| **Section** | **Lesson title** | **Page** | **Objective(s)** |
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| Plot character and setting | Understanding the writer | 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 | Story journal | 11 | **Years 5-6 programme of study: READING: Comprehension**  To understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.  **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). |
| Plot character and setting | Character traits | 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 | Marking time | 12 | **Years 5-6 programme of study: READING: Comprehension**  To understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. |
| Plot character and setting | Mapping places | 13 | **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 | Causing confusion | 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 moods | 14 | **Years 5-6 programme of study: READING: Comprehension**  To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. |
| Plot character and setting | Confronting reality | 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.  **Years 5-6 programme of study: WRITING: Composition**  To plan their writing by noting and developing initial ideas, drawing on reading and research where necessary. |
| Talk about it | Adding dialogue | 19 | **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 evaluate and edit by assessing the effectiveness of their own and others’ writing.  To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. |
| Talk about it | Speaking up | 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 understand what they read by drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions and justifying these with evidence. |
| Talk about it | Personal dilemmas | 20 | **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 understand what they read by drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions and justifying these with evidence. |
| Talk about it | Frozen moments | 20 | **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 understand what they read by drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions and justifying these with evidence. |
| Talk about it | Father figure | 21 | **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 | Making decisions | 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 | Effective language | 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 | Involving the reader | 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 | Story planning | 26 | **Years 5-6 programme of study: WRITING: Composition**  To plan their writing by noting and developing initial ideas, drawing on reading and research where necessary. |
| Get writing | Becoming writers | 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 | Expressing a view | 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 | Cover design | 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). |
| Assessment | Knowing the truth | 31 | **Years 5-6 programme of study: READING: Comprehension**  To understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context and by drawing inferences and justifying these with evidence from the text. |