



## Year 6 Homework – Term 1 2025– Wk 1-5 (Revised 2025)

Remember to **READ EVERY NIGHT!**

Week	English	Spelling	Mathematics	Science/HASS
1	Write a paragraph about your favourite author's writing style. Explain the characteristics they use.	<u>Every Week</u> From the list of Core Words perform the following spelling activities:	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?	<u>Code Breaking</u> Identify the following for each core spelling word	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	<ul style="list-style-type: none"> <li>• Syllable breaks</li> <li>• Consonants/vowels</li> <li>• Number of sounds in each syllable</li> <li>• Underline any phonograms</li> <li>• Double underline the base word eg <u>education</u></li> </ul>	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	<u>Vocabulary Building</u> <ul style="list-style-type: none"> <li>• Highlight any words you are unsure of and find the definition in the dictionary</li> <li>• Use your new understanding of the word to write it in a sentence</li> </ul>	$\frac{1}{2}$ $\frac{2}{4}$ $\frac{4}{8}$ These all mean the same thing... true or false? Prove it! (Like in class, draw a diagram or use numbers to explain your thinking)	Imagine you were a refugee from the Vietnam War. What things would you take with you on your journey to Australia? Justify your choices.

**Year 6 Term 1 Part 1 Spelling overview**

Week	Focus	Suggested spelling words			
	Spelling knowledge – Visual (V), Phonological (P), Morphemic (M), Etymological (E)	CORE WORDS		OPTIONAL WORDS	
1	N/A				
2	Homophones  Suffixes — 'ance', 'ence'  M	queue cue cent sent quest	guessed reign rain course coarse	acceptance appearance guidance defiance instance	dependence confidence patience intelligence difference
3	Consonant patterns — 'gh' and 'ph'  V  Suffixes 'tion' and 'sion'  M	although thorough brought bought tonight	physician geography symphony trophy alphabet	production reduction competition explanation comprehension	persuasion conclusion impression apprehension decision
4	Hard and soft 'g'  Hard and soft 'c'  P	Gallery argument guilty guarantee governed	genius generosity gesture sergeant manager	campus candle country concert cancel	percentage cement certain ceiling cyclone
5	Prefixes — 'im', 'il', 'ig', 'in', 'ir'  M  Ambiguous vowels — 'aw', 'au', 'al'  VM	impossible impatient illogical illegal ignorant	ignoble inappropriate invisible irregular irreversible	awesome drawer autumn authority cautious	altogether always almost palm walk

Syllables 10 rules of LEM	cat	Never divide a one syllable word
	in•to	Divide compound words
	plant•ed	Divide suffixes from their base words
	mis•place	Divide prefixes from their base words
	tur•tle	When two consonants come together, divide between the 1 <sup>st</sup> and 2 <sup>nd</sup> consonants
	con•vince	When a vowel has a short, (first) sound, divide the word after the next consonant
	ta•ble	When the vowel has a long (second) sound, divide immediately
Syllables Additional rules	o•pen	When a vowel sound is alone, divide it from the rest of the word
	ra•di•o	When two vowels come together in a word and are sounded separately, and are not part of a phonogram, divide the word between the two vowels.
	this•tle	When a word ends in le preceded by a consonant, divide the word before that consonant, but not if preceded by the phonogram ck
	ta•ble	Pg 86-89 LEM Phonics Manual •Every syllable must have a vowel e.g. so lid (no) sol id (yes)
	show•er	• Never split a phonogram (A phonogram is 1 sound) e.g. team (vowel team)
stu•dent	• If there are 2 vowels not touching, there are 2 syllables - split vowels, move the remaining letter to the back syllable e.g. bo nus, stu dent - if it does not make sense move it to the front	
sub•ject	• Split between 2 consonants - sub ject	

**Remember!**

**Sounds in Words**

Write a number under each sound (not letter) you hear in your words

Eg:

i n - s i n - c e r e  
1 2 1 2 3 1 1