| **Section** | **Lesson title** | **Page** | **Objective(s)** |
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| Plot character and setting | Play time | 11 | **Years 3-4 programme of study: WRITING: Composition**  To draft and write by in narratives, creating settings, characters and plot.  **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. |
| Plot character and setting | Concrete examples | 11 | **Years 3-4 programme of study: WRITING: Composition**  To draft and write by in non-narrative material, using simple organisational devices such as headings and sub-headings.  **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. |
| Plot character and setting | Poem patterns | 12 | **Years 3-4 programme of study: WRITING: Composition**  To draft and write by in non-narrative material, using simple organisational devices such as headings and sub-headings.  **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. |
| Plot character and setting | Think of a theme | 12 | **Years 3-4 programme of study: READING: Comprehension**  To develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a wide range of books. |
| Plot character and setting | Script it | 13 | **Years 3-4 programme of study: WRITING: Composition**  To draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2, English Programmes of study for Key Stages 1-2). |
| Plot character and setting | Telling tales | 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.  **Years 3-4 programme of study: WRITING: Composition**  To draft and write by in narratives, creating settings, characters and plot. |
| Plot character and setting | Worry box | 14 | **Years 3-4 programme of study: READING: Comprehension**  To develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a wide range of books.  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 | Find a rhyme | 14 | **Years 3-4 programme of study: READING: Comprehension**  To understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context and by identifying how language, structure, and presentation contribute to meaning. |
| Talk about it | Gangs | 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. |
| Talk about it | Projects, projects | 19 | **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. |
| Talk about it | Fair play | 20 | **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. |
| Talk about it | In trouble | 20 | **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. |
| Talk about it | ‘Spare the rod’ | 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. |
| Talk about it | Beware the bogeyman! | 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. |
| Get writing | Lost property | 25 | **Years 3-4 programme of study: WRITING: Composition**  To draft and write by in non-narrative material, using simple organisational devices such as headings and sub-headings.  **Years 5-6 programme of study: WRITING: Composition: Grammar and punctuation**  To develop their understanding of the concepts set out in Appendix 2 by recognising vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive. |
| Get writing | Drama on stage | 25 | **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 and by identifying how language, structure, and presentation contribute to meaning. |
| Get writing | Snowy views | 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 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 | Dog trouble | 26 | **Years 3-4 programme of study: WRITING: Composition: *Grammar and punctuation***  To develop their understanding of the concepts set out in Appendix 2 by using conjunctions, adverbs and prepositions to express time and cause.  To indicate grammatical and other features by indicating possession by using the possessive apostrophe with singular and plural nouns and by using and punctuating direct speech. |
| Get writing | Health and safety | 27 | **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 and by identifying how language, structure, and presentation contribute to meaning.  **Years 3-4 programme of study: WRITING: Composition**  To draft and write by in non-narrative material, using simple organisational devices such as headings and sub-headings. |
| Get writing | Without | 27 | **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. |
| Assessment | Blog about it | 31 | **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.  To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. |