

Dear Parents and Carers,

This term, in order to prepare for the Spelling SATS papers in May, Year 6 will be using the Linguistic Phonics approach to analyse spelling words and patterns. All words have been taken from the National Curriculum Appendix 1 Year 5/6 Spelling List.

Please find below the sounds and corresponding spellings and words that Year 6 will be focussing on this half term in dedicated spelling lessons and throughout the week in other curriculum subject areas.

	W/C 19 <sup>th</sup> February	W/C 26 <sup>th</sup> February	W/C 4 <sup>th</sup> March	W/C 11 <sup>th</sup> March	W/C 18 <sup>th</sup> March	W/C 25 <sup>th</sup> March
Sound	/ible/	/off/ /or/ /o/	/k/	/us/	/ture/	Revision Week
Spelling	ible able	ough	ch	ous	ture	
Words:	forcible legible visible incredible illegible irresponsible possible considerable tolerable changeable noticeable reasonable reliable available	cough trough  ought bought fought brought  although thorough dough	mechanic character orchestra technical scheme chorus architect ache	ridiculous glorious adventurous mischievous hazardous mountainous ravenous tremendous anonymous conscious disastrous marvellous	puncture temperature signature furniture nature picture creature	

*Words in red are from the Upper Key Stage 2 statutory word list. Please note – words may appear more than once across the term (or multiple terms) but the focus sound/spelling correspondence may be different.*

### Supporting your child's spelling:

In school, we will be supporting children to split words into syllables and spell each syllable. The focus syllable will be the one containing the sound of the week. At home, encourage your child to split (segment) words into their syllables and support them to explore the spelling of each one. Please also encourage your child to look at word families where different prefixes/suffixes are added to one root word (e.g. communicate/communicated/communication) to create a different variation in meaning.

Other ways to support your child's learning at home include playing word games or puzzles, exploring the meanings of words they are learning in class and [fostering a curiosity about ambitious vocabulary](#) and how these words might be spelt. Encourage your child to 'sound spot' in texts they are reading independently and with you. Words containing these sounds can be recorded in your child's reading record. [Please remember that a little bit of spelling chat/recall every day is better for long term memory gain than one mega session once a week!](#)

If you have any questions or concerns about your child's spelling then please do not hesitate to get in touch with your child's class teacher.

Yours Sincerely,

The Year 6 Team