



## Year 4 Homework – Term 3 – (Weeks 1-5)

(revised June 2026)

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

| Week | English                                                                                                                                                                                                              | Mathematics                                                                                                                                                                                                 | Science                                                                                                                                                                                          |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | Write a speech to persuade your parents to buy you your favourite dinner. Include an opening statement, three reasons and a concluding statement.                                                                    | Represent the following decimals as fractions and diagrams):<br><ul style="list-style-type: none"> <li>0.2, 0.33, 0.5, 0.62, 0.8</li> </ul> <i>(Hint: you will need a hundred chart for the hundredths)</i> | Observe dinner being made. Find an ingredient that changes from what it looks like at the beginning to when it is on your plate. Describe the properties of this food item and how they changed. |
| 2    | Explore persuasive speeches/ Podcasts (listen). Research a topic and plan a podcast episode.                                                                                                                         | Solve these multiplication problems:<br>a) $2 \times 10 =$<br>b) $2 \times 100 =$<br>c) $2 \times 1000 =$<br>d) $30 \div 10 =$<br>e) $300 \div 100 =$<br>f) $3000 \div 1000 =$                              |                                                                                                                                                                                                  |
| 3    | Write a list of persuasive language features you could use in a persuasive text or Podcast. Include examples of complex noun groups, modal verbs and figurative language (metaphors, similes, personification, etc). | Measure the perimeter of 5 shapes or object using grid paper or cubes.                                                                                                                                      | Once again observe dinner being made. List down the potential risks that are linked to this activity and how safety measures are (or could be) put in place to reduce injury.                    |
| 4    | Write a variety of sentences that share and extend ideas, opinions and information, using relevant descriptive details from your research or a familiar topic.                                                       | Solve the following problems by finding the equivalent fractions:<br>a) $\frac{1}{2} = \frac{?}{10} = \frac{?}{100}$<br>b) $\frac{1}{5} = \frac{?}{10} = \frac{?}{100}$<br>c) $\frac{1}{4} = \frac{?}{100}$ | Identify other food items in your home where the observable properties change when the food is heated or cooled, including frozen. Write down your observations of 5 different food items.       |
| 5    | Combine your sentences and persuasive features into an episode for a Podcast. Record on a digital device.                                                                                                            | Use a ruler to measure the length of your book.<br>Use scales to measure the weight of your book.<br>Measure the length and mass of other objects in your room or kitchen.                                  |                                                                                                                                                                                                  |

# 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/ /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').

# 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. |

## Word List 4: Lessons 43–54

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

### Lessons 43–44: Suffix rule – change ‘y’ to ‘i’

#### Easier (a)

|         |         |
|---------|---------|
| dried   | happily |
| trying  | busier  |
| babies  | copied  |
| cried   | fried   |
| laziest | messier |

#### Harder (b)

|           |           |
|-----------|-----------|
| worried   | satisfied |
| denied    | happiness |
| beautiful | studied   |
| families  | funniest  |
| heaviest  | countries |

#### Extension (c)

|             |            |
|-------------|------------|
| naughtiest  | journeys   |
| multiplied  | libraries  |
| discoveries | activities |
| strategies  | loneliness |
| juiciest    | unhappiest |

### Lesson 46: Spelling /ow/ (brown, cloud)

#### Easier (a)

|         |         |
|---------|---------|
| about   | mouth   |
| count   | crown   |
| frown   | outside |
| tower   | hour    |
| flowers | around  |

#### Harder (b)

|          |          |
|----------|----------|
| allowed  | towel    |
| thousand | however  |
| crowded  | powerful |
| mountain | amount   |
| prowling | voucher  |

#### Extension (c)

|            |            |
|------------|------------|
| doubtful   | allowance  |
| downstairs | announce   |
| superpower | accountant |
| fountain   | encounter  |
| ourselves  | background |

### Lesson 47: Spelling /oy/ (toy, boil)

#### Easier (a)

|        |         |
|--------|---------|
| soil   | toys    |
| join   | point   |
| joyful | destroy |
| enjoy  | noise   |
| coin   | boiled  |

#### Harder (b)

|        |          |
|--------|----------|
| loyal  | noisy    |
| choice | annoying |
| spoil  | voice    |
| poison | toilet   |
| royal  | royalty  |

#### Extension (c)

|             |            |
|-------------|------------|
| voyage      | disappoint |
| unavoidable | oyster     |
| boisterous  | asteroid   |
| appointment | employer   |
| loyalty     | overjoyed  |