Reading Curriculum – Year 4

Archaic Text	Non-linear Time Sequences	Narratively Complex	Complexity of Plot/Symbolic Text	Resistant Text
The vocabulary, usage, syntax for cultural reference of text over 50 or 100 years old are vastly different and more complex than books today	Books where time moves in fits and starts. This requires focus on plot and understanding	Books are sometimes narrated by an unreliable narrator or who have multiple narrators or non-human. These add more complexity that a single plot line	Texts which happen on a symbolic level. Critical forms of text complexity	Texts written to deliberately resist easy meaning-making by readers. Readers have to assemble meaning around nuances, hints, uncertainties and clues
Charlotte's Web – E.B White Those Winter Sundays Robert Hayden - 1913-1980 Victory Bells-Grace Hazard Conkling	The Midnight Gang- David Walliams	The Witches – Roald Dahl	Revolting Rhymes (poems) – Roald Dahl If-Rudyard Kipling Walter de la Mare The Snowman- Michael Morpurgo	Topsy Turvy World (poem) – William Brighty Rands

National Curriculum

Retrieval	Vocabulary	Developing Fluency, Performance and Debating	Inference	Text Structure - Comparing and Making Links
• To increase their familiarity with a wide range of books and retelling some of these orally. • Asking questions to improve their understanding of a text. • Identifying main ideas drawn from more than one paragraph and summarising these. • To retrieve and record information from non-fiction. • Find and select words and phrases, to answer find it questions from different sections of unknown texts.	• Children apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words • Discuss words and phrases that capture the reader's interest and imagination • To identify how language contributes towards meaning and checking the book makes sense to their understanding and exploring the meaning of words in context	• Children listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books. • Prepare poems and play scripts to read aloud and to preform, showing understanding through intonation, tone volume and action • Participate in discussion about books that are both read to them and those	• Check the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Predict what might happen from details stated and implied • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify these with evidence • Ask questions to improve their understanding of a text • To make predictions prior to reading about the likely type of characters or	• Children recognise and describe the typical features of a wider range of forms of poetry • To be able to retrieve and record information from non-fiction • Identify how structure and presentation contribute to meaning • Read books that are structured in different ways and reading for a range of purposes • Recognise and describe some features of fiction genres • Able to refer to parts of stories, dramas, and poems when writing or

• Generate relevant find it questions from different sections of fiction and non-fiction texts.	• Identify and generate words with similar and opposite meanings • Recognise key vocabulary and language features from different genres and apply to writing	they can read for themselves • Ask questions to improve their understanding of a text • Identify and discuss the purpose of a text and the intended impact on a reader as well as words and phrases which capture a readers' imagination • Identify and discuss the difference between fact and opinion

events in a story based upon the front cover, title, knowledge of the author and different genres • Children make plausible predictions based upon events and actions of characters. • Make predictions drawing upon knowledge of other texts	speaking about a text, using terms such as chapter, scene, and stanza

Teachers read the class text daily however they can select other texts for reading lessons.

<u>Autumn 1</u>

Wk	Text	Concepts	Objectives
1	The Witches – Roald Dahl	Retrieval - Summarising	Identifying main ideas drawn from more than one paragraph and summarising these. Summarise orally and in writing the main points from several paragraphs or sections of a text.
2	The Witches – Roald Dahl	Retrieval - Sequencing	Sequence pictures or texts from a story or non-fiction text read justifying reasons for choices. Show understanding of the text by sequencing a selection of unknown text so that they make sense of a whole, justifying reasons for the choice.
3	The Witches – Roald Dahl	Retrieval - Skimming and Scanning	Skim and scan to identify and use headings and sections in books (glossaries, indexes, contexts) to retrieve information. Scan different sections of unknown texts (fiction and non-fiction) to find missing information.
4	The Witches – Roald Dahl	Retrieval - Recasting Locational Questions	Produce an annotated drawing/diagram to represent/summarise a section of a text (non-fiction). Complete diagrams, tables and charts to summarise information. Generate 'find it' questions from different sections of fiction and non-fiction texts.
5	The Witches – Roald Dahl	Retrieval - Note Making Skills	Retrieve and record information, producing a set of notes to support a presentation.
6	The Witches – Roald Dahl	Retrieval - Summarising	Identifying main ideas drawn from more than one paragraph and summarising these. Summarise orally and in writing the main points from several paragraphs or sections of a text.
7	Victory Bells Grace Hazard Conkling	Vocabulary - Identify Developing Fluency and Performance	Identify and discuss words and phrases that capture the reader's interest and imagination. Identifying how language contributes towards meaning. Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Consider and evaluate different viewpoints, attending to and building on the contributions of others.

Autumn 2

Wk	Text	Concepts	Objectives
1	The Snowman- Michael Morpurgo	Inference - Prediction	Make predictions prior to reading about the likely type of characters or events in a story based upon the front cover, title, knowledge of author and different genres of writing. Make plausible predictions based upon events and actions
2	The Snowman- Michael Morpurgo	Use of Function of Structural Organisers - Non-Fiction	Read non-fiction texts that are structured in different ways Name, use and describe the function of a wider range of common organisers in non-fiction texts, e.g. contents, subheadings, diagrams, captions and labels, bibliography. Use a range of structural organisers to retrieve information from non-fiction texts.
3	The Snowman- Michael Morpurgo	Inference - Cause and Effect	Identify the multiple causes of an event. Infer and comment on a range of possible effects of a specific event or action.
4	Roald Dahl	Reading for Pleasure- Author Study	Read for a range of purposes. Reading a variety of books including fairy stories, myths and legends. Listening to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
5	The Snowman- Michael Morpurgo	Vocabulary - The Meaning of Words	Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words. Explain the meaning of words in context.
6	Topsy Turvy World (poem) – William Brighty Rands	Developing Fluency and Performance	Fluently read a wide range of books, including fairy stories, myths and legends.
7	Review Week- recap on all grammar and punctuation taught in previous years- apply into context		

Spring 1

Wk	Text	Key Focus	Objectives
1	Charlotte's Web – E.B White	Inference - identifying evidence to support opinion	Justify inferences with evidence from within the text and experiences and/or reading beyond the text. Infer characters' feelings, thoughts and motives from their actions at different points in a story.
2	Charlotte's Web – E.B White	Inference - characterisation	Explore characters' actions, feelings and motives through role play such as hot seating. Demonstrate appropriate empathy through expression.
3	Charlotte's Web – E.B White	Inference - asking and answering questions	Ask and answer inference/detective relevant-questions about a story or non-fiction text which begins to develop character's feelings, actions and motives.
4	Charlotte's Web – E.B White	Vocabulary - intended impact on the reader	Discuss words and phrases that capture the reader's interest and imagination giving reasons for their choices. Explain why the author has used a particular word or phrase.
5	Those Winter Sundays Robert Hayden - 1913-1980 (Father love)	Developing fluency and performance	Reading at a speed sufficient for their understanding. Reads aloud a predictable text at a flowing pace, pausing to attend to more complex punctuation.
6	Review week		

Spring 2

Wk	Text	Key Focus	Objectives
1	Charlotte's Web – E.B White	Inference- asking and answering questions	Developing skills in asking and answering questions about a character's feelings, actions and motives. This strategy is modelled by making connections across the text.
2	Levi Pinfold- picture books	Reading for pleasure- author study	Read for a range of purposes. Reading a variety of books including fairy stories, myths and legends. Listening to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
3	Charlotte's Web – E.B White	Vocabulary- recognise how language is linked to audience and purpose	Recognise key vocabulary and language features from different genres and apply to writing.
4 and 5	Revolting Rhymes (poems) – Roald Dahl	Developing fluency and performance	Use effective intonation, stress and expression that indicate comprehension. Maintains pace and accuracy when partner reading with an experienced reader. Reads without finger tracing.
6	Review		

Summer 1

Wk	Text	Concept	Objectives
1	Non-fiction text linked to topic	Use of function of structural organisers/text featured Non-fiction	Read non-fiction texts that are structured in different ways Identify and name a range of common organisers in non-fiction texts, e.g. contents, headings, index, glossary, subheadings, diagrams, captions and labels, bibliography. Use a range of structural organisers to retrieve information from non-fiction texts. Identify how structure and presentation contribute to meaning.
2	Revisit poems studied	Use of function of structural organisers/text features-poetry	Read poems that are structured in different ways. Identify and name a range of structural organisers. Discuss similarities and differences.
3	The Midnight Gang- David Walliams	Use of function of structural organisers/text features-fiction	Read fiction texts that are structured in different ways. Discuss the effectiveness of different structures/presentations. Discuss similarities and differences.
4	The Midnight Gang- David Walliams	Identify and discuss similarities and differences	Identify, compare and contrast features of a range of fiction genres, e.g. contemporary, traditional and poetry.
5	If-Rudyard Kipling	Developing fluency and performance Vocabulary-compare and contrast	Read aloud a predictable text at a flowing pace, pausing to attend to more complex punctuation. Uses effective intonation, stress and expression that indicate comprehension. Maintains pace and accuracy. Compare and contract language within a type of story read, e.g. fairy tales, myths and legends, and science fiction.
6	Review Week		

Summer 2

Wk	Text	Concept	Objectives
1	The Midnight Gang- David Walliams	Compare and contrast-making links	Compare and contrast language across different types of stories read, e.g. fairy tales, myths and legends, and science fiction. Identify and compare themes in a wider range of fiction and non-fiction.
2	The Midnight Gang- David Walliams	Reviewing and performing-debating	Discuss a wide range of fiction, poetry, plays, non-fiction and reference books that they have read by themselves and which have been read to them. Take turns, listen to what others say and ask follow up questions to contributions made by others. Identify and discuss the purpose of a text and the intended impact on a reader. Identify and discuss the difference between fact and opinion. Discuss the impact words and phrases which capture the reader's imagination.
3	David Walliams	Reading for pleasure-author study	Read for a range of purposes. Reading a variety of books including fairy stories, myths and legends. Listening to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
4 and 5	Walter de la Mare	Vocabulary	Full review of Y4 vocabulary
6 and 7	Silver- Walter de la Mare	Developing fluency and performance	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.