

SATs Year 6  
Parents' Practice and Revision  
**Spelling Activity  
Booklet**



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# Information and Guidance for Parents

Welcome to the Twinkl SATs Revision and Practise Guide for Spelling. This pack is intended to help you understand the KS2 spelling test and to practice key spelling rules from the statutory spelling appendix of the national curriculum (2014).

## The KS2 Spelling Test

Children are asked to spell twenty words for the KS2 spelling test. The words are based on the statutory spelling appendix of the national curriculum (2014). This can be found at:

[www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study](http://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study)

The national curriculum is expected to be taught over four years, therefore the words in the test are based on all the spelling objectives from the KS2 national curriculum (and not just what they learn in Year 6).

The test will roughly last fifteen minutes. The children will be asked to write the target word within a sentence. The administrator (teacher) will read the target word, then the sentence with the word in, and then the word again. The children should fill the gap in the sentence with the target spelling. The quizzes in this pack are written in the style of the KS2 spelling test.

The three areas of the spelling appendix not tested in the spelling test are:

- Possessive apostrophes with plural words
- Use of the hyphen
- Contractions

This is tested in paper 1.

## How to use this pack

This spelling pack has broken down the statutory requirements of the KS2 national curriculum spelling appendix and has broken them down into five quizzes, each one consisting of five questions. Each quiz contains the answers and an explanation of which national curriculum spelling requirement is being tested and the rule for that spelling requirement.

- Practice each quiz with your child during the weeks building up to the KS2 SATs tests.
- Read each target word and then read it in a sentence before reading the word again. Your child should fill in the space provided on each quiz with the word.
- Together, mark the quiz using the answer sheet and identify any spellings on the quiz your child struggled with. This may be an area they need further support with to learn that individual spelling pattern.

If there are any spellings your child struggles with, use the Twinkl website to find resources to support your child with that spelling pattern. You can also use the following resource to give you more ideas of fun ways to practise the target spellings:

[www.twinkl.co.uk/resource/t2-e-2421-spelling-support-for-parents-games-to-play-at-home-guide](http://www.twinkl.co.uk/resource/t2-e-2421-spelling-support-for-parents-games-to-play-at-home-guide)

# Year 6 SATs Spelling Quiz 1

1. His bike was his greatest \_\_\_\_\_.
2. She had \_\_\_\_\_ to close the gate when leaving the garden.
3. The \_\_\_\_\_ at Giza are wonders of the ancient world.
4. Kate was very \_\_\_\_\_ when she first visited France.
5. The scientist looked through the \_\_\_\_\_.

# Spelling Quiz 1 Answers

Spelling Objective	In a sentence	Word
Common exception words	His bike was his greatest possession.	<b>possession</b>
Adding suffixes beginning with vowel letters to words of more than one syllable	She had forgotten to close the gate when leaving the garden.	<b>forgotten</b>
The /i/ spelt 'y' other than at the end of words	The pyramids at Giza are wonders of the ancient world.	<b>pyramids</b>
The //v/ spelt 'ou'	Kate was very young when she first visited France.	<b>young</b>
Prefixes	The scientist looked through the microscope.	<b>microscope</b>

## Common exception words

These are words that children are expected to be able to spell at different points in KS2. They are known as common exception words. They are lists of words that children often misspell, which may be due to exceptions to spelling rules, or words which use a particular combination of letters to represent sound patterns in a rare and unique way.

The following resources can be used to support your child with the KS2 common exception words:

[www.twinkl.co.uk/resource/t2-e-2485-going-for-gold-year-3-and-4-spelling-booklet-checklist](http://www.twinkl.co.uk/resource/t2-e-2485-going-for-gold-year-3-and-4-spelling-booklet-checklist)

[www.twinkl.co.uk/resource/t2-e-2486-going-for-gold-year-5-and-6-spelling-booklet-checklist](http://www.twinkl.co.uk/resource/t2-e-2486-going-for-gold-year-5-and-6-spelling-booklet-checklist)

## **Adding suffixes beginning with vowel letters to words of more than one syllable**

A suffix is a group of letters added to the end of a root word to either change or add to the original word's meaning. Suffixes beginning with vowel sounds are: -er, -ed, -ing, -able, -al, -ary and -est. This could include words such as:

focused, gardening, accidental, gardener, acceptable, imaginary, happiest.

For these spellings, your child will need to know the conventions for changing the ending of root words based on the suffix added. For example:

happy + est = happiest

In this case the 'y' changes to 'i' when the suffix is added.

## **The /i/ spelt 'y' other than at the end of words**

The letter 'y' often makes a vowel sound within a word. For example, in the middle it can be 'a' long /i/ as in thyme or it can be a short /i/ sound like gym. Your child will have learnt this spelling pattern at some point during KS2. The words could include:

myth, gym, Egypt, pyramid, mystery, hymn, system, symbol, lyric, typical.

## **The // sound spelt 'ou'**

The // sound is pronounced 'u' as in but or up. However, this sound can be spelt 'ou' in some words such as in young. Your child will need to learn the words where // is spelt 'ou'. Here is a list of some of those words:

young, touch, double, trouble, country, rough, enough, tough, courage.

## **Prefixes**

Throughout KS2, your child will learn to spell and use a range of words with different prefixes which will be tested in the KS2 Spelling test. Prefixes are groups of letters added to the beginning of a word, changing its meaning. The following prefixes are taught throughout KS2:

### **Years 3 and 4**

dis- (disappoint), mis- (misbehave), in- (inactive), il- (illegal),

im- (immature), irr- (irregular), re- (reappear), sub- (subheading),

inter- (international), super- (supermarket), anti- (anticlockwise),

auto- (autobiography)

### **Years 5 and 6**

bi- (bicycle), aqua- (aquarium), aero- (aeroplane), micro- (microscope), audi- (audible), trans- (transport), prim- (primary), auto- (automatic)

tele- (telephone), re- (replay), pre- (prehistoric)

# Year 6 SATs Spelling Quiz 2

1. They decided to take a \_\_\_\_\_ during the summer holidays.
2. The little girl \_\_\_\_\_ ate all the sweets.
3. The pirates buried the \_\_\_\_\_ on a desert island.
4. The Roman \_\_\_\_\_ of Britain began in 55 BC.
5. Lions are \_\_\_\_\_ animals.

# Spelling Quiz 2 Answers

Spelling Objective	In a sentence	Word
The suffix -ation	They decided to take a <b>vacation</b> during the summer holidays.	<b>vacation</b>
The suffix -ly	The little girl <b>greedily</b> ate all the sweets.	<b>greedily</b>
words with endings sounding like / ʒə/ or /tʃə/	The pirates buried the <b>treasure</b> on a desert island.	<b>treasure</b>
endings that sound like / ʒən/	The Roman <b>invasion</b> of Britain began in 55 BC.	<b>invasion</b>
the suffix -ous	Lions are <b>carnivorous</b> animals.	<b>carnivorous</b>

## The suffix -ation

Words where the suffix -ation is added usually tell an action, process or result. -ation can sometimes be added directly to the root word, for example:

expect + ation = expectation

However, on other occasions, the root word may need to be changed, such as:

circulate + ation = circulation

Here, the final 'e' has been dropped to add the suffix -ation.

## The suffix -ly

Here are a list of rules that your child will need to be secure in to be able to add -ly to root words.

a) -ly can often be added directed to the end of the word, such as:

quick + ly = quickly or brave + ly = bravely

b) For words ending in 'y' and with more than one syllable, you need to change the final 'y' to an 'i' before adding the suffix.

easy + ly = easily or angry + ly = angrily

c) If the root word ends in -le, you just replace the 'e' for a 'y'. For example:

simple + ly = simply or horrible + ly = horribly



d) If the root word ends in 'ic', you add 'ally' and if the root word ends in 'al', you add -ly to the end of the word. For example:

dramatic + ly = dramatically

comical + ly = comically

e) Some words are exceptions to the rules when adding the suffix -ly and just need to be learnt separately, such as:

daily, wholly, truly, duly, coyly, shyly, dryly, fully and slyly.

### **Words with endings sounding like / ʒə/ or /tʃə/**

The sounds / ʒə/ or /tʃə/ are spelt 'sure' and 'ture'. Children are expected to be able to identify this sound and spell it correctly in words such as:

closure, erasure, leisure, measure, treasure, enclosure, fissure,  
adventure, creature fixture, future, mixture, nature, picture.

### **Endings that sound like / ʒən/**

The / ʒən/ sound is spelt 'sion'. It is found in the following words:

collision, confusion, conclusion, corrosion, decision, division, explosion, inclusion, invasion, occasion, transfusion

### **The suffix -ous**

When adding the suffix -ous to words, there are several rules your child will need to know in order to spell these words correctly. These are:

a) Sometimes just add -ous to the root word:

hazard + ous = hazardous or glutton + ous = gluttonous

b) If the root word ends in 'y', it must be changed to an 'i'.

fury + ous = furious or mystery + ous = mysterious

c) If the root word ends in 'our', it changes to 'or' before the -ous.

glamour + ous = glamorous or vapour + ous = vaporous

There will be some words that don't follow these words which your child will have learnt individually at school.

# Year 6 SATs Spelling Quiz 3

1. In Madrid, they hold a large \_\_\_\_\_ for Easter.
2. Unripe fruit can cause stomach \_\_\_\_\_.
3. The man placed the dirty clothes in the washing \_\_\_\_\_.
4. The children were learning to tell the time on an \_\_\_\_\_ clock.
5. \_\_\_\_\_ was Sarah's favourite subject.

# Spelling Quiz 3 Answers

Spelling Objective	In a sentence	Word
endings that sound like /ʃən/, spelt -tion, -sion, -ssion, -cian	In Madrid, they hold a large <b>procession</b> for Easter.	<b>procession</b>
words with the /k/ sound spelt 'ch'	Unripe fruit can cause stomach <b>ache</b> .	<b>ache</b>
words with the /ʃ/ sound spelt 'ch'	The man placed the dirty clothes in the washing <b>machine</b> .	<b>machine</b>
words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'	The children were learning to tell the time on an <b>analogue</b> clock.	<b>analogue</b>
words with the /s/ sound spelt 'sc'	<b>Science</b> was Sarah's favourite subject.	<b>science</b>

## Endings that sound like /ʃən/, spelt -tion, -sion, -ssion, -cian

The /ʃən/ sound in English can be made in several ways ( -tion, -sion, -ssion, -cian). Strictly speaking, the suffixes are -ion and -ian, the difficulty that children have is whether to place 't', 's', 'ss' or 'c' before the suffix. However, the last letter or letters of the root word can help them to decide.

tion: -tion is the most common and is used if the root word ends in 't' or 'te'. For example:

invention, injection, action, construction

sion: -sion is used if the root word ends in 'd' or 'se'. For example:

expansion, extension, comprehension

ssion: -ssion is used if the root word ends in 'ss'. For example:

discuss + sion = discussion or express + sion = expression

cian: -cian is used if the root word ends in 'c' or 'cs'. For example:

optic + ian = optician or electric + ian = electrician

## Words with the /k/ sound spelt 'ch'

Words with this spelling pattern are Greek in origin. They include words such as:

scheme, chorus, chemist, chaos, character, chemistry, architect, echo, stomach, ache

### **Words with the /ʃ/ sound spelt 'ch'**

Words where the /ʃ/ sound (as in the sh in wish) is spelt -ch are mostly French in origin. These include the following words:

chef, chalet, machine, brochure, parachute, chute

### **Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'**

These words are again mostly French in origin. The /g/ sound is spelt 'gue' as in league. The /k/ sound is spelt 'que' as in cheque. Your child will practise these words throughout KS2.

analogue, league, colleague, catalogue, dialogue, antique, plaque, mosque, picturesque, physique, opaque

### **Words with the /s/ sound spelt 'sc'**

The words are Latin in origin. However, the Romans would have pronounced these letters as two separate sounds rather than one. We pronounce the 'sc' in these words as /s/ (as in seat). These words include:

scenery, scene, science, scientists, scissors, ascend, fascinate

# Year 6 SATs Spelling Quiz 4

1. The birthday cake had \_\_\_\_\_ candles.
2. The food at the restaurant was \_\_\_\_\_.
3. Flour is an \_\_\_\_\_ ingredient when making bread.
4. The man spoke Spanish with great \_\_\_\_\_.
5. The wicked witch was not very \_\_\_\_\_.

# Spelling Quiz 4 Answers

Spelling Objective	In a sentence	Word
words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey'	The birthday cake had eight candles	<b>eight</b>
endings which sound like /ʃəs/ spelt -cious or -tious	The food at the restaurant was delicious.	<b>delicious</b>
endings which sound like /ʃəl/	Flour is an essential ingredient when making bread.	<b>essential</b>
words ending in -ant, -ance, -ancy, -ent, -ence, -ency	The man spoke Spanish with great fluency.	<b>fluency</b>
words ending in -able and -ible	The wicked witch was not very likeable.	<b>likeable</b>

## Words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey'

The /eɪ/ sound can be made several ways in English: 'ay' as in day, 'a\_e' as in mane, 'ai' as in rain, 'ei' as in feint, 'eigh' as in eight and 'ey' as in they. Children begin to learn these sounds in KS1 when learning phonics. Children often get confused with which /eɪ/ spelling to use so this needs to be practised a lot. Words that could appear in the spelling test are:

vein, abseil, beige, reign, eight, sleigh, freight, they, obey

## Endings which sound like /ʃəs/ spelt -cious or -tious

These words can be tricky! A tip to remember is if the root word ends in ce you use -cious to make this sound, such as:

space + ious = spacious

Many have to be learnt individually but the majority of words ending in /ʃəs/ are spelt -cious. Words using these spelling patterns include:

ambitious, cautious, infectious, superstitious, nutritious, spacious,  
gracious, malicious, unconscious, tenacious

## Endings which sound like /ʃəʌ/ spelt -cial or -tial

If you're wondering why we have two spellings for this sound, it's because one is French and the other is from Latin. As a rule of thumb, use -cial after the vowels 'o', 'e' and 'i' such as social, special and beneficial. Use -tial after a consonant, especially after 'n', such as substantial, essential, partial.

social, essential, confidential, special, partial potential, official

## Words ending in -ant, -ance, -ancy, -ent, -ence, -ency

Here are some rules to help your child choose between -ance / -ence and -ancy / -ency. However, as always in English, there are exceptions to the rules which have to be learnt separately.

If the root word ends in -ant, -ure, -ear or -y use -ance. For example:

significant = significance, assure = assurance, clear = clearance, apply = appliance.

Use -ence when the root word ends in -ere and -ent. For example:

adhere = adherence and absent = absence

-ancy is used when the root word ends in -ant and -ency is used when the root word ends in -ent. For example:

accountant = accountancy or fluent = fluency

## Words ending in -able and -ible and words ending in -ably and -ibly

-ible and -able are both common spelling patterns for adjectives and usually sound the same. They mean 'able to' and 'fit for'; however, knowing which one to use can be tricky. For these words it's a matter of practice and checking using a dictionary. Usually, a good speller can see which one 'looks right'. These words include:

enjoyable, probably, considerable, considerably, tolerable, tolerably, sensible, sensibly, horrible, horribly

# Year 6 SATs Spelling Quiz 5

1. She \_\_\_\_\_ eating fruit to chocolate.
2. She was delighted to \_\_\_\_\_ flowers.
3. It was \_\_\_\_\_ money to last a lifetime.
4. There was no \_\_\_\_\_ he could do it.
5. The Queen was given great \_\_\_\_\_ by her mother.



# Spelling Quiz 5 Answers

Spelling Objective	In a sentence	Word
adding suffixes beginning with vowel letters to words ending in -fer	She preferred eating fruit to chocolate.	<b>preferred</b>
words with the /i:/ sound spelt 'ei' after 'c'	She was delighted to receive flowers.	<b>receive</b>
words containing the letter string 'ough'	It was enough money to last a lifetime.	<b>enough</b>
words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	There was no doubt he could do it.	<b>doubt</b>
homophones and near homophones (Years 3 and 4) homophones and other words that are often confused (Years 5 and 6)	The Queen was given great advice by her mother.	<b>advice</b>

## Adding suffixes beginning with vowel letters to words ending in -fer

When adding suffixes that start with a vowel (-ed, -ing, -ence) to words ending in -fer (such as differ and offer) there is sometimes a change in the spelling, for example:

prefer + ed = preferred (change in spelling)  
differ + ing = differing (no change in spelling)

The spelling rule for this depends on the word stress. When we add a vowel suffix to a -fer word, the 'r' is doubled if -fer is stressed when the suffix is added. For example:

transfer + ing = transferring

But, if the -fer isn't the stressed part of the word after adding the suffix, we do not double the 'r'. For example:

prefer + ence = preference

### **Words with the /i:/ sound spelt ei after 'c'**

This follows the old 'l before e except after c' rule. Example words with this spelling pattern are:

conceit, ceiling, deceive, perceive, receipt, deceit, conceive, receive

### **Words containing the letter string ough**

This is a tricky spelling pattern as it can make several sounds which makes it difficult for children to master. The best way is to learn many of these words individually. -ough can be /ō/ as in snow (dough), /oo/ as in blue (through), /ow/ as in cow (bough), /uff/ as in cuff (rough) and /off/ as in blastoff (cough).

Words with this spelling pattern include:

dough, although, through, plough, tough, enough, cough, trough

### **Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)**

These words often have to be learned individually as they have silent letters. Use spelling games to practise these words with your child. Words in this category include:

doubt, island, lamb, climb, solemn, thistle, knight, bomb, knowledge, castles, designed, sword, wrinkles, honest, thumb, rhubarb

### **Homophones and near homophones (Years 3 and 4) homophones and other words that are often confused (Years 5 and 6)**

Homophones are words that have the same sound but are spelt differently. For example; knight and night. Near homophones are words that almost have the same sound but are spelt differently with different meanings such as where and were. Children have to learn these words individually by learning which spelling is used in which context. Throughout KS2, your child will have practised homophones and near homophones on many occasions. It is an area that children need lots of practise in. For further activities on homophones, use the following resource:

[www.twinkl.co.uk/resource/t2-e-2487-year-4-spelling-homophones-and-near-homophones-activity-booklet](http://www.twinkl.co.uk/resource/t2-e-2487-year-4-spelling-homophones-and-near-homophones-activity-booklet)