

WHOLE SCHOOL SPELLING SYSTEM

Year 6 - Autumn 1 – Week 4
Resource Pack

Spelling Rule:
Suffixes
–able and –ible



VOCABULARY NINJA

WHOLE SCHOOL SPELLING SYSTEM

INSTRUCTIONS FOR USING THIS PACK:

This pack contains everything you need to effectively teach, learn, practice and test a given spelling rule. The pack contains resources to send home at the beginning of the week, resources to display and use in the classroom, resources to send home, resources to play with and learn the spellings, and resources to test pupils' knowledge of a spelling rule.

Weekly Spelling Rule - Page 3 introduce a spelling rule, gives a clear explanation of the rule and provides a spelling bank of up to 20 words where the spelling rule can be applied. This sheet should be used to introduce the spelling rule and then sent home to support parents at home. Page 4 is a home work activity sheet that can be printed and sent home, allowing pupils to practice and learn a rule.

Look, Write, Cover and Check - Pages 6, 7 and 8 are your classic look, cover, write and check spelling activities. This have been provided in many variations to help you keep spelling fresh and engaging in the class and at home. These resources can be printed.

Printable Cards - Pages 10-11 offer the spellings for the week as printable cards which can be used in the classroom or sent home for pupils to use as part of their learning of spellings at home. This sheet could also be trimmed along the line and then used as quick and simple flash cards.

Display Words - Pages 13-15 have each of the words from the spelling bank pre-populated so that you can quickly print the whole set of words and display them effectively within your classroom. This is a great resource and allows you to effectively and efficiently reference your spellings throughout the week.

Weekly Test Resources - Pages 18-23 has all of the resources you need to deliver the test at the end of the week including a variety of answer sheets and even differentiated lists of words to test pupils on which increase in difficulty. Page 18 specifically has 3 end of week testing lists, that increase in difficulty from left to right. Allowing for differentiation if required. At the bottom of each list are 3 additional words found in the grey area. These words are not found in the weekly teaching pack and are additional words that you can use in the test

Additional Resources Section - This section contains a variety of spelling resources that can be applied to new words. It provides a multitude of different printable activities that you could give to pupils in your care. Each activity is simple to administer and helps keep the spelling routine in your class on a Tuesday, Wednesday and Thursday fresh and purposeful!

Suggested Weekly Spelling Routine

Monday	Introduce and teach specific spelling rule. Send page 3 home and any other supporting resources. Display spellings in classroom
Tuesday	Spelling activity 5-15 minutes.
Wednesday	Spelling activity 5-15 minutes
Thursday	Spelling activity 5-15 minutes.
Friday	Test specific spelling rule with 10 questions from bank of 20

Year 6 – Autumn Term – Week 4



Spelling Rule / Weekly Focus

Suffixes –able and –ible

If the –able ending is added to a word ending in –ce or –ge, the e after the c or g must be kept as those letters would otherwise have their ‘hard’ sounds (as in cap and gap) before the a of the –able ending. The –able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in –ation. The –ible ending is common if a complete root word can’t be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible)

adorable	applicable	considerable	probable
tolerable	changeable	forcible	horrible
noticeable	legible	dependable	sensible
comfortable	understandable	reliable	incredible
enjoyable	reasonable	possible	visible

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HOMework / ACTIVITY SHEET



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Rule: If the -able ending is added to a word ending in -ce or -ge, the e after the c or g must be kept as those letters would otherwise have their 'hard' sounds before the a of the -able ending.

Copy the Words: Write each word in the blank box next to it.

adorable		probable	
tolerable		forcible	
noticeable		dependable	
comfortable		reliable	
enjoyable		possible	
applicable		considerable	
changeable		horrible	
legible		sensible	
understandable		incredible	
reasonable		visible	

Mini-Write: Write as many of the 20 words as possible in the 'Mini-Write' box below.

Colour Write: Write the words, using colours to highlight the spelling rule. E.g. coin - coin

adorable		reliable	
tolerable		possible	
noticeable		considerable	
comfortable		horrible	
enjoyable		sensible	
applicable		incredible	
changeable		visible	

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LOOK, COVER,
WRITE & CHECK



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Focus Word	Write 1	Write 2	Write 3
adorable			
tolerable			
noticeable			
comfortable			
enjoyable			
applicable			
changeable			
legible			
understandable			
reasonable			
considerable			
forcible			
dependable			
reliable			
possible			
probable			
horrible			
sensible			
incredible			
visible			

Focus Word	CAPITALS	Colours	BUBBLE WRITING
adorable			
tolerable			
noticeable			
comfortable			
enjoyable			
applicable			
changeable			
legible			
understandable			
reasonable			
considerable			
forcible			
dependable			
reliable			
possible			
probable			
horrible			
sensible			
incredible			
visible			

Focus Word	small	large	mixed
adorable			
tolerable			
noticeable			
comfortable			
enjoyable			
applicable			
changeable			
legible			
understandable			
reasonable			
considerable			
forcible			
dependable			
reliable			
possible			
probable			
horrible			
sensible			
incredible			
visible			

WHOLE SCHOOL SPELLING SYSTEM

PRINTABLE
CARDS



VOCABULARY NINJA

adorable

changeable

tolerable

legible

noticeable

understandable

comfortable

reasonable

enjoyable

considerable

applicable

forcible

dependable

horrible

reliable

sensible

possible

incredible

probable

visible

WHOLE SCHOOL SPELLING SYSTEM

DISPLAY WORDS



VOCABULARY NINJA

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adorable

tolerable

noticeable

comfortable

enjoyable

applicable

changeable

legible

understandable

reasonable

considerable

forcible

dependable

reliable

possible

probable

horrible

sensible

incredible

visible

WHOLE SCHOOL SPELLING SYSTEM

WEEKLY TEST RESOURCES



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Weekly Assessment Lists

This page provides three different word lists to test pupils on at the end of the week. In some cases, the word lists may become more difficult as the lists move from left to right, but this won't always be the case. Each list provides a differing 10 words and provides flexibility, variation and differentiation opportunities for users where needed.

The grey section provides three additional words from the rule that are not included as part of this learning pack. Some or all three of these words can used in the test to truly test pupils understanding. Teachers should swap out words at their own discretion., or not at all.

This may support delivering a differentiated test if needed.

Word List Option 1	Word List Option 2	Word List Option 3
adorable	legible	tolerable
tolerable	understandable	understandable
horrible	reasonable	comfortable
possible	considerable	noticeable
enjoyable	forcible	applicable
sensible	dependable	tolerable
forcible	reliable	reasonable
legible	possible	dependable
reasonable	enjoyable	considerable
reasonable	horrible	enjoyable
terrible	avoidable	predictable
edible	predictable	avoidable
suitable	invisible	terrible

Name				Date			
1.	2.	3.	4.	5.			
6.	7.	8.	9.	10.			

Name				Date			
1.	2.	3.	4.	5.			
6.	7.	8.	9.	10.			

Name				Date			
1.	2.	3.	4.	5.			
6.	7.	8.	9.	10.			

Name				Date			
1.	2.	3.	4.	5.			
6.	7.	8.	9.	10.			

Name				Date			
1.	2.	3.	4.	5.			
6.	7.	8.	9.	10.			

Name:
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
Total Score: _____/ 10

Name:
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
Total Score: _____/ 10

Name:
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
Total Score: _____/ 10

Name:
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
Total Score: _____/ 10

Half-Termly 20 Question Review Test Template

Name:
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.
Total Score: ____/20

Name:
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.
Total Score: ____/20

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ADDITIONAL ACTIVITIES



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Spelling Pyramids Activity

Spell your word in pyramid. Start with the first letter at the top, then the first and second underneath, then the first, second and third underneath, and so on.



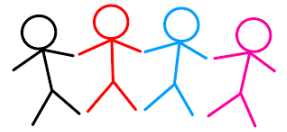
c

c a

c a r

c a r t

Stickman Spelling Activity



Write out your spellings and add stickmen to the word where possible.

football



Word Jumble Activity

Have your spellings at the ready. When you are asked to spell the word, simply tap each letter from the jumbled alphabet below,

F

N

G

T

R

X

U

H

J

Q

D

M

C

W

L

Y

I

P

B

S

V

A

E

K

Z

O

Word Jumble Activity

Have your spellings at the ready. When you are asked to spell the word, simply tap each letter from the jumbled alphabet below,

f

n

g

t

r

x

u

h

j

q

d

m

c

w

l

y

i

p

b

s

v

a

e

k

z

o

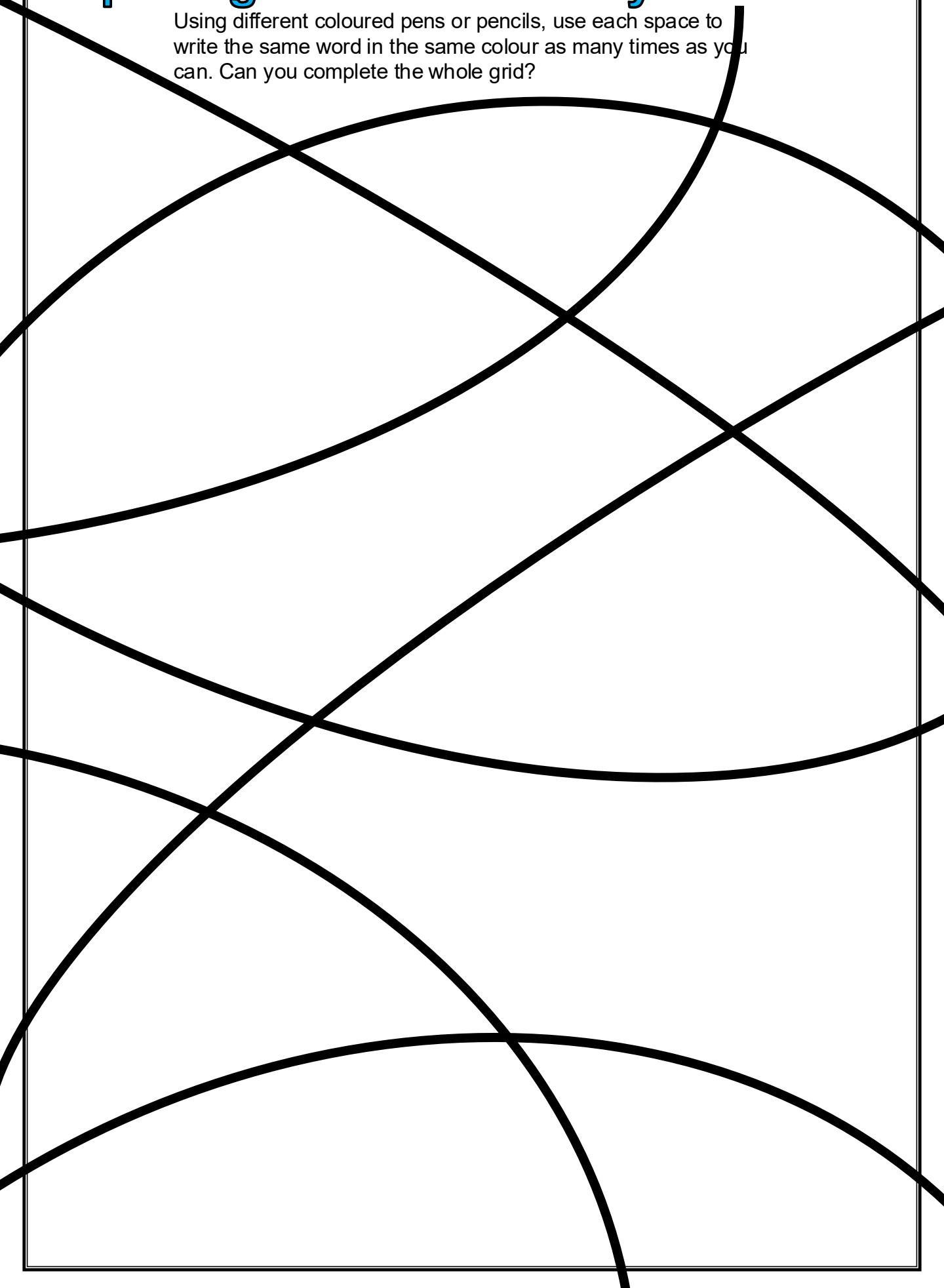
Spelling Sentences Activity

Write the word and draw a picture.

[illegible]

Spelling Scribble Activity

Using different coloured pens or pencils, use each space to write the same word in the same colour as many times as you can. Can you complete the whole grid?



Spelling Grid Activity

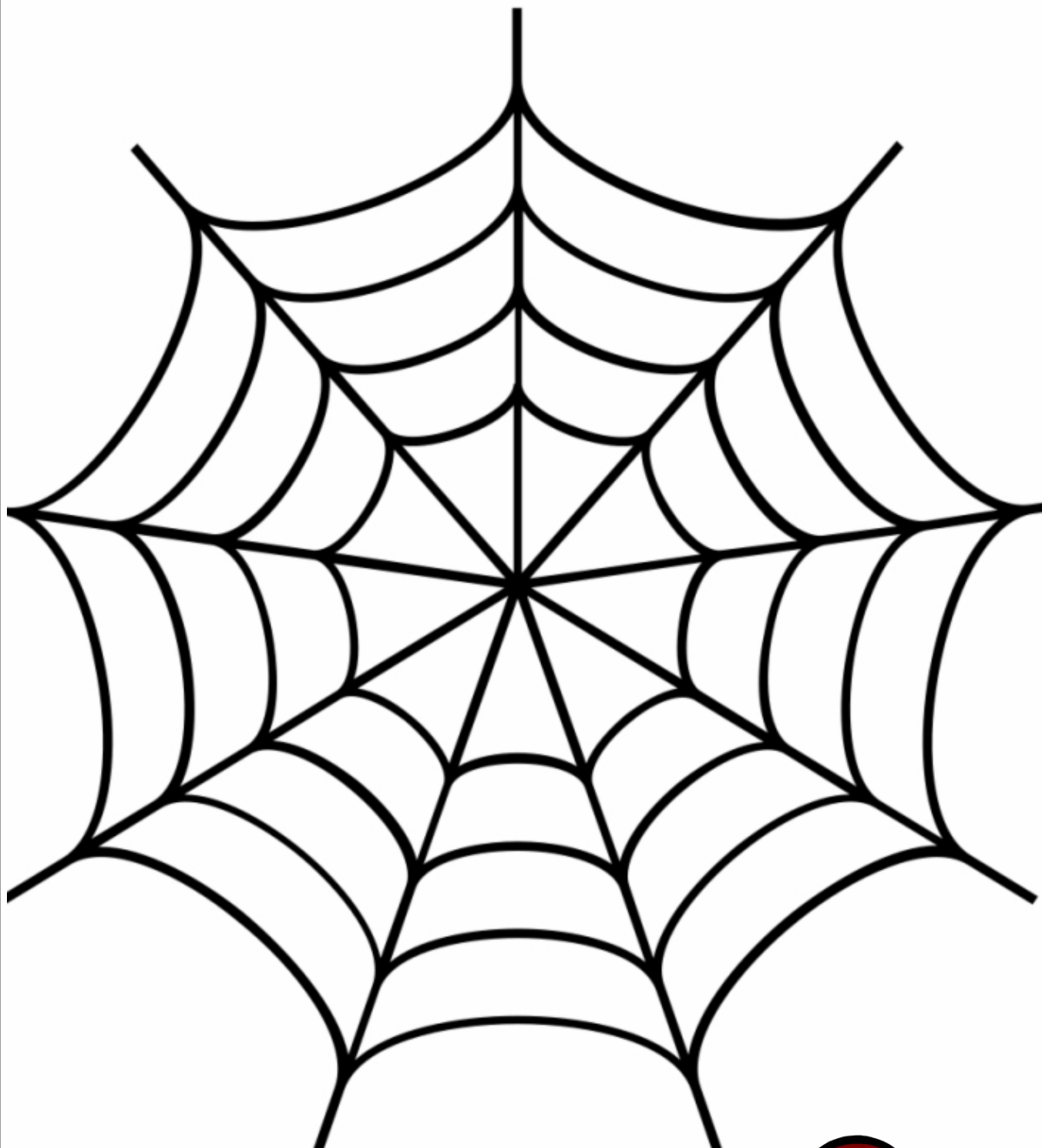
Using different coloured pens or pencils, use each space to write the same word in the same colour as many times as you can. Can you complete the whole grid?

Spelling Crossword Activity

Plot your words in the space below so that your words overlap, very much like in the game Scrabble.

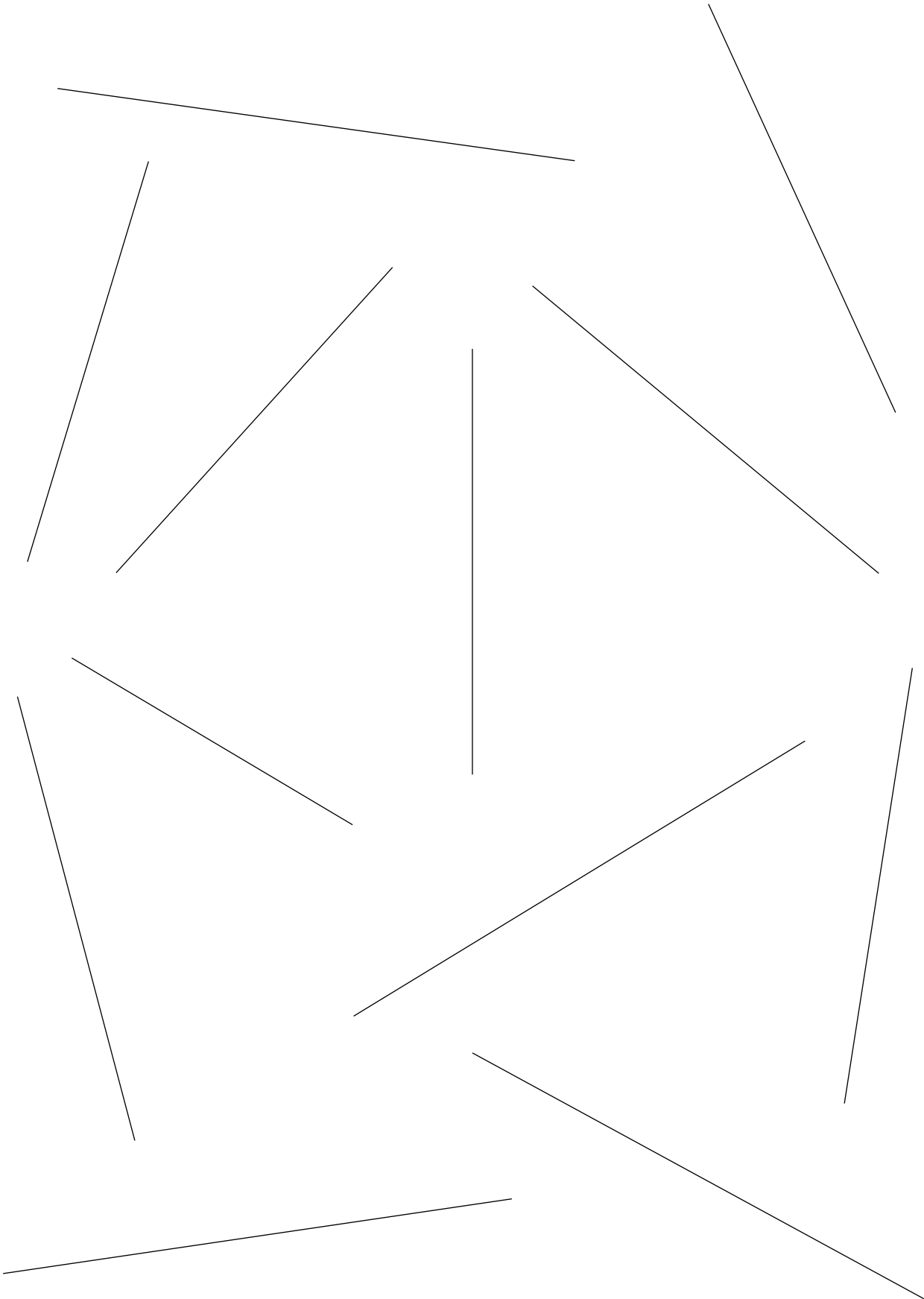
Spelling Word Web Activity

Choose a word from your spelling list and then choose a segment of the web, then write your words in the same colour, becoming smaller and smaller as you get closer to the centre.



Symmetry Spelling Activity

Write your word on one side of the line, then flip it and write the mirror image of the word on the other side of the line. Practise spelling and symmetry.



Spelling Snake Activity

Complete the body of the snake by writing one word after another in a curved snake body fashion. Use different colours, repeat words if you need to and try to finish at the tail!



Spelling Snake Activity

Complete the body of the snake by writing one word after another in a curved snake body fashion. Use different colours, repeat words if you need to and try to finish at the tail! Use the dashed lined to guide you all the way to the end.



Grid Speller Activity

Use the grid to spell each word, one letter at a time. Clearly separate each spelling so you understand how it is built.

[illegible]

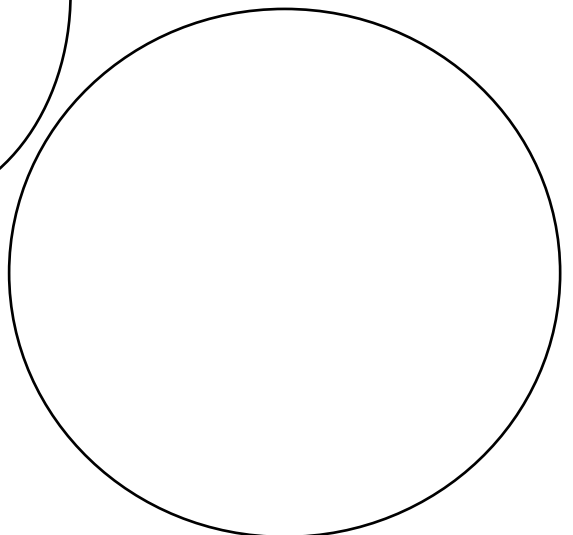
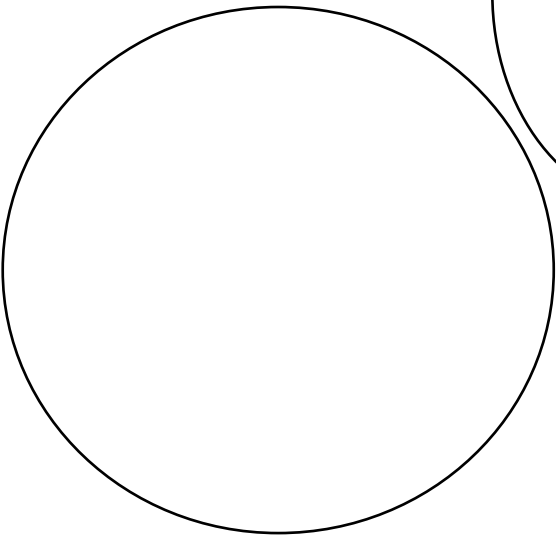
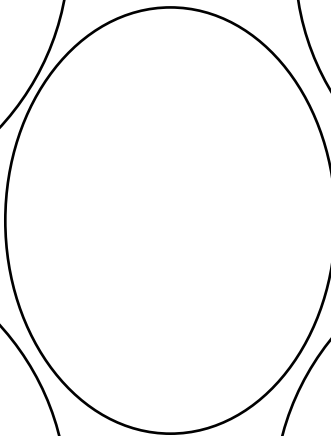
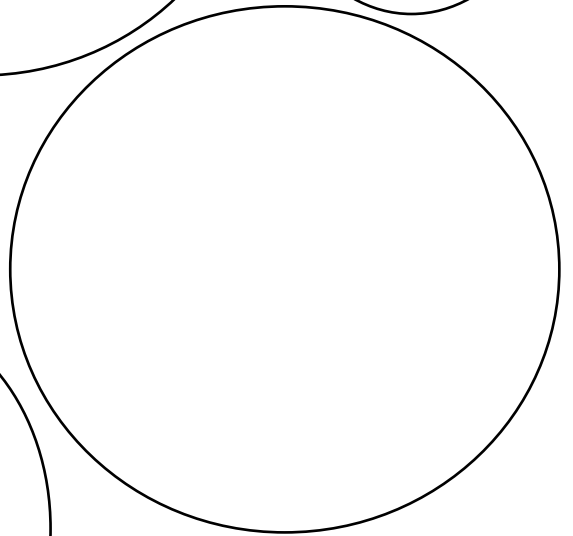
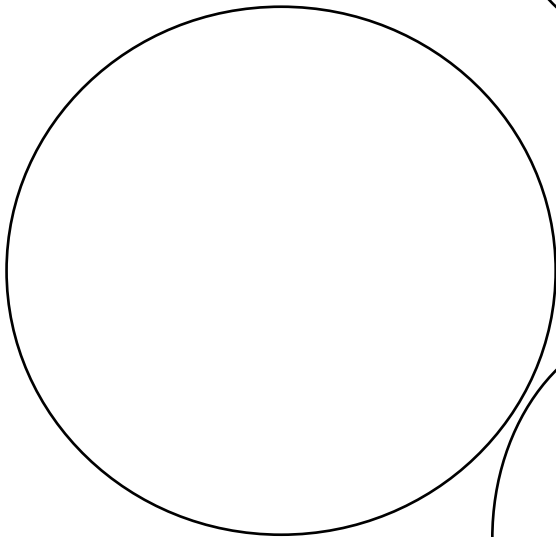
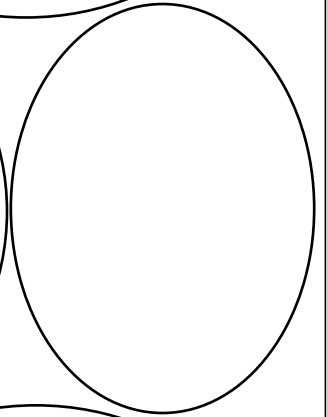
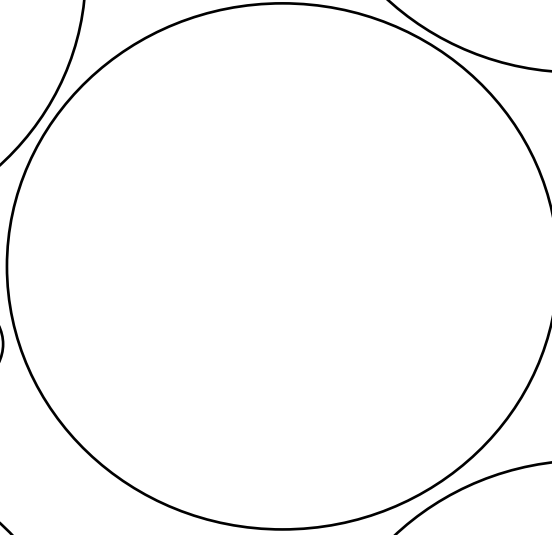
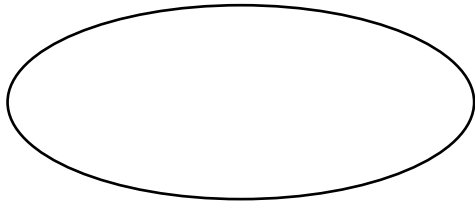
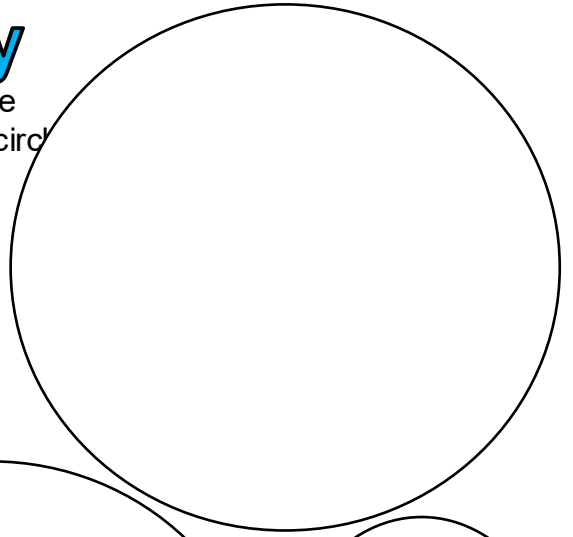
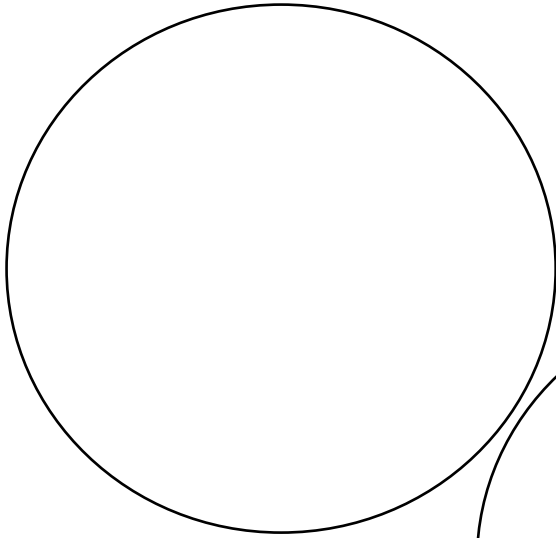
Grid Speller Activity

Use the grid to spell each word, one letter at a time. Clearly separate each spelling so you understand how it is built.

[illegible]

Rhyme Time Activity

Write one of your spelling words in a circle, then write as many other words that rhyme with it in the same circle.



Rhyme Time Activity

Write one of your spelling words in a circle, then write as many other words that rhyme with it in the same circle.

The worksheet contains ten dashed circles of various sizes, arranged in a cluster. The circles are intended for a writing activity where students write a spelling word in one circle and then write other words that rhyme with it in the same circle. The circles are distributed across the page, with some overlapping and others separate.

Rhyme Time Activity

Write one of your spelling words in a circle, then write as many other words that rhyme with it in the same circle!

The worksheet contains ten dashed circles of various sizes arranged in a non-uniform pattern. The circles are intended for a writing activity where a student writes a spelling word in one circle and then lists other words that rhyme with it in the same circle. The circles are distributed across the page, with some overlapping and others separate. The largest circle is in the top right, and the smallest is in the middle right. The other circles are of varying sizes and are scattered throughout the lower half of the page.

Small and Smaller Activity

Fill in the grid with your spellings. Choose one word and repeat it in the outside rectangle. Then choose another word and fill in the next rectangle. Continue on to the centre.

The image shows a series of seven concentric rectangles, each centered within the other. The rectangles are arranged in a nested fashion, starting from a large outer rectangle and moving towards a small inner rectangle. The rectangles are drawn with thin black lines on a white background. The outermost rectangle is the largest, and each subsequent rectangle inside it is progressively smaller, creating a tunnel-like effect towards the center. The rectangles are oriented horizontally, with their longer sides parallel to the top and bottom edges of the page.

Small and Smaller Activity

Fill in the grid with your spellings. Choose one word and repeat it in the outside rectangle. Then choose another word and fill in the next rectangle. Continue on to the centre.

The image displays a series of seven concentric rectangles, each centered on the page. The rectangles decrease in size from the outermost to the innermost, creating a tunnel-like effect. The outermost rectangle is the largest, and the innermost is the smallest. This structure is designed for a spelling activity where words are repeated within each successive rectangle.