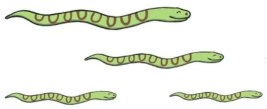
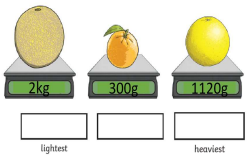
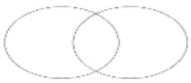
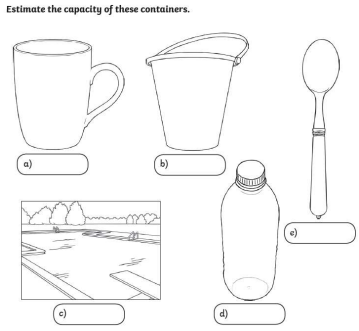
Year 3 Homework – Term 3 – (Weeks 2-5)

(Revised July 2026)

Remember to **READ EVERY NIGHT!** Practice your reading goal.

Week	English	Mathematics	Science
2	**Grammar** Read the sentence and correct the grammar so it makes sense. *I finded my kitten hide under the kitchen table*	Number the snakes from largest (1) to smallest (4). 	Draw and label the features of the sky that you can see when it's daytime.
3	Write a **verb** to complete the procedure sentences: 1. _____ the ingredients together. 2. _____ the cake in the oven. 3. _____ the oil from the tuna.	Order the mass of these objects from heaviest to lightest 	Draw and list the features of the sky that you can see when it's night time.
4	Create nouns groups for the following nouns. 1. hair 2. dog 3. recipe	Convert the following measurements: 1. 10cm = _____ mm 2. 50cm = _____ mm 3. 60mm = _____ cm 4. 900mm = ____ cm	Use a Venn diagram to describe how day and night are similar and different. 
5	Circle the action verbs: drain considered write walked decorate said pour thought	Estimate the capacity of the containers below: 	The Sun moves around the Earth. Is the above statement true or false? Explain your reasons using scientific language.

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/ /ī/ /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').

Year 3 Term 3 Spelling overview

Word List 3: Lessons 28–42

Note: Extension words may include spelling patterns and rules not yet taught

Lessons 28–29: Spelling longer words; open and closed syllables

Easier (a)		Harder (b)		Extension (c)	
bedroom	dentist	watermelon	complete	worldwide	daydreaming
outside	cabin	overseas	wonderful	carelessly	blueberry
homework	final	pumpkin	happened	newspaper	umbrella
trying	secret	sentence	pirate	gigantic	library
hopeless	open	athletic	famous	lighthouse	unhealthy

Lessons 31–32: Words ending with /v/; final 'e'; suffix 'ive'

Easier (a)		Harder (b)		Extension (c)	
have	twelve	deserve	reserve	productive	relatives
drive	active	survive	secretive	attractive	narrative
solve	glove	starve	detective	destructive	dissolve
give	above	achieve	active	improvement	positive
leave	massive	believe	creative	expensive	negative

Lessons 34–35: Suffix rule – drop 'e'

Easier (a)		Harder (b)		Extension (c)	
taking	dancing	widest	forgiving	unlikable	activity
shiny	tasty	amazing	becoming	removed	increasing
loved	liked	believed	arrived	involvement	promised
driver	leaving	writer	completing	polluted	revision
giving	hoped	excited	included	donation	introduced

Word List 3: Lessons 28–42

Lessons 37–38: Mid-Term Review

Easier (a)		Harder (b)		Extension (c)	
airport	making	handshake	effective	misbehaving	remembered
grandson	behave	bulldozer	replaced	impressive	unbelievable
homework	forgetful	understand	unsolved	attractive	incomplete
loving	forgive	timetable	believing	disapproved	adventurous
fever	joking	surprising	detective	engagement	discharged

Lessons 40–41: Spelling /ū/ and /oo/

Easier (a)		Harder (b)		Extension (c)	
food	tube	Tuesday	students	musical	education
rescue	music	nephew	bruise	community	including
flute	smooth	suitcase	costume	refused	unsuitable
new	fruit	afternoon	choose	renewable	clueless
human	group	statue	continue	jewellery	unusual

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.