

Thorpepark English MTP – Year 1 – Spring 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Focus:	Basic skills	Character description	Setting description	Character description	Setting description	Diary entry
Model text:						
Writing stimulus:	Phonics based	Phonics based / Superworm	Phonics based / Superworm	Phonics based / Goldilocks	Phonics based / Goldilocks	Phonics based / Goldilocks
Handwriting:						
Grammar and Punctuation:	Join words and sentences using and		Join words and sentences using and	beginning to punctuate sentences using a capital letter and a full stop, question mark and exclamation mark	beginning to punctuate sentences using a capital letter and a full stop, question mark and exclamation mark	beginning to punctuate sentences using a capital letter and a full stop, question mark and exclamation mark
Spelling:	Little Wandle Whole class: phase 2-5 SEND: phase 2-3 use the suffix ing write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	Little Wandle Whole class: phase 2-5 SEND: phase 2-3 use the suffix ed write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	Little Wandle Whole class: phase 2-5 SEND: phase 2-3 use the suffix er write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	Little Wandle Whole class: phase 2-5 SEND: phase 2-3 use the suffix est write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	Little Wandle Whole class: phase 2-5 SEND: phase 2-3 use the prefix un write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	Little Wandle Whole class: phase 2-5 SEND: phase 2-3 use the suffix s / es write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
Planning:						
Draft and Write:		to say out loud what they are going to write about to compose a	to say out loud what they are going to write about to compose a	to say out loud what they are going to write about to compose a	to say out loud what they are going to write about to compose a	to compose a sentence orally before writing it

		sentence orally before writing it	sentence orally before writing it	sentence orally before writing it	sentence orally before writing it	
Edit and Redraft:						
Weekly Sequence:	M – training day T – spelling (ing) W – grammar and punctuation (and) TH – dictation (phase 2-5) F – dictation (phase 2-5)	M – spelling (ed) punctuation (and) W – dictation (phase 2-5) TH – mind map F – dictation / independent sentences (phase 2-5)	M – spelling (er) T - grammar and punctuation (and) W – dictation (phase 2-5) TH – mind map F – dictation / independent sentences (phase 2-5)	M – spelling (est) T - grammar and punctuation (!) W – dictation (phase 2-5) TH – mind map F – dictation / independent sentences (phase 2-5)	M – spelling (un) T - grammar and punctuation (!) W – dictation (phase 2-5) TH – mind map F – dictation / independent sentences (phase 2-5)	M – spelling (s/es) T - grammar and punctuation (!) W – dictation (phase 2-5) TH – dictation / independent sentences (diary entry) (phase 2-5) F – dictation / independent sentences (diary entry) (phase 2-5)
EHCP transcription sequence:						