

Thorpepark English MTP - Year 5 - 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	Biography	Biography
Model text:	Thespina & the Scorpion	Thespina & the Scorpion	Thespina & the Scorpion	Neil Armstrong		Neil Armstrong	Neil Armstrong
Writing stimulus/spine text:	Cosmic	Cosmic	Cosmic	Cosmic		Cosmic	Cosmic
National curriculum references							
Handwriting:	Words ending in ance – ancy	Words ending in ent – ence	Words ending in able – ible	Words ending in ably – ibly	Challenge week	Recap/Consolidation	Recap/Consolidation
Grammar and Punctuation:	Synonyms Fronted adverbials Direct speech			Conjunctions Brackets First/ third person Relative clauses			
Spelling:	Lesson 9: Words ending in -ent -ence	Lesson 10: Words ending -able -ible	Lesson 11: Words ending in -ably -ilby	Lesson 12: Challenge words	Lesson 13: Words ending in -able 'e' remains in root word	Lesson 14: Words that are adverbs of time	
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: 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	Draft and write by: using a wide range of devices to build cohesion within and across paragraphs			Draft and write by: using further organisational and presentational devices to structure text and to guide the reader [for example,	Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can

		character and advance the action				headings, bullet points, underlining]	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: 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- Prison me no way T- Synonyms W- Fronted adverbials Th- Direct speech F- Dictated sentences	M- Toolkit T- Innovation (opening) W- Innovation (build up) Th- Innovation (climax) F- Innovation (resolution/ ending)	M- Independent application (boxing up and toolkit) T- Independent application (introduction and early life) W- Independent application (career/how did he become an astronaut) Th- Independent application (achievements and special events/fun facts) F- Publish and assess	M- Subordinating conjunctions T- Punctuation for parenthesis (commas, brackets, dashes) W- Third/first person Th- Relative clauses F- Dictated sentences	NFER Assessments	M – Toolkit T – Innovation (W – Innovation (Th – Innovation (F – Research (Tim Peake/Buzz Aldrin/Scott Kelly)	M- Independent application (boxing up and toolkit) T- Independent application (introduction and early life) W- Independent application (career/how did he become an astronaut) Th- Independent application (achievements and special events/fun facts) F – Publish and assess
EHCP transcription sequence: N/A	M- Handwriting (ladder family) T- Punctuation W- Spelling (match to bug club sequence) Th- Dictation (match to bug club sequence)	M- Handwriting (cog family) T- Punctuation W- Spelling (match to bug club sequence) Th- Dictation (match to bug club sequence)	M- Handwriting (rubber ball family) T- Punctuation W- Spelling (match to bug club sequence) Th- Dictation (match to bug club sequence)	M- Handwriting (zig-zag family) T- Punctuation W- Spelling (match to bug club sequence) Th- Dictation (match to bug club sequence)	NFER Assessments	M- Handwriting (tall letters) T- Punctuation W- Spelling (match to bug club sequence) Th- Dictation (match to bug club sequence)	M- Handwriting (descending letters) T- Punctuation W- Spelling (match to bug club sequence) Th- Dictation (match to bug club sequence)

	F- Independent sentences	F- Independent sentences	F- Independent sentences	F- Independent sentences		F- Independent sentences	F- Independent sentences
--	--------------------------	--------------------------	--------------------------	--------------------------	--	--------------------------	--------------------------