Oakwood's
Phonics and Spellings


## Spelling Bank 6

Name $\qquad$ Class $\qquad$
Oakwood Primary School

## Home Learning

Children are taught all spelling patterns and strategies within their lessons at school. As well as bringing home their Spelling Bank for additional practice, In KS2 weekly assignments will also be shared on Spelling Shed. Pupils will also take part in a fun weekly Spelling Shed Hive game in school, in order to support retrieval and monitor their progress.

## Parental Support

As part of their spelling lessons over the year, children will build up a repertoire of ways in which they can remember tricky spellings - including mnemonics, making connections, playing games and digging deeper into how fascinating words can be. This can be supported at home by practising little and often and making it fun. There are a few ideas to support your child's spelling at the back of the Spelling Bank.


## 2

Grow the code grapheme mat
Phase 2, 3 and 5

| $\begin{gathered} S \\ s \\ \text { ss } \\ c \\ \text { se } \\ c e \\ \text { st } \\ \text { sc } \end{gathered}$ | $\begin{gathered} \hat{2},{ }_{2} \\ \mathrm{t} \\ \mathrm{tt} \end{gathered}$ | $\begin{gathered} \mathrm{L} \\ \mathrm{p} \\ \mathrm{pp} \end{gathered}$ | $\begin{gathered} a \\ n \\ n n \\ k n \\ g n \end{gathered}$ | $\begin{gathered} \mathrm{g} \\ \mathrm{~m} \\ \mathrm{~mm} \\ \mathrm{mb} \end{gathered}$ | $\begin{gathered} \frac{5}{2} \\ d \\ d d \end{gathered}$ | $\begin{gathered} 6 \\ 9 \\ 99 \end{gathered}$ | $\begin{gathered} c \\ c \\ \mathrm{c} \\ \mathrm{ck} \\ \mathrm{cc} \\ \mathrm{ch} \end{gathered}$ | $\begin{gathered} \mathrm{r} \\ \mathrm{r} \\ \mathrm{rr} \\ \mathrm{wr} \end{gathered}$ | $\frac{T_{1}}{h}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| b bb | $\begin{aligned} & f \\ & f \\ & f f \\ & \text { ph } \end{aligned}$ | 9 1 ll le al | J j dge ge | $\begin{gathered} 4 \\ \text { v } \\ \text { vv } \\ \text { ve } \end{gathered}$ | $\begin{gathered} \text { w } \\ \text { w } \\ \text { wh } \end{gathered}$ | $\begin{aligned} & \text { N } \\ & x \end{aligned}$ | $\begin{aligned} & 9 \\ & y \end{aligned}$ | $\begin{gathered} \text { z } \\ \text { z } \\ \text { z } \\ \text { se } \\ \text { ze } \end{gathered}$ | $\begin{aligned} & \text { 雃 } \\ & \text { qu } \end{aligned}$ |
| Ch ch tch ture | sh <br> ch <br> ti <br> ssi <br> si <br> ci | ob | $\begin{aligned} & 0 \\ & \text { ng } \end{aligned}$ | nk | $\begin{gathered} 8 \\ a \end{gathered}$ | $\begin{gathered} e \\ \text { ea } \\ \text { ea } \end{gathered}$ | $\begin{gathered} \text { 䔬 } \\ i \\ \text { y } \end{gathered}$ | $\begin{gathered} 0 \\ 0 \\ a \end{gathered}$ | $\begin{gathered} \text { u } \\ \text { u } \\ \text { o-e } \\ \text { ou } \end{gathered}$ |

Grow the code grapheme mat Phase 2, 3 and 5

|  |  | igh ie i i-e y | oa <br> 0 <br> o-e <br> ou <br> oe <br> ow | 00 <br> ue <br> u-e <br> ew <br> ou <br> ui | $\begin{gathered} \text { yoo } \\ \text { ue } \\ \text { u } \\ \text { u-e } \\ \text { ew } \end{gathered}$ | 电 00 $u^{*}$ oul | ar ar $a^{*}$ $a^{*}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{aligned} & \text { or } \\ & \text { or } \\ & \text { aw } \\ & \text { au } \\ & \text { aur } \\ & \text { oor } \\ & \text { al } \\ & \text { a } \\ & \text { oar } \\ & \text { ore } \end{aligned}$ | 4 <br> ur <br> er <br> ir <br> or | ow ou | $\begin{gathered} \text { Xuy } \\ \text { oi } \\ \text { oy } \\ \text { oy } \end{gathered}$ | ear ere eer | 症 <br> air are ere ear | zh <br> su <br> si |  |

[^0]

| ai | ei | ey | eigh |
| :---: | :---: | :---: | :---: |
| available | reign | they | eight |
| wait | vein | survey | neighbour |
| rain |  |  | weight |

Do you know any other spellings with these phoneme/grapheme representations?

| ai | ei | ey | eigh |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## homophone

』


| a | a | a-e | ei |
| :---: | :---: | :---: | :---: |
| favourite | ancient | accommodate | beige |
| stationary | explanation | accommodation |  |
| stationery | pronunciation | appreciate |  |

Do you know any other spellings with these phoneme/grapheme representations?

| a | a | a-e | ei |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |

Use a spelling strategy suggested at the back of the spelling bank to help you learn one of your spellings.

## Their There

| e | e | a | ei | ie |
| :---: | :---: | :---: | :---: | :---: |
| desperate | develop | dictionary | leisure | unfriendly <br> (not) |
| credible <br> (belief, able) | relevant | anybody |  |  |
| incredible <br> (not) | apparent |  |  |  |

Do you know any other spellings with these phoneme/grapheme representations?

| e | e | a | ei | ie |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |
|  |  |  |  |  |

Investigate other words with the prefixes 'in' or 'un' that change a word into its synonym.

The Prefix
UN-

The Prefix
IN

|  | ee | ie |
| :---: | :---: | :---: |
| ea | $y$ |  |
| $e$ | $e y$ |  |
| $e-e$ |  |  |


| ee | ei | $y$ | e | i |
| :---: | :---: | :---: | :---: | :---: |
| guarantee | receive | frequently | convenience | familiar |
| committee | deceive | especially | immediately | curiosity |

Do you know any other spellings with these phoneme/grapheme representations?

| ee | ei | $\mathbf{y}$ | $\mathbf{e}$ | $\mathbf{i}$ |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |
|  |  |  |  |  |

Use one of the suggested strategies at the back of the Spelling Bank to help you learn one of your spellings.


| e | i | y | a |
| :---: | :---: | :---: | :---: |
| privilege | interfere | physical | average |
| equipment | individual | system | language |
|  |  | rhythm |  |
|  |  | symbol |  |

Do you know any other spellings with these phoneme/grapheme representations?

| e | i | y | a |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |

Use one of the suggested strategies at the back of the Spelling Bank to help you learn one of your spellings.

igh

| i-e | i | y-e | igh | y |
| :---: | :---: | :---: | :---: | :---: |
| recognise <br> (again) | identity | rhyme | lightning | occupy |
| criticise | environment |  | knight |  |
| sacrifice | variety |  |  |  |

Do you know any other spellings with these phoneme/grapheme representations?

| i-e | i | y-e | igh | y |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |
|  |  |  |  |  |

How many other words do you know with the prefix re (again)?

0

| O | a | ou | ach |
| :---: | :---: | :---: | :---: |
| competition | quarrel | trough | yacht |
| controversy <br> (against) | quality |  |  |
| conscience | restaurant |  |  |
| foreign |  |  |  |

Do you know any other spellings with these phoneme/grapheme representations?

| 0 | a | ou | ach |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |

Can you find any words within words to help you spell them separately?

u

| u | O | Ou | ough |
| :---: | :---: | :---: | :---: |
| pronunciation | stomach | enough | rough |
| interrupt | accompany | country | enough |
|  | government |  |  |
|  | thorough |  |  |

Do you know any other spellings with these phoneme/grapheme representations?

| $u$ | o | ou | ough |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |



What other words do you already know that use the graphemes 'ough' ?

| u | u | ui | ue | ueue |
| :---: | :---: | :---: | :---: | :---: |
| community <br> (together) | actual | nuisance | continue | queue |
| communicate <br> (together) | particular | pursuit |  |  |
| individual | occupy |  |  |  |

Do you know any other spellings with these phoneme/grapheme representations?

| $u$ | $u$ | ui | ue | ueue |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |
|  |  |  |  |  |



Think of a mnemonic to
help you remember the word you find the trickiest.
$\qquad$
$\qquad$
$\qquad$
$\qquad$

| ar | al | a | au |
| :---: | :---: | :---: | :---: |
| bargain | behalf | disastrous | draught |
| marvellous | calm | passed | laughed (past) |
| parliament |  |  |  |
| guard |  |  |  |

Do you know any other spellings with these phoneme/grapheme representations?

| ar | al | a | au |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |



Make a list of all the homophones you know.

| ur |  |
| :---: | :--- |
| er | er |
| ir |  |
| or |  |


| er | ar | ou/our | eur | u |
| :---: | :---: | :---: | :---: | :---: |
| government | particular | neighbour | amateur | suggest |
| controversy | peculiar | favourite |  |  |
| shoulder | calendar |  |  |  |

Do you know any other spellings with these phoneme/grapheme representations?

| er | ar | ou/our | eur | u |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |
|  |  |  |  |  |

Use one of the suggested strategies at the back of the Spelling Bank to help you learn one of your spellings.




| Let's REVISIT some TRICKY words. |  |
| :--- | :--- |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |




## sh

| Ssi | ti | $\mathbf{C i}$ | ch |
| :---: | :---: | :---: | :---: |
| possession | explanation | ancient | chef |
| profession | cautious | malicious <br> (bad) | machine |
|  | competition |  | brochure |

Do you know any other spellings with these

| ssi | ti | ci | ch |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |

Investigate other words that have a 'sh' sound but spelled with a ch grapheme.
ch says 'sh'
sh

| ti | ti | $\mathbf{c i}$ | sci |
| :---: | :---: | :---: | :---: |
| stationary | ambitious | vicious | conscience |
| stationery | nutritious | precious | conscious |
| dictionary |  | suspicious |  |

Do you know any other spellings with these phoneme/grapheme representations?

| sh | ssi | ti | ci | sci |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |
|  |  |  |  |  |

Investigate other words that end in -tious and -cious.

$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
ch

| ch | t | ci | ture |
| :---: | :---: | :---: | :---: |
| achieve | amateur | ancient | temperature |
| attached (past) | opportunity |  | signature |
| mischievous |  |  | adventure |
|  |  |  | capture |

Do you know any other spellings with these phoneme/grapheme representations?

| ch | t | ci | ture |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |



Think of a mnemonic to help you remember the word you find the trickiest.
$\qquad$
$\qquad$
$\qquad$

| S | S | SS | C | Ce |
| :---: | :---: | :---: | :---: | :---: |
| soldier | guest | guessed <br> (past) | criticise | hindrance |
| secretary | sincerely |  |  | sacrifice |
| persuade | existence |  |  |  |

Do you know any other spellings with these phoneme/grapheme representations?

| $s$ | $s$ | ss | c | ce |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |
|  |  |  |  |  |

Use one of the suggested strategies at the back of the Spelling Bank to help you learn one of your spellings.
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

| SS | C | se | ce |
| :---: | :---: | :---: | :---: |
| harass | cemetery | bruise | prejudice |
| embarrass | sincerely | practise | practice |
| aggressive | necessary |  |  |

Do you know any other spellings with these phoneme/grapheme representations?

| SS | c | se | ce |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |

Homophones - nouns ending
in -ce and verbs ending in -se

Some words like practice (noun) and practise (verb) have similar noun and verb forms. Can you find some more examples?

| le | le | II | I |
| :---: | :---: | :---: | :---: |
| muscle | noticeable | marvellous | twelfth |
| vegetable | irreversible <br> (not) | allowed | parliament |
| vehicle | irresponsible <br> (not) |  |  |

Do you know any other spellings with these phoneme/grapheme representations?

| I | I | II | I |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |

Find other words with either the 'able' or 'ible' suffix. Investigate why you would use 'able' rather than 'ible'


## or

| Ough | augh | or | au | aw |
| :---: | :---: | :---: | :---: | :---: |
| thought | caught | category | automatic <br> (self) | awkward |
| brought | naughty | according | astronaut |  |
|  |  | forty |  |  |

Do you know any other spellings with these phoneme/grapheme representations?

| ough | augh | or | au | aw |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |
|  |  |  |  |  |

The Prefix
AUTO-

Can you find some other words that use the prefix 'auto'.

## m

| m | mm | mn | mme |
| :---: | :---: | :---: | :---: |
| familiar | committee | hymn | programme |
| rhythm | immediately | solemn |  |
| cemetery | recommend |  |  |
| temperature |  |  |  |

Do you know any other spellings with these phoneme/grapheme representations?

| m | mm | me | mme |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |

Use one of the suggested strategies at the back of the Spelling Bank to help you learn one of your spellings.


C

| C | CC | ch | que |
| :---: | :---: | :---: | :---: |
| correspond | occur | stomach | unique |
| curiosity | occupy | echo |  |
| affect | according |  |  |
| effect |  |  |  |

Do you know any other spellings with these phoneme/grapheme representations?


Use one of the suggested strategies at the back of the Spelling Bank to help you learn one of your spellings.


## Tmportant Topic Words

## Tmporkont Topic Mords

## Tmporkont Topicc Norols

## Tmportant Topic Words

## Spelling word list for Year 5 and Year 6

100 words that children in England are expected to be able to spell by the end of Year 6 (age 11). How many can you spell?

| accommodate | correspond | identity | queue |
| :--- | :--- | :--- | :--- |
| accompany | criticise (critic + ise) | immediate(ly) | recognise |
| according | curiosity | individual | recommend |
| achieve | definite | interfere | relevant |
| aggressive | desperate | interrupt | restaurant |
| amateur | determined | language | rhyme |
| ancient | develop | leisure | rhythm |
| apparent | dictionary | lightning | sacrifice |
| appreciate | disastrous | marvellous | secretary |
| attached | embarrass | mischievous | shoulder |
| available | environment | muscle | signature |
| average | equip (-ped, -ment) | necessary | sincere(ly) |
| awkward | especially | neighbour | soldier |
| bargain | exaggerate | nuisance | stomach |
| bruise | excellent | occupy | sufficient |
| category | existence | occur | suggest |
| cemetery | explanation | opportunity | symbol |
| committee | familiar | parliament | system |
| communicate | foreign | persuade | temperature |
| community | forty | physical | thorough |
| competition | frequently | prejudice | twelfth |
| conscience | government | privilege | variety |
| conscious | guarantee | profession | vegetable |
| controversy | harass | programme | vehicle |
| convenience | hindrance | pronunciation | yacht |

## Why not practise your spellings like this:-

## 1. Circle the Right One

Get someone to write out your spellings for you but include wrong spellings. Can you circle the right spellings and explain how you know?

## 2. Naughty Letters

Spot the 'naughty' letter in a word-the letter that is unexpected or which you often miss out or get wrong. Write out the letter larger or in a different colour to help you remember it.

## 3. Pyramid Words

Write the word a letter at a time in a pyramid. This means you will be repeat practising the spelling building up a letter at a time.


## 4. Spot a word in a word.

E.g. There's a rat in sep-a-rat-e!

## 5. Say the word aloud to a rhythm.

For example M-I-S-S-I-S-S-I-P-P-I

You can sing, rap, clap the letters to a rhythm to help memorise it. Change you voice-whisper it, sing it, shout it like a giant, whisper it like a spy etc.

## 6. Mnemonics

Choose a tricky word with an unusual spelling e.g. ough Make up a word for each letter e.g. Open Up Granny's Handbag or Oh U Grass Hopper. Make sure your Mnemonic is easy to remember.

## 7. Repeat Copying

Write out the word several times in different sizes and different colours. Then look, cover, write and check.

## 8. Make a word map.



These are just a few ideas. Why not ask your class teacher for their top tips and do a safe internet search for more ideas.

## HAPPY LEARNING!




[^0]:    *depending on regional accent

