



## Year 5 Homework – Term 2 – (Week 1-5)

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

Don't forget to fill in your Read It! Home Reading Log

Have you reached the 100, 150 and 200 club?

Reading Eggs - <http://app.readingeggs.com/login>



Week	English	Mathematics	Science																				
<b>1</b>	Write an example of each of these language features: a) noun group b) vivid verb c) adverb d) time connective	Identify the all the factors of the followong numbers: a) 25 b) 16 c) 30	Define the word adaptation.																				
<b>2</b>	Write 3 sentences that include <b>noun groups</b> and <u>vivid verbs</u> .  <i>E.g. Some people <u>discovered large gold nuggets</u> in the gold rush.</i>	Colour in the multipls of 2. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td> </tr> <tr> <td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td> </tr> <tr> <td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td> </tr> </table>		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7																	
8	9	10	11	12	13	14																	
15	16	17	18	19	20	21																	
<b>3</b>	Write an informative paragraph about a chosen topic of interest. Include researched information.	Round and estimate the following: d) $312 \times 5 =$ e) $277 \times 3 =$ f) $109 \times 2 =$	Select an animal and research its structural features and behavioural adaptations to help it survive in its environment																				
<b>4</b>	What is the purpose of an informative report?	Round and estimate the following: a) $312 \div 2 =$ b) $277 \div 4 =$ c) $109 \div 5 =$																					
<b>5</b>	What is the text structure of an informative report?																						
<b>Online Learning</b>		Study Ladder <a href="http://www.studyladder.com.au/?lc_set=">http://www.studyladder.com.au/?lc_set=</a>																					

# 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 Christine O'Reilly

Year 5 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 2: Lessons 16–27

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### Lesson 22: Spelling /i/: 'i', 'i\_e', 'igh', '\_y'

#### Easier (a)

fly	smile
high	time
light	why
like	kind
find	nine

#### Harder (b)

reply	delight
brighter	tightly
midnight	white
survive	silent
remind	beside

#### Extension (c)

multiply	knife
delightful	unlikely
frightening	alright
crocodile	exercise
finally	private

### Lesson 23: Spelling /ō/: 'o', 'ow', 'oa', 'o\_e'

#### Easier (a)

yellow	show
smoke	throw
moan	float
robot	hope
coat	open

#### Harder (b)

lifeboat	program
alone	shadow
know	boasting
slowly	remote
download	frozen

#### Extension (c)

snowflakes	borrowed
notice	scarecrow
location	approach
ownership	envelope
local	avocado

## Word List 3: Lessons 28–41

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### Lessons 28–29: Spelling /ū/, homophones

#### Easier (a)

tube	music
uniform	move
group	balloon
fruit	knew
blue	threw

#### Harder (b)

mushroom	continue
nephew	valuable
bruised	included
perfume	suitcase
waterproof	produce

#### Extension (c)

unique	evacuated
introduced	barbecue
universal	fortunately
improvement	influence
unusual	exclusive