

Thorpepark English MTP - Year 4 - Autumn 1 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Focus:	Baseline assessment	Rags to riches	Rags to riches	Basic skills	Non-chronological report	Basic skills	Book review	Simile poetry
Model text:		Cinderella Prince Cinders	Cinderella		Parents			Image Poem
Published piece:			Mayan Princess		Farm animals relating to text			Simile poem
Writing stimulus/spine text:		Charlotte's Web	Charlotte's Web	Charlotte's Web	Charlotte's Web	Charlotte's Web	Charlotte's Web	
National curriculum references								
Handwriting:	Silent letters: kn knife, knowledge, knew, knee, known, knock	Silent letters: gn gnaw, align, gnarl, gnome, sign	Silent letters: mb comb, numb, lamb, limb, tomb, plumb, climb	Silent letters: wr write, wrong, wrap, wrist, wrote, wreck,	Silent letters: recap	Prefixes: un- unzip, unbox, unpack, uncomfy, unbuckle	Prefixes: dis- disappear, disapply, disown, disapprove	Prefixes: mis- mistake, misuse, mischief, mismatch, misjudge
Grammar and Punctuation:	M – Training day T To use different forms of punctuation. W to use fronted adverbials followed by a comma Th To use expanded noun phrases F – to write from memory simple sentences			M To use different forms of punctuation. T To use figurative language (similes/alliteration) W To use standard English verb inflections Th- To use conjunctions, adverbs and prepositions to express time and cause F - to write from memory simple		M To use the first two or three letters of a word to check its spelling in a dictionary T- To use figurative language (similes/alliteration) W- To use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their		

	dictated by the teacher that include words and punctuation taught so far.			sentences dictated by the teacher that include words and punctuation taught so far.		writing and reading. Th- to use expanded noun phrases F – to write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.		
Spelling:	Spelling shed: Lesson 1: homophones/ near homophones accept except knot not peace piece plain plane weather whether Y2 dge making a j sound Badge Edge Bridge Dodge Fudge Ridge Smudge Judge Wedge lodge	Spelling shed: Lesson 2: -in meaning not inactive incorrect invisible insecure inflexible indefinite inelegant incurable inability inadequate Y2 Lesson 2: ge making a j sound Change Strange Range Orange Hinge Fringe Sponge Dungeon Charge Pigeon	Spelling shed: Lesson 3: -il, -im, -ir illegal illegible immature immortal impossible impatient imperfect irregular Irrelevant Y2 Lesson 3 g makes a j sound gem gym energy giraffe giant gentle magic digit engine religion	Spelling shed: Lesson 4: sub-meaning below submarine subject subway submerge subtropical subdivide subheading substandard subtitle Submit Y2 Lesson 4 c makes an 's' sound before e, l or y circle cell fancy race lace ice rice city circus space	Spelling shed: Lesson 5: inter-meaning between interact intercity international interfere interview intercept intercom internet interchange Interface Y2 Lesson 5 Kn and gn making a n sound in the beginning of words Knock Knew Knight Know Kneel Knee Knit Gnome Gnat Gnaw	Spelling shed: Lesson 6: challenge words calendar appear believe grammar increase interest opposite straight strength Women Y2 Lesson 6 challenge words Door Floor Poor Kind Mind Find Child Children Behind because	Spelling shed: Lesson 7: -ation adoration admiration coronation detonation observation location generation exploration combination illustration Y2 Lesson 7 Wr making a r sound in beginning of words Wrecked Wriggled Wrap Wrong Wrote Written	Spelling shed: Lesson 8: -ation sadly completely wildly bravely gently foolishly proudly horribly nervously happily Y2 Lesson 8 Words ending in le Eagle table ankle apple uncle little cable middle bottle bubble

Planning:		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 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
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- Punctuation W- Fronted adverbials Th- Expanded noun phrases F – Dictated sentences (assessment of week)	M- model text/tool kit T- Role play W- story map Th innovate story map - F- opening	M- build up T- Problem W- Answer Th- Ending F- Publish	M- Punctuation T- contractions W- Verb inflections Th- Prepositions F- Dictated sentences (assessment of week)	M- model text/tool kit T- definition and description W- habitat Th- habits F- Publish	M- alphabetical order T-similes W- synonyms Th- expanded noun phrases F- Dictated sentences (assessment of week)	M- features of a book review/tool kit T- time line of key events/sequencing W- synopsis Th- likes/dislikes F- Publish	M- Model texts T- Shared class poem W- Planning Th- Writing F- Publish and perform
EHCP transcription sequence:	M- Training day T- Handwriting (ladder family) W- Spelling (match to Little wandle sequence) Th- Dictation (match to Little wandle sequence) F- Independent sentences	M- Handwriting (cog family) T- Punctuation CL and FS W- Spelling (match to Little wandle sequence) Th- Dictation (match to Little wandle sequence) F- Independent sentences	M- Handwriting (rubber ball family) T- Punctuation CL and FS W- Spelling (match to Little wandle sequence) Th- Dictation (match to Little wandle sequence) F- Independent sentences	M- Handwriting (zig-zag family) T- Punctuation CL and FS W- Spelling (match to Little wandle sequence) Th- Dictation (match to Little Wandle sequence) F- Independent sentences	M- Handwriting (complex letters) T- Punctuation CL , FS and ? W- Spelling (match to Little Wandle sequence) Th- Dictation (match to Little Wandle sequence) F- Independent sentences	M- Handwriting (tall letters) T- Punctuation CL , FS and ? W- Spelling (match to Little Wandle sequence) Th- Dictation (match to Little Wandle sequence) F- Independent sentences	M- Handwriting (descending letters) T- Punctuation CL , FS and ? W- Spelling (match to Little Wandle sequence) Th- Dictation (match to Little Wandle sequence) F- Independent sentences	