| **Section** | **Lesson title** | **Page**  | **Objective(s)** |
| --- | --- | --- | --- |
| Plot character and setting | Charlie’s house | 11 | **Years 3-4 programme of study: READING: Comprehension**To understand what they read, in books they can read independently, by identifying main ideas drawn from more than one paragraph and summarising these. |
| Plot character and setting | Veruca Salt | 11 | **Years 3-4 programme of study: READING: Comprehension**To understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied. |
| Plot character and setting | Loompaland | 12 | **Years 3-4 programme of study: READING: Comprehension**To understand what they read, in books they can read independently, by identifying main ideas drawn from more than one paragraph and summarising these. |
| Plot character and setting | Just deserts | 12 | **Years 5-6 programme of study: READING: Comprehension**To understand what they read by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. |
| Plot character and setting | Welcome, my little friends! | 13 | **Years 3-4 programme of study: READING: Comprehension**To understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied. |
| Plot character and setting | Up the pipe | 13 | **Years 3-4 programme of study: READING: Comprehension**To understand what they read, in books they can read independently, by identifying how language, structure, and presentation contribute to meaning. |
| Plot character and setting | Questions, questions! | 14 | **Years 3-4 programme of study: READING: Comprehension**To understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied. |
| Plot character and setting | On the box | 14 | **Years 5-6 programme of study: READING: Comprehension**To understand what they read by drawing inferences and justifying these with evidence from the text. |
| Talk about it | Radio report | 19 | **Lower Key Stage 2 – Years 3-4** Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In Years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.**Upper Key Stage 2 – Years 5-6**Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In Years 5 and 6, pupils’ confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate. **Years 5-6 programme of study: WRITING: Composition**To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. |
| Talk about it | Oompa-Loompas’ viewpoint | 19 | **Years 3-4 programme of study: READING: Comprehension**To develop positive attitudes to reading and understanding of what they read by increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.**Years 3-4 programme of study: READING: Comprehension**To understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied. |
| Talk about it | Feel the beat | 20 | **Years 3-4 programme of study: READING: Comprehension**To develop positive attitudes to reading and understanding of what they read by preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. |
| Talk about it | Slavery debate | 20 | **Years 3-4 programme of study: READING: Comprehension**To understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied.**Years 5-6 programme of study: READING: Comprehension**To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. |
| Talk about it | Winning ways | 21 | **Lower Key Stage 2 – Years 3-4** Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In Years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.**Upper Key Stage 2 – Years 5-6**Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In Years 5 and 6, pupils’ confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.  |
| Talk about it | The best day of my life! | 21 | **Lower Key Stage 2 – Years 3-4** Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In Years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.**Upper Key Stage 2 – Years 5-6**Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In Years 5 and 6, pupils’ confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.  |
| Get writing | Fizzy advert | 25 | **Years 5-6 programme of study: WRITING: Composition**To draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaningand by using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). |
| Get writing | Factory expansion | 25 | **Years 3-4 programme of study: WRITING: Composition**To plan their writing by discussing and recording ideas.To draft and write by in narratives, creating settings, characters and plot. |
| Get writing | I do apologise! | 26 | **Years 3-4 programme of study: READING: Comprehension**To understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied.**Years 3-4 programme of study: WRITING: Composition**To plan their writing by discussing and recording ideas.To draft and write by in non-narrative material, using simple organisational devices such as headings and sub-headings. |
| Get writing | A sixth winner! | 26 | **Years 3-4 programme of study: WRITING: Composition**To plan their writing by discussing and recording ideas.To draft and write by in narratives, creating settings, characters and plot. |
| Get writing | Exploding sweets | 27 | **Years 5-6 programme of study: WRITING: Composition**To draft and write by using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). |
| Get writing | Book review | 27 | **Years 3-4 programme of study: WRITING: Composition**To plan their writing by discussing and recording ideas.To draft and write by in non-narrative material, using simple organisational devices such as headings and sub-headings. |
| Assessment | Mr Wonka’s offer | 31 | **Years 3-4 programme of study: READING: Comprehension**To understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied. |