



Year 5 Homework – Term 3 – (Week 6-10)

(Revised July 2026)

Week	English	Mathematics	Science												
6	Write an argument paragraph on a chosen topic.	List fractions from smallest to largest $\frac{1}{2}$, $\frac{5}{8}$, $\frac{1}{8}$, $\frac{2}{4}$, $\frac{2}{2}$	Find 3 light sources around the house. Explain how they help solve problems and affect lives												
7	Edit your argument paragraph from last week and check you have used: a) Language features b) Literary devices c) Persuasive devices	Add and subtract the following fractions a) $\frac{1}{3} + \frac{1}{3}$ b) $\frac{4}{10} + \frac{1}{5}$ c) $\frac{7}{8} - \frac{5}{8}$ d) $\frac{6}{8} - \frac{2}{4}$													
8	Pratice recording a speech on Stream. Focus on varying features of voice (tone, pitch, pace and volume).	Fill in the missing equivalent decimal, fraction or percentage <table><tr><td>50%</td><td></td><td>$\frac{1}{2}$</td></tr><tr><td></td><td>0.2</td><td>$\frac{1}{5}$</td></tr><tr><td>75%</td><td>0.75</td><td></td></tr><tr><td></td><td>1</td><td>1</td></tr></table>	50%		$\frac{1}{2}$		0.2	$\frac{1}{5}$	75%	0.75			1	1	List the ways light can be altered. See if you can alter the light of an object in your house. Consider safety risks and ask a parent for help
50%		$\frac{1}{2}$													
	0.2	$\frac{1}{5}$													
75%	0.75														
	1	1													
9	Watch your Stream recording and use a reflection sheet to give feedback to yourself. Use your own feedback to improve your speech.	Identify the equivalent fraction and decimal for the following percentages: a) 60% b) 25% c) 90%													
10	Make a Canva multimodal presentation to go with your improved speech.	Multiply or use repeated addition to work out new totals for the following ingredients (increasing recipe by 4 times): a) 2 cups of milk b) $\frac{1}{4}$ cup of sugar c) $\frac{1}{3}$ tsp of vanilla													

Online Learning		Study Ladder http://www.studyladder.com.au/?lc_set=	
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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 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