



THORPEPARK

**Thorpepark English MTP - Year 3 – Spring 1**

|                                | Week 1  | Week 2  | Week 3  | Week 4  | Week 5   | Week 6  |
|--------------------------------|---|---|---|---|--|---|
| Focus:                         | Basic skills  | Traditional tale                                      | Traditional tale (Fox and Chicken)  | Basic skills  | Persuasive advert (Paris Holiday)                        | Persuasive advert (Paris Holiday)                             |
| Model text:                    | The Fox and the Chicken   | The Fox and the Chicken                               | The Fox and the Chicken   | Come to Paris!  | Come to Paris!   | Come to Paris!  |
| Writing stimulus/spine text:   | The fox and the chicken   | The fox and the chicken<br>Pie Corbett – Story making | The fox and the chicken<br>Pie Corbett – Story making                             | Come to Paris   | Come to Paris  | Come to Paris   |
| National curriculum references |   |   |   |   |  |   |
| Handwriting:                   | j<br><br>adjective, join, jump, object,   | x<br><br>exercise, experience, fox                    | y<br><br>probably, busy, February, yoghurt, boys, playing, myth, pyramid, mystery | Recap week  | he, ue, ne, le<br><br>breathe, continue, imagine, circle | er, et, ei, ea,<br><br>answer, complete, eighth, heard, often |
| Grammar and Punctuation:       | To use and punctuate direct speech.<br><br>To develop their understanding by using conjunctions, adverbs and prepositions to express time and cause.<br><br>To develop their understanding by using conjunctions, adverbs and prepositions to express time and cause. |   |   | develop their understanding of the concepts set out in English appendix 2: adjectives, noun, expanded noun phrases<br><br>To develop their understanding of the concepts set out in English appendix 2: 2: sentence types - question, command, exclamation, statement |  |   |

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|           | To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. |  |   | To develop their understanding of the concepts set out in English appendix 2: commas to separate items in a list.<br><br>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.<br><br>To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. |   |  |
| Spelling: | Suffix ly<br>calmly, exactly,<br>deadly, bravely,<br>boldly, gladly, deeply,<br>clearly, hourly, quickly          | Homophones<br>great, main, grown,<br>missed, meet, grate,<br>mane, groan, mist,<br>meat            | Challenge words<br>build, describe,<br>imagine, library,<br>natural, ordinary,<br>promise, recent,<br>suppose, weight | Words ending in al<br>arrival, burial, comical,<br>magical, emotional,<br>national, personal,<br>optional, survival,<br>tropical  | Words ending in le<br>battle, settle, article,<br>humble, struggle,<br>terrible, possible,<br>example, capable,<br>adjustable | Words ending in ly<br>where the base word<br>is le<br>gently, simply, humbly,<br>nobly, durably, terribly,<br>incredibly,<br>responsibly, wrinkly,<br>possibly |
| Planning: |   | plan their writing by:<br><br>-discussing writing<br>similar to that which<br>they are planning to | plan their writing by:<br><br>-discussing writing<br>similar to that which<br>they are planning to                    |   | plan their writing by:<br><br>-discussing writing<br>similar to that which<br>they are planning to                            | plan their writing by:<br><br>-discussing writing<br>similar to that which<br>they are planning to   |

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|                   |  | write in order to understand and learn from its structure, vocabulary and grammar<br><br>-discussing and recording ideas  | write in order to understand and learn from its structure, vocabulary and grammar<br><br>-discussing and recording ideas  |  | write in order to understand and learn from its structure, vocabulary and grammar<br><br>-discussing and recording ideas   | write in order to understand and learn from its structure, vocabulary and grammar<br><br>-discussing and recording ideas   |
| Draft and Write:  |  | draft and write by:<br>-composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <a href="#">English appendix 2</a><br>-in narratives, creating settings, characters and plot | draft and write by:<br>-composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <a href="#">English appendix 2</a><br>-in narratives, creating settings, characters and plot |  | draft and write by:<br>-composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <a href="#">English appendix 2</a><br><br>To draft and write by organising paragraphs around a theme. | draft and write by:<br>-composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <a href="#">English appendix 2</a><br><br>To draft and write by organising paragraphs around a theme. |
| Edit and Redraft: |  | evaluate and edit by:<br>-assessing the effectiveness of their own and others' writing and suggesting improvements<br>-proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  | evaluate and edit by:<br>-assessing the effectiveness of their own and others' writing and suggesting improvements<br>-proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  |  | evaluate and edit by:<br>-assessing the effectiveness of their own and others' writing and suggesting improvements<br>-proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences   | evaluate and edit by:<br>-assessing the effectiveness of their own and others' writing and suggesting improvements<br>-proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences   |

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|                                   |  | -proofread for spelling and punctuation errors   | -proofread for spelling and punctuation errors   |   | -proofread for spelling and punctuation errors  | -proofread for spelling and punctuation errors   |
| Weekly sequence:                  | M – Training day<br>T – Speech<br>W – Prepositions<br>Th – Coordinating conjunctions<br>F – Dictated sentences                               | M – Toolkit lesson<br>T – Shared innovation<br>W – Shared innovation<br>Th – Shared innovation<br>F – Shared innovation                                  | M – Boxing up<br>T – Independent application<br>W – Independent application<br>Th – Independent application<br>F - Independent application               | M – Expanded noun phrases<br>T – Sentence types - Exclamation<br>W – Commas in a list<br>Th – Conjunctions<br>F – Dictated sentences                      | M – Toolkit lesson<br>T – Shared innovation<br>W – Shared innovation<br>Th – Shared innovation<br>F – Shared innovation                               | M – Boxing up<br>T – Independent application<br>W – Independent application<br>Th – Independent application<br>F - Independent application               |
| Personalised curriculum sequence: | M – Training Day<br>T- Punctuation - Capital letters and full stops<br>W- Spelling (LW)<br>Th- Dictation (LW)<br>F – Independent composition | M- Handwriting (ladder family)<br>T- Punctuation Capital letters and full stops<br>W- Spelling (LW)<br>Th- Dictation (LW)<br>F – Independent composition | M- Handwriting (rubber family)<br>T- Punctuation Capital letters and full stops<br>W- Spelling (LW)<br>Th- Dictation (LW)<br>F – Independent composition | M- Handwriting (zig-zag family)<br>T- Punctuation Capital letters and full stops<br>W- Spelling (LW)<br>Th- Dictation (LW)<br>F – Independent composition | M- Handwriting (cog family)<br>T- Punctuation Capital letters and full stops<br>W- Spelling (LW)<br>Th- Dictation (LW)<br>F – Independent composition | M- Handwriting (ladder family)<br>T- Punctuation Capital letters and full stops<br>W- Spelling (LW)<br>Th- Dictation (LW)<br>F – Independent composition |