**Year 6 Word Lists: Summer 1**

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| **Mild** | **Spicy**  | **Hot**  |
| **Week 2 and Week 3; Revision** |
| Have a look at the words from the year 3/4 and the year 5/6 spelling lists and choose 10 each week to work on. You could use the following websites to help you learn them:<http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp><https://www.spellingtraining.com/>Or pick an activity from the list below:* Create an acrostic poem
* Look, cover, spell, check
* Colour a picture with your spelling words (fill each section in with the different words you have chosen)
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| **Week 4; Latin and Greek roots** |
| vis = visiblevisionvisualvisa | bi=binocularsbicyclebifocalsbicarbonate | auto=automobileautomaticallyautonomousautonomous |
| **Week 5; Formation of words** |
| geologypolygondiagrampentagonkilogram | ecologyhologramtelepathyhistologysympathy | stratospheremeteorologyatmospherehistogramhemisphere |
| **Year 5 and 6 words**occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm. |
| **Project words** |
| Japan | Japanese | Asia | Pacific  | Tokyo |
| traditions | culture | folk | Hokusai | tsunami |

**Guidance**;

Choose the set of words that best suits your child and the level of challenge they need. Throughout the term, you should help your child to practice writing these words so that they become familiar with them. The words, sounds and spelling patterns will also be practised in our spelling sessions and through regular short dictation activities.

Dictation will involve the children listening to a series of appropriate sentences and writing them down, using their spelling knowledge. They will be given plenty of time to complete the sentences and the focus of the task will be for the children to use the spelling rules and patterns learnt in a context.

Some words will be from the pattern rather than just the words on the list.