

Thorpepark English MTP - Year 3 - Autumn 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Focus:	Baseline assessment/ basic skills	Warning tale	Warning tale	Basic skills	Book review	Basic skills	Instructions	Acrostic poetry
Model text:		Little Red Riding Hood	Little Red Riding Hood				How to trap a troll	Ivy
Published piece:							How to trap a Wooley Mammoth	Acrostic poem
Writing stimulus/spine text:	Gorilla	Into the forest	Into the forest	Stone age boy	Stone age boy	How to trap a troll	Stone age boy	This is me acrostic poem young writers competition
National curriculum references								
Handwriting:	Diagonal recap: am, at, al, ac	Diagonal recap: ct, cy, cl, ce	Diagonal recap: de, di, dr	Diagonal recap: la, le, li, ly, in, id, ig	Diagonal recap: th, tr, to, te, us, ur, ut, ul	Diagonal recap: me, ma, mp, no, na, nc, nt	Diagonal recap: kn, ke, ka, he, hi, ht	Diagonal recap: consolidation
Grammar and Punctuation:	develop their understanding of the concepts set out in English appendix 2: adjectives, noun, expanded noun phrases and sentence types - question, command, exclamation, statement develop their understanding of the concepts			develop their understanding of the concepts set out in English appendix 2 by: the present and past tenses correctly and consistently, including the progressive form develop their understanding of the concepts set out in		To apply growing knowledge of root words, prefixes and suffixes. To read aloud and to understand the meaning of new words they meet. Develop their understanding of the concepts set out in English appendix 2 by: expanding sentences – conjunction and subordination		

	<p>set out in English appendix 2: sentence punctuation - capital letter, full stop, exclamation mark, question mark</p> <p>To develop their understanding by extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p>			<p>English appendix 2: adjectives, noun, expanded noun phrases</p> <p>To develop their understanding of the concepts set out in English appendix 2: commas to separate items in a list.</p> <p>To apply growing knowledge of root words, prefixes and suffixes. To read aloud and to understand the meaning of new words they meet.</p> <p>To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>		<p>To develop their understanding by using conjunctions, adverbs and prepositions to express time and cause.</p> <p>To develop their understanding by using conjunctions, adverbs and prepositions to express time and cause.</p> <p>To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>		
Spelling:	Spelling shed: Lesson 1: ou /ow/	Spelling shed: Lesson 2: ou /u/	Spelling shed: Lesson 3: y /i/	Spelling shed: Lesson 4: -sure	Spelling shed: Lesson 5: -ture	Spelling shed: Lesson 6: Challenge words	Spelling shed: Lesson 7: re-	Spelling shed: Lesson 8: dis-

Planning:		Plan writing by: discussing and recording ideas	Plan writing by: discussing and recording ideas		Plan writing by: discussing and recording ideas		Plan writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Plan writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
Draft and Write:		Draft and write by: creating settings, characters and plot	Draft and write by: creating settings, characters and plot		Draft and write by: in non-narrative material, using simple organisational devices [for example, headings and sub-headings]		Draft and write by: in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	Draft and write by: composing and rehearsing sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2
Edit and Redraft:		Evaluate and edit by: proof reading for spelling and punctuation errors	Evaluate and edit by: proof reading for spelling and punctuation errors		Evaluate and edit by: proof reading for spelling and punctuation errors		Evaluate and edit by: proof reading for spelling and punctuation errors	Evaluate and edit by: read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
Weekly Sequence:	M-Training day T- Sentence types (commands, exclamation,	M- Tool kit and orally rehearse T- Story map W- Boxing up	M- Build up and editing T- Problem and editing	M- Tenses T- Expanded noun phrases W- Commas in a list	M- Tool kit T- Author research W- Synopsis Th- Own opinion	M- Prefixes to make nouns super anti auto T- Subordinate clause	M- Tool kit and animal research T- Boxing up	M- Model texts T- Shared class poem W- Planning Th- Writing

	question, statement) W – Capitals for names and sentences Th- Conjunctions of time F- Baseline assessment	Th- Character description F- Opening and editing	W- Resolution and editing Th- Ending and editing F- Publish	Th- Suffixes: ment and ness F- Dictated sentences (assessment of week)	F- Publish	W- Preposition of time Th- Adverbs of time F- Dictated sentences (assessment of week)	W- Paragraph 1, 2 and 3. Edit and improve Th- Paragraph 4 and 5. Edit and improve F- Publish	F- Publish and perform
EHCP Transcription Sequence:	M- Training day T- Handwriting (ladder family) W- Spelling (match to phonics teaching) Th- Dictation (match to phonics teaching) F- Independent sentences	M- Handwriting (cog family) T- Punctuation Capital letters and full stops W- Spelling (match to phonics teaching) Th- Dictation (match to phonics teaching) F- Independent sentences	M- Handwriting (rubber ball family) T- Punctuation Capital letters and full stops W- Spelling (match to phonics teaching) Th- Dictation (match to phonics teaching) F- Independent sentences	M- Handwriting (zig-zag family) T- Punctuation capital letters and full stops W- Spelling (match to phonics teaching) Th- Dictation (match to phonics teaching) F- Independent sentences	M- Handwriting (complex letters) T- Punctuation capital letters and full stops W- Spelling (match to phonics teaching) Th- Dictation (match to phonics teaching) F- Independent sentences	M- Handwriting (tall letters) T- Punctuation capital letters and full stops W- Spelling (match to phonics teaching) Th- Dictation (match to phonics teaching) F- Independent sentences	M- Handwriting (descending letters) T- Punctuation capital letters and full stops W- Spelling (match to phonics teaching) Th- Dictation (match to phonics teaching) F- Independent sentences	