

Thorpepark English MTP - Year 6 - 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		Balanced Argument	Balanced Argument	Residential/ Limerick poetry
Model text:		Keep off the Tracks	Keep off the Tracks			Was Elvis a bad singer?		Old Man with a Beard
Published piece:								
Writing stimulus/spine text:								
National curriculum references								
Handwriting:	Assessment: Speed of handwriting	Consistency of size: challenge words	Consistency of size: challenge words	Consistency of size: challenge words	Consistency of size: challenge words	Diagonal joins: challenge words	Diagonal joins: challenge words	Diagonal joins: challenge words
Grammar and Punctuation:	Grammatical Terms and Word Classes: Registration – Nouns Friday Lesson - Verbs	Grammatical Terms and Word Classes: Registration – Verbs Friday Lesson - Adjectives	Grammatical Terms and Word Classes: Registration – Adjectives Friday Lesson - Conjunctions	Grammatical Terms and Word Classes: Registration – Conjunctions Friday Lesson - Pronouns	Grammatical Terms and Word Classes: Registration – Pronouns Friday Lesson – R&P Pronouns	Grammatical Terms and Word Classes: Registration – R&P Pronouns Friday Lesson - Adverbs	Grammatical Terms and Word Classes: Registration – Adverbs Friday Lesson - Prepositions	Grammatical Terms and Word Classes: Registration – Prepositions Friday Lesson - Determiners
Spelling:	Spelling shed: Lesson 1: Challenge words	Spelling shed: Lesson 2: Challenge words	Spelling shed: Lesson 3: Challenge words	Spelling shed: Lesson 4: Challenge words	Spelling shed: Lesson 5: Challenge words	Spelling shed: Lesson 6: Challenge words	Spelling shed: Lesson 7: Challenge words	Spelling shed: Lesson 8: 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

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	
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