



St. Christopher's The Hall School Long Term Plan

Spelling – Year 6



| | Week Commencing Unit | Unit Description Inc. Example Words |
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| <p>Year 6 Autumn 1</p> | <p style="text-align: center;">Short Week</p> <p style="text-align: center;">Unit 1 Unit 2 Consolidation 1</p> <p style="text-align: center;">Special Focus 1 Special Focus 2</p> | <p>Unit 1: suffixes (1) Root words ending in a short vowel and two consonants jumping rusting risking resting</p> <p>Root words ending in a long vowel sound and one consonant seated keeper shoted lighting yawned neater loudest</p> <p>Unit 2: suffixes (2) When adding suffixes beginning with a vowel to root words ending in a consonant + e, we drop the final e from the root word sensible taster guidance tickling smiler hiked famous slimy nicest hasty smiled giggling observant</p> <p>Note: The letter e in the word 'be' is not dropped when we add the suffix -ing</p> <p>Consolidation 1 Recap spelling patterns and rules from Unit 1 and Unit 2</p> <p>Special Focus 1 – Letter string ough Special Focus 2 – Orange words (1)</p> |
| <p>Year 6 Autumn 2</p> | <p style="text-align: center;">Unit 3 Unit 4 Consolidation 2</p> <p style="text-align: center;">Special Focus 1 Special Focus 2</p> <p style="text-align: center;">Short Week</p> | <p>Unit 3: suffixes (3) -less and -ful powerless careless flavourless hopeful thoughtful</p> <p>-ment and -ness arrangement amazement achievement replacement sadness meanness plainness lateness</p> <p>Note: For some words ending in y, we swap the y for an i before adding suffixes -less, -ful, -ness and -ment pitiless beautiful laziness merriment</p> <p>-ly normally strangely leisurely definitely neighbourly</p> <p>More words to build with: thoughtful/thoughtfully careless/carelessly</p> <p>Unit 4: suffixes (4) When we add suffixes beginning with a vowel to these words with one syllable, we double the final consonant. This keeps the vowel in the root word short runner batting slipped stoppable wettest forgetting forgotten beginner admittance preferred flopped strumming runny sadder referred preferring admitted</p> <p>Consolidation 2 Recap spelling patterns and rules from Unit 3 and Unit 4</p> <p>Special Focus 3 – Homophones (1) Special Focus 4 – Orange words (2)</p> |
| <p>Year 6 Spring 1</p> | <p style="text-align: center;">Unit 5 Unit 6</p> | <p>Unit 5: suffixes 5</p> |

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| | <p>Consolidation 3</p> <p>Special Focus 5 Special Focus 6</p> | <p>Root word ending in y: swap the y for an i before adding prefix busy/business happy/happily heavy/heaviness heavy/heavily fancy/fanciness beauty/beautiful</p> <p>carry/carrier copy/copies happy/happiest hurry/hurried mystery/mysterious try/tried rely/reliant apply/appliance</p> <p>Unit 6: sh sound (spelt ti or ci) Root words with sh sound (spelt ti) nation action fraction direction information explanation competition dictionary initial cautious</p> <p>Root words with sh sound (spelt ci) official especially appreciate ancient musician politician precious delicious spacious</p> <p>Consolidation 3 Recap spelling patterns and rules from Unit 5 and Unit 6</p> <p>Special Focus 5 – Orange words (3) Special Focus 6 – Homophones (2)</p> |
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| <p>Year 6 Spring 2</p> | <p>Unit 7 Unit 8</p> <p>Consolidation 4</p> <p>Special Focus 7 Special Focus 8</p> <p>Short Week</p> | <p>Unit 7: sh sound (spelt si or ssi) Root words with sh sound (spelt si) ending in se or d tension pension mansion dimension expansion comprehension</p> <p>Note: In some words, si makes the zh sound vision revision precious Asia</p> <p>Note: Words ending in de also use si in the suffix -sion but it makes the zh sound collide/collision decide/decision</p> <p>Root words with sh sound (spelt ssi) ending in mit or ss permission admission impression possession profession expression</p> <p>Unit 8: silent letters</p> <p>k before n knew knowledge knot knight knife knee kneel knock</p> <p>g before n gnat gnaw gnarl gnome</p> <p>t after s fasten listen soften castle rustle bustle wrestle whistle</p> <p>b after m / b before t at the end of a word crumb climb comb lamb thumb debt doubt subtle</p> <p>u after g and comes before a vowel guess guest guide guilt guitar</p> <p>i after a and o salmon calm half calf talk yolk folk</p> <p>n after m at the end of a word hymn autumn column solemn</p> <p>Consolidation 4 Recap spelling patterns and rules from Unit 7 and Unit 8</p> <p>Special Focus 7 – Orange words (4) Special Focus 8 – Oranges words (5)</p> |
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| <p>Year 6</p> | <p>Unit 9: ei and ie</p> |
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| <p>Summer 1</p> | <p style="text-align: center;">Short Week</p> <p style="text-align: center;">Unit 9 Unit 10</p> <p style="text-align: center;">Consolidation 5</p> <p style="text-align: center;">Special Focus 9 Special Focus 10</p> | <p>Rule: i before e except after c</p> <p>ie piece niece shriek relief believe achieve</p> <p>Note: There are some exceptions to the rule protein caffeine seize neither either</p> <p>ei ceiling conceit receive deceive perceive</p> <p>More words to build with: pieced shrieking achievement relieved conceited receiving deceiver ceilings</p> <p>Unit 10: -ible and -able</p> <p><input type="checkbox"/> Most words ending in -ible don't have an obvious root word: vis + ible = visible terr + ible = terrible</p> <p>Note: There are some exceptions to the rule resistible accessible responsible</p> <p><input type="checkbox"/> Most words ending in -able do have an obvious root word: consider + able = considerable reason + able = reasonable dependable comfortable understandable</p> <p><input type="checkbox"/> More words end in -able than -ible</p> <p>More words to build with: terribly horribly visibly possibly sensibly reliably understandably miserably regrettably preferably suitably</p> <p>Consolidation 5 Recap spelling patterns and rules from Unit 9 and Unit 10</p> <p>Special Focus 9 – Hyphens Special Focus 10 – Common mistakes</p> |
| Year 6 Summer 2 | | |
| <p>Year 6 Summer 2</p> | <p style="text-align: center;">Unit 11 Unit 12</p> <p style="text-align: center;">Consolidation 6</p> <p style="text-align: center;">Special Focus 11 Special Focus 12</p> <p style="text-align: center;">Short Week</p> | <p>Unit 11: plural nouns (1) Most singular nouns become plural by simply adding –s musicians operations descriptions</p> <p>Root word ends in s, ss, x, sh, ch or tch: add -es buses addresses boxes beaches dishes ditches foxes scratches</p> <p>Root words ends in y: swap y for i, add -es activities stories bodies spies families berries</p> <p>Note: Some words do not change when they become plural sheep deer fish salmon</p> <p>Unit 12: plural nouns (2) Root words ending with o, but with a consonant before, we usually add -e -s tomatoes echoes heroes dominoes potatoes volcanoes</p> <p>Root words ending with f or fe, we usually swap f or fe for v and then add -es wolves leaves calves thieves knives wives lives</p> <p>Note: There are exceptions that do not add -s or -es woman/women child/children mouse/mice person/people goose/geese tooth/teeth</p> <p>Consolidation 6 Recap spelling patterns and rules from Unit 13 and Unit 14</p> |

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| | | Special Focus 11 – Orange words (6) Special Focus 12 – Homophones (3) |
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