



THE LITERACY  
COMPANY

# Year 5/6

Literacy at Home

Spelling





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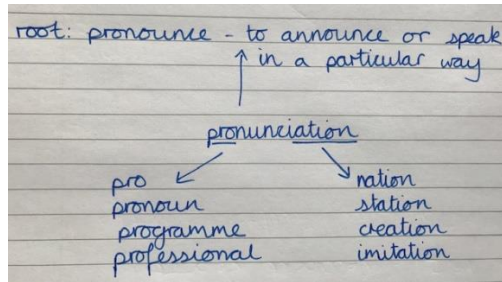
This is the year 5 and 6 word- list from the National Curriculum:

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



**Investigate some of the word list words.** Here are a few ideas to start you off...you might be able to think of more!

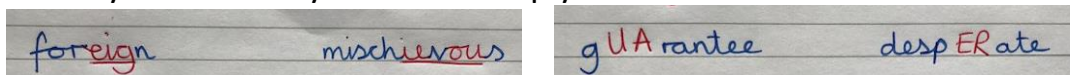
1. Create a word web. How many words are linked to your word? Once you've taken off the prefixes and suffixes, do you know what the root word means? Investigate what it means and where it came from.



2. See how many new words you can make from each one by adding prefixes or suffixes. The word itself needs to be part of your new word. Investigate what the different prefixes and suffixes do to the meaning of the words.

accommodate	achieve	persuade
<b>accommodates</b>	<b>achieved</b>	<b>persuades</b>
<b>accommodation</b>	<b>achieves</b>	<b>persuasion</b>
<b>accommodations</b>	<b>achievement</b>	<b>persuasive</b>
<b>accommodating</b>	<b>achiever</b>	<b>persuader</b>
<b>accommodatingly</b>	<b>achievable</b>	<b>persuasible</b>

3. Can you find out what each one means? Can you draw a picture to represent it or act it out? Use a dictionary to help you.
4. Choose 10 words for someone to test you on each day. With the words you don't know how to spell yet, think of ways to help you remember them:
  - Decide which the tricky bit is. Write out the word and write the tricky bit in another colour or capitalise the letters that don't make the sound you think they should to help you remember



- Some people find that 'Look, say, cover, write, check' helps them learn spellings too



Choose one of the activity cards to investigate/ learn how to spell your personal list of words or your spelling list words.



**Activity card 1**

Create a crossword or a word search of the words you need to learn

	m					
s	u	g	g	e	s	t
	s					
o	c	c	u	r		
	l					
	e					



**Activity card 2**

Make a word matrix with your word

<b>fright</b>	en	ing
		ed
		er
		s
	ful	ly
		ness



**Activity card 3**

Play hangman with a partner using some of your words

\_ a \_ \_ \_  
b      c



**Activity card 4**

Find a synonym (a word that has a similar meaning) for each of your words

**wet: damp, sopping**  
**dark: gloomy, dingy**



**Activity card 5**

Think of different sentences to put your words in

**light: I turned on the light**  
**because: I went to bed because I was tired**



**Activity card 6**

Find a spelling rhyme for some of your words

**bright: rhymes with light**  
**book: rhymes with look**



Activity card 7



Try and think of some mnemonics to help you to remember how to spell your words:

**because: big elephants can't always  
use small exits  
could, would, should: O U lucky duck**

Activity card 8



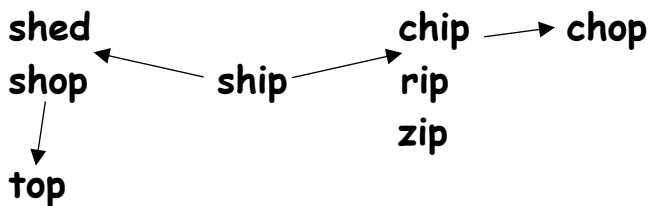
Work with a partner. Your partner writes down half of your word and you try to guess what comes next

**B r i \_ \_ \_**

Activity card 9



Make a word web from one of your current words



Activity card 10



Break your word into syllables

**carpet: car\_pet  
because: be\_cause**