

Spelling

Spelling Rule:

Year 3- Common Exception

Words

imagine
increase
important
interest
island
knowledge
learn
length
library
material

Year 4- Common Exception

Words

therefore
though
thought
through
various
weight
woman
women

*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.

This week, both Year 3 and Year 4 have common exception words to practise. Remember that common exception words don't follow a rule but are tricky so these are words that you need to learn so that you can spell them correctly in your writing.

Make sure you think about which part of the word is tricky and think about how you can remember the correct spelling by practising these regularly.

Year 3:

<https://spellingframe.co.uk/spelling-rule/48/30-Word-list-years-3-and-4---i-to-ma->

Year 4:

<https://spellingframe.co.uk/spelling-rule/73/35-Word-list-years-3-and-4---t-to-w>

Don't forget that you can use the website to practise your spellings by playing games. Just click the links or copy it directly into your browser. This will allow you to practise your spellings whilst having fun at the same time.

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.

CPSCl11@corporationroad.darlington.sch.uk

Remember to practise these daily to ensure that you do not forget these spellings and to help you with your writing. The more you read, the better you will be at your spelling and your writing as you will learn new words to add to your vocabulary and you will recognise how words are spelt.

Writing

Monday

Look at the image below called 'The Giant's Cup'



After looking carefully at this image, write a short description of the setting in the picture above. Think about: Your 5 senses (what can you see, hear, smell, taste, touch). Remember, I am not asking you for a story. You simply need to describe what you can see in the picture.

Tuesday

Today, you need to think about the following questions. Think carefully and try and answer the questions below. Try to write a few interesting sentences which you could use in your writing later in the week.

- Can you describe the sounds that the giant's footsteps might cause?
- Can you make a list of different sounds?
- Can you start a sentence with one of those sounds?

E.g. Thud! Thud! Thud! The enormous feet waded easily through the ocean.

[Words like 'thud' and 'crash' are words which sound like the noise that they make. This is called onomatopoeia.]

Wednesday

Your task today involves having a go at answering the questions below.

- What causes the waves in the ocean?
- What causes the waves in the ocean according to this story?
- Whose footsteps can be heard?
- How do you know the footsteps are not those of a human?

- What happens each time the giant foot hits the ground?
- Has the giant been noticed by anyone?
- How would the world be different if giants existed alongside us?
- What else might the giant have left behind, apart from a cup of coffee?

Thursday

Today you are going to start to plan your story. Use all of your ideas from the activities throughout the week and the following story starter to think about what might happen in your story:

Have you ever wondered what causes the waves in the ocean?

Sometimes in life, things are not as they seem.

Footsteps could be heard in the distance. Not careful, quiet footsteps, like those someone like you might make as you move about your living room. No. These footsteps were different: they shook the very earth with every colossal stride. He was coming...

You may also want to draw a picture of the thing responsible for these enormous footsteps to help you to imagine what your character would look like and describe this in your story. You might also start to write the beginning section of your story.

Remember stories have a beginning (description), middle (problem), end (solution).

Friday

These sentences are 'sick' and need your help to get better. Can you help by making the sentence more interesting? You could use adjectives, adverbs, fronted adverbials, expanded noun phrases.

Someone walked through the sea. They were big and had big footsteps. They caused waves.

Now that you have thought about making your sentences more interesting, continue writing your story using your plan from yesterday. Remember to include lots of description, onomatopoeia and the Year 3/4 features mentioned previously.

I would love to read your stories. Email them to me at CPSClass11@corporationroad.darlington.sch.uk

Have fun!