

Year 6 Spellings – Autumn Term 2

<p align="center"><b>Friday 4<sup>th</sup> November</b> Words from the Year 5/6 word list</p>	<p align="center"><b>Friday 11<sup>th</sup> November</b> Words ending in -gue and -que</p>	<p align="center"><b>Friday 18<sup>th</sup> November</b> Words that a 'ch' makes a /k/ or a /sh/ sound</p>	<p align="center"><b>Friday 25<sup>th</sup> November</b> Words from the Year 5/6 word list</p>
<p>parliament persuade prejudice privilege programme pronunciation</p> <p>Y7 Word list – paralysis</p>	<p>vague league catalogue antique unique clique</p> <p>CH Word – picturesque</p>	<p>scheme stomach chemist machine moustache brochure</p> <p>CH Word – pistachio</p>	<p>recognise recommend relevant restaurant rhyme rhythm</p> <p>Y7 Word list – resigned</p>
<p align="center"><b>Friday 2<sup>nd</sup> December</b> Recap - Words with 'ei' that's makes the /ee/ sound</p>	<p align="center"><b>Friday 9<sup>th</sup> December</b> Recap - Adding suffixes to words ending in -fer</p>	<p align="center"><b>Friday 16<sup>th</sup> December</b> Words from the Year 5/6 word list</p>	<p align="center"><b>Challenge yourself by choosing a task below</b></p>
<p>receipt receive ceiling seize weird perceive</p> <p>CH Word – conceited</p>	<p>prefer preferring preferred confer conferring conferred</p> <p>CH Word – preference</p>	<p>sacrifice sincerely suggest secretary soldier symbol</p> <p>Y7 Word list – supposedly</p>	<ol style="list-style-type: none"> <li>1) Write a sentence for each of your spellings.</li> <li>2) Use a dictionary to find the meaning of each word.</li> <li>3) Find 5 more words that follow the same rule.</li> <li>4) Explain the rule in your own words.</li> </ol>

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### Practising your Spellings

Remember to learn the spelling, the rule and the definition. Try completing different activities throughout the week that involve the weekly spellings to help you memorise them.

<b>Spelling Rule</b>	<b>Definitions</b>	<b>Have Fun!</b>
<p>Learn the spelling rule first. Knowing any patterns and similarities between the words will make them easier to memorise.</p> <ul style="list-style-type: none"><li>• Look at just the list of words with no spelling rule given. What do you notice?</li><li>• Next discuss any patterns you have spotted</li><li>• Have a go at writing your own spelling rule. Does it work for all 6 of the spellings?</li><li>• Can you think of any other words that have a similar spelling rule?</li></ul>	<p>Learning how to spell the word is great but it is important to understand what that word means and how you would use it correctly.</p> <ul style="list-style-type: none"><li>• Use a dictionary to look up the meaning of each word. Can you explain it in your own words?</li><li>• Write or say the spelling in a sentence to check you have understood it correctly</li></ul>	<ul style="list-style-type: none"><li>• Write them on flashcards with a picture and put them around your house to practise every day</li><li>• Create your own cross word or word search</li><li>• Bake some alphabet cookies and use them to spell out the words...before you eat them</li><li>• Go on a spelling scavenger hunt. Can you find your weekly spellings in books, newspapers, magazines or posters around your house?</li><li>• Put your pen down and use something else to write the spellings. (paint, sticks, leaves, pasta, soap bubbles etc.)</li><li>• Play hangman with a partner</li><li>• Make up a song to remember how to spell each word</li><li>• Act them out!</li><li>• Create a game of snap to play with a partner. Write two or three sets of flashcards with one spelling on each card. Each week you can build up your deck of cards.</li></ul>