



**NAME:** .....

## **SPELLING BOOK 6**

**2026 – 2027**

## Homework Expectations 2026-2027

### Spelling

This homework book has spellings that your child is expected to learn this year. Weekly lists follow either a spelling rule or focus on common exception words, from the relevant national year group spelling list. On **Monday, Tuesday, Wednesday and Thursday**, children are expected to practise their spellings for the week at home using the look, say, cover, write, check method.



Look at the word carefully.



Say the word carefully, segmenting the word into different sounds.



Cover the word.



Write the word in your book without looking at it.

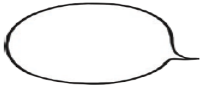
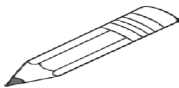


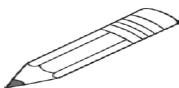
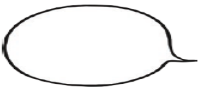
Check that it is correct.

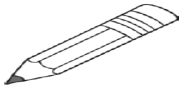
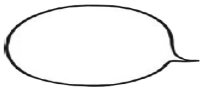
There will be a test of these words on a **Friday**, which children will complete at the back of the book.

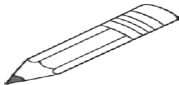
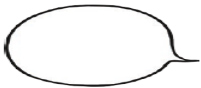
### Reading and Maths

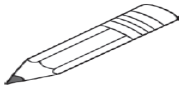
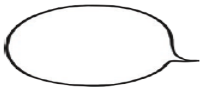
There is also a space in this book, where you or your child can tick if they have completed daily reading and number work.

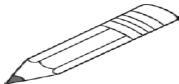
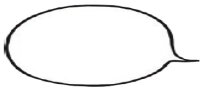
| Year 6 Spelling Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |        | Week Commencing: 7 <sup>th</sup> September 2026 |           |          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|-------------------------------------------------|-----------|----------|
| <div> <div>Common<br/>Exception words</div> <div>      </div> <div> <b>Look</b> → <b>Say</b> → <b>Cover</b> → <b>Write</b> → <b>Check</b> </div> </div> |        |                                                 |           |          |
| Spellings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Monday | Tuesday                                         | Wednesday | Thursday |
| muscle                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |        |                                                 |           |          |
| prejudice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |        |                                                 |           |          |
| available                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |        |                                                 |           |          |
| determined                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |        |                                                 |           |          |
| rhyme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |                                                 |           |          |
| identity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |        |                                                 |           |          |
| accommodate                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |        |                                                 |           |          |
| suggest                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |                                                 |           |          |
| competition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |        |                                                 |           |          |
| existence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |        |                                                 |           |          |
| I have read (Please tick)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |        |                                                 |           |          |
| I have practised my number bonds/ times tables (tick)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |                                                 |           |          |

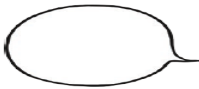
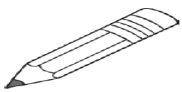
| Year 6 Spelling Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                            |        | Week Commencing: 14 <sup>th</sup> September 2026 |           |          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------------------------------------------------|-----------|----------|
| Common<br>Exception words                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |                                                  |           |          |
| <div></div> <div>Look → Say → Cover → Write → Check</div> |        |                                                  |           |          |
| Spellings                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Monday | Tuesday                                          | Wednesday | Thursday |
| accompany                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |                                                  |           |          |
| average                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |                                                  |           |          |
| conscience                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |        |                                                  |           |          |
| develop                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |                                                  |           |          |
| explanation                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |        |                                                  |           |          |
| immediately                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |        |                                                  |           |          |
| necessary                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |                                                  |           |          |
| privilege                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |                                                  |           |          |
| rhythm                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |        |                                                  |           |          |
| symbol                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |        |                                                  |           |          |
| I have read (Please tick)                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |                                                  |           |          |
| I have practised my number<br>bonds/ times tables (tick)                                                                                                                                                                                                                                                                                                                                                                                                                            |        |                                                  |           |          |

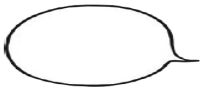
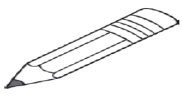
| Year 6 Spelling Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                            |        | Week Commencing: 21 <sup>st</sup> September 2026 |           |          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------------------------------------------------|-----------|----------|
| Common<br>Exception words                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |                                                  |           |          |
| <div></div> <div>Look → Say → Cover → Write → Check</div> |        |                                                  |           |          |
| Spellings                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Monday | Tuesday                                          | Wednesday | Thursday |
| according                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |                                                  |           |          |
| awkward                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |                                                  |           |          |
| conscious                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |                                                  |           |          |
| dictionary                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |        |                                                  |           |          |
| familiar                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |        |                                                  |           |          |
| individual                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |        |                                                  |           |          |
| neighbour                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |                                                  |           |          |
| profession                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |        |                                                  |           |          |
| sacrifice                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |                                                  |           |          |
| system                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |        |                                                  |           |          |
| I have read (Please tick)                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |                                                  |           |          |
| I have practised my number<br>bonds/ times tables (tick)                                                                                                                                                                                                                                                                                                                                                                                                                            |        |                                                  |           |          |

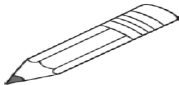
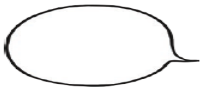
| Year 6 Spelling Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                            |        | Week Commencing: 28 <sup>th</sup> September 2026 |           |          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------------------------------------------------|-----------|----------|
| Common<br>Exception words                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |                                                  |           |          |
| <div></div> <div>Look → Say → Cover → Write → Check</div> |        |                                                  |           |          |
| Spellings                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Monday | Tuesday                                          | Wednesday | Thursday |
| achieve                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |                                                  |           |          |
| bargain                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |                                                  |           |          |
| controversy                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |        |                                                  |           |          |
| disastrous                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |        |                                                  |           |          |
| foreign                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |                                                  |           |          |
| interfere                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |                                                  |           |          |
| nuisance                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |        |                                                  |           |          |
| programme                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |                                                  |           |          |
| secretary                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |                                                  |           |          |
| temperature                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |        |                                                  |           |          |
| I have read (Please tick)                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |                                                  |           |          |
| I have practised my number<br>bonds/ times tables (tick)                                                                                                                                                                                                                                                                                                                                                                                                                            |        |                                                  |           |          |

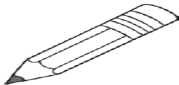
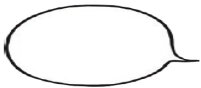
| Year 6 Spelling Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                            |        | Week Commencing: 5 <sup>th</sup> October 2026 |           |          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|-----------------------------------------------|-----------|----------|
| Common<br>Exception words                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |                                               |           |          |
| <div></div> <div>Look → Say → Cover → Write → Check</div> |        |                                               |           |          |
| Spellings                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Monday | Tuesday                                       | Wednesday | Thursday |
| aggressive                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |        |                                               |           |          |
| bruise                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |        |                                               |           |          |
| convenience                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |        |                                               |           |          |
| embarrass                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |                                               |           |          |
| forty                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |        |                                               |           |          |
| interrupt                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |                                               |           |          |
| occupy                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |        |                                               |           |          |
| pronunciation                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |        |                                               |           |          |
| shoulder                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |        |                                               |           |          |
| thorough                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |        |                                               |           |          |
| I have read (Please tick)                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |                                               |           |          |
| I have practised my number<br>bonds/ times tables (tick)                                                                                                                                                                                                                                                                                                                                                                                                                            |        |                                               |           |          |

| Year 6 Spelling Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                            |        | Week Commencing: 12 <sup>th</sup> October 2026 |           |          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------------------------------------------------|-----------|----------|
| Common<br>Exception words                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |                                                |           |          |
| <div></div> <div>Look → Say → Cover → Write → Check</div> |        |                                                |           |          |
| Spellings                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Monday | Tuesday                                        | Wednesday | Thursday |
| amateur                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |                                                |           |          |
| category                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |        |                                                |           |          |
| correspond                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |        |                                                |           |          |
| environment                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |        |                                                |           |          |
| frequently                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |        |                                                |           |          |
| language                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |        |                                                |           |          |
| occur                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |        |                                                |           |          |
| queue                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |        |                                                |           |          |
| signature                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |                                                |           |          |
| twelfth                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |                                                |           |          |
| I have read (Please tick)                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |                                                |           |          |
| I have practised my number<br>bonds/ times tables (tick)                                                                                                                                                                                                                                                                                                                                                                                                                            |        |                                                |           |          |

| Year 6 Spelling Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |        | Week Commencing: 19 <sup>th</sup> October 2026 |           |          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------------------------------------------------|-----------|----------|
| <div> <div>Common</div> <div>Exception words</div> <div>      </div> <div> <b>Look</b> → <b>Say</b> → <b>Cover</b> → <b>Write</b> → <b>Check</b> </div> </div> |        |                                                |           |          |
| Spellings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Monday | Tuesday                                        | Wednesday | Thursday |
| ancient                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |        |                                                |           |          |
| cemetery                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |        |                                                |           |          |
| criticise                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |        |                                                |           |          |
| equipped                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |        |                                                |           |          |
| government                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |        |                                                |           |          |
| leisure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |        |                                                |           |          |
| opportunity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |        |                                                |           |          |
| recognise                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |        |                                                |           |          |
| sincerely                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |        |                                                |           |          |
| variety                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |        |                                                |           |          |
| I have read (Please tick)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |        |                                                |           |          |
| I have practised my number bonds/ times tables (tick)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |        |                                                |           |          |

| Year 6 Spelling Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |        | Week Commencing: 9 <sup>th</sup> November 2026 |           |          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------------------------------------------------|-----------|----------|
| <div>Common<br/>Exception words</div> <div>      </div> <div> <b>Look</b> → <b>Say</b> → <b>Cover</b> → <b>Write</b> → <b>Check</b> </div> |        |                                                |           |          |
| Spellings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Monday | Tuesday                                        | Wednesday | Thursday |
| apparent                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |                                                |           |          |
| committee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |        |                                                |           |          |
| curiosity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |        |                                                |           |          |
| guarantee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |        |                                                |           |          |
| lightning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |        |                                                |           |          |
| parliament                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |                                                |           |          |
| recommend                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |        |                                                |           |          |
| soldier                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |        |                                                |           |          |
| vegetable                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |        |                                                |           |          |
| especially                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |                                                |           |          |
| I have read (Please tick)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |        |                                                |           |          |
| I have practised my number bonds/ times tables (tick)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |        |                                                |           |          |

| Year 6 Spelling Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                            |        | Week Commencing: 16 <sup>th</sup> November 2026 |           |          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|-------------------------------------------------|-----------|----------|
| Common<br>Exception words                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |                                                 |           |          |
| <div></div> <div>Look → Say → Cover → Write → Check</div> |        |                                                 |           |          |
| Spellings                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Monday | Tuesday                                         | Wednesday | Thursday |
| appreciate                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |        |                                                 |           |          |
| communicate                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |        |                                                 |           |          |
| definite                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |        |                                                 |           |          |
| exaggerate                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |        |                                                 |           |          |
| harass                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |        |                                                 |           |          |
| marvellous                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |        |                                                 |           |          |
| persuade                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |        |                                                 |           |          |
| relevant                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |        |                                                 |           |          |
| stomach                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |                                                 |           |          |
| vehicle                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |                                                 |           |          |
| I have read (Please tick)                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |                                                 |           |          |
| I have practised my number<br>bonds/ times tables (tick)                                                                                                                                                                                                                                                                                                                                                                                                                            |        |                                                 |           |          |

| Year 6 Spelling Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                            |        | Week Commencing: 23 <sup>rd</sup> November 2026 |           |          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|-------------------------------------------------|-----------|----------|
| Common<br>Exception words                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |                                                 |           |          |
| <div></div> <div>Look → Say → Cover → Write → Check</div> |        |                                                 |           |          |
| Spellings                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Monday | Tuesday                                         | Wednesday | Thursday |
| attached                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |        |                                                 |           |          |
| community                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |                                                 |           |          |
| desperate                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |                                                 |           |          |
| excellent                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |                                                 |           |          |
| hindrance                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |                                                 |           |          |
| mischievous                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |        |                                                 |           |          |
| physical                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |        |                                                 |           |          |
| restaurant                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |        |                                                 |           |          |
| sufficient                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |        |                                                 |           |          |
| yacht                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |        |                                                 |           |          |
| I have read (Please tick)                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |                                                 |           |          |
| I have practised my number<br>bonds/ times tables (tick)                                                                                                                                                                                                                                                                                                                                                                                                                            |        |                                                 |           |          |

# Year 6 Spelling Homework

Week Commencing: 30<sup>th</sup> November 2026

Words with the short vowel sound /i/ spelled y



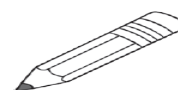
**Look**



**Say**



**Cover**



**Write**



**Check**

| Spellings                                             | Monday | Tuesday | Wednesday | Thursday |
|-------------------------------------------------------|--------|---------|-----------|----------|
| <b>rhythm</b>                                         |        |         |           |          |
| <b>system</b>                                         |        |         |           |          |
| <b>physical</b>                                       |        |         |           |          |
| <b>symbol</b>                                         |        |         |           |          |
| <b>mystery</b>                                        |        |         |           |          |
| <b>lyrics</b>                                         |        |         |           |          |
| <b>oxygen</b>                                         |        |         |           |          |
| <b>symptom</b>                                        |        |         |           |          |
| <b>typical</b>                                        |        |         |           |          |
| <b>crystal</b>                                        |        |         |           |          |
| I have read (Please tick)                             |        |         |           |          |
| I have practised my number bonds/ times tables (tick) |        |         |           |          |

# Year 6 Spelling Homework

Week Commencing: 7<sup>th</sup> December 2026

Words with the long vowel sound /i/ spelled with a y



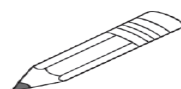
**Look**



**Say**



**Cover**

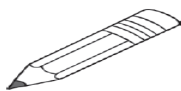
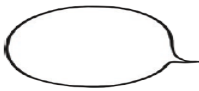


**Write**



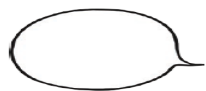
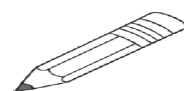
**Check**

| Spellings                                             | Monday | Tuesday | Wednesday | Thursday |
|-------------------------------------------------------|--------|---------|-----------|----------|
| rhyme                                                 |        |         |           |          |
| occupy                                                |        |         |           |          |
| apply                                                 |        |         |           |          |
| hyphen                                                |        |         |           |          |
| hygiene                                               |        |         |           |          |
| python                                                |        |         |           |          |
| supply                                                |        |         |           |          |
| identify                                              |        |         |           |          |
| multiply                                              |        |         |           |          |
| recycle                                               |        |         |           |          |
| I have read (Please tick)                             |        |         |           |          |
| I have practised my number bonds/ times tables (tick) |        |         |           |          |

| Year 6 Spelling Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                            |        | Week Commencing: 14 <sup>th</sup> December 2026 |           |          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|-------------------------------------------------|-----------|----------|
| Adding the prefix '-over' to verbs                                                                                                                                                                                                                                                                                                                                                                                                                                                  |        |                                                 |           |          |
| <div></div> <div>Look → Say → Cover → Write → Check</div> |        |                                                 |           |          |
| Spellings                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Monday | Tuesday                                         | Wednesday | Thursday |
| overbalance                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |        |                                                 |           |          |
| overthrow                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |                                                 |           |          |
| overturned                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |        |                                                 |           |          |
| overcoat                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |        |                                                 |           |          |
| overslept                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |                                                 |           |          |
| overcook                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |        |                                                 |           |          |
| overpaid                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |        |                                                 |           |          |
| overreact                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |                                                 |           |          |
| overtired                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |                                                 |           |          |
| overlooked                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |        |                                                 |           |          |
| I have read (Please tick)                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |                                                 |           |          |
| I have practised my number bonds/ times tables (tick)                                                                                                                                                                                                                                                                                                                                                                                                                               |        |                                                 |           |          |

**Year 6 Spelling Homework****Week Commencing: 4<sup>th</sup> January 2027**

Convert nouns or verbs into adjectives using suffix '-ful'

**Look****Say****Cover****Write****Check**

| Spellings                                             | Monday | Tuesday | Wednesday | Thursday |
|-------------------------------------------------------|--------|---------|-----------|----------|
| merciful                                              |        |         |           |          |
| plentiful                                             |        |         |           |          |
| beautiful                                             |        |         |           |          |
| fearful                                               |        |         |           |          |
| faithful                                              |        |         |           |          |
| boastful                                              |        |         |           |          |
| doubtful                                              |        |         |           |          |
| thankful                                              |        |         |           |          |
| pitiful                                               |        |         |           |          |
| fanciful                                              |        |         |           |          |
| I have read (Please tick)                             |        |         |           |          |
| I have practised my number bonds/ times tables (tick) |        |         |           |          |

# Year 6 Spelling Homework

Week Commencing: 11<sup>th</sup> January 2027

Words which can be nouns and verbs



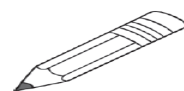
**Look**



**Say**



**Cover**



**Write**



**Check**

| Spellings                                             | Monday | Tuesday | Wednesday | Thursday |
|-------------------------------------------------------|--------|---------|-----------|----------|
| <b>produce</b>                                        |        |         |           |          |
| <b>impact</b>                                         |        |         |           |          |
| <b>transport</b>                                      |        |         |           |          |
| <b>silence</b>                                        |        |         |           |          |
| <b>permit</b>                                         |        |         |           |          |
| <b>object</b>                                         |        |         |           |          |
| <b>contest</b>                                        |        |         |           |          |
| <b>subject</b>                                        |        |         |           |          |
| <b>increase</b>                                       |        |         |           |          |
| <b>freeze</b>                                         |        |         |           |          |
| I have read (Please tick)                             |        |         |           |          |
| I have practised my number bonds/ times tables (tick) |        |         |           |          |

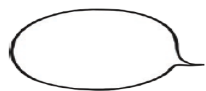
# Year 6 Spelling Homework

Week Commencing: 18<sup>th</sup> January 2027

Words with an /o/ sound spelled 'ou' or 'ow'



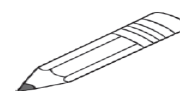
**Look**



**Say**



**Cover**

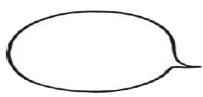
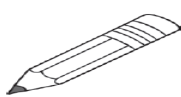


**Write**



**Check**

| Spellings                                             | Monday | Tuesday | Wednesday | Thursday |
|-------------------------------------------------------|--------|---------|-----------|----------|
| shoulder                                              |        |         |           |          |
| smoulder                                              |        |         |           |          |
| mould                                                 |        |         |           |          |
| thrown                                                |        |         |           |          |
| known                                                 |        |         |           |          |
| blown                                                 |        |         |           |          |
| window                                                |        |         |           |          |
| shallow                                               |        |         |           |          |
| soul                                                  |        |         |           |          |
| poultry                                               |        |         |           |          |
| I have read (Please tick)                             |        |         |           |          |
| I have practised my number bonds/ times tables (tick) |        |         |           |          |

| Year 6 Spelling Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |        | Week Commencing: 25 <sup>th</sup> January 2027 |           |          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------------------------------------------------|-----------|----------|
| Words with a 'soft c' spelled 'ce'                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |        |                                                |           |          |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <br/> <b>Look</b> </div> <div style="text-align: center;"> <br/> <b>Say</b> </div> <div style="text-align: center;"> <br/> <b>Cover</b> </div> <div style="text-align: center;"> <br/> <b>Write</b> </div> <div style="text-align: center;"> <br/> <b>Check</b> </div> </div> |        |                                                |           |          |
| Spellings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Monday | Tuesday                                        | Wednesday | Thursday |
| prejudice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |        |                                                |           |          |
| nuisance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |        |                                                |           |          |
| hindrance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |        |                                                |           |          |
| sacrifice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |        |                                                |           |          |
| cemetery                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |        |                                                |           |          |
| certificate                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |        |                                                |           |          |
| celebrate                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |        |                                                |           |          |
| necessary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |        |                                                |           |          |
| deceased                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |        |                                                |           |          |
| December                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |        |                                                |           |          |
| I have read (Please tick)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |        |                                                |           |          |
| I have practised my number bonds/ times tables (tick)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |        |                                                |           |          |

# Year 6 Spelling Homework

Week Commencing: 1<sup>st</sup> February 2027

Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im - opposite



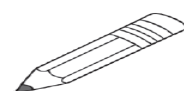
**Look**



**Say**



**Cover**



**Write**



**Check**

| Spellings                                             | Monday | Tuesday | Wednesday | Thursday |
|-------------------------------------------------------|--------|---------|-----------|----------|
| <b>disappointed</b>                                   |        |         |           |          |
| <b>dissatisfied</b>                                   |        |         |           |          |
| <b>dissimilar</b>                                     |        |         |           |          |
| <b>unsure</b>                                         |        |         |           |          |
| <b>unnecessary</b>                                    |        |         |           |          |
| <b>unnatural</b>                                      |        |         |           |          |
| <b>overseas</b>                                       |        |         |           |          |
| <b>overrule</b>                                       |        |         |           |          |
| <b>overreact</b>                                      |        |         |           |          |
| <b>impatient</b>                                      |        |         |           |          |
| I have read (Please tick)                             |        |         |           |          |
| I have practised my number bonds/ times tables (tick) |        |         |           |          |

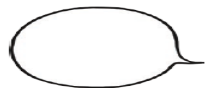
# Year 6 Spelling Homework

Week Commencing: 8<sup>th</sup> February 2027

Words with the /f/ sound spelled ph



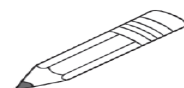
**Look**



**Say**



**Cover**



**Write**



**Check**

| Spellings                                             | Monday | Tuesday | Wednesday | Thursday |
|-------------------------------------------------------|--------|---------|-----------|----------|
| <b>graph</b>                                          |        |         |           |          |
| <b>pheasant</b>                                       |        |         |           |          |
| <b>phone</b>                                          |        |         |           |          |
| <b>photo</b>                                          |        |         |           |          |
| <b>physical</b>                                       |        |         |           |          |
| <b>alphabet</b>                                       |        |         |           |          |
| <b>dolphin</b>                                        |        |         |           |          |
| <b>elephant</b>                                       |        |         |           |          |
| <b>pamphlet</b>                                       |        |         |           |          |
| <b>sphere</b>                                         |        |         |           |          |
| I have read (Please tick)                             |        |         |           |          |
| I have practised my number bonds/ times tables (tick) |        |         |           |          |

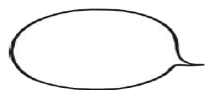
# Year 6 Spelling Homework

Week Commencing: 22<sup>nd</sup> February 2027

Words with origins in other countries



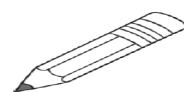
**Look**



**Say**



**Cover**



**Write**

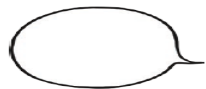
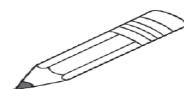


**Check**

| Spellings                                             | Monday | Tuesday | Wednesday | Thursday |
|-------------------------------------------------------|--------|---------|-----------|----------|
| hoist                                                 |        |         |           |          |
| easel                                                 |        |         |           |          |
| restaurant                                            |        |         |           |          |
| pyjamas                                               |        |         |           |          |
| bungalow                                              |        |         |           |          |
| veranda                                               |        |         |           |          |
| ballet                                                |        |         |           |          |
| blizzard                                              |        |         |           |          |
| gymkhana                                              |        |         |           |          |
| origin                                                |        |         |           |          |
| I have read (Please tick)                             |        |         |           |          |
| I have practised my number bonds/ times tables (tick) |        |         |           |          |

**Year 6 Spelling Homework****Week Commencing: 1<sup>st</sup> March 2027**

Words with unstressed vowel sounds

**Look****Say****Cover****Write****Check**

| Spellings                                             | Monday | Tuesday | Wednesday | Thursday |
|-------------------------------------------------------|--------|---------|-----------|----------|
| <b>explanatory</b>                                    |        |         |           |          |
| <b>environment</b>                                    |        |         |           |          |
| <b>secretary</b>                                      |        |         |           |          |
| <b>jewellery</b>                                      |        |         |           |          |
| <b>poisonous</b>                                      |        |         |           |          |
| <b>company</b>                                        |        |         |           |          |
| <b>desperate</b>                                      |        |         |           |          |
| <b>definitely</b>                                     |        |         |           |          |
| <b>reference</b>                                      |        |         |           |          |
| <b>temperature</b>                                    |        |         |           |          |
| I have read (Please tick)                             |        |         |           |          |
| I have practised my number bonds/ times tables (tick) |        |         |           |          |

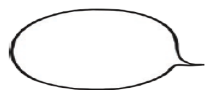
# Year 6 Spelling Homework

Week Commencing: 8<sup>th</sup> March 2027

Words with endings /shuhl/ after a vowel letter



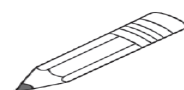
**Look**



**Say**



**Cover**



**Write**

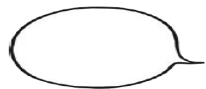
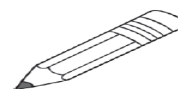


**Check**

| Spellings                                             | Monday | Tuesday | Wednesday | Thursday |
|-------------------------------------------------------|--------|---------|-----------|----------|
| antisocial                                            |        |         |           |          |
| official                                              |        |         |           |          |
| superficial                                           |        |         |           |          |
| special                                               |        |         |           |          |
| artificial                                            |        |         |           |          |
| social                                                |        |         |           |          |
| racial                                                |        |         |           |          |
| crucial                                               |        |         |           |          |
| facial                                                |        |         |           |          |
| beneficial                                            |        |         |           |          |
| I have read (Please tick)                             |        |         |           |          |
| I have practised my number bonds/ times tables (tick) |        |         |           |          |

**Year 6 Spelling Homework****Week Commencing: 15<sup>th</sup> March 2027**

Words with endings /shuhl/ after a consonant letter

**Look****Say****Cover****Write****Check**

| Spellings                                             | Monday | Tuesday | Wednesday | Thursday |
|-------------------------------------------------------|--------|---------|-----------|----------|
| <b>influential</b>                                    |        |         |           |          |
| <b>martial</b>                                        |        |         |           |          |
| <b>spatial</b>                                        |        |         |           |          |
| <b>partial</b>                                        |        |         |           |          |
| <b>confidential</b>                                   |        |         |           |          |
| <b>essential</b>                                      |        |         |           |          |
| <b>substantial</b>                                    |        |         |           |          |
| <b>potential</b>                                      |        |         |           |          |
| <b>sequential</b>                                     |        |         |           |          |
| <b>torrential</b>                                     |        |         |           |          |
| I have read (Please tick)                             |        |         |           |          |
| I have practised my number bonds/ times tables (tick) |        |         |           |          |

**Year 6 Spelling Homework****Week Commencing: 22<sup>nd</sup> March 2027**

Words with the common letter string 'acc' at the beginning of words



| Spellings                                             | Monday | Tuesday | Wednesday | Thursday |
|-------------------------------------------------------|--------|---------|-----------|----------|
| accompany                                             |        |         |           |          |
| accommodate                                           |        |         |           |          |
| access                                                |        |         |           |          |
| accuse                                                |        |         |           |          |
| accost                                                |        |         |           |          |
| accrue                                                |        |         |           |          |
| accuracy                                              |        |         |           |          |
| accomplish                                            |        |         |           |          |
| accumulate                                            |        |         |           |          |
| accentuate                                            |        |         |           |          |
| I have read (Please tick)                             |        |         |           |          |
| I have practised my number bonds/ times tables (tick) |        |         |           |          |

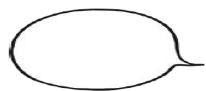
# Year 6 Spelling Homework

Week Commencing: 12<sup>th</sup> April 2027

Words ending in '-ably'



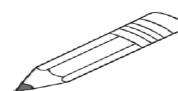
**Look**



**Say**



**Cover**



**Write**



**Check**

| Spellings                                             | Monday | Tuesday | Wednesday | Thursday |
|-------------------------------------------------------|--------|---------|-----------|----------|
| <b>changeably</b>                                     |        |         |           |          |
| <b>noticeably</b>                                     |        |         |           |          |
| <b>dependably</b>                                     |        |         |           |          |
| <b>comfortably</b>                                    |        |         |           |          |
| <b>reasonably</b>                                     |        |         |           |          |
| <b>adorably</b>                                       |        |         |           |          |
| <b>valuably</b>                                       |        |         |           |          |
| <b>believably</b>                                     |        |         |           |          |
| <b>considerably</b>                                   |        |         |           |          |
| <b>tolerably</b>                                      |        |         |           |          |
| I have read (Please tick)                             |        |         |           |          |
| I have practised my number bonds/ times tables (tick) |        |         |           |          |

# Year 6 Spelling Homework

Week Commencing: 19<sup>th</sup> April 2027

Words ending in '-ible'



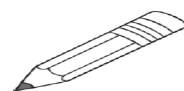
**Look**



**Say**



**Cover**



**Write**



**Check**

| Spellings                                             | Monday | Tuesday | Wednesday | Thursday |
|-------------------------------------------------------|--------|---------|-----------|----------|
| <b>reversible</b>                                     |        |         |           |          |
| <b>incredible</b>                                     |        |         |           |          |
| <b>possible</b>                                       |        |         |           |          |
| <b>horrible</b>                                       |        |         |           |          |
| <b>terrible</b>                                       |        |         |           |          |
| <b>responsible</b>                                    |        |         |           |          |
| <b>legible</b>                                        |        |         |           |          |
| <b>forcible</b>                                       |        |         |           |          |
| <b>sensible</b>                                       |        |         |           |          |
| <b>visible</b>                                        |        |         |           |          |
| I have read (Please tick)                             |        |         |           |          |
| I have practised my number bonds/ times tables (tick) |        |         |           |          |

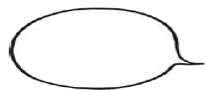
# Year 6 Spelling Homework

Week Commencing: 26<sup>th</sup> April 2027

Adding the suffix '-ibly' to create an adverb



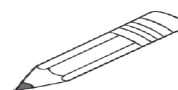
**Look**



**Say**



**Cover**

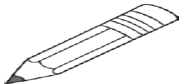
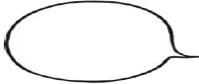


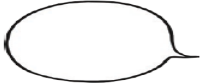
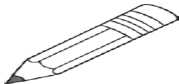
**Write**



**Check**

| Spellings                                             | Monday | Tuesday | Wednesday | Thursday |
|-------------------------------------------------------|--------|---------|-----------|----------|
| <b>reversibly</b>                                     |        |         |           |          |
| <b>responsibly</b>                                    |        |         |           |          |
| <b>possibly</b>                                       |        |         |           |          |
| <b>horribly</b>                                       |        |         |           |          |
| <b>terribly</b>                                       |        |         |           |          |
| <b>visibly</b>                                        |        |         |           |          |
| <b>incredibly</b>                                     |        |         |           |          |
| <b>sensibly</b>                                       |        |         |           |          |
| <b>forcibly</b>                                       |        |         |           |          |
| <b>legibly</b>                                        |        |         |           |          |
| I have read (Please tick)                             |        |         |           |          |
| I have practised my number bonds/ times tables (tick) |        |         |           |          |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |        |                                           |           |          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|-------------------------------------------|-----------|----------|
| Year 6 Spelling Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                            |        | Week Commencing: 3 <sup>rd</sup> May 2027 |           |          |
| <div></div> <div>Look → Say → Cover → Write → Check</div> |        |                                           |           |          |
| Spellings                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Monday | Tuesday                                   | Wednesday | Thursday |
| SATs' Revision                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |        |                                           |           |          |
| I have read (Please tick)                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |                                           |           |          |
| I have practised my number bonds/ times tables (tick)                                                                                                                                                                                                                                                                                                                                                                                                                               |        |                                           |           |          |

| Year 6 Spelling Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |        | SATS WEEK |           | Week Commencing: 10 <sup>th</sup> May 2027 |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|-----------|-----------|--------------------------------------------|--|
| <div>      </div> <div> <b>Look</b> → <b>Say</b> → <b>Cover</b> → <b>Write</b> → <b>Check</b> </div> |        |           |           |                                            |  |
| Spellings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Monday | Tuesday   | Wednesday | Thursday                                   |  |
| <h2>SATs' Week</h2>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |        |           |           |                                            |  |
| I have read (Please tick)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |        |           |           |                                            |  |
| I have practised my number bonds/ times tables (tick)                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |        |           |           |                                            |  |

# Year 6 Spelling Homework

Week Commencing: 17<sup>th</sup> May 2027

Changing '-ent' to '-ence'



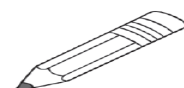
**Look**



**Say**



**Cover**



**Write**



**Check**

| Spellings                                             | Monday | Tuesday | Wednesday | Thursday |
|-------------------------------------------------------|--------|---------|-----------|----------|
| <b>excellent</b>                                      |        |         |           |          |
| <b>excellence</b>                                     |        |         |           |          |
| <b>silent</b>                                         |        |         |           |          |
| <b>silence</b>                                        |        |         |           |          |
| <b>evident</b>                                        |        |         |           |          |
| <b>evidence</b>                                       |        |         |           |          |
| <b>convenient</b>                                     |        |         |           |          |
| <b>convenience</b>                                    |        |         |           |          |
| <b>different</b>                                      |        |         |           |          |
| <b>difference</b>                                     |        |         |           |          |
| I have read (Please tick)                             |        |         |           |          |
| I have practised my number bonds/ times tables (tick) |        |         |           |          |

# Year 6 Spelling Homework

Week Commencing: 24<sup>th</sup> May 2027

-er, -or, -ar at the end of words



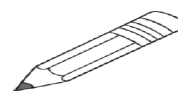
**Look**



**Say**



**Cover**



**Write**

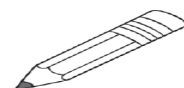


**Check**

| Spellings                                             | Monday | Tuesday | Wednesday | Thursday |
|-------------------------------------------------------|--------|---------|-----------|----------|
| computer                                              |        |         |           |          |
| superior                                              |        |         |           |          |
| customer                                              |        |         |           |          |
| soldier                                               |        |         |           |          |
| shoulder                                              |        |         |           |          |
| interior                                              |        |         |           |          |
| calendar                                              |        |         |           |          |
| popular                                               |        |         |           |          |
| particular                                            |        |         |           |          |
| radiator                                              |        |         |           |          |
| I have read (Please tick)                             |        |         |           |          |
| I have practised my number bonds/ times tables (tick) |        |         |           |          |

**Year 6 Spelling Homework****Week Commencing: 7<sup>th</sup> June 2027**

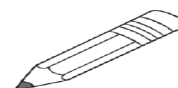
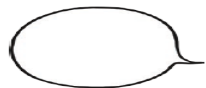
Adverbs synonymous with determination

**Look****Say****Cover****Write****Check**

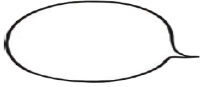
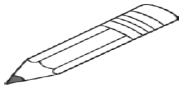
| Spellings                                             | Monday | Tuesday | Wednesday | Thursday |
|-------------------------------------------------------|--------|---------|-----------|----------|
| <b>intently</b>                                       |        |         |           |          |
| <b>diligently</b>                                     |        |         |           |          |
| <b>repeatedly</b>                                     |        |         |           |          |
| <b>purposefully</b>                                   |        |         |           |          |
| <b>determinedly</b>                                   |        |         |           |          |
| <b>resolutely</b>                                     |        |         |           |          |
| <b>relentlessly</b>                                   |        |         |           |          |
| <b>persistently</b>                                   |        |         |           |          |
| <b>tenaciously</b>                                    |        |         |           |          |
| <b>continually</b>                                    |        |         |           |          |
| I have read (Please tick)                             |        |         |           |          |
| I have practised my number bonds/ times tables (tick) |        |         |           |          |

**Year 6 Spelling Homework****Week Commencing: 14<sup>th</sup> June 2027**

Adjectives to describe settings

**Look****Say****Cover****Write****Check**

| Spellings                                             | Monday | Tuesday | Wednesday | Thursday |
|-------------------------------------------------------|--------|---------|-----------|----------|
| <b>picturesque</b>                                    |        |         |           |          |
| <b>magnificent</b>                                    |        |         |           |          |
| <b>regal</b>                                          |        |         |           |          |
| <b>tranquil</b>                                       |        |         |           |          |
| <b>sinister</b>                                       |        |         |           |          |
| <b>unsightly</b>                                      |        |         |           |          |
| <b>spectacular</b>                                    |        |         |           |          |
| <b>majestic</b>                                       |        |         |           |          |
| <b>noiseless</b>                                      |        |         |           |          |
| <b>bustling</b>                                       |        |         |           |          |
| I have read (Please tick)                             |        |         |           |          |
| I have practised my number bonds/ times tables (tick) |        |         |           |          |

| Year 6 Spelling Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |        | Week Commencing: 21 <sup>st</sup> June 2027 |           |          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|---------------------------------------------|-----------|----------|
| Vocabulary to describe feelings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |        |                                             |           |          |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <br/> <b>Look</b> </div> <div style="text-align: center;"> <br/> <b>Say</b> </div> <div style="text-align: center;"> <br/> <b>Cover</b> </div> <div style="text-align: center;"> <br/> <b>Write</b> </div> <div style="text-align: center;"> <br/> <b>Check</b> </div> </div> |        |                                             |           |          |
| Spellings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Monday | Tuesday                                     | Wednesday | Thursday |
| euphoric                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |        |                                             |           |          |
| delighted                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |        |                                             |           |          |
| despondent                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |        |                                             |           |          |
| incensed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |        |                                             |           |          |
| terrified                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |        |                                             |           |          |
| apprehensive                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |        |                                             |           |          |
| jittery                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |        |                                             |           |          |
| optimistic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |        |                                             |           |          |
| positive                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |        |                                             |           |          |
| sanguine                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |        |                                             |           |          |
| I have read (Please tick)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |        |                                             |           |          |
| I have practised my number bonds/ times tables (tick)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |        |                                             |           |          |



# Year 6 Spelling Homework

Week Commencing: 28<sup>th</sup> June 2027



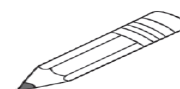
**Look**



**Say**



**Cover**

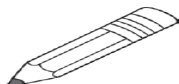


**Write**



**Check**

| Spellings                                             | Monday | Tuesday | Wednesday | Thursday |
|-------------------------------------------------------|--------|---------|-----------|----------|
| <b>amiable</b>                                        |        |         |           |          |
| <b>obnoxious</b>                                      |        |         |           |          |
| <b>disagreeable</b>                                   |        |         |           |          |
| <b>grotesque</b>                                      |        |         |           |          |
| <b>repugnant</b>                                      |        |         |           |          |
| <b>exquisite</b>                                      |        |         |           |          |
| <b>courageous</b>                                     |        |         |           |          |
| <b>gargantuan</b>                                     |        |         |           |          |
| <b>valiant</b>                                        |        |         |           |          |
| <b>delightful</b>                                     |        |         |           |          |
| I have read (Please tick)                             |        |         |           |          |
| I have practised my number bonds/ times tables (tick) |        |         |           |          |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |        |                                            |           |          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------------------------------------------|-----------|----------|
| Year 6 Spelling Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                            |        | Week Commencing: 5 <sup>th</sup> July 2027 |           |          |
| Adjectives to describe character                                                                                                                                                                                                                                                                                                                                                                                                                                                    |        |                                            |           |          |
| <div></div> <div>Look → Say → Cover → Write → Check</div> |        |                                            |           |          |
| Spellings                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Monday | Tuesday                                    | Wednesday | Thursday |
| <div>RESIDENTIAL WEEK</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |        |                                            |           |          |
| I have read (Please tick)                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |                                            |           |          |
| I have practised my number bonds/ times tables (tick)                                                                                                                                                                                                                                                                                                                                                                                                                               |        |                                            |           |          |

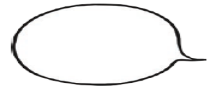
# Year 6 Spelling Homework

Week Commencing: 12<sup>th</sup> July 2027

Grammar vocabulary



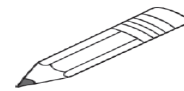
**Look**



**Say**



**Cover**



**Write**



**Check**

| Spellings                                             | Monday | Tuesday | Wednesday | Thursday |
|-------------------------------------------------------|--------|---------|-----------|----------|
| modal                                                 |        |         |           |          |
| relative                                              |        |         |           |          |
| pronoun                                               |        |         |           |          |
| clause                                                |        |         |           |          |
| parenthesis                                           |        |         |           |          |
| bracket                                               |        |         |           |          |
| cohesion                                              |        |         |           |          |
| ambiguity                                             |        |         |           |          |
| adverb                                                |        |         |           |          |
| determiner                                            |        |         |           |          |
| I have read (Please tick)                             |        |         |           |          |
| I have practised my number bonds/ times tables (tick) |        |         |           |          |

**Weekly Spelling Tests**

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**Weekly Spelling Tests**

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**Weekly Spelling Tests**

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**Weekly Spelling Tests**

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**Weekly Spelling Tests**

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| Total | Total | Total |

**Weekly Spelling Tests**

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**Weekly Spelling Tests**

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**Weekly Spelling Tests**

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**Weekly Spelling Tests**

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**Weekly Spelling Tests**

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**Weekly Spelling Tests**

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| Total | Total | Total |

## Word List - Year 1/2

|       |       |          |           |         |           |
|-------|-------|----------|-----------|---------|-----------|
| a     | said  | some     | both      | would   | eye       |
| the   | says  | one      | old       | who     | water     |
| to    | are   | once     | cold      | whole   | again     |
| I     | were  | ask      | gold      | any     | half      |
| is    | was   | friend   | hold      | many    | money     |
| he    | his   | school   | told      | clothes | Mr        |
| she   | has   | door     | every     | busy    | Mrs       |
| we    | you   | floor    | everybody | people  | parents   |
| no    | your  | poor     | even      | after   | Christmas |
| me    | they  | because  | great     | fast    | beautiful |
| be    | put   | find     | break     | last    |           |
| no    | push  | kind     | steak     | past    |           |
| go    | pull  | mind     | pretty    | father  |           |
| so    | full  | behind   | class     | bath    |           |
| by    | house | child    | grass     | hour    |           |
| my    | our   | children | pass      | move    |           |
| here  | do    | wild     | plant     | prove   |           |
| there | today | climb    | path      | improve |           |
| where | love  | most     | could     | sure    |           |
| of    | come  | only     | should    | sugar   |           |

### Word List - Year 3/4

|                |              |           |                |                 |
|----------------|--------------|-----------|----------------|-----------------|
| accident(ally) | continue     | group     | natural        | question        |
| actual(ly)     | decide       | guard     | naughty        | recent          |
| address        | describe     | guide     | notice         | regular         |
| answer         | different    | heard     | occasion(ally) | reign           |
| appear         | difficult    | heart     | often          | remember        |
| arrive         | disappear    | height    | opposite       | sentence        |
| believe        | early        | history   | ordinary       | separate        |
| bicycle        | earth        | imagine   | particular     | special         |
| breath         | eight/eighth | increase  | peculiar       | straight        |
| breathe        | enough       | important | perhaps        | strange         |
| build          | exercise     | interest  | popular        | strength        |
| busy/business  | experience   | island    | position       | suppose         |
| calendar       | experiment   | knowledge | possess(ion)   | surprise        |
| caught         | extreme      | learn     | possible       | therefore       |
| centre         | famous       | length    | potatoes       | though/although |
| century        | favourite    | library   | pressure       | thought         |
| certain        | February     | material  | probably       | through         |
| circle         | forward(s)   | medicine  | promise        | various         |
| complete       | fruit        | mention   | purpose        | weight          |
| consider       | grammar      | minute    | quarter        | woman/women     |

## Word List - Year 5/6

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



## Acceptable Use Policy (AUP) for KS2 PUPILS

To keep everyone **SAFE, HEALTHY AND HAPPY** online and on my devices,

|                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | I <b>LEARN</b> online – I use the school's Internet, devices and logons for schoolwork, homework and other activities to learn and have fun. All school devices and systems are monitored, including when I'm using them at home.                                                                                                                                                                                                                                                                                                                  |
|  | I <b>LEARN</b> even when I can't go to school – I don't behave differently when I'm learning at home, so I don't say or do things I wouldn't do in the classroom. Neither do teachers or tutors. If I get asked or told to do anything that I would find strange in school, I will tell my trusted adult in school or at home.                                                                                                                                                                                                                     |
|  | I <b>TAKE PART</b> in remote home learning organised by the school if my parents have given consent to this. If at home, I will make sure I am in a room where other family members are not disturbing me in any session. I will make sure any other games consoles and music in the background are turned off. I will make sure I am dressed appropriately and show respect to everyone in the online classroom. I will not disrupt the learning of others. I will not make recordings or images of the class teacher or any part of the session. |
|  | I <b>ASK</b> permission – At home or school, I only use the devices, apps, sites and games I am allowed to and when I am allowed to.                                                                                                                                                                                                                                                                                                                                                                                                               |
|   | I will <b>BE CREATIVE</b> online – I don't just spend time on apps, sites and games looking at things from other people. I get creative to learn and make things.                                                                                                                                                                                                                                                                                                                                                                                  |
|    | I am a <b>FRIEND</b> online – I won't share or say anything that I know would upset another person or they wouldn't want shared. If a friend is worried or needs help, I remind them to talk to an adult, or even do it for them.                                                                                                                                                                                                                                                                                                                  |
|    | I am <b>SECURE</b> online – I keep my passwords to myself and reset them if anyone finds them out.                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|    | I am <b>CAREFUL</b> what I click on – I don't click on unexpected links or popups, and only download or install things when I know it is safe or has been agreed by trusted adults. Sometimes app add-ons can cost money, so it is important I always check.                                                                                                                                                                                                                                                                                       |
|    | I <b>ASK</b> for help if I am scared or worried – I will talk to a trusted adult if anything upsets me or worries me online. If I get a funny feeling, I will talk about it.                                                                                                                                                                                                                                                                                                                                                                       |
|    | I <b>KNOW</b> it's not my fault if I see or someone sends me something bad – I won't get in trouble, but I mustn't share it. Instead, I will tell a trusted adult. If I make a mistake, I will ask for help.                                                                                                                                                                                                                                                                                                                                       |
|    | I <b>COMMUNICATE AND COLLABORATE</b> online with people I already know and have met in real life or that a trusted adult knows about.                                                                                                                                                                                                                                                                                                                                                                                                              |
|    | I <b>KNOW</b> new online friends might not be who they say they are – I am careful when someone wants to be my friend. Unless I have met them face-to-face, I can't be sure who they are.                                                                                                                                                                                                                                                                                                                                                          |

|                                                                                     |                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | I <b>CHECK</b> with a trusted adult before I meet an online friend for the first time. I never go alone.                                                                                                                                                                                |
|  | I don't do live videos (livestreams) on my own and always <b>CHECK</b> if it is allowed. I check with a trusted adult before I video chat with anybody for the first time.                                                                                                              |
|  | I keep my body to <b>MYSELF</b> online – I never get changed or show what's under my clothes when using a device with a camera. I remember my body is mine and no-one should tell me what to do with it. I don't send any photos or videos without checking with a trusted adult.       |
|  | I <b>SAY NO</b> online if I need to – I don't have to do something just because someone dares or challenges me to do it, or to keep a secret. If I get asked anything that makes me worried, upset or confused, I will say no, stop chatting and tell a trusted adult immediately.      |
|  | I <b>TELL</b> my trusted adults what I do online – They might not know the app, site or game, but they can still help me when things go wrong, and they want to know what I'm doing.                                                                                                    |
|  | I <b>FOLLOW</b> age rules – 13+ games and apps aren't good for me so I don't use them – they may be scary, violent or unsuitable. 18+ games are very unsuitable.                                                                                                                        |
|  | I am <b>PRIVATE</b> online – I only give out personal information if a trusted adult says it's okay. This might be my address, phone number, location or anything else that could identify me or my family and friends. If I turn on my location, I will remember to turn it off again. |
|  | I am <b>CAREFUL</b> what I share and protect my online reputation – I know anything I do can be shared and might stay online forever (even if I delete it).                                                                                                                             |
|    | I am a <b>RULE-FOLLOWER</b> online – I know that apps, sites and games have rules on how to behave, and some have age restrictions. I follow the rules, block bullies and report bad behaviour, at home and at school.                                                                  |
|    | I am <b>NOT A BULLY</b> – I do not post, make fun of anyone or exclude them because they are different to me. If I see anyone doing this, I will tell a trusted adult and/or report it.                                                                                                 |
|    | I <b>RESPECT</b> people's work – I only edit or delete my own digital work and only use words, pictures or videos from other people if I have their permission or if it is copyright free or if it has a Creative Commons licence.                                                      |
|    | I <b>RESEARCH</b> online – I use safe search tools approved by my trusted adults. I know I can't believe everything I see online, know which sites to trust, and know how to double check information I find. If I am not sure, I ask a trusted adult.                                  |

I have trusted adults that I can speak to at school and at home.

| My Trusted Adult(s) at School                                                         | My Trusted Adult(s) at Home                                                           |
|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <br> | <br> |

My name is \_\_\_\_\_ and I have read and understood these rules.