Writing Medium term plan	Year 3 and 4 - Autumn 1		
<u>Stimulus/Text</u>	<u>Stone Age Boy</u>	Visit to Normanby Hall	Remembrance Day poems
Genre	Narrative	Recount	Poetry

Handwriting	Composition	Vocabulary, grammar	Spelling	Spelling Rules
Form all cursive joins and apply them to their own writing. All children to have a fluent and legible style of cursive handwriting.		and punctuation	(CEW)	
Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. https://teachhandwriting.co. uk/continuous-cursive- refiners-choice-3.html - Straight Line Continuous Cursive Letters - <i>i l k x</i>	<ul> <li>Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Plan their writing by discussing and recording ideas</li> <li>Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>Proof-read for spelling and punctuation errors</li> <li>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	<ul> <li>Recap Year 2</li> <li>Word classes (verbs, nouns, adjectives and adverbs)</li> <li>Questions, statements and commands (use of !,? and .)</li> <li>Simple and compound sentences ( conjunctions and, but and so. Clauses)</li> <li>Learn the grammar for years 3 and 4 in English Appendix 2 Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>	Common exception words for Year 3 and 4	<ol> <li>Words where 'ou' makes an /ow/ sound</li> <li>Words with the prefix 'in-'</li> <li>Words where 'ou' makes a /u/ sound</li> <li>Words with the prefixes 'il-', 'im-' and 'ir-'</li> <li>Words where 'y' makes an /i/ sound</li> <li>Words with the prefix 'sub-'</li> <li>Words with the prefix 'inter-'</li> <li>Words ending in '- sure'</li> <li>Words ending in '- ture'</li> <li>Challenge words</li> </ol>

Writing Medium term plan	Year 3 and 4 - Autumn 2		
<u>Stimulus/Text</u>	Various list poems	The journey- aaron Becker	The snowman
Genre	Poetry	Narrative	Narrative

Handwriting	Composition	Vocabulary, grammar	Spelling	Spelling Rules
Form all cursive joins and apply them to their own writing.		and punctuation	(CEW)	
All children to have a fluent and legible style of cursive handwriting.				
Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. <u>https://teachhandwriting.co.</u> <u>uk/continuous-cursive- refiners-choice-3.html</u>	<ul> <li>Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Plan their writing by discussing and recording ideas</li> <li>Draft and write by: organising paragraphs around a theme</li> <li>Draft and write in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>Proof-read for spelling and punctuation errors</li> <li>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Use conjunctions, adverbs and prepositions to express time and cause Indicate possession by using the possessive apostrophe with plural nouns Recap - expanded noun phrases Learn the grammar for years 3 and 4 in English Appendix 2 Use and understand the grammatical terminology in English Appendix 2	Common exception words for Year 3 and 4	<ol> <li>Words with the prefix 're-'</li> <li>Words with the prefix 'dis-'</li> <li>Words with the prefix 'mis-'</li> <li>Words with the prefix 'mis-'</li> <li>Words where '-ing' and '-ed' are added to multisyllabic words</li> <li>Words where '-ing', '-en' and '-ed' are added to multisyllabic words</li> <li>Words where '-ing', '-en' and '-ed' are added to multisyllabic words</li> <li>Challenge words</li> <li>Challenge words</li> <li>Challenge words</li> </ol>

- Curves to Start -	when discussing their writing		
Continuous Cursive Letters	and reading.		
-cadgqoes			

Writing Medium term plan	Year 3 and 4 - Spring 1		
<u>Stimulus/Text</u>	Meerkat mail	Book about electricity	Hungry Caterpillar
Genre	Postcards from the Bronze Age	Fact file about electricity	Narrative

Handwriting	Composition	Vocabulary, grammar	Spelling	Spelling Rules	
Form all cursive joins and apply them to their own writing.		and punctuation	(CEW)		
All children to have a fluent and					
legible style of cursive handwriting. Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant;	Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Plan their writing by discussing and recording ideas Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements Evaluate and edit proposing changes to grammar and vocabulary to improve	Use the present perfect form of verbs in contrast to the past tense Use conjunctions, adverbs and prepositions to express time and cause Use fronted adverbials Use commas after fronted adverbials Use and punctuating direct speech	Common exception words for Year 3 and 4	<ol> <li>Words with the 'ai' digraph</li> <li>Words with the 'ei' digraph</li> <li>Words where 'ey' makes an /ai/ sound</li> <li>Adding the suffix '-ly'</li> <li>Words that are homophones</li> <li>Challenge Words</li> </ol>	<ol> <li>Words ending in '- sion'</li> <li>Words ending in '- ous'</li> <li>Words ending in '- ous' where the ge from the root word remains</li> <li>Words where 'i' makes an</li> </ol>
<pre>that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. https://teachhandwriting.c o.uk/continuous-cursive- refiners-choice-3.html - Top exit - Continuous Cursive Letters - x, x, w</pre>	consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Learn the grammar for years 3 and 4 in English Appendix 2 Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.			<ul> <li>/ee/ sound</li> <li>5. Words ending in '- ious' and 'eous'</li> <li>6. Challenge Words</li> </ul>

Writing Medium term plan	<u>Year 3 and 4 - Spring 2</u>			
<u>Stimulus/Text</u>	Fairy Tales- Three Little Pigs,	<u>Spring poems</u>	Saint Lucia information books	
	Little Red Riding Hood			
Genre	Narrative	<u>Poems – write and perform</u>	Non-chronological report	

Handwriting	Composition	Vocabulary, grammar and	Spelling	Spelling Rules	
Form all cursive joins and apply them to their own writing. All children to have a fluent and legible		punctuation	( <i>C</i> EW)		
style of cursive handwriting. Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Use the present perfect form of verbs in contrast to the past tense Choose nouns or pronouns	Common exception words for Year 3 and 4	in 'al' 'au' ma 2. Words ending /or/s in 'le' 2. Word 3. Adding '-ly' ending	s
Increase the legibility, consistency and quality of their handwriting [for example, by	Plan their writing by discussing and recording ideas	appropriately for clarity and cohesion and to avoid repetition Use a/an correctly		when the root tion' word ends in '- 3. Word le' ending 4. Adding '-ally' sion'	
ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing	Draft and write by in narratives, creating settings, characters and plot	Learn the grammar for years 3 and 4 in English Appendix 2		when the root 4. Word word ends in '- ending ic' cian'	
are spaced sufficiently so that the ascenders and descenders of letters do not touch].	Proof-read for spelling and punctuation errors	Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing		5 /	
<u>https://teachhandwriting.co.uk/</u> <u>continuous-cursive-refiners-</u> <u>choice-3.html</u>	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so	their writing and reading.		spelling Word patterns 6. Challenge Words	5
- Tunnel Continuous Cursive Letters-л, т, h, b p, и	that the meaning is clear.				

Writing Medium term plan	Year 3 and 4 - Summer 1		
<u>Stimulus/Text</u>	Topic	How to Drive a Roman Chariot	Selection of acrostic poems
			(Science state of matter/water
			<u>cycle)</u>
<u>Genre</u>	Non-chronological report	Narrative – focus on dialect	<u> Poem - perform</u>
	Romans	between the two main	
		<u>characters</u>	

Handwriting	Composition	Vocabulary,	Spelling	Spelling Rules	
Form all cursive joins and apply them to their own writing.		grammar and	(CEW)		
All children to have a fluent and legible style of cursive handwriting.		punctuation			
Use the diagonal and	Plan their writing by discussing writing similar to	Use and punctuating	Common	1. Words ending	1. Words that
horizontal strokes that	that which they are planning to write in order to	direct speech	exception	in '-er' when	are
are needed to join letters	understand and learn from its structure,		words for Year	the root word	homophones
and understand which	vocabulary and grammar	Indicate possession by	3 and	ends in 'ch'	2. Words
letters, when adjacent to		using the possessive		2. Words where	spelled with
one another, are best left	Plan their writing by discussing and recording	apostrophe with plural		'ch' makes a	'c' before 'i'
unjoined	ideas	nouns		/k/ sound	and 'e'
Ĵ				3. Words where	3. Words
Increase the legibility,	Draft and write in non-narrative material, using	Learn the grammar for		'que' makes a	containing
consistency and quality of	simple organisational devices [for example,	years 3 and 4 in English		/k/ sound	'sol' and
their handwriting [for	headings and sub-headings]	Appendix 2		4. Words where	'real'
example, by ensuring that		Use and understand the		'sc' makes a	4. Words
the downstrokes of	Evaluate and edit by assessing the effectiveness	grammatical terminology		/s/ sound	containing
letters are parallel and	of their own and others' writing and suggesting	in English Appendix 2		5. Words that	'phon' and
equidistant; that lines of	improvements	accurately and		are	'sign'
writing are spaced		appropriately when		homophones	5. Words with
sufficiently so that the	Evaluate and edit proposing changes to grammar	discussing their writing		6. Challenge	the
ascenders and descenders	and vocabulary to improve consistency, including	and reading.		Words	prefixes
of letters do not touch].	the accurate use of pronouns in sentences				'super-',
					'anti-' and
	Proof-read for spelling and punctuation errors				'auto

•	Read aloud their own writing, to a group or the		6. Words with
<u>co.uk/continuous-cursive-</u>	whole class, using appropriate intonation and		the prefix
refiners-choice-3.html	controlling the tone and volume so that the		'bi-'
- Hooks, loops and lines -	meaning is clear		
Continuous Cursive			
Letters-j, y, f, k			

Writing Medium term plan	Year 3 and 4 - Summer 2		
<u>Stimulus/Text</u>	The Giant Jam Sandwich	DT making their own bread	Diary of a Wimpy Kid
Genre	Story writing - creating own	Instruction writing	Diary
	version	Recount	

Handwriting	Composition	Vocabulary, grammar and	Spelling	Spelling Rules
Form all cursive joins and apply them		punctuation	(CEW)	
to their own writing. All children to have a fluent and				
legible style of cursive handwriting.				
Use the diagonal and	Plan their writing by discussing	Extend the range of sentences	Common	1. Words that end 1. Challenge
horizontal strokes that are	writing similar to that which they	with more than one clause by using	exception	in 'sion' Words
needed to join letters and	are planning to write in order to	a wider range of conjunctions,	words for	2. Revision of 2. Words
understand which letters,	understand and learn from its	including when, if, because,	Year 3 and	spelling containing an
when adjacent to one	structure, vocabulary and grammar	although		patterns apostrophe for
another, are best left				learned in Stage possession
unjoined	Plan their writing by discussing and	Use conjunctions, adverbs and		3 3. Revision of
	recording ideas	prepositions to express time and		3. Revision of spelling
Increase the legibility,		cause		spelling patterns
consistency and quality of	Draft and write by organising			patterns learned in
their handwriting [for	paragraphs around a theme	Use commas after fronted		learned in Stage Stage 4
example, by ensuring that		adverbials		3 4. Revision of
the downstrokes of letters	Draft and write in narratives,			4. Revision of spelling
are parallel and equidistant;	creating settings, characters and	Learn the grammar for years 3 and		spelling patterns
that lines of writing are	plot	4 in English Appendix 2		patterns learned in
spaced sufficiently so that		Use and understand the		learned in Stage Stage 4
the ascenders and	Proof-read for spelling and	grammatical terminology in English		3 5. Revision of
descenders of letters do	punctuation errors	Appendix 2 accurately and		5. Revision of spelling
not touch].		appropriately when discussing their		spelling patterns
	Read aloud their own writing, to a	writing and reading.		patterns learned in
https://teachhandwriting.c	group or the whole class, using			learned in Stage Stage 4
o.uk/continuous-cursive-	appropriate intonation and			3 6. Revision of
refiners-choice-3.html	controlling the tone and volume so			6. Revision of spelling
Daview Cartin	that the meaning is clear.			spelling patterns
- Review - Continuous				patterns learned in
Cursive Letters				Stage 4

learned in Stage
3