| **Section** | **Lesson title** | **Page** | **Objective(s)** |
| --- | --- | --- | --- |
| Plot character and setting | Stanley | 11 | **Years 3-4 programme of study: READING: Comprehension**  To understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied. |
| Plot character and setting | Arthur and Stanley | 11 | **Years 3-4 programme of study: READING: Comprehension**  To understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied. |
| Plot character and setting | The museum | 12 | ***Years 5-6 programme of study: WRITING: Composition***  To draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. |
| Plot character and setting | Key plot elements | 12 | **Years 3-4 programme of study: READING: Comprehension**  To understand what they read, in books they can read independently, by identifying how language, structure, and presentation contribute to meaning. |
| Plot character and setting | What happened when…? | 13 | **Years 3-4 programme of study: READING: Comprehension**  To understand what they read, in books they can read independently, by identifying how language, structure, and presentation contribute to meaning. |
| Plot character and setting | Viewpoint | 13 | **Years 3-4 programme of study: READING: Comprehension**  To understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied. |
| Plot character and setting | George Lambchop | 14 | **Years 3-4 programme of study: READING: Comprehension**  To understand what they read, in books they can read independently, by identifying how language, structure, and presentation contribute to meaning. |
| Plot character and setting | Chapters | 14 | **Years 3-4 programme of study: READING: Comprehension**  To understand what they read, in books they can read independently, by identifying how language, structure, and presentation contribute to meaning. |
| Talk about it | Stanley hot-seat | 19 | **Years 3-4 programme of study: READING: Comprehension**  To understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied. |
| Talk about it | Arthur hot-seat | 19 | **Years 3-4 programme of study: READING: Comprehension**  To understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied. |
| Talk about it | Favourite moment | 20 | **Years 3-4 programme of study: READING: Comprehension**  To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.  **Years 5-6 programme of study: READING: Comprehension**  To provide reasoned justifications for their views. |
| Talk about it | Feelings | 20 | **Years 3-4 programme of study: READING: Comprehension**  To understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied. |
| Talk about it | Flat Stanley’s travels | 21 | **Lower Key Stage 2 – Years 3-4**  Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In Years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate. |
| Talk about it | Dressing Flat Stanley | 21 | **Years 3-4 programme of study: READING: Comprehension**  To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.  **Years 5-6 programme of study: READING: Comprehension**  To provide reasoned justifications for their views. |
| Get writing | Instructions | 25 | **Years 3-4 programme of study: WRITING: Composition**  To draft and write by in non-narrative material, using simple organisational devices such as headings and sub-headings. |
| Get writing | Wanted! | 25 | **Years 5-6 programme of study: WRITING: Composition**  To draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. |
| Get writing | Headline news | 26 | **Years 3-4 programme of study: WRITING: Composition**  To draft and write by in non-narrative material, using simple organisational devices such as headings and sub-headings. |
| Get writing | Story settings | 26 | **Years 3-4 programme of study: READING: Comprehension**  To understand what they read, in books they can read independently, by identifying main ideas drawn from more than one paragraph and summarising these. |
| Get writing | Borrow the plot | 27 | **Years 3-4 programme of study: WRITING: Composition**  To draft and write by in narratives, creating settings, characters and plot. |
| Get writing | Book review | 27 | **Years 3-4 programme of study: WRITING: Composition**  To plan their writing by discussing and recording ideas.  To draft and write by in non-narrative material, using simple organisational devices such as headings and sub-headings. |
| Assessment | Tell me why | 31 | **Years 3-4 programme of study: READING: Comprehension**  To understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied. |