

**Spelling:**

Spelling Rule:

**Year 3- Words spelt 'ou'**

country  
young  
touch  
double  
trouble  
couple  
courage  
cousin  
rough  
tough

**Year 4- Suffix -ous**

mountainous  
obvious  
outrageous  
poisonous  
serious  
spontaneous  
tremendous  
various  
vigorous

*Make sure that you know what each of the words mean. You might need to ask other members of your family or do some research online. Once you know what each of the words mean, **practise writing these in sentences.***

Please don't forget that an important part of learning your spellings is to understand what each of these words mean as well as spelling them correctly. By learning to spell these words you are expanding your vocabulary and you can begin to use some of these words in your writing.

**Challenge:** Can you include any of these spellings in your writing activity for this week?

**Year 3:**

This week, each of your words have the 'ou' spelling which makes an 'u' sound like in 'up'. This means that each of the words have a silent 'o' in them. Remember this when you are practising your spellings. Look for other rules in the words too which will help you to remember them. For example, the 'le' on the end of trouble, couple and double and the 'ough' in rough and tough.

<https://spellingframe.co.uk/spelling-rule/10/3-The-sound-spelt-ou>

**Year 4:**

Just like your spellings from last week, these spellings follow the same rule. Each has 'ous' at the end of each of your words. Hopefully you were able to work out what the ending 'ous' does to each of the words last week. What type of words are each of these? Try writing these in sentences to help you to practise your spelling, handwriting and also this will help you to use these words in your writing.

Don't forget that you can use the website to practise your spellings by playing games. Just click the link below or copy it directly into your browser.

<https://spellingframe.co.uk/spelling-rule/60/12-The-suffix-ous-2-of-2>

At the end of the week, you might want to ask someone to help you to carry out a spelling test. You are welcome to do this and send me your score through to me on the class email.

## Writing

Your writing this week was inspired by the text from your reading activity. It might be useful to go back to the text from your reading as you might be able to use some ideas from this.

### Monday

Today, I would like you to watch the birds in your local area. This could be in your garden, in the street, in the park or wherever you are today. You might want to take pictures to help you to remember them which will help you to write about what they look like, where you found them, what they were doing, what they were eating etc.

You could choose to do this in diary form, in a description or just writing in full sentences. Remember to include adjectives and prepositions to give more information about what the bird is like and where you found them. Try to make your description as detailed as possible.

Extension: You might want to do this each day of the week this week to look at how the birds in your area change or whether there are birds which are around regularly. You could do this in the form of a diary.

### Tuesday

Your task today involves you finding out more about resident British birds. You will have read about robins and magpies already during your reading activity sheet. You could write about these birds or choose one of your own.

Here are some good websites to use to find out more information.

<https://www.woodlandtrust.org.uk/blog/2018/12/top-15-winter-birds/>

<https://friendsoftheearth.uk/nature/10-winter-birds-spot-uk-towns>

Can you produce a fact file of one of the birds which interests you the most? You might want to draw a picture of the bird and include some bullet points of key information next to it. You might include some 'did you know boxes' or any other ideas that you may have.

### Wednesday

Write a story Wednesday! Today I would like you to write a story about a bird and its family migrating- give reasons why they are migrating (weather) how long it takes to get there, how they are feeling, what they can see, where they are going to etc.

It might be useful to go back to the text for this to think about reasons why the birds migrate and think about what it might feel like to have to go away from your home for a long time. Use your senses and think about what you might see if you were able to fly in the sky (what can you see when you look down, are objects large or small? Are you going across the oceans? Desert? Forest?). Remember to use adjectives, expanded noun phrases and prepositions.

### Thursday

Write a set of instructions about how to make a bird feeder for your garden to encourage birds to come here. I have given you some useful websites but try to put it into your own words. You might even want to have a go at this and then you will be able to explain your instructions more clearly.

<https://www.woodlandtrust.org.uk/blog/2019/01/how-to-make-a-bird-feeder/>

<https://www.rspb.org.uk/fun-and-learning/for-kids/games-and-activities/activities/make-a-recycled-bird-feeder/>

### Friday

Since it is Friday, I want you to get more creative. Have a go at designing a bird of your choice. You need to give it a name, choose its colour, its wings, beak, characteristics and produce a description of the bird. You should include where it lives, what type of weather it likes, what it eats, how big it is etc.

Try and include as much information as possible about your made-up bird. You could include a picture as well to show what your bird would look like. Have fun!