

Y5/6 Spelling Homework Term 1

Please support your child/ren to learn their spellings by helping them to understand the rule and apply different strategies to spell. Your child/ren will be learning new strategies during spelling sessions in school as well as the patterns listed below.

Week 2 (WC 12/9/16) and Week 3 (19/9/16)

Words ending in *-able*, *-ably* and *-ible*, *-ibly*.

- -able is more common than -ible
- The -able ending usually used (but not always) if a complete root word can be heard before it. In some cases the ending of the root word may change e.g. rely / reliable.
- The -ible root is common if a complete root word cannot be heard before it.
- The -able ending is used if there is a related word ending in -ation e.g. applicable / application.

-able	-ably
adorable forgivable disposable enjoyable valuable breakable identifiable	adorably forgivably enjoyably valuably respectably agreeably reliably
-ible	-ibly
horrible terrible possible edible reversible invincible legible	horribly terribly possibly legibly sensibly

Week 4 (WC 26/9/16)

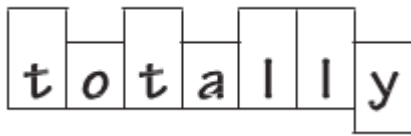
Adding suffixes to words ending in -fer

- The 'r' is doubled if the -fer is still stressed when the ending is added e.g. infer / inferring and prefer / preferred.
- The 'r' is not doubled if the -fer is no longer stressed e.g. differ / difference and offer / offered.

-fer (double r)	-fer (not doubled)
referring referred referral preferring preferred transferring transferred	reference referee preference transference offered difference

Week 5 (WC 3/10/16)

Children should practice words from their spelling log which they have found tricky over the term. It may help the children to try out different strategies which they have learnt in class. For example:



Drawing around the word to show the shape.



Drawing an image around the word.

This method of learning words forces you to think of each letter separately.

p
py
pyr
pyra
pyram
pyrami
pyramid

You can then reverse the process so that you end up with a diamond.

Pyramid Words.

Week 6 (WC 10/10/16) and Week 7 (WC 17/10/16)

To practise spelling the first 20 of the 100 Y5/6 words and put into sentences.

accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community.

There are also games which you can play online to support your child with their spelling.

<https://www.spellzone.com/games/index.cfm?wordlist=4624>

<http://www.bbc.co.uk/skillswise/worksheet/en19patt-l1-w-ending-able-or-ible>

https://www.spellzone.com/word_lists/list.cfm?wordlist=4660

<http://nohandsup.co.uk/spelling/year-5-6-spelling-games/>

It is vitally important that children spend 15 minutes on a Monday and Wednesday practicing their spellings. For children who struggle with spelling, the more repetition the better. As always, if you do not fully understand this term's spelling pattern then please come in and ask your class teacher who will explain it in more detail - or ask your child!

Please see your class teacher if your child finds it particularly tricky as we can provide handwriting practice with the words or activities to complete.

Thank you for your continued support,

The UKS2 Team