| **Section** | **Lesson title** | **Page** | **Objective** |
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| Guided reading |  | 9 | **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. *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)  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. *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 can respond in ways appropriate to my role, show that I value others’ contributions and use these to build on thinking. (LIT 2-02a)  **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 discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. (LIT 2-04a)  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)   **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. *Tools for reading:***  I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection. (LIT 2-13a)  **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 | **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 | Changing voices | 19 | **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 | Like this or like that? | 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 | One word, two meanings | 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) |
| Grammar, punctuation and spelling | Perfect pronouns | 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 | Strong words | 21 | **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 | Speaking the language | 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) |

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| Plot, character and setting | A new boy | 25 | **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) |
| Plot, character and setting | Map it out | 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) |
| Plot, character and setting | Green Lake – past and present | 26 | **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) |
| Plot, character and setting | The Texan desert | 26 | **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) |
| Plot, character and setting | Destiny’s work | 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 | Looking ahead | 27 | **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)  To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are. (LIT 2-18a) |
| Plot, character and setting | Looking back | 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 | Style and effect | 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) |

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| Talk about it | The whole truth | 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 | Right or wrong? | 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 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)   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 | Natural revenge | 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 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)   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 | Camp Fun and Games | 33 | **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. *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 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 | Desert dangers | 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 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) |

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| Talk about it | I shot the sheriff! | 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)   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) |

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| Get writing | Deadly critters | 38 | **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. *Tools for writing:***  Throughout the writing process, I can check that my writing makes sense and meets its purpose. (LIT 2-23a) |
| Get writing | A letter home | 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) |
| Get writing | Stanley’s diary | 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)  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) |

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| Get writing | The late Kissin’ Kate | 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 am learning to use language and style in a way that engages and/or influences my reader. (ENG 2-27a) |
| Get writing | A better way | 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 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) |
| Get writing | The wonderful onion | 40 | **WRITING. *Creating texts:***  I am learning to use language and style in a way that engages and/or influences my reader. (ENG 2-27a)  **WRITING. *Tools for writing:***  I can consider the impact that layout and presentation will have on my reader, selecting and using a variety of features appropriate to purpose and audience.(LIT 3-24a) |

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| Assessment | Nameless | 44 | **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. *Creating texts:***  I can convey information, describe events, explain processes or combine ideas in different ways. (LIT 2-28a) |
| Assessment | Big issues | 44 | **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) |
| Assessment | Holes: the quiz | 45 | **READING. *Understanding, analysing and evaluating:***  To show my understanding, I can comment, with evidence, on the content and form of short and extended texts, and respond to literal, inferential and evaluative questions and other types of close reading tasks. (ENG 3-17a) |
| Assessment | Threads | 45 | **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) |
| Assessment | Detective work | 46 | **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) |
| Assessment | Book club | 46 | **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. *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 2-11a)  **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) |