

Spelling and High Frequency Word Objectives Year Six

Spelling Patterns

I can read and spell the following graphemes. I can usually use the graphemes to spell a wide range of words correctly.

-cious (precious)	-tious cautious	-able (adorable)	--ably (adorably)	-ible (possible)	-ibly (possibly)	Hyphens (co-ordinate)	Homophones / commonly confused words
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Spelling Patterns

-cial (special)	-tial (initial)	-ant (expectant)	-ance (expectance)	-ancy (expectancy)	-ent (emergent)	-ence (emergence)	-ency (emergency)	fer + suffix (referring / reference)	/i:/ sound ei after c (deceive)
Ough (brought)	Ough (rough)	Ough (through)	Ough (although)	Ough (plough)	Silent b (doubt, thumb)	Silent k (knight)	Silent n (solemn)	Silent t (thistle)	

Revision: Year 5 Spelling Patterns

y as i (myth)	ei (weigh)	eigh (eight)	ey (obey)	ou (touch)	-sure (treasure)	-ture (creature)	ch (character)	ch (chef)	-gue (league)
-que (unique)	sc (fascinate)	-ous suffix (famous, courageous, serious)		-sion (invasion)	-tion (invention)	-ssion (profession)	-cian (musician)		

Revision: Year 4 Spelling Patterns

Dis- prefix (disappoint)	Mis-prefix (misbehave)	In- prefix (inactive)	Il- prefix (illegal)	Im- prefix (imperfect)	Ir- prefix (irregular)	Re- prefix (refresh)	Sub- prefix (subheading)	Inter-prefix (interact)	Super-prefix (supermarket)
Anti- prefix (anti- clockwise)	Auto- prefix (autobiography)	-ation suffix (information)	-ly suffix (sadly, final)	Adding suffixes beginning with a vowel letter for words with more than one syllable (forgetting, beginner, gardener)					

Revision: Year 3 Spelling Patterns

High Frequency Words

I can read and spell the following 50 HFW.

WW5	restaurant	rhyme	rhythm	sacrifice	secretary	signature	twelfth	vegetable	vehicle	yacht
WW4	neighbour	nuisance	parliament	physical	prejudice	privilege	programme	pronunciation	queue	recognise
WW3	government	guarantee	harass	identity	interfere	interrupt	leisure	marvellous	mischievous	muscle
WW2	controversy	correspond	criticise	curiosity	desperate	disastrous	embarrass	equip (-ped, -ment)	exaggerate	foreign
WW1	amateur	appreciate	available	awkward	bargain	bruise	cemetery	committee	conscience	conscious

Writing and SPaG Objectives

Year Six

		I can perform my own compositions, using appropriate intonation, volume and movement so that the meaning is clear.		
		I proof-read my work to correct spelling and punctuation mistakes.	I understand how words are related by meaning as synonyms and antonyms (e.g. big, large, little)	
		I can evaluate and edit by ensuring the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.	I can punctuate using bullet points consistently.	
		I can evaluate and edit by ensuring I use the consistent and correct use of tense throughout a piece of writing.	I can use a colon to introduce a list.	
		I can evaluate and edit my work by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	I can use semi-colons, colons or dashes to mark boundaries between independent clauses.	
		I can evaluate and edit by assessing the effectiveness of my own and others' writing.	I can use brackets, dashes or commas to indicate parenthesis.	
I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.		I can draft and write using a wider range of organisational and presentational devices to structure the text and guide the reader.	I can use hyphens to avoid ambiguity.	I can spell 50 words from the Year 5 and 6 spelling list.
		I can draft and write using devices to build cohesion within a paragraph (e.g. then, after, that, this, firstly).	I can use commas to clarify meaning or avoid ambiguity.	I can spell Homophones / commonly confused words
I can use a thesaurus.		I can draft and write using a wider range of devices to link ideas across paragraphs using adverbials, repetition of words or phrases, and ellipses.	I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (omitted) relative pronoun.	I can use Hyphens to avoid ambiguity (co-ordinate)
I can use a dictionary to check the spelling and meaning of words.		I can précis a longer passage to create a short text with the same meaning.	I can use modal verbs or adverbs to indicate degrees of possibility.	I can spell words ending in -ibly (possibly)
I know that the spelling of some words needs to be learnt specifically.		In narratives, I can draft and write by describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.	I can use expanded noun phrases to convey complicated information concisely.	I can spell words ending in -ible (possible)
I can use knowledge of morphology and etymology in spelling.		I can draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	I can use the perfect form of verbs to mark relationships of time and cause.	I can spell words ending in --ably (adorably)
I can continue to distinguish between homophones and other words that are often confused.	I choose the writing tool that is best suited to the task.	I can plan for narrative writing by considering how authors have developed characters and settings in what I have read, listened to or seen performed.	I understand the use of the passive to affect the presentation of information in a sentence.	I can spell words ending in -able (adorable)
I can spell words that include silent letters, such as 'knight' and 'solemn'.	I can write legibly, fluently and with increasing speed, deciding whether or not to join specific letters.	I plan my writing by noting and developing initial ideas, drawing on reading and research where necessary.	I understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.	I can spell words ending in -tious cautious
I can use further prefixes and suffixes using the guidance for adding them.		I can plan my writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own.	I know the difference between structures typical of informal speech and structures appropriate for formal speech and writing.	I can spell words ending in -cious (precious)
Writing Transcription	Handwriting	Writing Composition	Vocabulary, Grammar & Punctuation	Spelling Rules