act of descending (going down).  dissent: to</p>	<p>advice/advise  device/devise  licence/license  practice/practise  prophecy/prophecy</p> <p>farther: further  father: a male parent  guessed: past tense of the verb guess  guest: visitor  heard: past tense of the verb hear  herd: a group of animals  led: past tense of the verb lead  lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead)  morning: before noon  mourning: grieving for someone who has died  past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me)  passed: past tense of the verb 'pass' (e.g. I passed him in the road)  precede: go in front of or before  proceed: go on  principal: adjective – most important (e.g. principal ballerina)  noun – important person (e.g. principal of a college)  principle: basic truth or belief  profit: money that is made in selling things  prophet: someone who foretells the future  stationary: not moving  stationery: paper, envelopes etc.  steal: take something that does not belong to you  steel: metal  wary: cautious  weary: tired  who's: contraction of who is or who has  whose: belonging to someone (e.g. Whose jacket is that?)</p>	



	<p>disagree/disagreement (verb and noun).</p> <p>desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable)</p> <p>dessert: (stress on second syllable) a sweet course after the main course of a meal.</p> <p>draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. to draft in extra help)</p> <p>draught: a current of air.</p>		
--	--	--	--

### 1.3. **Spelling Activities**

Try some of these activities to help your children learn their spellings.

<p><b><u>Scrambled words</u></b></p> <p>Fold a piece of paper into 3 columns. Write the words in the first column, then write them in the second column all jumbled up. Fold the correct answers behind the page and see if a partner can unscramble the words.</p>	<p><b><u>Air and back spelling</u></b></p> <p>Write the word in the air, really big, then really small, saying each letter as it is written. If the word can be sounded out, use the phonemes, if not, use the letter names.</p> <p>Try writing words on each other's backs and see if your partner can say what word you're writing.</p>	<p><b><u>Acrostic</u></b></p> <p>Use your target word to make an acrostic poem with each line beginning with the next letter to spell out the word- it's easier to remember if the poem makes sense! e.g.</p> <p>what:</p> <p><b>W</b>hile Sam was walking down the path,  <b>H</b>e saw a cat that stared, then laughed.  <b>A</b> cat that laughs is quite a feature,  <b>T</b>ell me, have you seen such a creature?</p>	<p><b><u>Write a story</u></b></p> <p>Write a paragraph / story containing as many words as possible that follow the spelling rule / pattern you are focusing on.</p>
<p><b><u>Letter Writing</u></b></p> <p>Write a letter to a friend, family member, teacher or super hero.</p> <p>Underline the spelling rules that you have focused on in your letter.</p>	<p><b><u>Colourful words</u></b></p> <p>Use two different colours to write your words- one for vowels another for consonants then write them all in one colour.</p>	<p><b><u>Rainbow writing</u></b></p> <p>Write your words over and over, each time on top of the last but in a different colour- create a rainbow word.</p>	<p><b><u>Graffiti wall</u></b></p> <p>Create a graffiti wall, inspired by graffiti artists, draw your target words again and again across a page to create the artwork.</p>

<b><u>Ambidextrous</u></b> Swap your pen into the hand that you don't usually write with. Now try writing your spellings with that hand.	<b><u>Words within words</u></b> Write down target words and then see how many other words you can make from the same letters.	<b><u>Words without vowels</u></b> Write spelling words in a list, replace all the vowels with a line. Can your partner fill in the gaps? (Also could be done without consonants instead, which is easiest?)	<b><u>Make Some Music</u></b> Write a song or rap that includes your words. Share with a friend or family member.
<b><u>Pyramid power</u></b> Sort a given group of words into a list from easiest to hardest. Write the easiest once in the middle at the top of the page, the next easiest twice underneath, third easiest three times below that etc so forming a pyramid.	<b><u>Hangman</u></b> Write dashes for the letters of the word. Your partner needs to say letters and guess the word before you complete the stick man.	<b><u>ABC Order</u></b> Write a list of your spellings in alphabetical order. For even greater challenge, can you write them in reverse alphabetical order first?	<b><u>Squiggly / Bubble spelling words</u></b> Write a list of your spelling words twice – once in your regular writing, then in <del>squiggly</del> or bubble letters.
<b><u>Consonant circle</u></b> Write a list of examples of your spellings. Circle all the consonants.	<b><u>Sign your words</u></b> Use sign language finger spelling to sign your words. <a href="http://www.unitykid.com/signlanguage.html">http://www.unitykid.com/signlanguage.html</a> <a href="http://www.british-sign.co.uk/bsl-british-sign-language/fingerspelling-alphabet-charts/">http://www.british-sign.co.uk/bsl-british-sign-language/fingerspelling-alphabet-charts/</a>	<b><u>UPPER and lower</u></b> Write a list of your spelling words, firstly in UPPERCASE and then in lowercase.	<b><u>Across and down</u></b> Write all of your spelling words across and then down starting with the first letter.  W h e n h e n
<b><u>Back Writing</u></b> Use your finger to spell your words, one letter at a time on your partners back. Partner has to guess the word.	<b><u>Find your words</u></b> Using your reading book, list as many spellings that follow the rule as possible.	<b><u>Choo- Choo words</u></b> Write the entire list end-to-end as one long word (like a train). Use a different coloured crayon for each word.	<b><u>Connect the dots</u></b> Write your spelling words in dots. Then connect the dots by tracing over them with a coloured pencil. Can you do this with joined up writing?

		Eg hopmopestopdrop	
--	--	-----------------------	--

<b><u>Rhyming words</u></b> Write a list of your spelling words. Next to each word, write a rhyming word. If necessary, your rhyming word can be a nonsense word (as long as it follows the same spelling pattern).	<b><u>Adding my words</u></b> Each letter has a value. Consonants are worth 10 Vowels are worth 5 Find as many spellings that follow the rule / pattern and add up your score.	<b><u>Spelling poem</u></b> Write a poem using several of your spelling words. Underline the words that you use. You can write any style of poem.	<b><u>X words</u></b> Find two target words with the same letter in and then write them so they criss cross.
--	--	--	---

## 2. Year 6 Grammar

Year 6: Detail of content to be introduced (statutory requirement)	
Word	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover, ask for – request; go in – enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p> <p><b>Children will be expected to use thesauruses to improve their selection and variety of vocabulary – this can be a focus at home for any piece of writing.</b></p>
Sentence	<p>Use of the <b>passive</b> to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they</i> to come in some very formal writing and speech]</p>
Text	<p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i>], and <b>ellipsis</b></p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
Punctuation	<p>Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p><b>Punctuation</b> of bullet points to list information</p>

	How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i> ]
--	--

### 3. Year 6 Grammar Terminology

Subject	<p>The subject of a sentence is the person, place, thing, or idea that is doing or being something. You can find the subject of a sentence if you can find the verb.</p> <p>The subject of a verb is normally the noun, noun phrase or pronoun that names the 'do-er' or 'be-er'. The subject's normal position is:</p> <ul style="list-style-type: none"> <li>just before the verb in a statement</li> <li>just after the auxiliary verb, in a question.</li> </ul>	<p><u>Rula's mother</u> went out.</p> <p><u>That</u> is uncertain.</p> <p><u>The children</u> will study the animals.</p> <p>Will <u>the children</u> study the animals?</p>
Object	<p>The object in a sentence is the thing that is acted upon by the subject. There is a distinction between subjects and objects that is understood in terms of the action expressed by the verb, e.g. Tom studies grammar - Tom is the subject and grammar is the object.</p> <p>An object is normally a noun, pronoun or noun phrase that comes straight after the verb, and shows what the verb is acting upon.</p> <p>Objects can be turned into the subject of a passive verb, and cannot be adjectives (contrast with complements).</p>	<p>Year 2 designed <u>puppets</u>. [noun acting as object]</p> <p>I like <u>that</u>. [pronoun acting as object]</p> <p>Some people suggested <u>a pretty display</u>. [noun phrase acting as object]</p> <p>Contrast:</p> <p><i>A display was suggested.</i> [object of active verb becomes the subject of the passive verb]</p> <p><i>Year 2 designed pretty.</i> [incorrect, because adjectives cannot be objects]</p>
Active	Active voice describes a sentence where the subject performs the action stated by the verb.	<p>Active: <i>The school arranged a visit.</i></p> <p>Active: <i>Sue changed the flat tire.</i></p>
Passive	In passive voice sentences, the subject is acted upon by the verb.	<p>Passive: <i>A visit was arranged by the school.</i></p> <p>Passive: <i>The flat tire was changed by Sue.</i></p>
Synonym	Two words are synonyms if they have the same meaning, or similar meanings.	<p><i>talk – speak</i></p> <p><i>old – elderly</i></p>

Antonym	Two words are antonyms if their meanings are opposites.	<i>hot – cold</i> <i>light – dark</i> <i>light – heavy</i>
Ellipsis	<ul style="list-style-type: none"> <li>the act of leaving out one or more words that are not necessary for a phrase to be understood</li> <li>a sign (such as ...) used in text to show that words have been left out</li> </ul> <p>An ellipsis [ ... ] proves to be a handy device when you're quoting material and you want to omit some words. The ellipsis consists of three evenly spaced dots</p>	<i>Frankie waved to Ivana and <u>she</u> watched her drive away.</i> <i>She did it because she wanted to <u>do it</u>.</i> <i>Begin when ready versus Begin when you are ready.</i> <p><b>"Points of ellipsis</b> have two main functions: to indicate the omission of words within something that is being quoted, . . . and to indicate lengthy pauses and trailed-off sentences."</p>
Hyphen	<p>A hyphen (-) is a punctuation mark used to join the separate parts of a compound word. A hyphen is a joiner.</p> <p>Use hyphens in compound adjectives and nouns to show they are single entities.</p>	<p>Compound adjectives</p> <p><i>free-range eggs</i></p> <p><i>two-day break</i></p> <p><i>four-seater aircraft</i></p> <p>Compound nouns</p> <p><i>water-bottle</i></p> <p><i>passer-by</i></p> <p><i>sister-in-law</i></p>
Colon	<p>One common use of the colon is to introduce a list of items.</p> <p>A colon can also be used to introduce a definition, statement or explanation of something. For example:</p>	<p><i>To make the perfect jam sandwich you need three things: some bread, butter and strawberry jam.</i></p> <p>Three items are listed in the sentence above. The first part of the sentence informs the reader that there will be three things; then the colon tells the reader "here are the three items".</p> <p>I know how I'm going to handle this: I'm going to hide!</p> <p>Penguin (noun): an aquatic, flightless bird found almost exclusively in the Antarctic.</p>
Semi-colon	<p><b>Semi-colons, like commas and full stops, are a form of pause.</b> They mark a breather within a sentence. The full stop is the strongest pause, whilst the comma is the weakest. The semi-colon comes in between the two.</p> <p>Rule 1: The semi-colon can be used instead of a full stop. It can link two complete sentences and join them to make one sentence. Any two</p>	<p>The door swung open; a masked figure strode in.</p> <p>Alex bought a toy car; he played with it</p>

	<p>sentences? Pretty much, but the two sentences must be on the same theme. The semi-colon can be used instead of a connective to join the sentences. <i>So long as the second 'sentence' after the semi-colon links back to the first 'sentence,' it is correct.</i></p> <p>Rule 2: The semi-colon can be used in a descriptive list. When we first write lists lower down the school, we tend to separate items in the list using a comma. However, when we describe each item in the list, the sentence is extended considerably meaning that a semi-colon is more appropriate.</p>	<p>as soon as he got home.</p> <p>She was very tired; she had worked late the night before.</p> <p>(Before) At the circus we saw a clown, a lion, a fire eater and an eight year old acrobat.</p> <p>(After) At the circus we saw a clown juggling with swords and daggers; a lion who stood on a ball; a fire eater with flashing eyes; and an eight year old acrobat.</p>
<b>Bullet points</b>	<p>Bullet points are used to create lists. They are used to draw attention to important information within a document so that a reader can identify the key issues and facts quickly.</p> <p>When using bullets, be consistent throughout the document with the formatting (e.g., capital letters and punctuation at the start and end of each bullet). Choose whatever format you like, but be consistent throughout your document</p>	<p>Mr Mole won the following events:</p> <ul style="list-style-type: none"> <li>• Egg-and-spoon race.</li> <li>• Toss the pancake.</li> <li>• Apple bobbing.</li> </ul> <p>Mr Mole won the following events:</p> <ul style="list-style-type: none"> <li>• egg-and-spoon race</li> <li>• toss the pancake</li> <li>• apple bobbing</li> </ul>

### 3.1. Websites for Grammar

[http://www.bbc.co.uk/bitesize/ks2/english/spelling\\_grammar/](http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/)

<http://www.topmarks.co.uk/Flash.aspx?e=spelling-grammar01>

<http://www.funbrain.com/grammar/>

<http://learnenglishkids.britishcouncil.org/en/grammar>

<http://resources.woodlands-junior.kent.sch.uk/interactive/literacy2.htm>

<http://www.crickweb.co.uk/ks2literacy.html>

<http://www.grammar-monster.com/>