Year 5 Homework – Term 3 – (Week 1-5)

Week	English	Mathematics	Science
1	Brainstorm services, activities or facilities you could add to improve the school community.	Find 5 3D objects around your house and list the amount of: a) Faces b) Vertices a) Edges	Define light and list the ways it can be transferred
2	Select one from your brainstorming and write a TEEL paragraph on why it should be added. T – topic sentence E – explanation E – evidence L – link	Draw 3 potential nets for a cylinder. Circle the nets which will correctly make a cylinder.	
3	Research and list the benefits of your addition. Write the perspective/source of the research.	Identify the properties of the following angles (list the degree measurements they must be between) a) Acute b) Obtuse c) Right	Give an example of how light can be reflected, refracted and absorbed
4	Write a persuasive sentence for each of the following language features: a) Noun group b) Subjective language c) Adverb	Calculate the **perimeter** of the following measurements: a) L – 5cm, W – 3cm b) L – 10cm, W – 8cm c) L – 15cm, W – 6cm	
5	Write a persuasive sentence for each of the following persuasive devices: a) Rhetorical question b) High modality c) Idiomatic expression	A garden has a perimeter of 10 metres. What are the possible lengths and widths (in whole metres) of the garden? The garden can be rectangular or square.	
Online Learning		Study Ladder http://www.studyladder.com.au/?lc_set=	

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/ /ī/ /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' ar e the graphemes in 'cat'). The letters 'ch' 'i' 'm' 'p' are the graphemes for 'chimp'. A grapheme can be on e, 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