

# Medium Term Planning- Writing (2019-2020) - Year 4



	<b>Autumn 1</b> (7wks)	<b>Autumn 2</b> (7wks)	<b>Spring 1</b> (7wks)	<b>Spring 2</b> (6wks)	<b>Summer 1</b> (5wks)	<b>Summer 2</b> (7wks)
<b>Purpose</b>	To entertain	To influence	To entertain	To express	To entertain To guide	To inform
<b>Form</b>	- Fantasy 4wks - Imagery poems 3wks	- Discussion 2wks - Letter of complaint (formal) 2wks - Persuasive arguments 3wks	- Adventure (stories from other cultures) 3wks - Form poetry 3wks	- Diary 3wks - Review with/without bias (linked to drama) - Expressing views (linked to drama)	- Traditional (Myths and legends) 3wks - Leaflet 3wks	(Apartheid) - Journalistic style (newspaper) 3wks - Non-chronological reports 3wks
<b>Text</b>	- Lion the Witch and the wardrobe	- Iron man	- Varjak Paw	- James and the Giant Peach	- Arthur, High King of Britain	- Journey to Johannesburg
<b>Paragraph and sentences</b>	- creating settings, characters and plot - Extend the range of sentences with more than one clause by using a wider range of conjunctions	- Organising paragraphs around a theme - Extend the range of sentences with more than one clause by using a wider range of conjunctions	- 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)	- Extended noun phrases, including with prepositions - Extend the range of sentences with more than one clause by using a wider range of conjunctions	- Organising paragraphs around a theme - creating settings, characters and plot	- Organising paragraphs around a theme - Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - organisational devices (headings & subheadings)
<b>Vocabulary and punctuation</b>	- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - Using and punctuating direct speech (including punctuation within and surrounding inverted commas)	- Using fronted adverbials - using commas after fronted adverbials - possessive apostrophe (regular and irregular plurals)	- possessive apostrophe (regular and irregular plurals)	- spell further homophones	- possessive apostrophe (regular and irregular plurals) - Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	- using the present perfect form of verbs in contrast to the past tense
<b>Contexts</b>	- humans (S) - Roman Empire (H)	- electricity (S) - Where on earth are we? (G)	- states of matter (S) - Greeks (H)	- sound (S) - Can you come on a great American road trip? (G)	- Animals (S) - Anglo-Saxons and Scots (H)	- Living things and their environment (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)
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 <b>in-</b> below. Like <b>un-</b>, the prefixes <b>dis-</b> and <b>mis-</b> have negative meanings.</p> <p>The prefix <b>in-</b> can mean both 'not' and 'in'/'into'. In the words given here it means 'not'. Before a root word starting with <b>l</b>, <b>in-</b> becomes <b>il</b>. Before a root word starting with <b>m</b> or <b>p</b>, <b>in-</b> becomes <b>im-</b>. Before a root word starting with <b>r</b>, <b>in-</b> becomes <b>ir-</b>. <b>re-</b> means 'again' or 'back'. <b>sub-</b> means 'under'. <b>inter-</b> means 'between' or 'among'. <b>super-</b> means 'above'. <b>anti-</b> means 'against'. <b>auto-</b> means 'self' or 'own'.</p>	<p><b>dis-</b>: disappoint, disagree, disobey <b>mis-</b>: misbehave, mislead, misspell (mis + spell) <b>in-</b>: inactive, incorrect</p> <p>illegal, illegible immature, immortal, impossible, impatient, imperfect irregular, irrelevant, irresponsible <b>re-</b>: redo, refresh, return, reappear, redecorate <b>sub-</b>: subdivide, subheading, submarine, submerge <b>inter-</b>: interact, intercity, international, interrelated (inter + related) <b>super-</b>: supermarket, superman, superstar <b>anti-</b>: antiseptic, anti-clockwise, antisocial <b>auto-</b>: autobiography, autograph</p>
The suffix -ation	The suffix <b>-ation</b> is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
The suffix -ly	<p>The suffix <b>-ly</b> is added to an adjective to form an adverb. The rules already learnt still apply. The suffix <b>-ly</b> starts with a consonant letter, so it is added straight on to most root words.</p> <p><b>Exceptions:</b> (1) If the root word ends in <b>-y</b> with a consonant letter before it, the <b>y</b> is changed to <b>i</b>, but only if the root word has more than one syllable. (2) If the root word ends with <b>-le</b>, the <b>-le</b> is changed to <b>-ly</b>. (3) If the root word ends with <b>-ic</b>, <b>-ally</b> is added rather than just <b>-ly</b>, except in the word <i>publicly</i>. (4) The words <i>truly</i>, <i>duly</i>, <i>wholly</i>.</p>	<p>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)</p> <p>happily, angrily</p> <p>gently, simply, humbly, nobly basically, frantically, dramatically</p>
Words with endings sounding like or /ʒə/	<p>The ending sounding like /ʒə/ is always spelt <b>-sure</b>. The ending sounding like /tʃə/ is often spelt <b>-ture</b>, but check that the word is not a root word ending in <b>(t)ch</b> with an <b>er</b> ending - e.g. <i>teacher</i>, <i>catcher</i>,</p>	<p>measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure</p>

	<i>richer, stretcher.</i>	
Endings which sound like ʒ/ / əŋ	If the ending sounds like /ʒəŋ/, it is spelt as <b>-sion</b> .	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. - <b>our</b> is changed to - <b>or</b> before - <b>ous</b> 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 - <b>ous</b> ending, it is usually spelt as i, but a few words have <b>e</b> .	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 - <b>ion</b> and - <b>ian</b> . Clues about whether to put <b>t</b> , <b>s</b> , <b>ss</b> or <b>c</b> before these suffixes often come from the last letter or letters of the root word. - <b>tion</b> is the most common spelling. It is used if the root word ends in <b>t</b> or <b>te</b> . - <b>ssion</b> is used if the root word ends in <b>ss</b> or - <b>mit</b> . - <b>sion</b> is used if the root word ends in <b>d</b> or <b>se</b> . <b>Exceptions:</b> <i>attend - attention, intend - intention.</i> - <b>cian</b> is used if the root word ends in <b>c</b> or <b>cs</b> .	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 <b>c</b> and the <b>k</b> 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
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 ( <b>Note:</b> 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

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