

Spelling

Spelling Rule:

Year 3- Common Exception

Words

forward
fruit
grammar
group
guard
guide
heard
heart
height
history

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.***

Challenge: can you use any of your spellings in your writing this week? Could you use them in your story?

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.

Year 3:

Here are some more common exception words for you to have a go at. Like we talked about before, these words all have a part which makes them 'tricky'. Try and identify what this part of the word is and this should help you when you come to do your test at the end of the week. There is no common rule between each of these words but try and work out a way to remember them.

<https://spellingframe.co.uk/spelling-rule/47/29-Word-list-years-3-and-4---fo--to-h>

Year 4:

You have done some of the suffix 'ous' spellings previously, but here are some more for you to have a go at. Think about what the suffix does to the word. What type of words are each of your spellings this week?

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. This will allow you to practise your spellings whilst having fun at the same time.

<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.

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Writing

Look carefully at the picture below called 'Number 28'.



Monday

Question time:

- Who/what is Number 28? What is his mission? Where has he come from? Who is he speaking to?
- Do robots have feelings? Will there be robots around in the future?
- If we all had a personal robot that belonged to us, would this be a good thing or a bad thing?

Tuesday

Can you write a sentence that uses an apostrophe for omission/contraction?

- For example: cannot = can't
- I have = I've
- he will= he'll

Can you write a sentence that uses an apostrophe for possession?

- For example: The robot's suit
- Number 28's head

How many sentences can you think of which include these different types of apostrophe about the picture above?

Wednesday

Write a story Wednesday!

Can you continue on this story using the following story starter?

Thump...Thump...Thump...His footsteps thundered down the road, causing passers-by to stare in amazement, dogs to howl in back yards and alarmed old ladies to peer out of their bedroom windows wearing petrified looks on their faces. His legs were as long as oak trees, his torso was as wide as a house and his fists were as heavy as tractors: this metallic monster meant business. "Number 28 checking in. Over." He spoke into the radio set, built into his helmet. His instructions crackled back through the earpiece. He knew what he had to do...

Thursday

These sentences are 'sick' and need help to get better. Can you help? Think about what makes a good sentence. Do you need to include *adjectives? Adverbs? Prepositions? Conjunctions? Can you add an expanded noun phrase?*

He was really big. People were scared. His big body walked down the street.

Now that you have used some of these words to improve the sentences above, it would be good to go back to your writing from yesterday to see if you can make any of these improvements. This will be an edit and improve opportunity like those we did in school and is a very important stage of the writing process.

Friday

Fun Friday! Can you design a robot? Think about what it looks like, and what things it can do.

Draw an image of this robot and use labels and sentences to describe the robot to me.

Please send through your work. I would love to see it!

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