

Thorpepark English MTP - Year 4 - Autumn 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Focus:	Basic skills	Beat the Monster	Beat the Monster	Basic skills	Assessment week	Online News Bulletin	Online News Bulletin
Model text:	The Cobbler and the Dragon	The Cobbler and the Dragon	The Cobbler and the Dragon	BBC Flash Floods		BBC Flash Floods	BBC Flash Floods
Writing stimulus/spine text:	Firework Makers daughter	Firework Makers daughter	Firework Makers daughter	Firework Makers daughter	Firework Makers daughter	Firework Makers daughter	Firework Makers daughter
National curriculum references							
Handwriting:	Prefixes in- index, influx, injured, inequality, inject, increase	Prefixes re- redo, rejig, remix, relax, rejudge, recent	Prefixes auto- autofill, automate, autograph, autobiography	Prefixes anti- antilock, antifreeze, antibiotic, antivirus, antiseptic	Prefixes super- superman, supervisor, supermarket, superglue	Prefixes inter- interact, intercom, intercept, intervene, interrupt	
Grammar and Punctuation:	Fronted adverbials Inverted commas for dialogue Noun phrases Conjunctions Dictated sentences			Tenses (Past) Speech Clarification Synonyms Clauses			
Spelling:	Lesson 9 Words ending in 'ly' sadly completely wildly bravely gently foolishly proudly horribly nervously happily year 2	Lesson 10 Words ending in 'ly' usually finally beautifully thoughtfully wonderfully carefully faithfully peacefully cruelly generally year 2	Lesson 11 – 'ch' makes a /sh/ sound chef parachute chalet machine brochure cute chaperone chandelier crochet quiche year 2	Lesson 12 challenge words complete continue experiment famous favourite February naughty material knowledge remember year 2	Lesson 13 ending in '-sion' expansion extension comprehension tension suspension exclusion provision explosion erosion invasion year 2	Lesson 14 Ending in 'ous' poisonous dangerous mountainous marvellous perilous tremendous enormous jealous precious disastrous year 2	

	words ending in 'el' camel tunnel squirrel travel towel tinsel hazel vowel angel jewel	words ending in 'al' medal petal capital hospital animal equal final pedal local magical	words ending in 'il' pencil fossil nostril pupil April gerbil lentil evil anvil basil	challenge words wild climb most only both old cold gold hold told	where 'y' makes an /igh/ sound cry fly dry try reply July shy spy sky why	Words where '-es' is added to words ending in 'y' flies tries replies cries copies babies carries spies supplies lorries	
Planning:		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 -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 -discussing and recording ideas			plan their 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 -discussing and recording ideas	plan their 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 -discussing and recording ideas
Draft and Write:		Draft and write by: creating settings, characters and plot -composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary	Draft and write by: creating settings, characters and plot -composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary			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]

		and an increasing range of sentence structures English appendix 2 -in narratives, creating settings, characters and plot	and an increasing range of sentence structures English appendix 2 -in narratives, creating settings, characters and plot				
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- Fronted adverbials T- Dialogue W- Noun phrases Th- Conjunctions F- Dictated sentences	M- Toolkit T- Innovate Paragraph 1 W- Innovate Paragraph 2 Th- Innovate Paragraph 3 F- Innovate Paragraph 4	Independent M- Boxing up T- Paragraph 1 W- Paragraph 2 Th- Paragraph 3 & 4 F- Write up	M- Sentence openers (cause and effect) T- Emotive fronted adverbials (ly) W- Generalisers to begin sentences Th- apostrophes for possession	NFER Assessments	M- Toolkit & features T- Innovate paragraph 1 W- Innovate paragraph 2 Th- Innovate paragraph 3	M- Boxing up T- Independent paragraph 1 W- Independent paragraph 2 Th- Independent paragraph 3 F- Writing up

				F- Dictated sentences		F- Innovate paragraph 4	
EHCP transcription sequence:	M- Handwriting (ladder family) T- Punctuation (Capital letters and full stops) W- Spelling (match to bug club sequence) Th- Dictation (match to bug club sequence) F- Independent sentences	M- Handwriting (cog family) T- Punctuation (Capital letters and full stops) W- Spelling (match to bug club sequence) Th- Dictation (match to bug club sequence) F- Independent sentences	M- Handwriting (rubber ball family) T- Punctuation (Capital letters and full stops) W- Spelling (match to bug club sequence) Th- Dictation (match to bug club sequence) F- Independent sentences	M- Handwriting (zig-zag family) T- Punctuation (Capital letters and full stops) W- Spelling (match to bug club sequence) Th- Dictation (match to bug club sequence) F- Independent sentences	NFER Assessments	M- Handwriting (tall letters) T- Punctuation (Capital letters and full stops) W- Spelling (match to bug club sequence) Th- Dictation (match to bug club sequence) F- Independent sentences	M- Handwriting (descending letters) T- Punctuation (Capital letters and full stops) W- Spelling (match to bug club sequence) Th- Dictation (match to bug club sequence) F- Independent sentences