



Dear Parents and Carers,

Up to this point, children in Year 6 will have been taught traditional spelling rules. They will now apply that knowledge to segment (split) words into their syllables and listen out for syllables that are tricky to spell. Children will look at these 'tricky' parts and use their prior knowledge of spelling patterns and rules to deduce the most likely spelling of that sound. E.g. looking at /ee/ spelt 'ey' which is usually found at the end of a word.

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. Please note that, as Year 6 have had no prior phonics teaching since Key Stage 1, content from the Year 3 – 5 sound/spelling correspondences may be revised or taught in addition to the statutory words from the Year 5/6 list.

	W/C 4 <sup>th</sup> September	W/C 11 <sup>th</sup> September	W/C 18 <sup>th</sup> September	W/C 25 <sup>th</sup> September	W/C 2 <sup>nd</sup> October	W/C 9 <sup>th</sup> October	W/C 16 <sup>th</sup> October
Sound	/ay/	/ay/	/e/	/e/	/ee/	/ee/	/i/
Spelling	a-e ai a	eigh au et	e ei ea	u a	ee ea ie y	ei i e ay	i y e a
Words:	accommodate appreciate same take available ancient explanation babies change	neighbour neigh eighty gauge ballet buffet beret	led affect effect desert definite desperate leisure lead	bury burial anymore anybody many secondary anymore anywhere many	proceed steel committee guarantee steal achieve mischievous prophecy prophecy stationery stationary wary weary accompany	conceive perceive protein familiar immediately pronunciation frequently immediately vehicle quay	compliment profit individual physical rhythm system complement desert dessert average language advantage

*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

