



# Year 4 Homework

## Term 1 – (Weeks 2-5)

revised 2026

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

| Week | English   | Mathematics   | Science   |
|------|---|---|---|
| 2    | <p><i>A summary includes the key details about the characters and setting, as well as the key events in a text or film.</i></p> <p>Write a summary of a film you have watched. Make sure you include details from the film.</p> | <p>Conduct a survey of your family's favourite game to play. Record your data in a table and on a graph.</p>  | <p>Explain what erosion is.</p> <p>Explain how weathering is different to erosion.</p>          |
| 3    | <p><i>An opinion is what we think/feel/believe about something.</i></p> <p>Write an opinion paragraph about a film that you have watched. Include reasons from the film.</p>  | <p>The following data was collected. 7 apples, 5 pears, 4 oranges, 2 strawberries</p> <p>What question do you think was asked? Record the data in a table and as a many-to-one graph.</p>   |   |
| 4    | <p><i>A recommendation tells the audience who we think should watch the film and why.</i></p> <p>Write a recommendation paragraph about a film that you have watched. Include reasons why.</p>                                  | <p>Complete the following statements with the word 'odd' or 'even'. Record an example number sentence for each statement.</p> <p>a) Odd + Odd =<br/> b) Even + Even =<br/> c) Odd + Even =<br/> d) Odd x Odd =<br/> e) Even x Even =<br/> f) Odd x Even =</p> | <p>Create an infographic that explains how erosion has changed our local river or parkland.</p> |
| 5    | <p>Record yourself presenting a film review. Upload your recording to a Canva greenscreen and add multimodal features such as stills (images) from the film.</p>  | <p>Solve these problems and show your working.</p> <p>a) <math>3 \times 8 =</math><br/> b) <math>20 \div 5 =</math><br/> c) <math>747 + 152 =</math><br/> d) <math>826 - 412 =</math></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,  
Mrs Shannon Morgan  
Year 4 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/ /ɪ/ /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 1: Lessons 1-8

## Lessons 1-2: Short vowels 'ea' (bread); 'o' (love)

### Easier (a)

|       |       |
|-------|-------|
| crash | bread |
| still | ready |
| mess  | none  |
| jump  | won   |
| long  | love  |

### Harder (b)

|         |         |
|---------|---------|
| sprint  | healthy |
| scratch | spread  |
| grumpy  | months  |
| tenth   | brother |
| across  | nothing |

### Extension (c)

|            |             |
|------------|-------------|
| stretching | treasure    |
| grunted    | comfortable |
| healthiest | discover    |
| wealthy    | company     |
| dreadful   | government  |

## Lessons 4-5: Base, prefix, suffix; suffixes 'er' and 'est'

### Easier (a)

|          |         |
|----------|---------|
| plays    | undo    |
| lifting  | longer  |
| brushed  | careful |
| fussy    | fastest |
| thinking | leader  |

### Harder (b)

|          |           |
|----------|-----------|
| return   | painful   |
| cleaner  | smoothest |
| watched  | stronger  |
| replayed | sweaty    |
| bravely  | preschool |

### Extension (c)

|            |               |
|------------|---------------|
| replaced   | forgetful     |
| displaying | rebuilding    |
| unusual    | younger       |
| builder    | straightest   |
| carefully  | disrespectful |

## Lessons 7-8: Suffix rule — doubling

### Easier (a)

|          |          |
|----------|----------|
| drummer  | grabbed  |
| hopping  | jumped   |
| fittest  | winner   |
| clapping | funny    |
| hottest  | swimming |

### Harder (b)

|           |          |
|-----------|----------|
| flipped   | shopper  |
| brushed   | thinnest |
| checking  | sharpest |
| scrubbing | handy    |
| planner   | floppy   |

### Extension (c)

|           |               |
|-----------|---------------|
| labelled  | unstoppable   |
| unplanned | cancelled     |
| reminder  | travelling    |
| beginner  | admitted      |
| shrugging | unforgettable |

# 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. |