

Thorpepark English MTP - Year 3 - Autumn 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Focus:	Basic skills	Suspense story	Suspense story	Basic skills		Non-chronological report	Non-chronological report
Model text:	The Manor House	The Manor House	The Manor House	Unicorns		Unicorns	Unicorns
Writing stimulus/spine text:	The Manor house	How to make your writing suspenseful video and Leon and the place between.	How to make your writing suspenseful video and Leon and the place between.	Unicorns		Pie Corbett;s Goblins Non chronological report	Pie Corbett;s Goblins Non chronological report
National curriculum references							
Handwriting:	Horizontal joins	Horizontal joins	Horizontal joins	Diagonal joins consolidation	Horizontal joins consolidation	Copying printed/joined text	
Grammar and Punctuation:	<p>develop their understanding of the concepts set out in English appendix 2 by: *using fronted adverbials *commas to separate items in a list</p> <p>Indicate grammatical and other features by: using commas after fronted adverbials</p> <p>Activities: Fronted adverbials: Adverbs of time, place and manner, e.g. Twenty minutes later, ...At</p>			<p>Develop their understanding of the concepts set out in English appendix 2: *choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Develop their understanding of the concepts set out in English appendix 2 by using: Apostrophes to mark where letters are missing in spelling and to mark singular possession in</p>			

	<p>the bottom of the stairs, ... Warily, ...</p> <p>Using commas after these fronted adverbials</p> <p>Expanded noun phrases to describe setting including commas in a list, e.g. The water rippled, the trees rustled and a damp petal landed on her cheek.</p>			<p>nouns (for example, the girl's name)</p> <p>develop their understanding of the concepts set out in English appendix 2 by: *using fronted adverbials</p>			
Spelling:	Spelling Shed - Lesson 9: prefix mis-	Spelling Shed – Lesson 10: -ing -er -ed multisyllabic words	Spelling Shed – Lesson 11: -ing -er -ed multisyllabic words	Spelling Shed – Lesson 12: Challenge words	Spelling Shed – Lesson 13: ai and aigh	Spelling Shed – Lesson 14: ei and eigh	
Planning:		<p>plan their writing by:</p> <p>-discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>-discussing and recording ideas</p>	<p>plan their writing by:</p> <p>-discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>-discussing and recording ideas</p>			<p>plan their writing by:</p> <p>-discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>-discussing and recording ideas</p>	<p>plan their writing by:</p> <p>-discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>-discussing and recording ideas</p>
Draft and Write:		<p>draft and write by:</p> <p>-composing and rehearsing sentences orally (including dialogue),</p>	<p>draft and write by:</p> <p>-composing and rehearsing sentences orally (including dialogue),</p>			<p>draft and write by:</p> <p>-organising paragraphs around a theme</p> <p>-in non-narrative material, using</p>	<p>draft and write by:</p> <p>-organising paragraphs around a theme</p> <p>-in non-narrative material, using</p>

		progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 -in narratives, creating settings, characters and plot	progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 -in narratives, creating settings, characters and plot			simple organisational devices [for example, headings and sub-headings]	simple organisational devices [for example, headings and sub-headings]
Edit and Redraft:		evaluate and edit by: -assessing the effectiveness of their own and others' writing and suggesting improvements -proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences -proofread for spelling and punctuation errors	evaluate and edit by: -assessing the effectiveness of their own and others' writing and suggesting improvements -proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences -proofread for spelling and punctuation errors			evaluate and edit by: -assessing the effectiveness of their own and others' writing and suggesting improvements -proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences -proofread for spelling and punctuation errors	evaluate and edit by: -assessing the effectiveness of their own and others' writing and suggesting improvements -proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences -proofread for spelling and punctuation errors
Weekly sequence:	M- Commas in a list T- Expanded noun phrases	M- Tool kit and orally rehearse T- Innovation opening and build up	M- Boxing up T- Independent opening and build up	M- Pronouns T- Singular possession apostrophe W- Contractions	NFER Assessments	M- Toolkit and orally rehearse T- Innovation paragraph 1 and 2	M- Boxing up T- Independent paragraph 1 and 2 W- Independent paragraph 3 and 4

	W- Fronted adverbials time and place Th- Fronted adverbials manner F- Dictated sentences	W- Innovation problem Th- Innovation resolution F- Innovation ending	W- Independent problem and resolution Th- Independent ending F- Publish	Th- Fronted adverbials F- Dictated sentences		W- Innovation paragraph 3 Th- Innovation paragraph 4 F- Innovation paragraph 5 and 6	Th- Independent paragraph 5 and 6 F- Publish
EHCP transcription sequence:	M- Handwriting (ladder family) T- Punctuation – capital letters and full stops. W- Spelling (match to little Wandle sequence) Th- Dictation (match to little Wandle sequence) F- Independent sentences	M- Handwriting (cog family) T- Punctuation - capital letters and full stops. W- Spelling (match to little Wandle sequence) Th- Dictation (match to little Wandle sequence) F- Independent sentences	M- Handwriting (rubber ball family) T- Punctuation - capital letters and full stops. W- Spelling (match to little Wandle sequence) Th- Dictation (match to little Wandle sequence) F- Independent sentences	M- Handwriting (zig-zag family) T- Punctuation - capital letters and full stops. W- Spelling (match to little Wandle sequence) Th- Dictation (match to little Wandle sequence) F- Independent sentences	NFER Assessments	M- Handwriting (tall letters) T- Punctuation - capital letters and full stops. W- Spelling (match to little Wandle sequence) Th- Dictation (match to little Wandle sequence) F- Independent sentences	M- Handwriting (descending letters) T- Punctuation - capital letters and full stops. W- Spelling (match to little Wandle sequence) Th- Dictation (match to little Wandle sequence) F- Independent sentences