



## Year 6 Homework – Term 1 2026– Wk 6-10

Week	English	Mathematics	Science/HASS
6	Write a paragraph about your favourite book. What is the main idea and the theme of the book.	With a ruler create a vertical number line from -5 to 5. Put these fractions on the number line: -3 0 4	Research a famous refugee. Write three interesting facts about the refugee.
7	Write a introduction using literary devices for a podcast.	Multiplication and division with decimals. Look at the examples and complete the questions.  <a href="https://www.mathsisfun.com/dividing-decimals.html">https://www.mathsisfun.com/dividing-decimals.html</a>	Create a Map using BOLTSS of where Cranbrook State School is located
8	Write the definition for the following terms: - theme - main idea	Play the following data game. You'll need to copy and paste the entire link.  <a href="https://games.abc.net.au/education/statistics-game/index.htm#/">https://games.abc.net.au/education/statistics-game/index.htm#/</a>	Create a fact file on Australia Include the following facts: <i>population, capital city, government, geographical information, economy, agricultural products, exports, imports</i>
9	Write a paragraph using a variety of sentence types (simple, compound and complex) and formal language.	Survey your family members and create a graph. Write a comparison with a justification using evidence.	Continue working on your country fact file.
10	Write a paragraph comparing The Happiest Refugee and The Little Refugee.  Which book do you like better.	Check out the following website and write your own definition of secondary data:  <a href="http://www.amathsdictionaryforkids.com/qr/s/secondaryDataSet.html#:~:text=secondary%20data%20~%20A%20Maths%20Dictionary%20for%20Kids%20Quick%20Reference%20by%20Jenny%20Eather&amp;text=data%20obtained%20from%20another%20source%2C%20that%20is%2C%20not%20collected%20directly.&amp;text=sources%20may%20include%20other%20research.scientific%20papers%20and%20the%20internet.">http://www.amathsdictionaryforkids.com/qr/s/secondaryDataSet.html#:~:text=secondary%20data%20~%20A%20Maths%20Dictionary%20for%20Kids%20Quick%20Reference%20by%20Jenny%20Eather&amp;text=data%20obtained%20from%20another%20source%2C%20that%20is%2C%20not%20collected%20directly.&amp;text=sources%20may%20include%20other%20research.scientific%20papers%20and%20the%20internet.</a>	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').

# 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 2: Lessons 16–26

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### 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

### Lessons 19–20: Spelling /i/ and /ō/ rule

#### Easier (a)

home	smile
light	hotel
final	toast
silent	frighten
pillow	broke

#### Harder (b)

swallowed	groaned
dislocated	notice
exercise	radio
science	provide
climate	delightful

#### Extension (c)

avocado	financial
diagnosis	locally
gigantic	microphone
emotional	identify
reminder	dynamic

### Lessons 22–23: Bases

#### Easier (a)

reject	inject
project	octagon
distract	instruct
subtract	construct
disrupt	subject

#### Harder (b)

ejected	abrupt
injection	hexagon
contractor	instructor
attractive	eruption
structure	disrupting

#### Extension (c)

trajectory	bankrupt
extracted	diagonal
contraction	objection
abstract	obstruction
constructive	interruption

