

Thorpepark English MTP – Year 1 – Spring 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Focus:	Basic skills Retelling stories	Basic skills Retelling stories	Basic skills Retelling stories	Basic skills Diary entry	Basic skills Diary entry	Senses poetry
Model text:						
Writing stimulus:	Phonics based The Three Little Pigs	Phonics based Handa's Surprise	Phonics based Jack and the Beanstalk	Phonics based Katie in London	Phonics based The Very Hungry Caterpillar	In Summer
Handwriting:						
Grammar and Punctuation:	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	Use a capital letter for names of people, places , the days of the week and the personal pronoun I	Use a capital letter for names of people , places , the days of the week and the personal pronoun I	
Spelling:	Little Wandle Whole class: phase 2-5 SEND: phase 2-3 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 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 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 common exception words 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 days of the week write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	
Planning:						saying out loud what they are going to write about

Draft and Write:	sequencing sentences to form short narratives	sequencing sentences to form short narratives	sequencing sentences to form short narratives	sequencing sentences to form short narratives	sequencing sentences to form short narratives	composing a sentence orally before writing it
Edit and Redraft:						read their writing aloud, clearly enough to be heard by their peers and the teacher
Weekly Sequence:	M - grammar and punctuation (and) T – spelling (phase 2-5) W – dictation (phase 2-5) TH – retelling story / dictation (phase 2-5) F – retelling story / dictation (phase 2-5)	M - grammar and punctuation (?) T – spelling (phase 2-5) W – dictation (phase 2-5) TH – retelling story / dictation (phase 2-5) F – retelling story / dictation (phase 2-5)	M - grammar and punctuation (?) T – spelling (phase 2-5) W – dictation (phase 2-5) TH – retelling story / dictation (phase 2-5) F – retelling story / dictation (phase 2-5)	M - grammar and punctuation (CL) T – spelling (common exception words) W – dictation (phase 2-5) TH – diary entry / dictation (phase 2-5) F – diary entry / dictation (phase 2-5)	M - grammar and punctuation (CL) T – spelling (days of the week) W – dictation (phase 2-5) TH – diary entry / dictation (phase 2-5) F – diary entry / dictation (phase 2-5)	M - model texts T - shared class poem W - planning Th - writing F - publish and perform
EHCP transcription sequence:						