

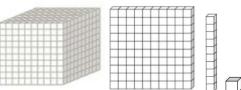
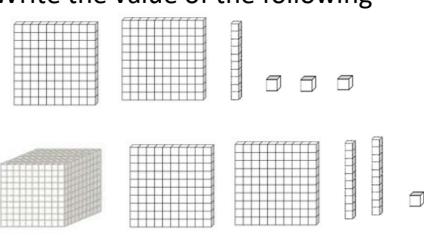


Year 3 Homework

Term 1 – (Week 6-10)

Revised 2026

Remember to READ EVERY NIGHT! Practice your reading goal

Week	English	Mathematics	Science			
6	<p>Retell Write a retell of a story that you have read this week. Check your sentence punctuation.</p>	<p>Represent the numbers below as MAB.</p>  <p>a) 578 b) 412 c) 3 729 d) 1</p>	<p>Write 3 observable features of materials when they melt (What do you see happen when materials meet)</p>			
7	<p>Choose a favourite story book. Write a recommendation for this book. Include:</p> <ul style="list-style-type: none"> • Why other children should read the book. • What your favourite part of the book was 	<p>A spinner recorded the following</p> <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="background-color: yellow;">5</td> <td style="background-color: red;">6</td> <td style="background-color: green;">1</td> </tr> </table> <p>Which colour occurred the most? Least? How many spins altogether?</p>	5	6	1	<p>Which material would melt faster, Chocolate or ice? Why?</p>
5	6	1				
8	<p>Choose 3 spelling words and write 3 interesting sentences using those words.</p>	<p>Sort these 3D shapes into ones that would roll and ones that would not.</p> <p>Cube, sphere, cone, triangular prism, cylinder</p>				
9	<p>Write the text structure of a book review.</p>	<p>Complete the following number sentences. Show your working out</p> <p>a) $34 + 21 = ?$ b) $84 - 32 = ?$ c) $95 + 34 = ?$</p>				
10	<p>Choose a favourite story and write a book review. Include:</p> <ul style="list-style-type: none"> • The title • Short retell of the story • Your favourite part in the story • Why you would recommend this story. 	<p>Write the value of the following</p> 				

How to support your child with spelling

Dear Parent/Carer,

This year, your child will be using a spelling program called SpellEx, developed by MultiLit, a leading literacy provider. English spelling can be confusing at times and it is impossible to remember every word letter by letter. This is why a program like SpellEx is so helpful. It will show your child how our spelling system works.

As your child moves through SpellEx, they will be taught to notice spelling patterns, apply useful strategies, and learn rules and handy hints that guide our spelling choices. Don't be surprised if your child comes home and tells you things about spelling that you didn't know!

The homework activities that your child will bring home will support this approach.

How to help at home

1. If possible, sit with your child as they complete their spelling homework to provide support if needed.
2. If you need to correct spelling errors, do it in a positive way.
3. If your child finds spelling hard, break the homework up into more manageable chunks.
4. Some words just need a lot of practice before they are remembered easily. Choose just a couple of these 'problem' words to practise daily in a fun way until they are learned, then move on to new words.
5. Put the 'problem' words in short sentences to dictate to your child.
6. Explain the meaning of the words that your child is spelling.

If there are spelling terms that you are not familiar with, use the glossary overleaf to help you. Please let me know if you have any concerns or questions about the homework.

Kind regards,
Miss Donna Bell
Year 3 Pedagogy Coach

Spelling glossary

Phonemes

These are the small **sounds** we hear in a word. For example, there are three phonemes in 'cat': /c/ /a/ /t/ and there are four phonemes in 'child': /ch/ /i/ /l/ /d/.

Note: If a letter is in forward slashes (/c/) we are referring to the sound that the letter makes, **not** the name of the letter.

Graphemes

These are the **letters** we use to write down the sounds (phonemes) in words (e.g., the letters 'c' 'a' 't' are the graphemes in 'cat'). The letters 'ch' 'i' 'm' 'p' are the graphemes for 'chimp'. A grapheme can be one, two, three or even four letters (e.g., 's', 'sh', 'igh', 'ough').

Digraph and trigraph

A digraph is a type of grapheme that has two letters, e.g., 'ch' (as in chat), and 'ee' (as in tree).

Two letters are making **one** sound.

A trigraph is a type of grapheme that has three letters, e.g., 'igh' (as in bright).

Three letters are making **one** sound.

Vowels

All words *must* have a **vowel** sound spelled with a vowel letter or letters. The vowel letters are 'a', 'e', 'i', 'o', 'u' and sometimes 'y' (e.g., gym, deny).

Consonants

These are all the other letters of the alphabet that are **not** vowels.

Syllables

These are the beats in a word. When we spell, every syllable must have one or more vowel letters to represent the vowel sounds. For example, there are two syllables in 'dentist': den/tist. There are three syllables in 'fantastic': fan/tas/tic.

Base

This is the main part of a word. For example, 'lock' is the base in the word 'locked'.

Prefix

This is a letter or letters added to the beginning of a base. For example, 'un' is the prefix in 'unlock'.

Suffix

This is a letter or letters added to the end of a base. For example, 'ed' is the suffix in 'unlocked'.

Homophones

These are words that have different meanings but sound the same and have a different spelling (e.g., 'write' and 'right'; 'sun' and 'son').

Word List 1: Lessons 10-15

Lessons 10-11: Mid-Term Review

Easier (a)

bread	money
month	stopped
getting	head
messy	running
slowest	longer

Harder (b)

breakfast	dropped
treasure	unhelpful
happened	longest
really	flattest
suddenly	another

Extension (c)

reopening	unwrapped
measured	uncomfortable
unzipped	rearrange
finally	previewed
misplace	meaningless

Lessons 13-14: Spelling /ā/: 'a', 'ai', 'ay', 'a_e', 'eigh', 'ea'

Easier (a)

staying	make
today	raise
nails	baby
paid	great
game	eight

Harder (b)

display	weight
birthday	explain
complain	apron
break	pancake
table	escape

Extension (c)

yesterday	investigate
complained	dangerous
debate	neighbour
entertainment	unbreakable
concentrate	apricot

Weekly Spelling Homework Sheet

Name: _____ Week: _____ Spelling Focus: _____

This Week's Words

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

Monday – Say it • Tap it • Write it

Say each word. Tap the sounds on your fingers. Write it while saying each sound/syllable. Star the tricky part.

Tuesday – Look, Cover, Write, Check (Spaced)

Look carefully at the word, cover, write from memory, check, fix. Repeat after 10 minutes for 5 words.

Wednesday – Dictation & Word Sort

Write 3–4 short sentences using your words. Sort by pattern: vowel pattern, syllable type, or morphology.

Thursday – Retrieval Flashcards

Make flashcards. Hear the word → Say the sounds → Write → Flip and check.

Optional Challenges

Create a Find-a-Word for your friend or a family member to complete.

Write sentences or a story using as many of your spelling words as possible.

Friday Quiz

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