| **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) |
| Shared reading | Extract 2 | 13 | **LISTENING. *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)  Having explored and analysed the features of spoken language, I can use these, adopting an appropriate register to suit my purpose and audience. (ENG 3-03a)  **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) |
| Shared reading | Extract 3 | 14 | **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:***  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) |
| Shared reading | Extract 4 | 14 | **READING*. Finding and using information:***  Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. (LIT 2-14a)  Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources. (LIT 3-14a / LIT 4-14a) |
| Grammar, punctuation and spelling | An article – a particle | 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)  I can use a range of strategies and resources and spell most of the words I need to use, including specialist vocabulary, and ensure that my spelling is accurate. (LIT 3-21a) |
| Grammar, punctuation and spelling | Fixed on prefixes | 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)  I can use a range of strategies and resources and spell most of the words I need to use, including specialist vocabulary, and ensure that my spelling is accurate. (LIT 3-21a) |
| Grammar, punctuation and spelling | Using CAPITALS | 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 | Hero’s heroes | 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)  I can use a range of strategies and resources and spell most of the words I need to use, including specialist vocabulary, and ensure that my spelling is accurate. (LIT 3-21a) |
| Grammar, punctuation and spelling | Extend yourself | 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)  I can use a range of strategies and resources and spell most of the words I need to use, including specialist vocabulary, and ensure that my spelling is accurate. (LIT 3-21a)  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 | Position it | 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)  I can use a range of strategies and resources and spell most of the words I need to use, including specialist vocabulary, and ensure that my spelling is accurate. (LIT 3-21a)  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) |
| Plot, character and setting | All in a name | 25 | **LISTENING AND TALKING. *Tools for listening and talking:***  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)  **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 | Themes are like threads | 25 | **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 | Challenge 1,2,3 | 26 | **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)   **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:***  I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, generate and develop ideas or create original text. (LIT 3-25a) |
| Plot, character and setting | No place like home | 26 | **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)   **WRITING. *Organising and using information:***  I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, generate and develop ideas or create original text. (LIT 3-25a) |
| Plot, character and setting | Zero to hero | 27 | **LISTENING AND TALKING. *Tools for listening and talking:***  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)  **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 | Find out more | 27 | **LISTENING AND TALKING. *Tools for listening and talking:***  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)  **WRITING. *Organising and using information:***  I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, generate and develop ideas or create original text. (LIT 3-25a) |
| Plot, character and setting | Friend or foe | 28 | **LISTENING AND TALKING. *Tools for listening and talking:***  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)  **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 | What happens next? | 28 | **LISTENING AND TALKING. *Tools for listening and talking:***  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. *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:***  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 | Telling stories | 32 | **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)  Having explored and analysed the features of spoken language, I can use these, adopting an appropriate register to suit my purpose and audience. (ENG 3-03a)  **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) |
| Talk about it | Hear all about it | 32 | **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)  Having explored and analysed the features of spoken language, I can use these, adopting an appropriate register to suit my purpose and audience. (ENG 3-03a)  **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) |
| Talk about it | Choosing a hero | 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)  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)  Having explored and analysed the features of spoken language, I can use these, adopting an appropriate register to suit my purpose and audience. (ENG 3-03a)  **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) |
| Talk about it | Presenting a Sea Dragon | 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)  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)  Having explored and analysed the features of spoken language, I can use these, adopting an appropriate register to suit my purpose and audience. (ENG 3-03a)  **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) |
| Talk about it | Jokes and riddles | 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)  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)  Having explored and analysed the features of spoken language, I can use these, adopting an appropriate register to suit my purpose and audience. (ENG 3-03a)  **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) |
| Talk about it | Pros and cons | 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)  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)  Having explored and analysed the features of spoken language, I can use these, adopting an appropriate register to suit my purpose and audience. (ENG 3-03a)  **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 | Plan a Viking event | 38 | **WRITING. *Tools for writing:***  As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs. (LIT 3-22a / LIT 4-22a)  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. *Organising and using information:***  I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text. (LIT 2-25a)  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 2-26)  **WRITING. *Creating texts:***  I can convey information, describe events, explain processes or combine ideas in different ways.(LIT 2-28a) |
| Get writing | Barbaric book review | 38 | **WRITING. *Tools for writing:***  As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs. (LIT 3-22a / LIT 4-22a)  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 can convey information, describe events, explain processes or combine ideas in different ways.(LIT 2-28a) |
| Get writing | Take note | 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) |
| Get writing | Speaking directly | 39 | **WRITING. *Tools for writing:***  As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs. (LIT 3-22a / LIT 4-22a)  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) |
| Get writing | Singing supper | 40 | **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)  **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 | A letter of complaint | 40 | **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 | Tell us how | 44 | **WRITING. *Tools for writing:***  As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs. (LIT 3-22a / LIT 4-22a)  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. *Organising and using information:***  I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text. (LIT 2-25a)  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 2-26)  **WRITING. *Creating texts:***  I can convey information, describe events, explain processes or combine ideas in different ways.(LIT 2-28a) |
| Assessment | Dig deeper | 44 | **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 | Adventures | 45 | **WRITING. *Tools for writing:***  As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs. (LIT 3-22a / LIT 4-22a)  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. *Organising and using information:***  I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text. (LIT 2-25a)  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 2-26)  **WRITING. *Creating texts:***  I can convey information, describe events, explain processes or combine ideas in different ways.(LIT 2-28a) |
| Assessment | Meaning in context | 45 | **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) |
| Assessment | A Viking story | 46 | **WRITING. *Tools for writing:***  As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs. (LIT 3-22a / LIT 4-22a)  **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 2-26) |
| Assessment | Listen up | 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)  I can use a range of strategies and resources and spell most of the words I need to use, including specialist vocabulary, and ensure that my spelling is accurate. (LIT 3-21a) |