



Year 3 Homework – Term 4 – (Weeks 2-5)

(Revised 2026)

Week	English	Mathematics	Science
2	Read a favourite book and write what you think was the purpose of the text and for what audience the story was for.	<p>Arrange these numbers from smallest to largest: 8712, 1059, 8991, 3728, 5202</p> <p>Arrange these numbers from largest to smallest: 2001, 7584, 3328, 6839, 10002</p>	Make a list of objects that make heat.
3	Choose a favourite story and write about your favourite character in the story and what their character traits are. (Are they kind, brave, funny?)	<p>What is 10 more than 89? What is 100 more than 89? What is 10 less 670? What is 100 more than 780?</p>	Explain the difference between a solid and a liquid.
4	Choose a favourite story and list some of the noun groups that help to describe the characters, the setting and events of the story.	<p>Complete these:</p> <p>a. ____ + 3 = 9 b. 5 + ____ = 12 c. 9 + 8 = ____ d. ____ + 4 = 17 e. 6 + ____ = 11</p>	<p>Explain the process of ice melting using detailed images of the stages.</p> <p>Start  with Frozen ice ...</p>
5	Choose a story with images. Describe how the images relate or enhance the story.	<p>What is the likelihood of these events happening? likely, certain, impossible</p> <p>a. The sun rising. _____ b. Dogs flying. _____ c. School will be open tomorrow. _____</p>	<p>Write a prediction for the following question. <i>Will chocolate melt if left in my car during summer?</i></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 5: Lessons 55–69

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

Lessons 55–56: Contractions

Note: There are only two lists provided for contractions – easier (a) and harder (b).

Easier (a)

isn't	don't
that's	it's
he's	let's
I'm	he'll
can't	I'd

Harder (b)

we'll	I've
they're	where's
what's	you've
aren't	couldn't
won't	where's

Lessons 58–59: The schwa vowel sound

Easier (a)

colour	picture
tractor	motor
paper	summer
sofa	solar
power	dollar

Harder (b)

furniture	chapter
flavour	author
remember	departure
nature	extra
popular	future

Extension (c)

emperor	discoloured
caterpillar	manager
umbrella	instructor
calendar	regular
spectacular	temperature

Lesson 61: Spelling /ar/

Easier (a)

smart	market
apart	grass
garden	class

Harder (b)

charming	alarm
pathway	master
gardener	basket

Extension (c)

forecast	guard
argued	apartment
staffroom	sharpener

Lesson 61: Spelling /or/

Easier (a)

sport	pause
straw	awful
more	torn

Harder (b)

August	drawer
sauce	stormy
explore	lawn

Extension (c)

astronaut	automatic
seashore	crawling
enormous	ignore

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.