



Medium Term Planning- Writing (2021-2022) - Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Purpose	To entertain	To guide	To inform	To entertain To express	To entertain	To influence
Form	- Form poetry - Contemporary (familiar settings)	- Instructions - explanations	- Non-chronological reports (Iron Age) - Journalistic style (set in Iron Age)	- Adventure - Recount (diary)	- Traditional (Myths/legends) - Form poetry	- Persuasive arguments - discussion
Text	- Stig of the Dump	- Matilda	Defenders Pitch Invasion	- Charlotte's Web	- The Time Travelling Cat	- This Morning I met a Whale
Paragraph and sentences	- In narratives, creating settings, characters and plot - Using conjunctions to express time and cause	- Using conjunctions, adverbs and prepositions to express time and cause (and place) - Using fronted adverbials - Extended noun phrases, including with prepositions	- Organising paragraphs around a theme - In non-narrative material, using simple organisational devices (headings & subheadings) - Using adverbs and prepositions to express time and cause (and place)	- In narratives, creating settings, characters and plot - Using conjunctions to express time and cause	- Organising paragraphs around a theme - Using adverbs and prepositions to express time and cause (and place)	- Organising paragraphs around a theme - In non-narrative material, using simple organisational devices (headings & subheadings)
Vocabulary and punctuation	- Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals	- Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals	- Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals	- Using and punctuating direct speech (including punctuation within and surrounding inverted commas)	- Using and punctuating direct speech (including punctuation within and surrounding inverted commas) - spell further homophones	- spell further homophones - using commas after fronted adverbials
Contexts	- Humans (S) - Stone age (H)	- forces and magnets (S) - Can the Earth shake rattle and roll? (G)	- Rocks (S) - Iron age (H)	- animals (S) - How does water go round and round? (G)	- Light and shadow (S) - Ancient Egypt (H)	- Plants (S) - Do you like to be beside the seaside? (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 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>anti- means 'against'.</p> <p>auto- means 'self' or 'own'.</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> <p>anti-: antiseptic, anti-clockwise, antisocial</p> <p>auto-: autobiography, autograph</p>
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	<p>The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply.</p> <p>The suffix -ly starts with a consonant letter, so it is added straight on to most root words.</p> <p>Exceptions:</p> <p>(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.</p>	<p>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)</p> <p>happily, angrily</p>

	<p>(2) If the root word ends with -le, the -le is changed to -ly.</p> <p>(3) If the root word ends with -ic, -ally is added rather than just -ly, except in the word <i>publicly</i>.</p> <p>(4) The words <i>truly, duly, wholly</i>.</p>	<p>gently, simply, humbly, nobly</p> <p>basically, frantically, dramatically</p>
Words with endings sounding like or /ʒə/	<p>The ending sounding like /ʒə/ is always spelt -sure.</p> <p>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>.</p>	<p>measure, treasure, pleasure, enclosure</p> <p>creature, furniture, picture, nature, adventure</p>
Endings which sound like ʒ/ / ən	If the ending sounds like /ʒən/, it is spelt as -sion .	division, invasion, confusion, decision,
The suffix -ous	<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.</p> <p>Sometimes there is no obvious root word.</p> <p>-our is changed to -or before -ous is added.</p> <p>A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept.</p> <p>If there is an /i:/ sound before the -ous ending, it is usually spelt as i, but a few words have e.</p>	<p>poisonous, dangerous, mountainous, famous, various</p> <p>tremendous, enormous, jealous</p> <p>humorous, glamorous, vigorous</p> <p>courageous, outrageous</p> <p>serious, obvious, curious hideous, spontaneous, courteous</p>
Endings which sound like spelt -tion, -sion, -ssion, -cian /ʃən/,	<p>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.</p> <p>-tion is the most common spelling. It is used if the root word ends in t or te.</p> <p>-ssion is used if the root word ends in ss or -mit.</p> <p>-sion is used if the root word ends in d or se. Exceptions: <i>attend - attention, intend - intention</i>.</p> <p>-cian is used if the root word ends in c or cs.</p>	<p>invention, injection, action, hesitation, completion</p> <p>expression, discussion, confession, permission, admission</p> <p>expansion, extension, comprehension, tension</p> <p>musician, electrician, magician, politician, mathematician</p>
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
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 is added if the plural does not end in -s (i.e. is an irregular plural - e.g. <i>children's</i>).	<p>girls', boys', babies', children's, men's, mice's</p> <p>(Note: singular proper nouns ending in an s use the 's' suffix e.g. <i>Cyprus's</i> population)</p>
Homophones and near-homophones		<p>accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare,</p> <p>grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane,</p> <p>meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign,</p> <p>scene/seen, weather/whether, whose/who's</p>

Word list – years 3 and 4

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	heard	medicine	possible	suppose
breathe	disappear		mention	potatoes	surprise
build	early	heart	minute	pressure	therefore
busy/business	earth	height	natural	probably	though/although
calendar	eight/eighth	island	naughty	promise	thought
caught	enough	history	notice	purpose	through
centre	exercise	imagine	occasion(ally)	quarter	various
century	experience	increase	often	question	weight
certain	experiment			recent	woman/women
	extreme			regular	
	famous				