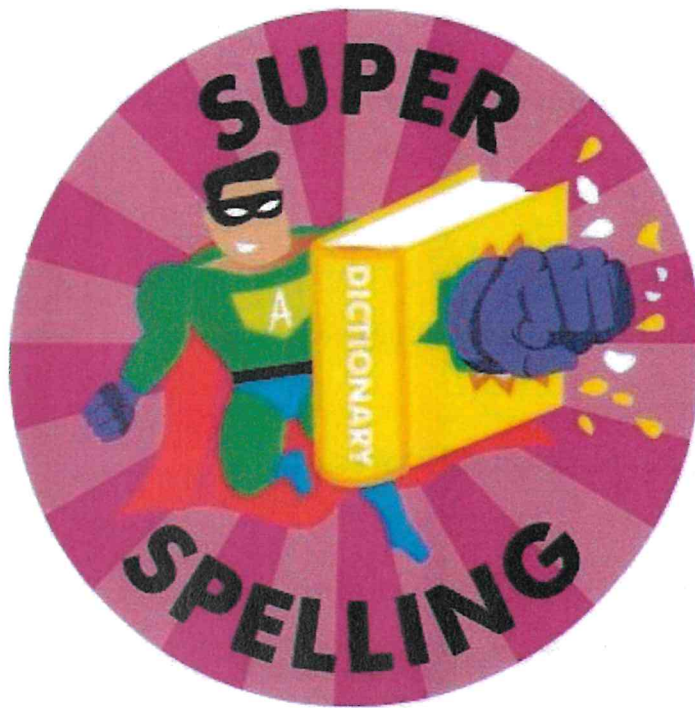


# Primary Six Spelling List

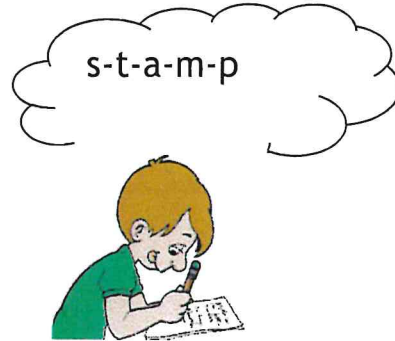
January – April 2020



Name: \_\_\_\_\_

## Helping with spelling at home

- Help your children hear sounds in words by encouraging them to say each word slowly, stretching out the vowel sounds so that they can be heard clearly, e.g. m-a-n, h-ou-se, kn-igh-t
- Help your child to write simple words by asking your child what sound s/he can hear, moving left to right across the word. If s/he can hear the sound but does not know how to write it, simply show how to do it. "This is 'm' , e.g. m-a-n.



### **In Key Stage Two we aim to help your child understand how words are spelt (Stage 5-6)**

At stage 5 children learn that:

The same sound can be represented in different ways e.g. *see we eat*

The same spelling can represent different sounds

e.g. *we get*

At stage 6 children explore multi-syllable words that contain stage 5 information. E.g. 'happy' 'happiness'

They also discover words with special endings e.g.

'station', 'special', 'treasure'

### **Word Investigation**

You child will be given home a list of words to investigate.

- Encourage your child to identify the target sounds e.g. eat see

- 
- Help your child to sort the words according to how the target sounds are spelt.

• e.g.

ea	e	y	ee
eat	we	happy	street
teach	me	mummy	green
stream	be	lovely	feel

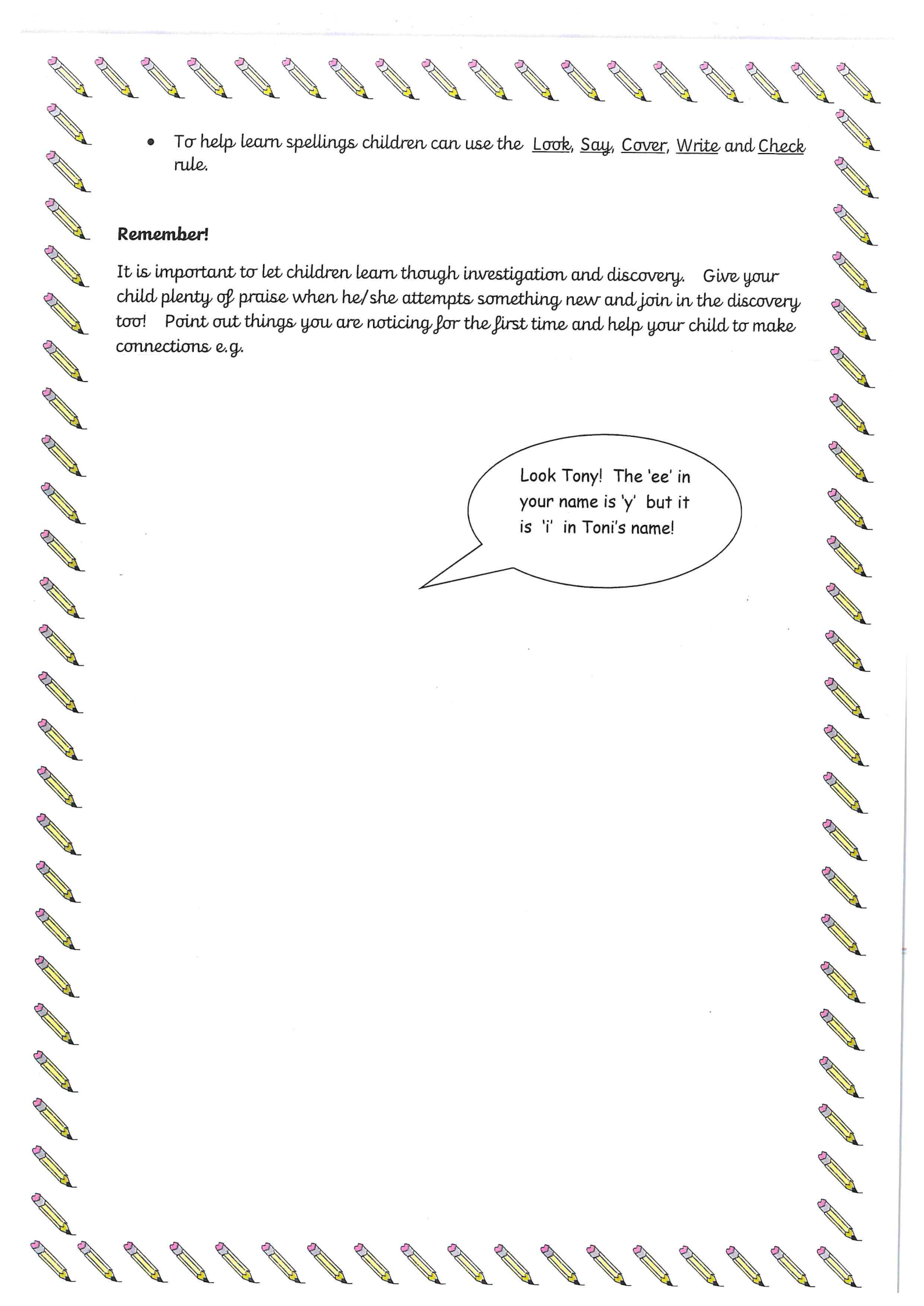
- Look for words containing the target words in text e.g. "Tony sees a green frog in the field."

Children will begin to learn how to spell **important, high-frequency words**. They will do this as they investigate each target sound.

Help your child to identify parts of words that are tricky to remember e.g. which 'ee' is in 'feed'?

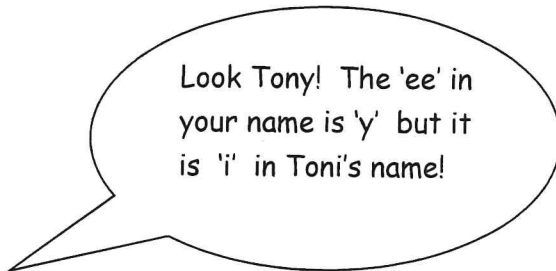
He/she may like to:

- make a word-puzzle, putting each sound on paper squares
- underline the tricky part in a different colour of ink
- think of other words containing the same spelling and link them together in a silly phrase or sentence e.g. 'feed green trees'
- write the word several times to make a pattern

- 
- To help learn spellings children can use the Look, Say, Cover, Write and Check rule.

**Remember!**

It is important to let children learn through investigation and discovery. Give your child plenty of praise when he/she attempts something new and join in the discovery too! Point out things you are noticing for the first time and help your child to make connections e.g.



Look Tony! The 'ee' in your name is 'y' but it is 'i' in Toni's name!

Week Beginning 5<sup>th</sup> January

u
u sun
ou touch
o won oo flood
roughest
husband
trouble
younger
country
enough
suddenly
discovery
hundredth
countries
hungry
thunder
umpire
chorus
tunnel

Week Beginning 18<sup>th</sup> January

L
l lips ll bell
al hospital el camel
il pencil le handle
ol symbol
tonsil
hospital
vandal
mental
syllable
local
dismal
cymbal
symbol
ample
capital
shallow
national
vocal
million

Week Beginning 11<sup>th</sup> January

S
s sit se mouse
ss miss c cycle sc
science ce mice
st listen ps psalm
ceiling
descend
announce
wireless
science
careless
spotless
impress
groceries
cereal
serial
ascend
success
scissors
niece

Week Beginning 25<sup>th</sup> January

i
i slit ui build
y mystery e pretty
u busy ie sieve
trimmed
Picture
Instead
Public
impress
interest
Minute
immature
Women ( <i>odd bod - doesn't follow symbols</i> )
Rhythm
Orchid
Circuit
physical
Fissure
Hyphen

Week Beginning 1<sup>st</sup> February

<b>Special Endings: ory/ery/ary</b>
<b>ary</b> library
<b>ery</b> bravery
<b>ory</b> category
burglary
celery
category
legendary
compulsory
grocery
glossary
conservatory
lavatory
recovery
secretary
respiratory
temporary
satisfactory
vocabulary

Week Beginning 22<sup>nd</sup> February

<b>Special Endings: tial/cial/sial</b>
<b>facial</b> <b>partial</b>
initial
facial
essential
crucial
racial
partial
artificial
social
special
specialist
especially
torrential
substantial
beneficial
financial

Week Beginning 8<sup>th</sup> February

<b>Special Endings: ious/ous</b>
<b>ious</b> precious <b>ous</b> famous
Fabulous
Furious
Glorious
Curious
Infamous
generous
humorous
Furiously
Serious
Jealous
Hilarious
marvellous
Cautious
nervously
Tedious

Week Beginning 1<sup>st</sup> March

<b>Special Endings: sure/ture</b>
<b>ture</b> mixture <b>sure</b> measure
Agriculture
Assure
Culture
Closure
Fracture
Displeasure
Furniture
Ensure
Gesture
Erasure
Venture
Exposure
Torture
Insure
temperature

Week Beginning 8<sup>th</sup> March

<b>u-e</b> tune
<b>ue</b> tissue
<b>ew</b> few
<b>u</b> menu
<b>eu</b> Europe
unusual
continuing
statue
accuse
student
volume
excuse
future
popular
regular
obtuse
unique
refuel
refuse
united

Week Beginning 22<sup>nd</sup> March

<b>f</b>	<b>f</b> fish <b>ff</b> coffee
	<b>ph</b> dolphin <b>lf</b> calf
	<b>gh</b> laugh
laughing	
tougher	
fountain	
officer	
coughed	
microphone	
fifth	
affection	
phantom	
sufficient	
sphere	
giraffe	
filter	
telegraph	
flimsy	

