

Thorpepark English MTP - Year 2 - Autumn 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Focus:	Baseline assessment/ basic skills	Basic skills	Basic skills	Basic skills	Basic skills	Retelling	Retelling	Senses poetry
Model text:						LRRH	Hansel and Gretel	At the park
Writing stimulus:	Joy and the Heron short film	Phonics based	Phonics based	Phonics based	Phonics based	Story telling masks/role play	Story telling masks/role play	Hull fair photographs
National curriculum references								
Handwriting:	Diagonal join from cog: ai, ag, an, ar form lower-case letters of the correct size relative to one another	Diagonal join from cog: au, ca, ci, co, cu form lower-case letters of the correct size relative to one another	Diagonal join from cog: dy, do, dr, da form lower-case letters of the correct size relative to one another	Diagonal join from cog: qu form lower-case letters of the correct size relative to one another	Diagonal join from ladder: la, ld, le, li form lower-case letters of the correct size relative to one another	Diagonal join from ladder: ia, im, in, ip, io	Diagonal join from ladder: th, te, ts	Diagonal join from ladder: ur, ug, ui, up, un
Grammar and Punctuation:		learning how to use both familiar and new punctuation correctly including full stops, capital letters	learning how to use both familiar and new punctuation correctly including full stops, capital letters	learning how to use both familiar and new punctuation correctly including full stops, capital letters	learning how to use both familiar and new punctuation correctly including full stops, capital letters	learning how to use both familiar and new punctuation correctly including full stops and capital letters	learning how to use both familiar and new punctuation correctly including full stops and capital letters	

Spelling:	Bug club recap segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	Bug club recap segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	Spelling shed: Lesson 1: dge /j/ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	Spelling shed: Lesson 2: ge /j/ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	Spelling shed: Lesson 3: g /j/ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	Spelling shed: Lesson 4: c /s/ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	Spelling shed: Lesson 5: kn gn /n/ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	Spelling shed: Lesson 6: Challenge words segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
Planning:								writing down ideas and/or key words, including new vocabulary
Draft and Write:	encapsulating what they want to say,	encapsulating what they want to say,	encapsulating what they want to say,	encapsulating what they want to say,	encapsulating what they want to say,	writing narratives about personal	writing narratives about personal	encapsulating what they want to say,

	sentence by sentence	sentence by sentence	sentence by sentence	sentence by sentence	sentence by sentence	experiences and those of others (real and fictional)	experiences and those of others (real and fictional)	sentence by sentence writing poetry
Edit and Redraft:						evaluating their writing with the teacher	evaluating their writing with the teacher	read aloud what they have written with appropriate intonation to make the meaning clear
Weekly Sequence:	M- Training day T- Handwriting (ladder family) W- Spelling (Linked to phonics) Th- Dictation (Linked to phonics) F- Baseline assessment	M- Handwriting (cog family) T- Punctuation (CL beginning and .) W- Spelling (Linked to phonics) Th- Dictation (Linked to phonics) F- Independent writing	M- Handwriting (rubber ball family) T- Punctuation (CL beginning and .) W- Spelling (Linked to phonics) Th- Dictation (Linked to phonics) F- Independent writing	M- Handwriting (zig zag family) T- Punctuation (CL names/places and .) W- Spelling (Linked to phonics) Th- Dictation (Linked to phonics) F- Independent writing	M- Handwriting T- Punctuation (CL months/days and .) W- Spelling (Linked to phonics) Th- Dictation (Linked to phonics) F- Independent writing	M- Punctuation (CL mixed and .) T – Spelling (Linked to phonics) W- Dictation (Linked to phonics) Th – Retelling F – Retelling	M- Punctuation (CL mixed and .) T – Spelling (Linked to phonics) W- Dictation (Linked to phonics) Th – Retelling F – Retelling	M- Model texts T – Shared class poem W – Planning Th – Writing F- Publish and perform
Personalised curriculum	M- Training day T- Handwriting (ladder family) W- Spelling (Linked to phonics) Th- Dictation (Linked to phonics)	M- Handwriting (cog family) T- Punctuation (matching CL) W- Spelling (Linked to phonics) Th- Dictation (Linked to phonics)	M- Handwriting (rubber ball family) T- Punctuation (CL beginning and .) W- Spelling (Linked to phonics)	M- Handwriting (zig zag family) T- Punctuation (CL beginning and .) W- Spelling (Linked to phonics)	M- Handwriting (complex letters) T- Punctuation (CL beginning and .) W- Spelling (Linked to phonics)	M- Handwriting (tall letters) T- Punctuation (CL beginning and .) W- Spelling (Linked to phonics)	M- Handwriting (descending letters) T- Punctuation (CL beginning and .) W- Spelling (Linked to phonics)	

