



Year 6 Homework – Term 1 2026– Wk 1-5

Week	English	Mathematics	Science/HASS
1	Write a paragraph about your favourite author's writing style. Explain the characteristics they use.	Research and Define what makes a shape be able to Tessellate. Make a list of shapes that can tessellate on its own.	Research Vietnam. Write three interesting facts about the country.
2	What is figurative language? Why do writers use figurative language?	Create your own Tessellating pattern.	Define the following terms: a) Longitude b) Latitude What is Australia's longitude and latitude?
3	Write the definition for the following terms: - tone - mood - emphasis	Write these numbers on one number line a) -3 b) 6 c) -5 d) 2 e) 1 f) -4	Create a fact file on a country of your choice. Include the following facts: <i>population, capital city, government, geographical information, economy, agricultural products, exports, imports</i>
4	Write a paragraph using a variety of sentence types (simple, compound and complex) and formal language.	What everyday situations involve using integers? (positive and negative numbers)	Continue working on your country fact file.
5	Put each of these comparative words or phrases into a sentence to say how netball and football are similar..... a) both b) in the same way Put each of these contrastive words into a sentence to say how netball and football are different. a) but b) whereas	Why do we label coordinates x the y?	Imagine you were a refugee from the Vietnam War. What things would you take with you on your journey to Australia? Justify your choices.

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,
Mrs Jenny Gordon
Year 6 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 3 Term 1 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)		Harder (b)		Extension (c)	
crash	spread	sprint	measure	pleasure	jealous
still	breath	healthy	comfort	understand	comfortable
bent	cover	crunch	trouble	healthiest	encourage
jump	front	tenth	above	wealthy	company
long	touch	across	wonderful	dreadful	government

Lessons 4-5: Base, prefix, suffix; doubling suffix rule

Easier (a)		Harder (b)		Extension (c)	
unpack	redo	pencils	wrapping	whipped	travellers
swimmer	shopped	drummer	meaningful	displaying	rebuilding
brushed	careful	explained	unlikely	uncertain	unforgettable
funny	darkest	carelessly	thinnest	preplanned	straightest
getting	longer	brightest	grabbed	discoloured	disrespectful

Lessons 7-8: Spelling /ā/, drop 'e' suffix rule

Easier (a)		Harder (b)		Extension (c)	
they	table	neighbour	escaping	complaining	fundraising
making	eight	decorated	creative	celebration	available
radio	spray	entertain	amazement	neighbourhood	betrayed
detail	shaking	newspaper	apron	estimated	weightless
mistake	holiday	weighs	displayed	replacement	separated

