



Year 5 Homework – Term 4 (weeks 6-10)

(Revised September 2026)

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



Week	English	Mathematics	Science
6	Use 'Magic Media' in Canva to create a book cover which features one of the following characters: a dragon, a witch or a phoenix.	Find the unknown numbers in the following equations. a. $4 \times 3 = _ \times 4$ b. $_ \div 2 = 30 \div 5$ c. $5 \times 8 = 10 \times _$	Draw three mystery fantasy potions (one solid, one liquid, one gas). Annotate the potions with their ingredients and properties.
7	Use 'Magic Media' in Canva to create a book cover to suit a mysterious mood and tone.	Circle the correct mathematical equation a. $9 \times 5 = 5 \times 9$ b. $40 \div 2 = 2 \times 2 \times 4$ c. $10 \div 5 = 5 \div 10$	
8	Draw a map of a fantasy world. Add at least 3 different places to the map. Write a detailed paragraph to describe each place.	Write an algorithm, as a flowchart or series of steps, to show how 42 248 is divisible by 4.	Use the potions from the previous week and give each potion a power. Imagine the bottle holding the potion has cracked. Explain if the potion will be dangerous or not by discussing its properties and behaviour.
9	Write yourself into your fantasy world from week 8's homework. Write detailed descriptions of what powers, allies and enemies you would have.	Maths Challenge: Design your own garden bed! 1. Draw a rectangle garden bed on grid paper 2. Calculate the area and perimeter of the garden bed 3. Divide the garden into sections for different plants <ul style="list-style-type: none">Half for flowersOne quarter for vegetablesOne quarter for herbs	Draw a comic strip showing water changing from a solid to liquid to gas.
10	Use 'Magic Media' in Canva to create a book cover for the fantasy world you have been creating over the past two weeks.	4. Decide how many plants fit in each section (1 plant per square meter/grid) 5. Work out the total cost of the plants for the garden <ul style="list-style-type: none">\$2.50 per flower plant\$3.50 per vegetable plant\$1.50 per herb plant	

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 1: Lessons 1–14

Lessons 10–11: Mid-Term Review

Easier (a)

breath	paper
money	double
stopping	head
messy	jogging
fastest	skater

Harder (b)

breakfast	dropped
courage	unhelpful
measured	unafraid
slipping	operation
reopened	another

Extension (c)

investigation	unwrapped
uncontrollable	entertainment
discouraged	cancelled
marvellous	multiplayer
mistaken	treasure

Lessons 13–14: Spelling /ē/, suffix 'y', 'ly' rule

Easier (a)

queen	clearly
busy	rainy
country	pleased
fever	weekly
agree	movie

Harder (b)

easily	equally
sneeze	cheerfully
memory	naughty
shield	increase
completely	beneath

Extension (c)

equality	chimpanzee
extremely	achievement
diseases	personally
actually	freezing
absolutely	meanwhile

Word List 2: Lessons 16–26

Lessons 16–17: Change 'y' to 'i'

Easier (a)

copied	lollies
tried	cries
stories	berries
donkeys	replied
busiest	flying

Harder (b)

memories	factories
hurried	activities
noisily	studying
emptied	annoyed
valleys	worried

Extension (c)

magnifying	qualified
ceremonies	occupied
emergencies	communities
terrifying	classified
injuries	employment