| **Section** | **Lesson title** | **Page** | **Objective(s)** |
| --- | --- | --- | --- |
| Plot character and setting | Multimedia response journal | 13 | **Years 5-6 programme of study: READING: Comprehension**  To understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.  **Years 5-6 programme of study: WRITING: Composition**  To draft and write by using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). |
| Plot character and setting | Character development | 13 | **Years 5-6 programme of study: READING: Comprehension**  To understand what they read by drawing inferences and justifying these with evidence from the text and by identifying how language, structure and presentation contribute to meaning. |
| Plot character and setting | Through a door | 14 | **Years 5-6 programme of study: READING: Comprehension**  To understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. |
| Plot character and setting | A garden symphony | 14 | **Years 5-6 programme of study: READING: Comprehension**  To understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. |
| Plot character and setting | ‘Speech is the mirror of the soul’ | 15 | **Years 5-6 programme of study: READING: Comprehension**  To understand what they read by identifying how language, structure and presentation contribute to meaning. |
| Plot character and setting | Exciting times | 15 | **Years 5-6 programme of study: READING: Comprehension**  To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. |
| Plot character and setting | Back in time | 16 | **Years 5-6 programme of study: READING: Comprehension**  To understand what they read by identifying how language, structure and presentation contribute to meaning. |
| Plot character and setting | Mrs Bartholomew | 16 | **Years 5-6 programme of study: READING: Comprehension**  To maintain positive attitudes to reading and understanding of what they read by identifying and discussing themes and conventions in and across a wide range of writing. |
| Talk about it | The way we were | 20 | **Upper Key Stage 2 – Years 5-6**  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 5 and 6, pupils’ confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate. |
| Talk about it | When would you prefer to have lived? | 20 | **Upper Key Stage 2 – Years 5-6**  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 5 and 6, pupils’ confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate. |
| Talk about it | ‘Honesty is the best policy’ | 21 | **Upper Key Stage 2 – Years 5-6**  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 5 and 6, pupils’ confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate. |
| Talk about it | ‘Two’s company, three’s a crowd’ | 21 | **Upper Key Stage 2 – Years 5-6**  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 5 and 6, pupils’ confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.  **Years 5-6 programme of study: READING: Comprehension**  To understand what they read by drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions and justifying these with evidence. |
| Talk about it | Time flies | 22 | **Years 5-6 programme of study: READING: Comprehension**  To maintain positive attitudes to reading and understanding of what they read by identifying and discussing themes and conventions in and across a wide range of writing. |
| Talk about it | Geese! | 22 | **Upper Key Stage 2 – Years 5-6**  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 5 and 6, pupils’ confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.  **Years 5-6 programme of study: READING: Comprehension**  To understand what they read by drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions and justifying these with evidence. |
| Get writing | Time-slip | 25 | **Years 5-6 programme of study: WRITING: Composition**  To draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. |
| Get writing | A sense of place | 25 | **Years 5-6 programme of study: WRITING: Composition**  To draft and write by using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). |
| Get writing | Letter to Peter | 26 | **Years 5-6 programme of study: READING: Comprehension**  To understand what they read by drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions and justifying these with evidence.  **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 | Abel: ‘The way I see it’ | 26 | **Years 5-6 programme of study: READING: Comprehension**  To understand what they read by drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions and justifying these with evidence.  **Years 5-6 programme of study: WRITING: Composition**  To draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. |
| Get writing | From novel to play | 27 | **Years 5-6 programme of study: WRITING: Composition**  To draft and write by using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). |
| Get writing | Film or book? | 27 | **Years 5-6 programme of study: READING: Comprehension**  To participate in discussions about both books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously.  **Years 5-6 programme of study: WRITING: Composition**  To draft and write by using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). |
| Assessment | Presentation | 31 | **Years 5-6 programme of study: WRITING: Composition**  To draft and write by using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). |