

Year 3 Homework – Term 3 – (Weeks 6-9)

(Revised July 2026)

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

Week	English	Mathematics	Science
6	Choose an activity that you love to do and describe it. <ul style="list-style-type: none"> What is it? Why do you love it? Describe it 	Answer these multiplication facts. <ul style="list-style-type: none"> a. 4×4 b. 5×2 c. 7×3 d. 8×2 e. 10×3 	Describe sunrise and sunset, explain how they are different.
7	Research a hobby, game or sport that you enjoy doing.	Complete these sums using jump strategy. <ul style="list-style-type: none"> a) $34 + 17 + 33 =$ b) $61 + 13 + 45 =$ c) $84 + 19 + 32 =$ 	Explain how the seasons are different depending on where in the world you live.
8	Write the misspelt word correctly. <ol style="list-style-type: none"> There <u>wos</u> a new student at school today. I put my <u>cote</u> on when I left the house. The duck is <u>flowting</u> in the bath water. The wind <u>blue</u> all the leaves off the tree. 	Answer these division facts. <ul style="list-style-type: none"> a) $14 \div 2$ b) $20 \div 10$ c) $24 \div 4$ d) $18 \div 2$ e) $16 \div 4$ 	Describe the position of the sun based on the shadow. 
9	Rewrite the sentences with the correct punctuation. <ol style="list-style-type: none"> my brother's dog is called tess on sunday she went to the park the titanic sank in 1912 	Write out your 3- and 4-times tables stopping at 30 and 40.	Describe how the shadow of a stationary object (like a tree) will change throughout the day. Use images to support your description.

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 'treeee').

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 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)

bedroom	dentist
outside	cabin
homework	final
trying	secret
hopeless	open

Harder (b)

watermelon	complete
overseas	wonderful
pumpkin	happened
sentence	pirate
athletic	famous

Extension (c)

worldwide	daydreaming
carelessly	blueberry
newspaper	umbrella
gigantic	library
lighthouse	unhealthy

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

Easier (a)

have	twelve
drive	active
solve	glove
give	above
leave	massive

Harder (b)

deserve	reserve
survive	secretive
starve	detective
achieve	active
believe	creative

Extension (c)

productive	relatives
attractive	narrative
destructive	dissolve
improvement	positive
expensive	negative

Lessons 34–35: Suffix rule – drop 'e'

Easier (a)

taking	dancing
shiny	tasty
loved	liked
driver	leaving
giving	hoped

Harder (b)

widest	forgiving
amazing	becoming
believed	arrived
writer	completing
excited	included

Extension (c)

unlikable	activity
removed	increasing
involvement	promised
polluted	revision
donation	introduced

Word List 3: Lessons 28–42

Lessons 37–38: Mid-Term Review

Easier (a)

airport	making
grandson	behave
homework	forgetful
loving	forgive
fever	joking

Harder (b)

handshake	effective
bulldozer	replaced
understand	unsolved
timetable	believing
surprising	detective

Extension (c)

misbehaving	remembered
impressive	unbelievable
attractive	incomplete
disapproved	adventurous
engagement	discharged

Lessons 40–41: Spelling /ü/ and /oo/

Easier (a)

food	tube
rescue	music
flute	smooth
new	fruit
human	group

Harder (b)

Tuesday	students
nephew	bruise
suitcase	costume
afternoon	choose
statue	continue

Extension (c)

musical	education
community	including
refused	unsuitable
renewable	clueless
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.