

## Spelling

Spelling Rule:

### Year 3- Words ending in 'ure'

measure  
treasure  
pleasure  
enclosure  
creature  
furniture  
picture  
nature  
adventure

### Year 4- Words with 'ch' (French)

chef  
chalet  
machine  
brochure  
charade  
crochet  
parachute  
champagne

*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:

This week your words all follow the same rule as they all have the ending 'ure'. Lots of these words also use 'ea' for the 'e' sound in the word, for example, measure, treasure, pleasure, creature. If you look for patterns like this between the words, this should help you to remember your spellings.

<https://spellingframe.co.uk/spelling-rule/14/9-Words-with-endings-sounding-like-ture>

### Year 4:

Your spellings all have a 'ch' somewhere in your word which makes a 'sh' sound. If you can remember this, it should help you with your spellings. Although you looked at 'ch' a few weeks ago, all of your words this week are words which originate from the French language, whereas your previous 'ch' spellings all originated from the Greek language.

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/19/16-Words-with-the-sound-spelt-ch-\(mostly-French-in-origin\)](https://spellingframe.co.uk/spelling-rule/19/16-Words-with-the-sound-spelt-ch-(mostly-French-in-origin))

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.

[CPSClazz11@corporationroad.darlington.sch.uk](mailto:CPSClazz11@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

Have a look at the image below called 'Frozen Ocean'.



After looking at the image carefully, 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.

Can you use fronted adverbials, expanded noun phrases and similes to add description?

### Tuesday

Choose a character from the text you did in your reading activity OR a book you have just read and write a letter to them. You could introduce yourself and ask them some questions.

Use the grid below to gather your ideas before writing your letter.

Introduce yourself	Why are you writing to them?
Tell them what you like about them/their story	Questions to ask them

When writing your letter, remember to:

- Include your address at the top
- Write 'Dear ....'
- Finish with 'Yours faithfully,'
- Sign your name

## Wednesday

Write a story Wednesday! Today, I would like you to continue on with the story from your reading text. I would like you to think about what might happen next and continue to write the adventures of the 'Pugs of the Frozen North'. It is up to you what will happen but remember to include some of the characters who have already been introduced in the story and think about the different endings that the story may have:

- Cliff hanger ending – make the reader wait until the final moment to find out what happens
- The twist – everything changes at the very last minute!
- The unfinished ending – leave the reader wondering
- Unhappy ending – maybe everyone doesn't live happily ever after!
- Narrator talks directly to the reader
- Introduce a new mystery – to make the reader want to read the next story!

It might be useful to use the picture from Monday to help you to think about the following questions:

- Which ocean is the boat in? Who is on the boat? Where is the boat heading?
- What has happened? What are they going to do next? Who will help them?

## Thursday

Write a postcard to a friend from a setting in one of your favourite books. For example, if you chose to do this about the reading text this week, you would write a postcard to a friend telling them that you were on the boat in the text (*Lucky Star*).

Try to bring the setting to life for the reader, describing what it is like and what sorts of things you can do there. Once you have written the postcard, add the address (you could make this up), cut it out and draw a picture on the other side of your postcard.

You could use the template below or you could make your own.

The image shows a postcard template. It is a large rectangle with a double-line border, the inner line being orange and the outer line being grey. A vertical line runs down the left side, about one-fifth of the way from the left edge. On the right side, there is a small rectangular box containing the text "Place Stamp Here". Below this box, there are four horizontal lines for writing an address, spaced evenly down the right side of the card.

Remember that the writing will be on the left side of the page and the name of the person (audience) and their address would be on the right side of the page.

## Friday

Fun Friday!

As mentioned in the text this week, there was an animal on the boat with the crew members. Can you remember what animal it was?

That's right! In the text, it says that the *cargo* was 'tiny dogs'. These dogs were pugs, like the ones shown in the picture below.



It states in the text that the crew bought 66 of these puppies and '*Captain Jeggings had said that those tiny dogs would sell like hot pies!*'.

Your task today is to create a poster to advertise these puppies for sale. You need to do your best job to persuade people to want to buy these puppies so remember to use emotive language, adjectives and questions to encourage people to buy them. Pictures would also be useful too.

Remember to include the following information:

- Title to advertise the puppies (include the type of dog in your title)
- Price of the puppy
- Age of the puppy
- Where they need to collect the puppy from
- Picture?
- Contact information (this can be made up)
- Description (what colour, how big, are they lively? Calm? Sleepy? Hungry? Loving? Etc)

To the left is an example of an advert, but I know that you can do a much better job than that! Have a go and most importantly have fun!

### Adorable Samoyed puppy - free to a good home!

Very cute male purebred Samoyed, 6 weeks old. He is ready to go to a loving home.

These puppies are normally sold for at least \$2,000. I already have four Samoyeds, so unfortunately I can't keep this little fella.

I only ask for the cost of transportation (cost depends on your location), plus vaccination (\$200).

I am located in in Launceston Tasmania, and can arrange for the puppy to be safely transported to your preferred location.

Please email me at [donnalovesdogs783@hotmail.com](mailto:donnalovesdogs783@hotmail.com)

