| **Section** | **Lesson title** | **Page** | **Objective(s)** |
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| Plot character and setting | Introductions | 11 | **Years 5-6 programme of study: READING: Comprehension**  To understand what they read by drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions and justifying these with evidence. |
| Plot character and setting | Character clues | 11 | **Years 5-6 programme of study: READING: Comprehension**  To understand what they read by drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions and justifying these with evidence. |
| Plot character and setting | Right and wrong | 12 | **Years 5-6 programme of study: READING: Comprehension**  To understand what they read by drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions and justifying these with evidence. |
| Plot character and setting | Faith and beliefs | 12 | **Years 5-6 programme of study: READING: Comprehension**  To maintain positive attitudes to reading and understanding of what they read by identifying and discussing themes and conventions in and across a wide range of writing. |
| Plot character and setting | Powerful persuasion | 13 | **Years 5-6 programme of study: READING: Comprehension**  To understand what they read by identifying how language, structure and presentation contribute to meaning. |
| Plot character and setting | A common theme | 13 | **Years 5-6 programme of study: READING: Comprehension**  To maintain positive attitudes to reading and understanding of what they read by identifying and discussing themes and conventions in and across a wide range of writing. |
| Plot character and setting | Reading between the lines | 14 | **Years 5-6 programme of study: READING: Comprehension**  To understand what they read by drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions and justifying these with evidence. |
| Plot character and setting | Behaving in character | 14 | **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. |
| Talk about it | Interpretations | 19 | **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: READING: Comprehension**  To participate in discussions about both books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously. |
| Talk about it | Changing times | 19 | **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: READING: Comprehension**  To participate in discussions about both books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously. |
| Talk about it | Motif and movies | 20 | **Years 5-6 programme of study: READING: Comprehension**  To participate in discussions about both books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously. |
| Talk about it | Power and control | 20 | **Years 5-6 programme of study: READING: Comprehension**  To participate in discussions about both books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously. |
| Talk about it | Dramatic dialogue | 21 | **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).  To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. |
| Talk about it | Highlighting history | 21 | **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 | Engage and entertain | 25 | **Years 5-6 programme of study: WRITING: Composition**  To draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. |
| Get writing | Picturesque persuasion | 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 meaning. |
| Get writing | Now and then | 26 | **Years 5-6 programme of study: WRITING: Composition**  To draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. |
| Get writing | Dear Tommo | 26 | **Years 5-6 programme of study: READING: Comprehension**  To understand what they read by drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions and justifying these with evidence.  **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 | Reviews | 27 | **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.  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 | Words in action | 27 | **Years 5-6 programme of study: WRITING: Composition**  To draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.  To evaluate and edit by proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. |
| Assessment | A sharp learning curve | 31 | **Years 5-6 programme of study: READING: Comprehension**  To understand what they read by drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions and justifying these with evidence. |