

Spelling

In all year groups, it is essential that the children develop an understanding of the spelling rules, as well as learning spelling patterns. By knowing the rules, the children can then apply them to new root words that they come across.

There are a variety of strategies to help children to learn how to spell words and children should be encouraged to explore a variety of different ways (guidance provided in separate booklet). Below is the Year 6 programme of study .

Spelling rules

- Endings spelt –cious or –tious
- Endings spelt -cial - tial
- Words ending in –ant, –ance/–ancy, –ent, –ence/–ency
- Words ending in –able and –ible
- Adding suffixes beginning with vowel letters to words ending in –fer
- Use of the hyphen
- Words with the /i:/ sound spelt ei after c
- Words containing the letter-string ough
- Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
- Homophones and other words that are often confused

Year 5 and 6 Spelling List- additional words the children are expected to know.

accommodate	accompany	according
achieve	aggressive	amateur
ancient	apparent	appreciate
attached	available	average
awkward	bargain	bruise
category	cemetery	committee
communicate	community	competition
conscience*	conscious*	controversy
convenience	correspond	
criticise (critic + ise)		curiosity
definite	desperate	determined
develop	dictionary	disastrous
embarrass	environment	
equip (–ped, –ment)		especially
exaggerate	excellent	existence
explanation	familiar	foreign
forty	frequently	government
guarantee	harass	hindrance
identity	immediate(ly)	
individual	interfere	interrupt
language	leisure	lightning
marvellous	mischievous	muscle
necessary	neighbour	nuisance
occupy	occur	opportunity
parliament	persuade	physical
prejudice	privilege	profession
programme	pronunciation	queue
recognise	recommend	relevant
restaurant	rhyme	rhythm
sacrifice	secretary	shoulder
sincere(ly)	soldier	stomach
sufficient	suggest	symbol
system	temperature	thorough
twelfth	variety	vegetable
vehicle		
yacht		

Year 6



GPS Guidance For Parents

Introduction

In Year 6, there is a strong emphasis on the core skills of spelling, punctuation and grammar. Pupils are expected to know, understand and identify the language relating to spelling, punctuation and grammar. They are expected to show this understanding throughout their written work and are tested on their knowledge of GPS at the end of Year 6.

The New national curriculum states that "Pupils should be taught to control their speaking and writing consciously and to use Standard English. Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English." When reading and writing across all aspects of the curriculum it is important that the children describe and refer to words and phrases by their correct grammatical names. Some of the terms the children will encounter are listed below and can be cross referenced in the glossary supplied separately.

Typical Terms used in Year 6

Forms of nouns: common, proper, collective, abstract, concrete and compound.

Active and passive voice

Modal verbs

Subjunctive verb

Subordinate clauses

Relative clauses

Determiners

Past and present progressive tense

Prepositions

Subordinate and coordinating conjunctions

Contractions

Direct and indirect speech

Pronouns

Synonyms, antonyms, homophones and homonyms

When reading or supporting your children with their homework it is important that whenever possible words and phrases are referred to by their correct grammatical names.

E.g. when encouraging the use of capital letters refer to the fact that the word opens a sentence or is a proper noun.

Vocabulary, Grammar and Punctuation

Word

- Formal and informal language (e.g. *said* versus *reported*, *alleged*, or *claimed* in formal speech or writing)

Sentence

- Use of the **passive voice** to affect the presentation of information in a **sentence** (e.g. *I broke the window in the greenhouse* versus *The window in the greenhouse was broken*)
- Expanded **noun phrases** to convey complicated information concisely (e.g. *the boy that jumped over the fence is over there*, or *the fact that it was raining meant the end of sports day*)
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing

Text

- Linking ideas across paragraphs using a wider range of **cohesive devices**: semantic **cohesion** (e.g. repetition of a **word** or phrase), grammatical connections (e.g. the use of **adverbials** such as *on the other hand*, *in contrast*, or *as a consequence*), and **ellipsis**
- Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text

Punctuation

- Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** (e.g. *It's raining; I'm fed up.*)
- Use of the colon to introduce a list
- Punctuation of bullet points to list information
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- How hyphens can be used to avoid ambiguity (e.g. *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*)
- active and passive voice
- subject and object
- hyphen
- colon
- semi-colon
- bullet points
- synonym and antonym