



Medium Term Planning- Writing (2021-2022) - Year 4

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------------|--|--|--|--|--|---|
| Purpose | To entertain | To influence | To express | To inform | To entertain To guide | To entertain |
| Form | <ul style="list-style-type: none"> - Form poetry (based on <i>Greeks</i>) - Adventure narrative (based on the novel) | <ul style="list-style-type: none"> - Discussion - Letter of complaint (formal) | <ul style="list-style-type: none"> - Diary 3 - Review with/without bias (linked to drama) | <ul style="list-style-type: none"> (Apartheid) - Journalistic style (newspaper) - Non-chronological reports | <ul style="list-style-type: none"> - Traditional (Myths and legends) - Leaflet | <ul style="list-style-type: none"> - Fantasy - Imagery poems |
| Text | - Percy Jackson and the Lightning Thief | - Iron man | - Varjak Paw | - Journey to Johannesburg | - Arthur, High King of Britain | - Lion the Witch and the wardrobe |
| Paragraph and sentences | <ul style="list-style-type: none"> - Organising paragraphs around a theme - Extend the range of sentences with more than one clause by using a wider range of conjunctions - Using conjunctions, adverbs and prepositions to express time and cause (and place) | <ul style="list-style-type: none"> - Organising paragraphs around a theme - Extend the range of sentences with more than one clause by using a wider range of conjunctions | <ul style="list-style-type: none"> - Extended noun phrases, including with prepositions - Extend the range of sentences with more than one clause by using a wider range of conjunctions | <ul style="list-style-type: none"> - Organising paragraphs around a theme - Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - organisational devices (headings & subheadings) | <ul style="list-style-type: none"> - Organising paragraphs around a theme - creating settings, characters and plot | <ul style="list-style-type: none"> - creating settings, characters and plot - Extend the range of sentences with more than one clause by using a wider range of conjunctions |
| Vocabulary and punctuation | <ul style="list-style-type: none"> - possessive apostrophe (regular and irregular plurals) | <ul style="list-style-type: none"> - Using fronted adverbials - using commas after fronted adverbials - possessive apostrophe (regular and irregular) | <ul style="list-style-type: none"> - spell further homophones | <ul style="list-style-type: none"> - using the present perfect form of verbs in contrast to the past tense | <ul style="list-style-type: none"> - possessive apostrophe (regular and irregular plurals) - Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of | <ul style="list-style-type: none"> - Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - Using and punctuating direct speech (including |

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| | | plurals) | | | pronouns in sentences | punctuation within and surrounding inverted commas) |
| Contexts | - Animals (S) - Greeks (H) | - electricity (S) - Where on earth are we? (G) | - Humans (S) - Romans (H) | - sound (S) - Can you come on a great American road trip? (G) | - Living Things and their environment (S) - Anglo-Saxons (H) | - States of matter (S) - Is climate cool? (G) |

Spellings for Y3 and 4:

The following spelling strategies need to be taught across the year during your word and sentence work activities. Children need to be taught the 'rules' for these spellings, which should be identified on planning.

| Statutory requirements | Rules and guidance (non-statutory) | Example words (non-statutory) |
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| Adding suffixes beginning with vowel letters to words of more than one syllable | If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed. | forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation |
| The /ɪ/ sound spelt y elsewhere than at the end of words | These words should be learnt as needed. | myth, gym, Egypt, pyramid, mystery |
| The /ʌ/ sound spelt ou | These words should be learnt as needed. | young, touch, double, trouble, country |
| More prefixes | <p>Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below.</p> <p>Like un-, the prefixes dis- and mis- have negative meanings.</p> <p>The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.</p> <p>Before a root word starting with l, in- becomes il.</p> <p>Before a root word starting with m or p, in- becomes im-.</p> <p>Before a root word starting with r, in- becomes ir-.</p> <p>re- means 'again' or 'back'.</p> <p>sub- means 'under'.</p> <p>inter- means 'between' or 'among'.</p> <p>super- means 'above'.</p> | <p>dis-: disappoint, disagree, disobey</p> <p>mis-: misbehave, mislead, misspell (mis + spell)</p> <p>in-: inactive, incorrect</p> <p>illegal, illegible</p> <p>immature, immortal, impossible, impatient, imperfect</p> <p>irregular, irrelevant, irresponsible</p> <p>re-: redo, refresh, return, reappear, redecorate</p> <p>sub-: subdivide, subheading, submarine, submerge</p> <p>inter-: interact, intercity, international, interrelated (inter + related)</p> <p>super-: supermarket, superman, superstar</p> |

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| | anti- means 'against'. auto- means 'self' or 'own'. | anti- : antiseptic, anti-clockwise, antisocial auto- : autobiography, autograph |
| The suffix -ation | The suffix -ation is added to verbs to form nouns. The rules already learnt still apply. | information, adoration, sensation, preparation, admiration |
| The suffix -ly | The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix -ly starts with a consonant letter, so it is added straight on to most root words. Exceptions: (1) If the root word ends in -y with a consonant letter before it, the y is changed to i , but only if the root word has more than one syllable. (2) If the root word ends with -le , the -le is changed to -ly . (3) If the root word ends with -ic , -ally is added rather than just -ly , except in the word <i>publicly</i> . (4) The words <i>truly, duly, wholly</i> . | sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) happily, angrily gently, simply, humbly, nobly basically, frantically, dramatically |
| Words with endings sounding like or /ʒə/ | The ending sounding like /ʒə/ is always spelt -sure . The ending sounding like /tʃə/ is often spelt -ture , but check that the word is not a root word ending in (t)ch with an er ending - e.g. <i>teacher, catcher, richer, stretcher</i> . | measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure |
| Endings which sound like ʒ/ / ən | If the ending sounds like /ʒən/, it is spelt as -sion . | division, invasion, confusion, decision, |
| The suffix -ous | Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. -our is changed to -or before -ous is added. A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept. If there is an /i:/ sound before the -ous ending, it is usually spelt as i , but a few words have e . | poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous |
| Endings which sound like spelt -tion, -sion, -ssion, -cian /ʃən/, | Strictly speaking, the suffixes are -ion and -ian . Clues about whether to put t , s , ss or c before these suffixes often come from the last letter or letters of the root word. -tion is the most common spelling. It is used if the root word ends in t or te . -ssion is used if the root word ends in ss or -mit . -sion is used if the root word ends in d or se . Exceptions: <i>attend - attention, intend - intention</i> . -cian is used if the root word ends in c or cs . | invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician |
| Words with the /k/ sound spelt ch (Greek in origin) | | scheme, chorus, chemist, echo, character |
| Words with the sound spelt ch (mostly French in origin) /ʃ/ | | chef, chalet, machine, brochure |
| Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) | | league, tongue, antique, unique |
| Words with the /s/ sound spelt sc (Latin in origin) | In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one - /s/ /k/. | science, scene, discipline, fascinate, crescent |
| Words with the /eɪ/ sound spelt ei, eigh, or ey | | vein, weigh, eight, neighbour, they, obey |

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| Possessive apostrophe with plural words | The apostrophe is placed after the plural form of the word; -s is not added if the plural already ends in -s , but <i>is</i> added if the plural does not end in -s (i.e. is an irregular plural - e.g. <i>children's</i>). | girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an <i>s</i> use the 's suffix e.g. Cyprus's population) |
| Homophones and near-homophones | | accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's |

Word list – years 3 and 4

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|----------------|--------------|------------|----------------|--------------|-----------------|
| accident(ally) | circle | favourite | important | opposite | reign |
| actual(ly) | complete | February | | ordinary | remember |
| address | consider | forward(s) | interest | particular | sentence |
| answer | continue | fruit | knowledge | peculiar | separate |
| appear | decide | grammar | learn | perhaps | special |
| arrive | | group | length | popular | straight |
| believe | describe | guard | library | position | strange |
| bicycle | different | guide | material | possess(ion) | strength |
| breath | difficult | | medicine | possible | suppose |
| breathe | disappear | heard | mention | potatoes | surprise |
| build | early | | minute | pressure | therefore |
| busy/business | earth | heart | natural | probably | though/although |
| calendar | eight/eighth | height | naughty | promise | thought |
| caught | enough | island | notice | purpose | through |
| centre | exercise | history | occasion(ally) | quarter | various |
| century | experience | imagine | often | question | weight |
| certain | experiment | increase | | recent | woman/women |
| | extreme | | | regular | |
| | famous | | | | |

