



# Year 5 Homework – Term 2 – (Week 6-10)

(Revised May 2024)

**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>6</b>               | Write sentences that have capital letters, full stops and commas used accurately.                                  | Is the following number sentence correct?<br>Explain why/why not<br><br>$30 \times 3 = 90 \div 9$   | Using the adaptations from last week, explain how some of the adaptations help the animal survive in its environment |         |         |        |  |  |      |         |  |  |      |        |
| <b>7</b>               | Write sentences that have capital letters, exclamation points and question marks used accurately.                  | Brainstorm ideas for a fundraiser and list any expenses you will need for it. Research prices of the expenses.  |  |         |         |        |  |  |      |         |  |  |      |        |
| <b>8</b>               | List 5 topics you could write an informative report on.  | Create a budget to work out the profit from a fundraiser. Use the expenses from last week to complete.  | Find an animal and explain what could happen if the temperature of its environment changed                           |         |         |        |  |  |      |         |  |  |      |        |
| <b>9</b>               | Write a paragraph about one of your chosen topics. Use a variety of sentence types (simple, compound and complex). | Explain how you could make more profit from your fundraiser.  |  |         |         |        |  |  |      |         |  |  |      |        |
| <b>10</b>              | What is a 'multimodal' presentation?   | Convert the times between 12 and 24 hour.<br><table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="width: 50%;">12 hour</td> <td style="width: 50%;">24 hour</td> </tr> <tr> <td>9:00am</td> <td></td> </tr> <tr> <td></td> <td>0700</td> </tr> <tr> <td>12:00pm</td> <td></td> </tr> <tr> <td></td> <td>1100</td> </tr> <tr> <td>6:00pm</td> <td></td> </tr> </table> |  | 12 hour | 24 hour | 9:00am |  |  | 0700 | 12:00pm |  |  | 1100 | 6:00pm |
| 12 hour                | 24 hour  |   |  |         |         |        |  |  |      |         |  |  |      |        |
| 9:00am                 |  |   |  |         |         |        |  |  |      |         |  |  |      |        |
|                        | 0700   |   |  |         |         |        |  |  |      |         |  |  |      |        |
| 12:00pm                |  |   |  |         |         |        |  |  |      |         |  |  |      |        |
|                        | 1100   |   |  |         |         |        |  |  |      |         |  |  |      |        |
| 6:00pm                 |  |   |  |         |         |        |  |  |      |         |  |  |      |        |
| <b>Online Learning</b> |  | Study Ladder<br><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 3: Lessons 28–42

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

**Lessons 28–29: Spelling longer words; open and closed syllables**

### Easier (a)

|          |         |
|----------|---------|
| bedroom  | dentist |
| outside  | cabin   |
| homework | final   |
| trying   | secret  |
| hopeless | open    |

### Harder (b)

|            |           |
|------------|-----------|
| watermelon | complete  |
| overseas   | wonderful |
| pumpkin    | happened  |
| sentence   | pirate    |
| athletic   | famous    |

### Extension (c)

|            |             |
|------------|-------------|
| worldwide  | daydreaming |
| carelessly | blueberry   |
| newspaper  | umbrella    |
| gigantic   | library     |
| lighthouse | unhealthy   |

**Lessons 31–32: Words ending with /v/; final 'e'; suffix 'ive'**

### Easier (a)

|       |         |
|-------|---------|
| have  | twelve  |
| drive | active  |
| solve | glove   |
| give  | above   |
| leave | massive |

### Harder (b)

|         |           |
|---------|-----------|
| deserve | reserve   |
| survive | secretive |
| starve  | detective |
| achieve | active    |
| believe | creative  |

### Extension (c)

|             |           |
|-------------|-----------|
| productive  | relatives |
| attractive  | narrative |
| destructive | dissolve  |
| improvement | positive  |
| expensive   | negative  |