



THORPEPARK

**Thorpepark English MTP - Year 4 – Spring 1**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Focus:	Basic skills	Warning tale	Warning tale (Staying out)	Basic skills	Biography (Martin Luther King, Jr.)	Biography (Martin Luther King, Jr.)
Model text:	Staying out	Staying out	Staying out	Martin Luther King Jr	Martin Luther King Jr	Martin Luther King Jr
Writing stimulus/spine text:	The boy at the back of the classroom	The boy at the back of the classroom	The boy at the back of the classroom	The boy at the back of the classroom	The boy at the back of the classroom	The boy at the back of the classroom
National curriculum references						
Handwriting:	<u>Prefixes – inter</u> interact, intercom, intercept, intervene, interrupt	<u>Prefixes – sub</u> submarine, submit, subway, subject, subtract	<u>Prefixes ir</u> irrational, irrelevant, irresponsible, irregular	<u>Prefixes il</u> illogical, illegal, illegible, illiterate	<u>Prefixes im</u> impossible, impatient, improve, <b>important</b> , impolite	<u>Recap week</u>
Grammar and Punctuation:	M- Training day T- Powerful verbs (To use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading) W- To place the possessive apostrophe accurately within the regular plurals and words with irregular plurals T- To use direct speech F to write from memory simple sentences dictated by the teacher that include words and			M- To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar T- To use fronted adverbials with a comma. W- To use commas to separate items in a list. T- to write from memory simple sentences dictated by the teacher that include words and		

	punctuation taught so far.			punctuation taught so far. F Understand what they read, in books they can read independently, by: retrieving and recording information from non-fiction (Reading LO)		
Spelling:	<p><u>Lesson 15- Words ending in "ous"</u></p> <p>courageous outrageous nervous famous adventurous disadvantageous ridiculous carnivorous rapturous torturous</p> <p><u>Year 2 Lesson 15 Words were "ed" is added to words ending in "y"</u></p> <p>copied relied replied identified</p>	<p><u>Lesson 16- Words where a suffix is added to words ending in Y</u></p> <p>merriment happiness plentiful penniless happily prettiest nastiness beautiful pitiful silliness</p> <p><u>Year 2 Lesson 16 Words were "er" and "est" are added to words ending in "y"</u></p> <p>happier driest happiest tidier angrier</p>	<p><u>Lesson 17 Words ending in 'ious' and 'eous'</u></p> <p>serious obvious curious hideous spontaneous courteous furious various victorious gaseous</p> <p><u>Year 2 Lesson 17 words where '-ing' is added to words ending in 'e'</u></p> <p>hiking shining surprising joking hoping</p>	<p><u>Lesson 18 Challenge words</u></p> <p>breath business caught different exercise extreme medicine possession although thought</p> <p><u>Year 2 Challenge words</u></p> <p>every everybody even great break steak pretty beautiful</p>	<p><u>Lesson 19 Words where 'au' makes an 'or' sound</u></p> <p>naughty caught fraught automatic astronaut cause author applaud taught audience</p> <p><u>Year 2 Words where '-er', '-est', and '-ed' are added to words ending in 'e'</u></p> <p>nicer writer baker hoped</p>	<p><u>Lesson 20 Words ending in 'tion'</u></p> <p>invention injection action hesitation completion stagnation nomination migration conservation selection</p> <p><u>Year 2 Words where '-ing' is added to single syllable word</u></p> <p>patting patting humming dropping running hopping</p>

	<p>spied multiplied fried magnified applied supplied</p> <p><u>Year 1</u> <u>Lesson 15</u> <u>Words with digraph 'ar'</u> car jar park arm garden hard dark stars art shark</p>	<p>tidiest angriest funnier drier funniest</p> <p><u>Year 1</u> <u>Lesson 16</u> <u>Words with the digraph 'ee'</u> feel tree green meet week see free sheet feet seek</p>	<p>smiling loving writing coming caring</p> <p><u>Year 1</u> <u>Lesson 17</u> <u>Words where the digraph 'ea' makes an /ee/ sound</u></p> <p>each peach reach teach lead leaf leap beak squeak real</p>	<p>after fast</p> <p><u>Year 1</u> <u>Lesson 18</u> <u>Words where the digraph 'ea' makes an /e/ sound</u></p> <p>head bread meant instead wealth sweat threat spread dead deaf</p>	<p>loved largest closest looser safer Simpler</p> <p><u>Year 1</u> <u>Lesson 19</u> <u>words where the digraph 'er' is stressed</u></p> <p>herb verb her term person germ stern perch fern mermaid</p>	<p>clapping sitting flipping wrapping slipping</p> <p><u>Year 1</u> <u>Lesson 20</u> <u>digraph 'er' is unstressed at the end of words</u></p> <p>better summer sister after never under winter brother ever river</p>
Planning:		Plan to write by: -discussing writing similar to that which they are planning to write in order to	Plan to write by: -discussing writing similar to that which they are planning to write in order to		Plan to write by: -discussing writing similar to that which they are planning to write in order to	Plan to write by: -discussing writing similar to that which they are planning to write in order to

		<p>understand and learn from its structure, vocabulary and grammar</p> <p>-discussing and recording ideas</p>	<p>understand and learn from its structure, vocabulary and grammar</p> <p>-discussing and recording ideas</p>		<p>understand and learn from its structure, vocabulary and grammar</p> <p>-discussing and recording ideas</p>	<p>understand and learn from its structure, vocabulary and grammar</p> <p>-discussing and recording ideas</p>
Draft and Write:		<p>Draft and write by creating settings, characters and plot</p> <p>-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></p> <p>-in narratives, creating settings, characters and plot</p>	<p>Draft and write by: creating settings, characters and plot</p> <p>-composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2</p> <p>-in narratives, creating settings, characters and plot</p>		<p>Draft and write by: in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p>	<p>Draft and write by: in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p>
Edit and Redraft:		<p>evaluate and edit by:</p> <p>-Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>-Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p>	<p>evaluate and edit by:</p> <p>-Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>-Proposing changes to grammar and vocabulary to improve consistency, including the</p>		<p>evaluate and edit by:</p> <p>-Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>-Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>	<p>evaluate and edit by:</p> <p>-a Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>-Proposing changes to grammar and vocabulary to improve consistency, including</p>

		-Proofread for spelling and punctuation errors	accurate use of pronouns in sentences  -Proofread for spelling and punctuation errors		-Proofread for spelling and punctuation errors	the accurate use of pronouns in sentences  Proofread for spelling and punctuation errors
Weekly sequence:	M – Training day T – Powerful verbs W – apostrophe for possession Th – inverted commas F – Dictated sentences	M – Toolkit lesson T – Shared innovation W – Shared innovation Th – Shared innovation F – Shared innovation	M – Boxing up T – Independent application W – Independent application Th – Independent application F - Independent application	M – Features of a biography T – Fronted adverbial W – commas in a list T - Dictated sentences F- Research lesson	M – Toolkit lesson T – Shared innovation W – Shared innovation Th – Shared innovation F – Shared innovation	M – Boxing up T – Independent application W – Independent application Th – Independent application F - Independent application
Personalised curriculum sequence:	M – Training day T – Punctuation (FS,CL ?) W – Spelling linked to LW Th – Dictation linked to LW F – Independent composition	M – Handwriting cog-cC,aA,oO T – Punctuation (FS,CL ?) W – Spelling linked to LW Th – Dictation linked to LW F – Independent composition	M – Handwriting cog-dD,gG,qQ T – Punctuation (FS,CL ?) W – Spelling linked to LW Th – Dictation linked to LW F – Independent composition	M – Handwriting cog-eE,sS T – Punctuation (FS,CL ?) W – Spelling linked to LW Th – Dictation linked to LW F – Independent composition	M – Handwriting ladder –lL,iI,tT,uU T – Punctuation (FS,CL ?) W – Spelling linked to LW Th – Dictation linked to LW F – Independent composition	M – Handwriting rubber ball rR,bB,nN T – Punctuation (FS,CL ?) W – Spelling linked to LW Th – Dictation linked to LW F – Independent composition