| **Section** | **Lesson title** | **Page** | **Objective** |
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| 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. *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) |
| Shared reading | Extract 2 | 13 | **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) |
| Shared reading | Extract 3 | 14 | **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) |
| Shared reading | Extract 4 | 14 | **LISTENING AND TALKING. *Finding and using information:***  As I listen or watch, I can: identify and give an accurate account of the purpose and main concerns of the text, and can make inferences from key statements (LIT 3-04a)  **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) |

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| Grammar, punctuation and spelling | Not just nouns | 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 | Verb switch | 19 | **WRITING. *Tools for writing:***  Throughout the writing process, I can check that my writing makes sense and meets its purpose. (LIT 2-23a)  **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 | Perfect verbs | 20 | **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 | Modals | 20 | **WRITING. *Tools for writing:***  Throughout the writing process, I can check that my writing makes sense and meets its purpose. (LIT 2-23a)  **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 | How many homophones? | 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) |
| Grammar, punctuation and spelling | Silent letters | 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 | Jim’s journey | 25 | **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 | Just Jim | 25 | **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)  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 | Recognising moods | 26 | **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 | Novel geography | 26 | **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) |
| Plot, character and setting | The workhouse | 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) |
| Plot, character and setting | Grimy Nick | 27 | **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) |
| Plot, character and setting | Plot markers | 28 | **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 | Plot prediction | 28 | **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) |
| Talk about it | Then and now | 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. *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) |
| Talk about it | Between the lines | 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. *Creating Texts:***  When listening and talking with others for different purposes, I can:   * share information, experiences and opinions * explain processes and ideas * identify issues raised and summarise main points or findings * clarify points by asking questions or by asking others to say more. (LIT 2-09a) |
| Talk about it | Fact or opinion? | 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. *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 | The voice | 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:***  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 | Bullies all | 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. *Finding and using information:***  As I listen or watch, I can:   * identify and give an accurate account of the purpose and main concerns of the text, and can make inferences from key statements * identify and discuss similarities and differences between different types of text use this information for different purposes. (LIT 3-04a)   **LISTENING AND TALKING. *Creating Texts:***  When listening and talking with others for different purposes, I can:   * share information, experiences and opinions * explain processes and ideas * identify issues raised and summarise main points or findings * clarify points by asking questions or by asking others to say more. (LIT 2-09a) |
| Talk about it | Jim’s escape plan | 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)  **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 TALKING. *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) |
| Get writing | Bang, bang | 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)  Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life. (ENG 2-31a) |
| Get writing | A letter to Shrimps | 38 | **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)  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 | Roll up, roll up! | 39 | **WRITING. *Tools for writing:***  I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. (LIT 2-24a)  **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 | Dramatic scenes | 39 | **WRITING. *Tools for writing:***  Throughout the writing process, I can check that my writing makes sense and meets its purpose. (LIT 2-23a)  **WRITING. *Creating texts:***  I can convey information, describe events, explain processes or combine ideas in different ways. (LIT 2-28a) |
| Get writing | Betsy’s fine plan | 40 | **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)  Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life. (ENG 2-31a) |
| Get writing | Street sequel | 40 | **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) |
| Assessment | What kind of novel? | 44 | **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 | Read all about it | 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 am learning to use language and style in a way that engages and/or influences my reader. (ENG 2-27a) |
| Assessment | Keep it brief | 45 | **WRITING. *Tools for writing:***  Throughout the writing process, I can check that my writing makes sense and meets its purpose. (LIT 2-23a)  **WRITING. *Creating texts:***  I can convey information, describe events, explain processes or combine ideas in different ways. (LIT 2-28a) |
| Assessment | Emotional rollercoaster | 45 | **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)  **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 | Street-wise 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 | Victorian glossary | 46 | **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) |