Year 6 Spelling Booklet

Week 1 — The 'shus' sound: -cious or -tious

National Curriculum Appendix 1 — Years 5–6

This week's spelling rule:

Many words that end in the 'shus' sound are spelled -cious or -tious. If a related word ends in -ce, it often becomes -cious (grace → gracious). Others are learned by sight.

grace → gracious / ***caution → cautious***

Your 10 spellings:

1. vi**cious**
2. pre**cious**
3. deli**cious**
4. suspi**cious**
5. cons**cious** ★ *statutory word*
6. spa**cious**
7. cau**tious**
8. ambi**tious**
9. nutri**tious**
10. infec**tious**

★ *Statutory words are on the official list of words every Year 6 pupil is expected to spell correctly — these come up often in SATs.*

How to learn and practise your spellings

Use Look, Say, Cover, Write, Check every time you practise:

1. **Look** carefully at the word. Notice the tricky part.
2. **Say** the word out loud, breaking it into syllables.
3. **Cover** the word so you can't see it.
4. **Write** the word from memory.
5. **Check** it against the list. Circle any tricky letters and try again.

More ways to practise: build each word as a pyramid, adding one letter at a time — use each word in a sentence of your own — test yourself without looking, then check — practise little and often, five minutes a day.

SATs-style practice

In the real test, your teacher reads the word, then a sentence containing it, then the word once more. Listen to the whole sentence — it tells you the word's meaning, which especially helps with homophones. Fill in the gap below with the correct spelling.

1. The smell of fresh bread was absolutely _____.
2. The guard dog looked _____ as we walked past.
3. She felt _____ about the strange noise in the attic.
4. He was fully _____ of what he had done wrong.
5. The explorer was _____ before stepping onto the thin ice.

Answers: delicious, vicious, suspicious, conscious, cautious

Year 6 Spelling Booklet

Week 2 — The 'shul' sound: -cial or -tial

National Curriculum Appendix 1 — Years 5–6

This week's spelling rule:

Use -cial straight after a vowel sound (spe-cial). Use -tial straight after a consonant sound (essen-tial). A few words, like 'especially', don't follow the rule and must be learned by heart.

special (vowel + cial) / essential (consonant + tial)

Your 10 spellings:

1. offi**cial**
2. spe**cial**
3. so**cial**
4. artifi**cial**
5. benefi**cial**
6. essen**tial**
7. confiden**tial**
8. par**tial**
9. poten**tial**
10. espe**cially** ★ *statutory word*

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How to learn and practise your spellings

Use Look, Say, Cover, Write, Check every time you practise:

1. **Look** carefully at the word. Notice the tricky part.
2. **Say** the word out loud, breaking it into syllables.
3. **Cover** the word so you can't see it.
4. **Write** the word from memory.
5. **Check** it against the list. Circle any tricky letters and try again.

More ways to practise: build each word as a pyramid, adding one letter at a time — use each word in a sentence of your own — test yourself without looking, then check — practise little and often, five minutes a day.

SATs-style practice

In the real test, your teacher reads the word, then a sentence containing it, then the word once more. Listen to the whole sentence — it tells you the word's meaning, which especially helps with homophones. Fill in the gap below with the correct spelling.

1. The Queen made an _____ visit to the new hospital.
2. Clean water is _____ for all living things.
3. Flowers are a _____ gift to give on a birthday.
4. The report was marked _____ and not for sharing.
5. I _____ enjoyed the ending of that book.

Answers: official, essential, special, confidential, especially

Year 6 Spelling Booklet

Week 3 — -ant / -ance / -ancy and -ent / -ence / -ency

National Curriculum Appendix 1 — Years 5–6

This week's spelling rule:

Words with this ending sound are sometimes spelled -ant/-ance/-ancy and sometimes -ent/-ence/-ency. There isn't always an obvious reason why — many of these words simply need to be learned and checked.

assist* → *assistant* / *confide* → *confident

Your 10 spellings:

1. assist**ant**
2. attend**ance**
3. relev**ant** ★ *statutory word*
4. hindr**ance** ★ *statutory word*
5. innoc**ent**
6. confid**ent**
7. exist**ence** ★ *statutory word*
8. frequ**ent**ly ★ *statutory word*
9. pat**ience**
10. obed**ient**

★ *Statutory words are on the official list of words every Year 6 pupil is expected to spell correctly — these come up often in SATs.*

How to learn and practise your spellings

Use Look, Say, Cover, Write, Check every time you practise:

1. **Look** carefully at the word. Notice the tricky part.
2. **Say** the word out loud, breaking it into syllables.
3. **Cover** the word so you can't see it.
4. **Write** the word from memory.
5. **Check** it against the list. Circle any tricky letters and try again.

More ways to practise: build each word as a pyramid, adding one letter at a time — use each word in a sentence of your own — test yourself without looking, then check — practise little and often, five minutes a day.

SATs-style practice

In the real test, your teacher reads the word, then a sentence containing it, then the word once more. Listen to the whole sentence — it tells you the word's meaning, which especially helps with homophones. Fill in the gap below with the correct spelling.

1. Please check your email for any _____ updates.
2. The broken step was a _____ to visitors.
3. The jury decided the man was _____.
4. She felt _____ about her answers in the test.
5. Learning a new instrument takes a lot of _____.

Answers: relevant, hindrance, innocent, confident, patience

Year 6 Spelling Booklet

Week 4 — Adding -able / -ible (and -ably / -ibly)

National Curriculum Appendix 1 — Years 5–6

This week's spelling rule:

If you can take away the ending and what's left is a whole word, use -able (enjoy → enjoyable). Some roots change first — drop a final -e (value → valuable) or change y to i (rely → reliable). If there's no whole word left, it's usually -ible instead (possible).

enjoy + able = enjoyable / poss + ible = possible

Your 10 spellings:

1. avail**able** ★ *statutory word*
2. comfort**able**
3. notice**able**
4. reli**able**
5. valu**able**
6. sens**ible**
7. poss**ible**
8. horr**ible**
9. forc**ible**
10. ador**able**

★ *Statutory words are on the official list of words every Year 6 pupil is expected to spell correctly — these come up often in SATs.*

How to learn and practise your spellings

Use Look, Say, Cover, Write, Check every time you practise:

1. **Look** carefully at the word. Notice the tricky part.
2. **Say** the word out loud, breaking it into syllables.
3. **Cover** the word so you can't see it.
4. **Write** the word from memory.
5. **Check** it against the list. Circle any tricky letters and try again.

More ways to practise: build each word as a pyramid, adding one letter at a time — use each word in a sentence of your own — test yourself without looking, then check — practise little and often, five minutes a day.

SATs-style practice

In the real test, your teacher reads the word, then a sentence containing it, then the word once more. Listen to the whole sentence — it tells you the word's meaning, which especially helps with homophones. Fill in the gap below with the correct spelling.

1. Tickets for the concert are now _____.
2. The old armchair was worn but still _____.
3. There was a _____ change in her mood after the phone call.
4. Gold is considered a very _____ metal.
5. It was _____ to wear a coat in such cold weather.

Answers: available, comfortable, noticeable, valuable, sensible

Year 6 Spelling Booklet

Week 5 — Silent letters

National Curriculum Appendix 1 — Years 5–6

This week's spelling rule:

Some letters are written but not said out loud. Spotting the silent letter — and saying it in your head as you write — helps you remember the tricky part of the word.

island — the s is silent

Your 10 spellings:

1. i**s**land
2. **k**nowledge
3. mus**c**le ★ *statutory word*
4. r**h**ythm ★ *statutory word*
5. **gu**arantee ★ *statutory word*
6. ya**cht**
7. ve**h**icle ★ *statutory word*
8. solem**n**
9. autum**n**
10. dou**b**t

★ *Statutory words are on the official list of words every Year 6 pupil is expected to spell correctly — these come up often in SATs.*

How to learn and practise your spellings

Use Look, Say, Cover, Write, Check every time you practise:

1. **Look** carefully at the word. Notice the tricky part.
2. **Say** the word out loud, breaking it into syllables.
3. **Cover** the word so you can't see it.
4. **Write** the word from memory.
5. **Check** it against the list. Circle any tricky letters and try again.

More ways to practise: build each word as a pyramid, adding one letter at a time — use each word in a sentence of your own — test yourself without looking, then check — practise little and often, five minutes a day.

SATs-style practice

In the real test, your teacher reads the word, then a sentence containing it, then the word once more. Listen to the whole sentence — it tells you the word's meaning, which especially helps with homophones. Fill in the gap below with the correct spelling.

1. Robinson Crusoe was stranded on a remote _____.
2. The library is a wonderful place to gain _____.
3. Her arm _____ ached after training.
4. We were given a _____ that the parcel would arrive on time.
5. The millionaire owned a huge white _____.

Answers: island, knowledge, muscle, guarantee, yacht

Year 6 Spelling Booklet

Week 6 — Homophones and easily confused words

National Curriculum Appendix 1 — Years 5–6

This week's spelling rule:

Homophones sound the same (or almost the same) but are spelled differently and mean different things. Use the meaning of the sentence to choose the right one.

I practise (verb) my football practice (noun).

Your 10 spellings:

1. affect
2. effect

affect = verb (to change something) — effect = noun (a result)

3. practice
4. practise

practice = noun (a thing) — practise = verb (an action)

5. principal
6. principle

principal = the head of school (pAL is your pal) — principle = a rule you believe in

7. stationary
8. stationery

stationARy = not moving — stationERy = paper and pens

9. desert
10. dessert

desert = hot and sandy, one s — dessert = a pudding, you want two s's (seconds)!

How to learn and practise your spellings

Use Look, Say, Cover, Write, Check every time you practise:

1. **Look** carefully at the word. Notice the tricky part.
2. **Say** the word out loud, breaking it into syllables.
3. **Cover** the word so you can't see it.
4. **Write** the word from memory.
5. **Check** it against the list. Circle any tricky letters and try again.

More ways to practise: build each word as a pyramid, adding one letter at a time — use each word in a sentence of your own — test yourself without looking, then check — practise little and often, five minutes a day.

SATs-style practice

In the real test, your teacher reads the word, then a sentence containing it, then the word once more. Listen to the whole sentence — it tells you the word's meaning, which especially helps with homophones. Fill in the gap below with the correct spelling.

1. The cold weather did not _____ the match going ahead.
2. I need to _____ my spellings every night.
3. The head teacher, or _____, greeted us at the gate.
4. I bought some new pens and paper from the _____ shop.
5. After dinner, we chose chocolate cake for _____.

Answers: *affect, practise, principal, stationery, dessert*