



## English – Medium Term Planner

Class: Year 3/4 Teacher: Ms V. Support Staff: Mrs Bott Term: Autumn 1 (Ancient Egypt)

Unit	Duration	Key objectives	Sentence Type and Spelling Focus	Texts and resources	Outcomes
Narrative – Myths and Legends	2 weeks	<p><b>Year 3 Year 4</b></p> <p><b>Planning, Composing and Evaluating</b></p> <p>Generate ideas for their writing</p> <ul style="list-style-type: none"> <li>Use the structures, grammar and vocabulary of written texts to plan and write their own</li> <li>Compose and orally rehearse sentences which are increasingly rich in structure and vocabulary</li> <li>Use headings and sub-headings</li> <li>Use ideas and content appropriate to the subject and text type</li> </ul>	<p>Use a dictionary to check words</p> <ul style="list-style-type: none"> <li>Consolidate spelling patterns from Y2</li> <li>Spell words with the prefix pre-</li> <li>Spell words with the prefix sub-</li> <li>Spell words with the prefix ex-</li> </ul>	Egyptian myths and legends	Children will write a myth based on Egyptian gods
Recount – Diary entry	2 weeks	<ul style="list-style-type: none"> <li>Use the structures, grammar and vocabulary of written texts to plan and write their own</li> <li>Compose and orally rehearse sentences which are increasingly rich in structure and vocabulary</li> <li>Use headings and sub-headings</li> <li>Use ideas and content appropriate to the subject and text type</li> <li>Signal sequence, place and time to give coherence to writing</li> <li>Create settings using well chosen words and phrases</li> <li>Evaluate the work of others and suggest improvements</li> <li>Evaluate their work effectively and make improvements based on this</li> <li>Proof-read for spelling, grammar and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>Spell two syllable words containing double consonants e.g. dinner</li> <li>Add suffixes beginning with vowel letters to words of more than one syllable and know when to double the final consonant e.g. forgetting, forgotten, gardening, gardener</li> </ul>		Children to create their own version of the myth. Children will write a diary entry
Non-chronological report	2 weeks	<p>Generate ideas for their writing</p> <ul style="list-style-type: none"> <li>Plan and write their own texts to suit a specific audience based on the structures, grammar and vocabulary of texts that they have studied</li> </ul>	<p>Use a dictionary to check words</p> <ul style="list-style-type: none"> <li>Use etymology to aid spelling</li> <li>Spell words with the suffix -ly</li> <li>Spell words with the -sure ending</li> <li>Spell words with the -ture ending</li> <li>Spell words with the suffix -ous</li> <li>Spell words with the suffix -al</li> <li>Spell words with the suffix -ary</li> </ul>	Encyclopaedia Internet	Children will write a two-page spread about Ancient Mayan Civilisation

	<ul style="list-style-type: none"> <li>• Compose and orally rehearse sentences which are increasingly rich in structure and vocabulary</li> <li>• Use paragraphs to organise ideas around a theme</li> <li>• Use exciting and interesting vocabulary appropriate to the text type</li> <li>• Evaluate their work effectively and make improvements based on this</li> <li>• Proof-read for spelling, grammar and punctuation errors</li> <li>• Change vocabulary and grammar for consistency and impact</li> <li>• Write a satisfying ending</li> </ul> <p><b>Grammar, Punctuation and Vocabulary</b></p> <p>Use correct grammatical terminology when discussing their writing</p> <ul style="list-style-type: none"> <li>• Use and understand the terms consonant and vowel</li> <li>• Use a or an appropriately</li> <li>• Recognise what a pronoun is</li> <li>• Recognise and explain what a conjunction is</li> <li>• Use conjunctions to express time, place and cause e.g. when, so, before, after, while, because</li> <li>• Recognise direct speech and inverted commas</li> <li>• Use direct speech and inverted commas</li> </ul> <p>Use correct grammatical terminology when discussing their writing</p> <ul style="list-style-type: none"> <li>• Use adverbs to express frequency e.g. often and manner e.g. loudly</li> </ul> <p>Use fronted adverbials</p>	<ul style="list-style-type: none"> <li>• Spell words with the suffix -ic</li> <li>• Spell common homophones e.g. fair/fare, break/brake</li> <li>• Spell the words complete, decide, describe, different, difficult, February, library, naughty, opposite, ordinary, perhaps, popular, probably, regular, suppose, surprise, various</li> <li>• Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far</li> </ul>		
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