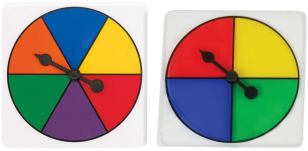
# Year 5 Homework – Term 4 (weeks 1-5)

*(Revised September 2026)*

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

| Week | English | Mathematics | Science |
|---|---|---|---|
| **1** | Read a chapter of a fantasy text. Write a paragraph to summarise what happened in the chapter. | Look at the following spinners. Write down the possible outcomes and the estimate the likelihood of each outcome  | Write a definition for:<br>○ Solid<br>○ Liquid<br>○ Gas |
| **2** | Read a chapter of a fantasy text and write down examples of the following language features:<br>• Noun groups<br>• Verb groups<br>• Adverbs<br>• Text connectives of time | Write the following decimals in a place value chart<br>a. 1.632<br>b. 5.987<br>c. 0.328<br>For example:<br>Ones ● Tenths \| Hundredths \| Thousandths<br>0 ● 1 \| 0 \| 9 | In your house find an example of a solid, liquid and gas. Draw a diagram of the object. Label the object with its properties. |
| **3** | Draw a character, setting or event for a fantasy text. Annotate the character with descriptions of its appearance. | Order the following decimals from smallest to greatest:<br>a. 0.29 3.01 0.31 2.98 1.64<br>0.023 0.286 1.115 1.085 | |
| **4** | Write an example of the follwing literary devices for a fantasy text:<br>• Imagery<br>• Personification<br>• Metaphor<br>• Simile | Solve the following problems for multiplication and division<br>a. 325 x 6<br>b. 1025 ÷ 5<br>c. 598 x 4 | Using the same objects as last week, write a comparison paragraph to describe the similarities and differences between each object's properties. |
| **5** | Pick a chapter from *'The Callers'* on Sora. Write a different resolution or cliffhanger for the chapter. | Solve the following problems for multiplication and division<br>a. 427 x 5<br>b. 1682 ÷ 2<br>c. 721 x 3 | |

# 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').

**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 1: Lessons 1–14

## Lessons 1–2: Short vowels, ‘ea’ (bread), ‘o’ (love), ‘ou’ (trouble)

| Easier (a) | |
|---|---|
| crash | spread |
| still | breath |
| bent | cover |
| jump | front |
| long | touch |

| Harder (b) | |
|---|---|
| sprint | measure |
| healthy | comfort |
| crunch | trouble |
| tenth | above |
| across | wonderful |

| Extension (c) | |
|---|---|
| pleasure | jealous |
| understand | comfortable |
| healthiest | encourage |
| wealthy | company |
| dreadful | government |

## Lessons 4–5: Base, prefix, suffix; doubling suffix rule

| Easier (a) | |
|---|---|
| unpack | redo |
| swimmer | shopped |
| brushed | careful |
| funny | darkest |
| getting | longer |

| Harder (b) | |
|---|---|
| pencils | wrapping |
| drummer | meaningful |
| explained | unlikely |
| carelessly | thinnest |
| brightest | grabbed |

| Extension (c) | |
|---|---|
| whipped | travellers |
| displaying | rebuilding |
| uncertain | unforgettable |
| preplanned | straightest |
| discoloured | disrespectful |

## Lessons 7–8: Spelling /ā/, drop ‘e’ suffix rule

| Easier (a) | |
|---|---|
| they | table |
| making | eight |
| radio | spray |
| detail | shaking |
| mistake | holiday |

| Harder (b) | |
|---|---|
| neighbour | escaping |
| decorated | creative |
| entertain | amazement |
| newspaper | apron |
| weighs | displayed |

| Extension (c) | |
|---|---|
| complaining | fundraising |
| celebration | available |
| neighbourhood | betrayed |
| estimated | weightless |
| replacement | separated |