

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 those listed below.

	W/C 6 <sup>th</sup> November	W/C 13 <sup>th</sup> November	W/C 20 <sup>th</sup> November	W/C 27 <sup>th</sup> November	W/C 4 <sup>th</sup> December	W/C 11 <sup>th</sup> December	W/C 18 <sup>th</sup> December
Sound	/igh/	/ch/ /chun/ /chul/  /zh/	/o/	/o-e/	/u/	/u-e/	/ar/
Spelling	igh y i-e i ai eye	ch -ture suffix ge ti	au ow o	ough au ew aoh	ou o	ui u ueue	a arr au
Words:	lightening occupy criticise recognise sacrifice bridle environment identify variety haiku Thailand eye	achieve(ment) attached mischievous signature temperature beige camouflage collage equation	assault because restaurant cauliflower fault vault knowledge competition conscience correspond foreign	dough furlough mauve aubergine chauffeur sew Pharaoh	rough tough trouble country borough thorough accompany government stomach	nuisance pursuit communicate community individual queue	passed draft disastrous bargain marvellous parliament staff barred charred scarred draught

*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