| **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. *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 | **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 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)  **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. *Finding and using information:***  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)  **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 | **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)   **READING. *Finding and using information:***  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)  **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) |
| Grammar, punctuation and spelling | | | Direct Speech | 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) |
| Grammar, punctuation and spelling | | | Standard English | 19 | **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. *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 | | | When, where and why | 20 | **READNG. *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) |
| Grammar, punctuation and spelling | | | Suffixes | 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) |
| Grammar, punctuation and spelling | | | Prefixes | 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 | | | Is it a plural? | 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 | The chalk pit | | | 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) |
| Plot, character and setting | Clever Stig | | | 25 | **READNG. *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) |
| Plot, character and setting | Friends | | | 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)   **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 | Granny’s house | | | 26 | **READING. *Find 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)  **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) |
| Plot, character and setting | Moving with the seasons | | | 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 | Stop thief! | | | 27 | **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)  **READNG. *Understanding, analysing and evaluating:***  To show my understanding, I can comment, with evidence, on the context 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) |
| Plot, character and setting | At the party | | | 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) |
| Plot, character and setting | Midsummer’s Eve | | | 28 | **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) |
| Talk about it | | Conversation | | 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)  I can recognise how the features of spoken language can help in communication, and I can use what I learn.  I can recognise different features of my own and others’ spoken language. (ENG 2-03a) |
| Talk about it | | Recycling | | 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 | | Hunting debate | | 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:***  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 | | Friends in the hot-seat | | 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 | | Circus animals | | 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)  **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) |
| Talk about it | | Retelling the story | | 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:***  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) |
| Get writing | | | Where would you like to live? | 38 | **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 | | | Barney’s diary | 38 | **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)  **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) |
| Get writing | | | Snargets – the play | 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)  **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 seasonal poem | 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)  **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 | | | Police report | 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)  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 | | | This is Stig | 40 | **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)  **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) |
| Assessment | | | Profile of Barney | 44 | **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)  **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) |
| Assessment | | | Barney’s memoir | 44 | **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)  **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) |
| Assessment | | | Spaceman Stig | 45 | **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)  **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) |
| Assessment | | | Standard English | 45 | **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. *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 | | | Prefix check | 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) |
| Assessment | | | Question and answer | 46 | **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, 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) |