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 curriculu	m references	1	-	1	•	1	•	•	
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	

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- inverted commas W- Fronted Adverbials Th- Expanded Noun Phrases F- Stand alone SPaG – SATs focus	M- Annotate Model and create a setting description T- Plan & Draft Opening W- Plan & Draft Build Up Th- Plan & Draft Problem F- F- Stand alone SPaG – SATs focus	M- Plan & Draft Resolution T- Plan & Draft Ending W- Finish editing and begin Write Up Th- Write up F- F- Stand alone SPaG – SATs focus	M- T- W- Th- F- Stand alone SPaG – SATs focus	M- T- W- Th- F- Stand alone SPaG – SATs focus	M- T- W- Th- F- Stand alone SPaG – SATs focus	M- T- W- Th- F- Stand alone SPaG – SATs focus	M- T- W- Th- F- Stand alone SPaG – SATs focus

EHCP	M- Training day	M- Handwriting	M- Handwriting	M- Handwriting	M- Handwriting	M- Handwriting	M- Handwriting	
transcription	T- Handwriting	(cog family)	(rubber ball	(zig-zag family)	(complex letters)	(tall letters)	(descending	
sequence:	(ladder family)	T- Punctuation	family)	T- Punctuation	T- Punctuation	T- Punctuation	letters)	
	W- Spelling	W- Spelling	T- Punctuation	W- Spelling	W- Spelling	W- Spelling	T- Punctuation	
	(match to bug	(match to bug	W- Spelling	(match to bug	(match to bug	(match to bug	W- Spelling	
	club sequence)	club sequence)	(match to bug	club sequence)	club sequence)	club sequence)	(match to bug	
	Th- Dictation	Th- Dictation	club sequence)	Th- Dictation	Th- Dictation	Th- Dictation	club sequence)	
	(match to bug	(match to bug	Th- Dictation	(match to bug	(match to bug	(match to bug	Th- Dictation	
	club sequence)	club sequence)	(match to bug	club sequence)	club sequence)	club sequence)	(match to bug	
	F- Independent	F- Independent	club sequence)	F- Independent	F- Independent	F- Independent	club sequence)	
	sentences	sentences	F- Independent	sentences	sentences	sentences	F- Independent	
			sentences				sentences	