Medium term plan for Writing

Year 3	Objectives to be simmering throughout the year.
	• Creating characters in narratives. • Creating settings in narratives. • Using subordinating conjunctions (when, if, that, or because). • Using coordinating conjunctions (or, and, but). • Using the past and present tense correctly. • Making mostly accurate use of: capital letters, full stops, question marks, exclamation marks, commas for lists. • Using apostrophes for contraction. • Using the apostrophe for possession accurately with singular nouns. • Use apostrophe correctly in words with regular plurals: e.g. *girls', boys'* and in words with irregular plurals: e.g. *children's* • Spelling words with contracted forms* • Spelling common exception words* • Spell further homophones • Use further prefixes and understand how to add them (English Appendix 1) • Spelling words correctly (years 3 and 4). • Using the diagonal and horizontal strokes needed to join letters. • Understanding which letters, when adjacent to one another, are best left unjoined. • Increase the legibility, consistency and quality of their handwriting. • Write from memory simple sentences, dictated by the teacher, that include words from the years 3 and 4 word list and punctuation taught so far. • Progressively build a varied and rich vocabulary and an increasing range of sentence structures. • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

	Autumn	Spring	Summer
Composition	• Organise paragraphs around a theme • Plan their writing by contributing to teacher-led discussions about writing that is similar to that which they are planning to write, in order to understand the structure, vocabulary and grammar of the text type. • Record key ideas shared in teacher-led discussions about writing. • Draft and write by composing and rehearsing sentences orally (including dialogue). • Using some simple organisational devices in non-fiction: headings and sub-headings.	• Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. • Proposing changes to grammar and vocabulary to improve 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, starting to use appropriate intonation so that the meaning is clear.
Vocabulary, Grammar and Punctuation	• Choosing nouns or pronouns appropriately to avoid repetition. • Using expanded noun phrases containing modifying adjectives. • Using the progressive form of verbs appropriately. (e.g. is walking, are running – form of be + present tense verb). • Using inverted commas for direct speech.	• Using simple preposition phrases (a group of words with a preposition as the head followed by a noun, pronoun or noun phrase e.g. He was in bed. I met them after the party.) • Starting to extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, that, because. • Using conjunctions and adverbs to express time and cause. • Beginning to use and punctuate direct speech. • Use the correct form of 'a' or 'an'.	• Starting to learn about some of the differences between Standard English and non-Standard English.

Transcription	• Use the first two letters of a word to check its spelling in a dictionary. • Beginning to use a wider range of prefixes and suffixes to form nouns e.g. super- and anti- (English Appendix 1).	• Use the first two or three letters of a word to check its spelling in a dictionary. • Use word families based on common words (solve, solution, dissolve, insoluble)	• Efficient use of a dictionary when writing independently.