

Year 6 Spellings Term 2

Wk 1 wc 2.11 ance/ence/ency	Wk2 wc 9.11 -able/ible -ably/ibly	Wk 3 wc 16.11 -able/ible -ably/ibly	Wk 4 wc 23.11 - fer
hindrance nuisance relevance existence interference fluency confidence diligence persistence efficiency	breakable considerably agreeable adorable reliable noticeably illegible forcible terribly incredibly	dependable reasonably unbelievable knowledgeable inconceivable remarkably indestructible sensibly digestible flexible	inferring deferred transferred preferred offered referral different interfering circumference reference
Guidance: Use -ant and -ance/-ancy if there is a related word with 'a' sound in the right position; when you can put -ation or -tial endings on the word. Use -ent and -ence/-ency after soft c, soft g sound and qu sound	Guidance The - able ending is used if there is a related word ending in -ation. The -able ending is usually used if a complete root word can be heard before it, even if there is no related word ending in -ation.		The r is doubled if the -fer is still stressed when the ending is added. The r is not doubled if the -fer is no longer stressed.
Wk 5 wc 30.11 - ough	Wk 6 wc 7.12 - ie or ei	Wk 7 wc 14.12 - silent letters	Wk 1 wc 4.1 - Homophones
enough ought bough through fought borough thorough drought sought cough	receipt deceitful conceited receive fierce achieve pierced hygiene siege believe	fascinating ghost wretched Wednesday rogue knotted aisle campaign interesting answer	practice practise principle principal desert dessert draft draught stationary stationery
ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	i before e except after c, when the sound is 'ee'	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/	This need to be learnt in context. Often children can spell them correctly but choose the wrong spelling for their meaning e.g. there/their/they're your/you're are/our led/lead