| **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 | **LISTENING AND TALKING. *Tools for listening and talking:***  When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. (LIT 1-02a)  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 show my understanding of what I listen to or watch by responding to and asking different kinds of questions. (LIT 1-07a)  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. *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 | **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) |
| Shared reading | Extract 3 | 14 | **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) |
| Shared reading | Extract 4 | 14 | **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)  **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) |
| Grammar, punctuation and spelling | Modal verbs | 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 | Creating cohesion | 19 | **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 | Parentheses | 20 | **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 | Punctuating lists | 20 | **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 | ‘Able/ably’ and ‘ible/ibbly’ | 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 | ‘Ough’ words | 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 | True friends | 25 | **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)   **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 | Albert | 25 | **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 | The battlefield | 26 | **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 | Three owners | 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)  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 | Horses and soldiers | 27 | **READING. *Understanding, analysing and evaluating:***  I can:   * discuss and evaluate the structure, characterisation and/or setting using some supporting evidence * identify the main theme of the text and recognise the relevance this has to my own and others’ experiences * identify and comment on aspects of the writer’s style and other features appropriate to genre using some relevant evidence. (ENG 3-19a) |
| Plot, character and setting | Time marches on | 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 | They meet again | 28 | **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 | How Joey felt | 28 | **READING. *Understanding, analysing and evaluating:***  I can:   * discuss and evaluate the structure, characterisation and/or setting using some supporting evidence * identify the main theme of the text and recognise the relevance this has to my own and others’ experiences * identify and comment on aspects of the writer’s style and other features appropriate to genre using some relevant evidence. (ENG 3-19a) |
| Talk about it | After the sale | 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) |
| Talk about it | Points of view | 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) |
| Talk about it | Grandfather in the hot seat | 33 | **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:***  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 | In the trenches | 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) |
| Talk about it | What do you think about war? | 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) |
| Talk about it | Afterwards | 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) |
| Get writing | A horse’s plea | 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)  **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 | Trooper Warren’s letter | 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)  **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 | Should there have been a war? | 39 | **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)  I can 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 | Joey remembers | 39 | **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) |
| Get writing | Precis | 40 | **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)  **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) |
| Get writing | Officer’s log | 40 | **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) |
| Assessment | A recommendation | 44 | **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)  **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) |
| Assessment | Joey’s role on the wall | 44 | **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) |
| Assessment | Spellcheck | 45 | **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) |
| Assessment | Modal check-up | 45 | **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) |
| Assessment | War Horse 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 | Battle | 46 | **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) |