



Year 4 Homework – Term 3 – (Weeks 6-9)

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

Week	English	Mathematics	Science
6	Review your podcast from last week. Have you included: ☐ Relevant, descriptive details from learnt topics or texts (reasons) ☐ Complex sentences ☐ Language features ☐ A persuasive paragraph structure ☐ Text connectives to organise and link ideas to support audience understanding - o first, next, then, finally (B) - o firstly, secondly, finally (B) - o because, however, this shows, therefore, nevertheless, in addition (A) Have you used features of voice when presenting, suited to content and audience (Tone, Pitch, Pace, Volume)	Use a number line to represent and count in tenths, recognising that 10 tenths is equivalent to one. Add the fractions to your number line to show their equivalence to tenths: a) $\frac{1}{2}$ b) $\frac{1}{5}$ c) $\frac{3}{5}$ d) $\frac{2}{4}$	Collect a range of objects from around your home that are made out of various materials (e.g., plastic cup, metal spoon, wooden block, fabric cloth, sponge, rubber band, glass jar, rock, etc.) Record the items in a table and identify the following observable properties: a) Colour: What colour is the object? b) Texture: Is it rough, smooth, bumpy, or prickly? c) Shape: Is it round, square, or irregular? d) Transparency: Can you see through it? e) Flexibility: Can the object bend without breaking?
7	Ask someone in your family to listen to your podcast episode from last week. After they have done so, invite them to join you in being a guest on your next episode. Decide on a topic and plan your persuasive episode with questions for your guest interviewee. Write a script.	Record how many minutes of reading you do this week, using a digital timer. What other activities do you do each day that you could time yourself doing?	
8	With your completed script and your guest interviewee, record your podcast episode. Share with your teacher.	Time how long it takes each person in your family to have a shower or bath each day. Add these times together to find the total time your family spends bathing each day and then each week	
9	Review your podcast from last week. Have you included: ☐ Relevant, descriptive details from learnt topics or texts (reasons) ☐ Complex sentences ☐ Language features ☐ A persuasive paragraph structure ☐ Text connectives to organise and link ideas to support audience understanding - o first, next, then, finally (B) - o firstly, secondly, finally (B) - o because, however, this shows, therefore, nevertheless, in addition (A) Have you used features of voice when presenting, suited to content and audience (Tone, Pitch, Pace, Volume)	Identify angles in your home. Record 3 examples of the following: a) Angles that are less than a right angle (Acute) b) Angles that are greater than a right angle, but less than a straight line (Obtuse) c) Angles that are equal to a right angle. d) Angles that are a straight line (180°)	Consider the purpose of different objects around your home. Select 5 objects and answer the following questions: 1. What is the object made out of? 2. Why does it need to be made out of that material? 3. What are the observable properties of that material that make it 'fit for purpose'? 4. What other materials could the object be made out of that would make it 'fit for purpose'?

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').

Year 5 Term 2 Spelling overview

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

Lessons 49–50: 'ph' saying /f/, 'ch' saying /k/; word origins

Easier (a)

phone	chemist
photo	chorus
graph	anchor
dolphin	bicycle
trophy	uniform

Harder (b)

elephant	stomach
alphabet	character
paragraph	telescope
biography	triplet
autograph	triangle

Extension (c)

photographer	chemistry
pharmacy	trilogy
homophone	universe
photosynthesis	centipede
chameleon	binoculars

Lessons 52–53: End-of-Term Review

Easier (a)

frown	copied
ground	loyal
ponies	slipped
planning	joined
floating	cents

Harder (b)

writer	lollies
phrase	happily
forgetting	changing
protective	alphabet
choir	believed

Extension (c)

centimetre	multiplying
phobia	orchestra
terrified	geography
monarchy	memories
satisfied	inexpensive