

Thorpepark English MTP - Year 5 - Autumn 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Focus:	Baseline assessment	Warning tale	Warning tale	Basic skills	Persuasive letter	Basic skills	Non-chronological report	Cinquain poetry
Model text:		The Canal	The Canal		Dear Mr Wolf		Teachers	Listen
Published piece:			The Spaceship		Dear Mr Digby (Dad)		Aliens	Halloween Poems
Writing stimulus/spine text:	Cosmic	Cosmic	Cosmic	Cosmic	Cosmic	Cosmic	Cosmic	Cosmic
National curriculum references								
Handwriting:	Assessment: Speed of handwriting	Consistency of size: -tious -ious	Consistency of size: -cious	Consistency of size: -cial	Consistency of size: -tial	Diagonal joins: -tial -cial	Diagonal joins: challenge week	Diagonal joins: -ant
Grammar and Punctuation:	LO- To use capital letters, full stops, exclamation marks and question marks LO- To use conjunctions (coordinating and subordinating)			LO- To use modal verbs or adverbs to indicate degrees of possibility LO- To recognise vocabulary and structures that are appropriate for writing LO- To using fronted adverbials		LO- To use expanded noun phrases to convey complicated information concisely LO- To use the correct verb form LO- To use apostrophes for possession and contraction		
Spelling:	Spelling shed: Lesson 1: -tious -ious	Spelling shed: Lesson 2: -cious	Spelling shed: Lesson 3: -cial	Spelling shed: Lesson 4: -tial	Spelling shed: Lesson 5: -cial -tial	Spelling shed:	Spelling shed: Lesson 7: -ant	Spelling shed: Lesson 8: -ance -ancy

						Lesson 6: Challenge words		
Planning:		Plan writing by: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	Plan writing by: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed		Plan writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own		Plan writing by: noting and developing initial ideas, drawing on reading and research where necessary	Plan writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
Draft and Write:		Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	Draft and write by: using a wide range of devices to build cohesion within and across paragraphs		Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning		Draft and write by: using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
Edit and Redraft:		Evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing	Evaluate and edit by: proofread for spelling and punctuation errors		Evaluate and edit by: proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning		Evaluate and edit by: assessing the effectiveness of their own and others' writing	Evaluate and edit by: perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Weekly sequence:	M-Training day T- Sentence punctuation W- Conjunctions Th- Planning letter F- Baseline assessment (writing letter what looking forward to in year)	M- Model text and Toolkit T- Setting W- Opening Th- Build up F- Problem	M- Model text T- Resolution W- Ending Th- Published Piece F- Published Piece	M- Modal verbs T- Adverbs/ Adverbials W - Determiners Th- Standard English (was/were) F- Dictated sentences (assessment of week)	M- Model text and toolkit T- Address layout and introduction W- Reasons 1 and 2 Th- Reason 3 and conclusion F- Published Piece	M- Expanded noun phrases T- Verbs W- Apostrophes for contraction Th- Apostrophes for possession F- Dictated sentences (assessment of week)	M- Model text and Toolkit T- Appearance W- Habitat Th- Diet and Special features F-Published Piece	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 bug club sequence) Th- Dictation (match to bug club sequence) F- Independent sentences	M- Handwriting (cog family) T- Punctuation W- Spelling (match to bug club sequence) Th- Dictation (match to bug club sequence) F- Independent sentences	M- Handwriting (rubber ball family) T- Punctuation W- Spelling (match to bug club sequence) Th- Dictation (match to bug club sequence) F- Independent sentences	M- Handwriting (zig-zag family) T- Punctuation W- Spelling (match to bug club sequence) Th- Dictation (match to bug club sequence) F- Independent sentences	M- Handwriting (complex letters) T- Punctuation W- Spelling (match to bug club sequence) Th- Dictation (match to bug club sequence) F- Independent sentences	M- Handwriting (tall letters) T- Punctuation W- Spelling (match to bug club sequence) Th- Dictation (match to bug club sequence) F- Independent sentences	M- Handwriting (descending letters) T- Punctuation W- Spelling (match to bug club sequence) Th- Dictation (match to bug club sequence) F- Independent sentences	