



# Year 4 Homework

## Term 1 – (Week 6-9)

Revised 2026

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

Week	English	Mathematics	Science
6	Write a summary of a film you have watched. Make sure you include details from the film, complex noun groups and topic specific vocabulary.	Create a pattern that has line symmetry. Draw the line/s of symmetry.	Explain how wind erosion in the desert environment and water erosion in rivers and streams are similar in process.
7	Write an opinion paragraph about a film that you have watched. Include reasons from the film, subjective language and a complex sentence.	Create a pattern that has rotational symmetry. Explain the rotational symmetry.	Describe ways to reduce erosion on a farm.
8	Write a recommendation paragraph about a film that you have watched. Include reasons why.	Create a map of your house. <ul style="list-style-type: none"> <li><input type="checkbox"/> Label X and Y axes with a grid referencing system</li> <li><input type="checkbox"/> Place landmarks on the map</li> <li><input type="checkbox"/> Create a legend for the landmarks</li> </ul>	Investigate how eroding forces transform a landscape.  <u>Materials</u> 3 plastic containers (about the size of a shoe box is best) Soil (enough to fill your containers) A straw A few ice cubes  <u>Method</u> 1. In each container, pour soil up against one side, creating a sloped pile. 2. In the first container, simulate water erosion by spraying water over the soil. 3. In the next container, simulate wind erosion by blowing air through the straw onto the top of the hill. 4. In the last container, simulate glacial erosion by placing a few ice cubes in the top of the hill, then pushing them down the hill.
9	Record yourself presenting a film review. Upload your recording to a Canva greenscreen and add multimodal features such as stills (images) from the film.	Write directions for how to get from your bedroom to the kitchen, visiting every other room on the way. Include names of landmarks, grid references and compass directions	

# How to support your child with spelling

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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

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## 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.

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## 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').

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## 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.

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## 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).

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## Consonants

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

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## 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.

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## Base

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

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## Prefix

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

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## Suffix

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

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## 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

# Word List 1: Review Lessons 1-5

## 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

## 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

# 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.