

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

Handwriting	Composition	Vocabulary, grammar and punctuation	Spelling (CEW)	Spelling Rules	
<p>Form all cursive joins and apply them to their own writing.</p> <p>All children to have a fluent and legible style of cursive handwriting.</p>					
<p>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</p> <p>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].</p> <p><a href="https://teachhandwriting.co.uk/continuous-cursive-refiners-choice-3.html">https://teachhandwriting.co.uk/continuous-cursive-refiners-choice-3.html</a></p> <p>- Straight Line Continuous Cursive Letters – i l t x</p> <p>Æ</p>	<p>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</p> <p>Plan their writing by discussing and recording ideas</p> <p>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)</p> <p>Proof-read for spelling and punctuation errors</p> <p>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.</p>	<p>Recap Year 2</p> <ul style="list-style-type: none"> <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> </ul> <p>Learn the grammar for years 3 and 4 in English Appendix 2</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>Common exception words for Year 3 and 4</p>	<ol style="list-style-type: none"> <li>1. Words where 'ou' makes an /ow/ sound</li> <li>2. Words where 'ou' makes a /u/ sound</li> <li>3. Words where 'y' makes an /i/ sound</li> <li>4. Words ending in '-sure'</li> <li>5. Words ending in '-ture'</li> <li>6. Challenge words</li> </ol>	<ol style="list-style-type: none"> <li>1. Words that are homophones</li> <li>2. Words with the prefix 'in-'</li> <li>3. Words with the prefixes 'il-', 'im-' and 'ir-'</li> <li>4. Words with the prefix 'sub-'</li> <li>5. Words with the prefix 'inter-'</li> <li>6. Challenge Words.</li> </ol>

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

<b>Handwriting</b> Form all cursive joins and apply them to their own writing. All children to have a fluent and legible style of cursive handwriting.	<b>Composition</b>	<b>Vocabulary, grammar and punctuation</b>	<b>Spelling (CEW)</b>	<b>Spelling Rules</b>	
<p>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</p> <p>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].</p> <p><a href="https://teachhandwriting.co.uk/continuous-cursive-refiners-choice-3.html">https://teachhandwriting.co.uk/continuous-cursive-refiners-choice-3.html</a></p>	<p>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</p> <p>Plan their writing by discussing and recording ideas</p> <p>Draft and write by: organising paragraphs around a theme Draft and write in non-narrative material, using simple organisational devices [for example, <b>headings and sub-headings</b>]</p> <p>Proof-read for spelling and punctuation errors</p> <p>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.</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p> <p>Indicate possession by using the possessive apostrophe with plural nouns</p> <p>Recap - expanded noun phrases</p> <p>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</p>	<p>Common exception words for Year 3 and 4</p>	<ol style="list-style-type: none"> <li>Words with the prefix 're-'</li> <li>Words with the prefix 'dis-'</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>Challenge words</li> </ol>	<ol style="list-style-type: none"> <li>Words ending in '-ation'</li> <li>Words ending in '-ation'</li> <li>Words ending '-ly'</li> <li>Words ending '-lly'</li> <li>Words where 'ch' makes a /sh/ sound</li> <li>Challenge Words</li> </ol>

- Curves to Start -  
Continuous Cursive Letters  
- c a d g q o e s

when discussing their writing  
and reading.

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

Handwriting	Composition	Vocabulary, grammar and punctuation	Spelling (CEW)	Spelling Rules	
<p>Form all cursive joins and apply them to their own writing.</p> <p>All children to have a fluent and legible style of cursive handwriting.</p>					
<p>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</p> <p>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].</p> <p><a href="https://teachhandwriting.co.uk/continuous-cursive-refiners-choice-3.html">https://teachhandwriting.co.uk/continuous-cursive-refiners-choice-3.html</a></p> <p>- Top exit - Continuous Cursive Letters - x, v, w</p>	<p>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</p> <p>Plan their writing by discussing and recording ideas</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Evaluate and edit proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proof-read for spelling and punctuation errors</p> <p>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.</p>	<p>Use the present perfect form of verbs in contrast to the past tense</p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p> <p>Use fronted adverbials</p> <p>Use commas after fronted adverbials</p> <p>Use and punctuating direct speech</p> <p>Learn the grammar for years 3 and 4 in English Appendix 2</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>Common exception words for Year 3 and 4</p>	<ol style="list-style-type: none"> <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 style="list-style-type: none"> <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 /ee/ sound</li> <li>Words ending in '-ious' and 'eous'</li> <li>Challenge Words</li> </ol>



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

<b>Handwriting</b> Form all cursive joins and apply them to their own writing. All children to have a fluent and legible style of cursive handwriting.	<b>Composition</b>	<b>Vocabulary, grammar and punctuation</b>	<b>Spelling (CEW)</b>	<b>Spelling Rules</b>	
<p>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</p> <p>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].</p> <p><a href="https://teachhandwriting.co.uk/continuous-cursive-refiners-choice-3.html">https://teachhandwriting.co.uk/continuous-cursive-refiners-choice-3.html</a></p> <p>- Tunnel Continuous Cursive Letters - n, m, h, b p, u</p>	<p>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</p> <p>Plan their writing by discussing and recording ideas</p> <p>Draft and write by in narratives, creating settings, characters and plot</p> <p>Proof-read for spelling and punctuation errors</p> <p>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.</p>	<p>Use the present perfect form of verbs in contrast to the past tense</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Use a/an correctly</p> <p>Learn the grammar for years 3 and 4 in English Appendix 2</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>Common exception words for Year 3 and 4</p>	<ol style="list-style-type: none"> <li>Words ending in 'al'</li> <li>Words ending in 'le'</li> <li>Adding '-ly' when the root word ends in '-le'</li> <li>Adding '-ally' when the root word ends in '-ic'</li> <li>Adding '-ly' when the words do not follow the spelling patterns</li> <li>Challenge Words</li> </ol>	<ol style="list-style-type: none"> <li>Words where 'au' makes an /or/ sound</li> <li>Words ending in '-tion'</li> <li>Words ending in '-sion'</li> <li>Words ending in '-cian'</li> <li>Words that are adverbs of manner</li> <li>Challenge Words</li> </ol>

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

<b>Handwriting</b> Form all cursive joins and apply them to their own writing. All children to have a fluent and legible style of cursive handwriting.	<b>Composition</b>	<b>Vocabulary, grammar and punctuation</b>	<b>Spelling (CEW)</b>	<b>Spelling Rules</b>	
<p>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</p> <p>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].</p>	<p>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</p> <p>Plan their writing by discussing and recording ideas</p> <p>Draft and write in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Evaluate and edit proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proof-read for spelling and punctuation errors</p>	<p>Use and punctuating direct speech</p> <p>Indicate possession by using the possessive apostrophe with plural nouns</p> <p>Learn the grammar for years 3 and 4 in English Appendix 2</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>Common exception words for Year 3 and</p>	<ol style="list-style-type: none"> <li>Words ending in '-er' when the root word ends in 'ch'</li> <li>Words where 'ch' makes a /k/ sound</li> <li>Words where 'que' makes a /k/ sound</li> <li>Words where 'sc' makes a /s/ sound</li> <li>Words that are homophones</li> <li>Challenge Words</li> </ol>	<ol style="list-style-type: none"> <li>Words that are homophones</li> <li>Words spelled with 'c' before 'i' and 'e'</li> <li>Words containing 'sol' and 'real'</li> <li>Words containing 'phon' and 'sign'</li> <li>Words with the prefixes 'super-', 'anti-' and 'auto'</li> </ol>

<a href="https://teachhandwriting.co.uk/continuous-cursive-refiners-choice-3.html">https://teachhandwriting.co.uk/continuous-cursive-refiners-choice-3.html</a> - Hooks, loops and lines - Continuous Cursive Letters - <i>j, y, f, k</i>	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				6. Words with the prefix 'bi-'
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<b><u>Writing Medium term plan</u></b>	<b><u>Year 3 and 4 - Summer 2</u></b>		
<b><u>Stimulus/Text</u></b>	<b><u>The Giant Jam Sandwich</u></b>	<b><u>DT making their own bread</u></b>	<b><u>Diary of a Wimpy Kid</u></b>
<b><u>Genre</u></b>	<b><u>Story writing - creating own version</u></b>	<b><u>Instruction writing</u></b> <b><u>Recount</u></b>	<b><u>Diary</u></b>

<b>Handwriting</b> Form all cursive joins and apply them to their own writing. All children to have a fluent and legible style of cursive handwriting.	<b>Composition</b>	<b>Vocabulary, grammar and punctuation</b>	<b>Spelling (CEW)</b>	<b>Spelling Rules</b>	
<p>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</p> <p>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].</p> <p><a href="https://teachhandwriting.co.uk/continuous-cursive-refiners-choice-3.html">https://teachhandwriting.co.uk/continuous-cursive-refiners-choice-3.html</a></p> <p>- Review - Continuous Cursive Letters</p>	<p>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</p> <p>Plan their writing by discussing and recording ideas</p> <p>Draft and write by organising paragraphs around a theme</p> <p>Draft and write in narratives, creating settings, characters and plot</p> <p>Proof-read for spelling and punctuation errors</p> <p>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.</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p> <p>Use commas after fronted adverbials</p> <p>Learn the grammar for years 3 and 4 in English Appendix 2</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>Common exception words for Year 3 and</p>	<ol style="list-style-type: none"> <li>Words that end in 'sion'</li> <li>Revision of spelling patterns learned in Stage 3</li> <li>Revision of spelling patterns learned in Stage 3</li> <li>Revision of spelling patterns learned in Stage 3</li> <li>Revision of spelling patterns learned in Stage 3</li> <li>Revision of spelling patterns</li> </ol>	<ol style="list-style-type: none"> <li>Challenge Words</li> <li>Words containing an apostrophe for possession</li> <li>Revision of spelling patterns learned in Stage 4</li> <li>Revision of spelling patterns learned in Stage 4</li> <li>Revision of spelling patterns learned in Stage 4</li> <li>Revision of spelling patterns learned in Stage 4</li> </ol>

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