Year 6 Homework – Term 4 2026 – Wk 1-5

Remember to **READ EVERY NIGHT!**

Week	English	Mathematics	Science/HASS
1	Read the first few chapters of ***The Wild Robot***. Write a short paragraph predicting what might happen next and why.	A school orders 48 boxes of pencils. Each box contains 125 pencils. How many pencils did the school order in total?	What is a pandemic? Write a brief explanation with examples and non-examples.
2	Choose a character from the novel. List five adjectives to describe them and use each word in a sentence.	A library has 2,400 books. These books are arranged evenly on 60 shelves. How many books are on each shelf?	Name 3 common ways germs can be transmitted. How can these be prevented?
3	Draw or describe the island setting in detail. Include sensory words (what you might see, hear, smell, feel).	What is 1/2 of 40? What is 1/4 of 20? What is 0.1 of 100? What is 0.5 of 80?	Name a reversible and an irreversible change. Explain how you know this.
4	Discuss with a parent or sibling: What lessons can we learn from Roz the robot? Write down three key ideas.	Ant Pattern Look at this growing pattern: • Group 1: 2 ants • Group 2: 4 ants • Group 3: 6 ants What would Group 4 look like? How many ants in Group 10?	What are some at school to help prevent the spread of germs?
5	Find five interesting words from your reading this week. Write their meanings and use them in new sentences	Number Pattern Complete this pattern: ½, 1, 1½, __, __ What is the 10th number in this pattern?	What observations could be made during a pandemic to evaluate its impact?

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,
Mr Conor Wilson

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/ /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').

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