| **Section** | **Lesson title** | **Page** | **Objective** |
| --- | --- | --- | --- |
| Guided reading |  |  | **LISTENING AND TALKING. *Enjoyment and choice:***  I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources. (LIT 1-01a/ LIT 2-01a)  **LISTENING AND TALKING. *Tools for listening and talking:***  When I engage with others, I can respond in ways appropriate to my role, show that I value others’ contributions and use these to build on thinking. (LIT 2-02a)  When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion; I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.  (LIT 3-02a)  **LISTENING AND TALKING. *Understanding, analysing and evaluating:***  I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. (LIT 2-07a)  **READING. *Enjoyment and choice:***  I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. (LIT 1-11a / LIT 2-11a) |
| Shared reading | Extract 1 | 13 | **READING. *Tools for reading:***  Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. (ENG 2-12a / ENG 3-12a / ENG 4-12a)  **READING. *Understanding, analysing and evaluating:***  To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. (ENG 2-17a) |
| Shared reading | Extract 2 | 13 | **READING. *Understanding, analysing and evaluating:***  To show my understanding across different areas of learning, I can:   * identify and consider the purpose, main concerns or concepts and use supporting detail * make inferences from key statements * identify and discuss similarities and differences between different types of text. (LIT 3-16a)   To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. (ENG 2-17a) |
| Shared reading | Extract 3 | 14 | **READING. *Understanding, analysing and evaluating:***  To show my understanding across different areas of learning, I can:   * identify and consider the purpose, main concerns or concepts and use supporting detail * make inferences from key statements * identify and discuss similarities and differences between different types of text. (LIT 3-16a)   To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. (ENG 2-17a) |
| Shared reading | Extract 4 | 14 | **READING. *Understanding, analysing and evaluating:***  To show my understanding across different areas of learning, I can:   * identify and consider the purpose, main concerns or concepts and use supporting detail * make inferences from key statements * identify and discuss similarities and differences between different types of text. (LIT 3-16a)   To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. (ENG 2-17a) |
| Grammar, punctuation and spelling | Word search | 19 | **WRITING. *Tools for writing:***  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. (LIT 2-21a)  **WRITING. *Creating texts:***  I am learning to use language and style in a way that engages and/or influences my reader. (ENG 2-27a) |
| Grammar, punctuation and spelling | List it | 19 | **READING. *Tools for reading:***  Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. (ENG 2-12a / ENG 3-12a / ENG 4-12a)  **WRITING. *Tools for writing:***  In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. (LIT 2-22a) |
| Grammar, punctuation and spelling | It’s a possibility | 20 | **WRITING. *Tools for writing:***  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. (LIT 2-21a)  **WRITING. *Creating texts:***  I am learning to use language and style in a way that engages and/or influences my reader. (ENG 2-27a) |
| Grammar, punctuation and spelling | Pronoun power | 20 | **READING. *Tools for reading:***  Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. (ENG 2-12a / ENG 3-12a / ENG 4-12a)  **WRITING. *Tools for writing:***  In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. (LIT 2-22a)  **WRITING. *Creating texts:***  I am learning to use language and style in a way that engages and/or influences my reader. (ENG 2-27a) |
| Grammar, punctuation and spelling | Verbs and voices | 21 | **READING. *Tools for reading:***  Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. (ENG 2-12a / ENG 3-12a / ENG 4-12a)  **WRITING. *Tools for writing:***  In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. (LIT 2-22a)  **WRITING. *Creating texts:***  I am learning to use language and style in a way that engages and/or influences my reader. (ENG 2-27a) |
| Grammar, punctuation and spelling | Sounds the same | 21 | **WRITING. *Tools for writing:***  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. (LIT 2-21a) |
| Plot, character and setting | Storyboard | 25 | **READING. *Finding and using information:***  I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. (LIT 2-15a)  **READING. *Understanding, analysing and evaluating:***  To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.(LIT 2-16a) |
| Plot, character and setting | The amazing Amazon | 25 | **LISTENING AND TALKING. *Understanding, analysing and evaluating:***  To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are. (LIT 2-08a) |
| Plot, character and setting | Which country? | 26 | **READING. *Understanding, analysing and evaluating:***  To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. (ENG 2-17a)  I can:   * discuss structure, characterisation and/or setting * recognise the relevance of the writer’s theme and how this relates to my own and others’ experiences * discuss the writer’s style and other features appropriate to genre. (ENG 2-19a) |
| Plot, character and setting | Three orphans | 26 | **LISTENING AND TALKING. *Finding and using information:***  I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.(LIT 2-06a)  **READING. *Finding and using information:***  I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. (LIT 2-15a)  **READING. *Understanding, analysing and evaluating:***  To show my understanding across different areas of learning, I can:   * identify and consider the purpose, main concerns or concepts and use supporting detail * make inferences from key statements * identify and discuss similarities and differences between different types of text. (LIT 3-16a) |
| Plot, character and setting | It’s character building! | 27 | **READING. *Finding and using information:***  I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. (LIT 2-15a)  **READING. *Understanding, analysing and evaluating:***  To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. (ENG 2-17a)  I can:   * discuss structure, characterisation and/or setting * recognise the relevance of the writer’s theme and how this relates to my own and others’ experiences * discuss the writer’s style and other features appropriate to genre. (ENG 2-19a) |
| Plot, character and setting | Predictions | 27 | **LISTENING AND TALKING. *Finding and using information:***  I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.(LIT 2-06a)  **READING. *Understanding, analysing and evaluating:***  To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.(LIT 2-16a)  To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. (ENG 2-17a) |
| Plot, character and setting | Green hell or heaven? | 28 | **LISTENING AND TALKING. *Tools for talking and listening:***  When I engage with others, I can respond in ways appropriate to my role, show that I value others’ contributions and use these to build on thinking. (LIT 2-02a)  **LISTENING AND TALKING. *Finding and using information:***  I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.(LIT 2-06a)  **READING. *Understanding, analysing and evaluating:***  To show my understanding across different areas of learning, I can:   * identify and consider the purpose, main concerns or concepts and use supporting detail * make inferences from key statements * identify and discuss similarities and differences between different types of text. (LIT 3-16a) |
| Plot, character and setting | Good point, bad point | 28 | **LISTENING AND TALKING. *Tools for talking and listening:***  When I engage with others, I can respond in ways appropriate to my role, show that I value others’ contributions and use these to build on thinking. (LIT 2-02a)  **LISTENING AND TALKING. *Finding and using information:***  I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.(LIT 2-06a)  **READING. *Understanding, analysing and evaluating:***  I can:   * discuss structure, characterisation and/or setting * recognise the relevance of the writer’s theme and how this relates to my own and others’ experiences * discuss the writer’s style and other features appropriate to genre. (ENG 2-19a) |
| Talk about it | Fairytale villains | 32 | **LISTENING AND TALKING. *Tools for talking and listening:***  When I engage with others, I can respond in ways appropriate to my role, show that I value others’ contributions and use these to build on thinking. (LIT 2-02a)  **LISTENING AND TALKING. *Finding and using information:***  I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.(LIT 2-06a) |
| Talk about it | Nature study | 32 | **LISTENING AND TALKING. *Tools for talking and listening:***  When I engage with others, I can respond in ways appropriate to my role, show that I value others’ contributions and use these to build on thinking. (LIT 2-02a)  **LISTENING AND TALKING. *Finding and using information:***  As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. (LIT 2-04a)  I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.(LIT 2-06a) |
| Talk about it | Journeys | 33 | **LISTENING AND TALKING. *Tools for talking and listening:***  When I engage with others, I can respond in ways appropriate to my role, show that I value others’ contributions and use these to build on thinking. (LIT 2-02a)  I can recognise how the features of spoken language can help in communication, and I can use what I learn. (ENG 2-03a)  **LISTENING AND TALKING. *Finding and using information:***  As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. (LIT 2-04a) |
| Talk about it | Consequences | 33 | **LISTENING AND TALKING. *Tools for talking and listening:***  When I engage with others, I can respond in ways appropriate to my role, show that I value others’ contributions and use these to build on thinking. (LIT 2-02a)  **LISTENING AND TALKING. *Finding and using information:***  I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.(LIT 2-06a)  **LISTENING AND SPEAKING. *Creating texts:***  I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. (LIT 2-10a / LIT 3-10a) |
| Talk about it | True or view? | 34 | **LISTENING AND TALKING. *Tools for listening and talking:***  When I engage with others, I can respond in ways appropriate to my role, show that I value others’ contributions and use these to build on thinking. (LIT 2-02a)  **LISTENING AND TALKING. *Understanding, analysing and evaluating:***  To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are. (LIT 2-08a) |
| Talk about it | White lies | 34 | **LISTENING AND TALKING. *Tools for talking and listening:***  When I engage with others, I can respond in ways appropriate to my role, show that I value others’ contributions and use these to build on thinking. (LIT 2-02a)  I can recognise how the features of spoken language can help in communication, and I can use what I learn. (ENG 2-03a)  **LISTENING AND TALKING. *Finding and using information:***  As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. (LIT 2-04a) |
| Get writing | Mrs Carter’s house rules | 38 | **WRITING. *Organising and using information:***  By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. (LIT 2-26a)  **WRITING. *Creating texts:***  I am learning to use language and style in a way that engages and/or influences my reader. (ENG 2-27a) |
| Get writing | A letter home | 38 | **READING. *Finding and using information:***  I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. (LIT 2-15a)  **WRITING. *Tools for writing:***  Throughout the writing process, I can check that my writing makes sense and meets its purpose. (LIT 2-23a)  **WRITING. *Organising and using information:***  By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. (LIT 2-26a)  **WRITING. *Creating texts:***  I am learning to use language and style in a way that engages and/or influences my reader. (ENG 2-27a) |
| Get writing | Visit Manaus | 39 | **READING. *Finding and using information:***  I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. (LIT 2-15a)  **WRITING. *Tools for writing:***  In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. (LIT 2-22a)  **WRITING. *Organising and using information:***  By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. (LIT 2-26a)  **WRITING. *Creating texts:***  I am learning to use language and style in a way that engages and/or influences my reader. (ENG 2-27a) |
| Get writing | Looking for Bernard | 39 | **WRITING. *Organising and using information:***  By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. (LIT 2-26a)  **WRITING. *Creating texts:***  I am learning to use language and style in a way that engages and/or influences my reader. (ENG 2-27a) |
| Get writing | Painting with words | 40 | **READING. *Understanding, analysing and evaluating:***  I can:   * discuss structure, characterisation and/or setting * recognise the relevance of the writer’s theme and how this relates to my own and others’ experiences * discuss the writer’s style and other features appropriate to genre. (ENG 2-19a) |
| Get writing | Mr Trapwood’s diary | 40 | **READING. *Finding and using information:***  I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. (LIT 2-15a)  **READING. *Understanding, analysing and evaluating:***  I can:   * discuss structure, characterisation and/or setting * recognise the relevance of the writer’s theme and how this relates to my own and others’ experiences * discuss the writer’s style and other features appropriate to genre. (ENG 2-19a)   **WRITING. *Organising and using information:***  By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. (LIT 2-26a)  **WRITING. *Creating texts:***  I am learning to use language and style in a way that engages and/or influences my reader. (ENG 2-27a) |
| Assessment | Chapter and title | 44 | **LISTENING AND TALKING. *Finding and using information:***  I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.(LIT 2-06a)  **READING. *Understanding, analysing and evaluating:***  I can:   * discuss structure, characterisation and/or setting * recognise the relevance of the writer’s theme and how this relates to my own and others’ experiences * discuss the writer’s style and other features appropriate to genre. (ENG 2-19a) |
| Assessment | Thinking about themes | 44 | **WRITING. *Organising and using information:***  By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. (LIT 2-26a)  **WRITING. *Creating texts:***  I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. (LIT 2-29a) |
| Assessment | Plot picks | 45 | **READING. *Understanding, analysing and evaluating:***  I can:   * discuss structure, characterisation and/or setting * recognise the relevance of the writer’s theme and how this relates to my own and others’ experiences * discuss the writer’s style and other features appropriate to genre. (ENG 2-19a)   **WRITING. *Organising and using information:***  By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. (LIT 2-26a) |
| Assessment | Additions | 45 | **LISTENING AND TALKING. *Finding and using information:***  I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.(LIT 2-06a)  **WRITING. *Organising and using information:***  By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. (LIT 2-26a)  **WRITING. *Creating texts:***  I am learning to use language and style in a way that engages and/or influences my reader. (ENG 2-27a) |
| Assessment | Amazon quiz | 46 | **READING. *Understanding, analysing and evaluating:***  To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. (ENG 2-17a) |
| Assessment | A classic adventure | 46 | **READING. *Finding and using information:***  I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. (LIT 2-15a)  **READING. *Understanding, analysing and evaluating:***  To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. (ENG 2-17a) |