

Reading Long Term Plan Year 4 2020-2021

National Curriculum Statutory Requirements						
<ul style="list-style-type: none"> * preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action * discussing words and phrases that capture the reader's interest and imagination * recognising some different forms of poetry [for example, free verse, narrative poetry] * 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 * asking questions to improve their understanding of a text * 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 * identifying main ideas drawn from more than one paragraph and summarising these * identifying how language, structure, and presentation contribute to meaning * retrieve and record information from non-fiction * 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. * Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. 						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National Curriculum coverage	Pupils should have opportunities to listen frequently to stories, including whole books and not just extracts.					
	Participate in discussion about the purpose of exotic settings in Adventure stories and links to our Geography topic (Rivers). Discuss vocabulary used to capture readers' interest and imagination. To identify themes and conventions in a wide range of books.	Participate in discussion about the use of mythology and the trope of good versus evil in Fantasy stories. Discuss vocabulary used to capture readers' interest and imagination. To identify themes and conventions in a wide range of books.	Participate in discussion about suspense devices in Mystery stories. Discuss vocabulary used to capture readers' interest and imagination. To identify themes and conventions in a wide range of books.	Participate in discussion about modern day inequalities highlighted in Contemporary fiction and the experience of child refugees today. Discuss vocabulary used to capture readers' interest and imagination. To identify themes and conventions in a wide range of books.	Participate in discussions about the place of historical elements in Fantasy stories. Discuss vocabulary used to capture readers' interest and imagination. To identify themes and conventions in a wide range of books.	Participate in discussion about magical devices in Fantasy stories. Discuss vocabulary used to capture readers' interest and imagination. To identify themes and conventions in a wide range of books.
The One O'clock Club	The Explorers by Katherine Rundell	Sky Song by Abi Elphinstone	Malamander by Thomas Taylor	The Boy at the Back of the Class by Onjali Q. Rauf	Brightstorm by Vashti Hardy	Nevermore by Jessica Townsend

National Curriculum coverage	<p>Discuss vocabulary used to capture readers' interest and imagination.</p> <p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p> <p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Retrieve and record information from non-fiction.</p>					
Text Reading Comprehension	<p>Wind in the Willows - Kenneth Grahame</p> <p>Alice in Wonderland - Lewis Carroll</p> <p>Your Brain</p> <p>Bodily Bits and Bobs</p> <p>The Raven - Edgar Allen Poe</p> <p>The Secret Garden - Frances Hodgson Burnett</p> <p>Frances Hodgson Burnett - Biography</p>	<p>Digestion</p> <p>Christmas Trees</p> <p>The Little Matchstick Girl - Hans Christian Anderson</p> <p>Hans Christian Anderson Biography</p> <p>Female Mountaineers</p> <p>The Skeleton</p> <p>Violent Volcano! (newspaper)</p> <p>The Sea by James Reeves</p>	<p>Great Expectations - Charles Dickens</p> <p>Peter Pan - J.M. Barrie</p> <p>Into the Mine</p> <p>History of Mining</p> <p>Mining Then and Now</p> <p>Parts of a Volcano</p> <p>Pompeii</p> <p>Mining Disaster</p> <p>Tim Burners Lee - Biography</p>	<p>Black Beauty - Anna Sewell</p> <p>Robinson Crusoe - Daniel Defoe</p> <p>The Time Machine - H. G. Wells</p> <p>The Life Cycle of an Amphibian</p> <p>Beowulf</p> <p>Making A Mountain</p> <p>Your Brain</p> <p>A Letter Home</p> <p>History by John Kitching</p>	<p>Swiss Family Robinson - Johann David Wyss</p> <p>The Wonderful Wizard of Oz - Lyman Frank Baum</p> <p>Tomb Raider</p> <p>How to Make A Mummy</p> <p>Treasure Island by R.L. Stephenson</p> <p>Tutankhamun - Biography</p>	<p>Gods of Ancient Egypt</p> <p>Flooding the Nile</p> <p>Mary Poppins - Pamela Lyndon Travers</p> <p>Pamela Lyndon Travers - Biography</p> <p>Aesop's Fables and Twisted Tales</p> <p>The Highway Man - Alfred Noyes</p> <p>Robinhood</p>

Focus	<p>Classics Biography Characters' points of view Information How settings create atmosphere</p>	<p>Fairy Tale Biography Journalistic style - newspaper Information Poetry</p> <p><i>Poetry out loud in the church - The Night Before Christmas</i></p>	<p>Classics Biography Explanation Characters' points of view Information How settings create atmosphere Journalistic style - newspaper</p>	<p>Classics Characters' points of view Information How settings create atmosphere Letter Poetry</p> <p><i>Whole school performance</i></p>	<p>Classics Biography Information How settings create atmosphere Instructions</p>	<p>Classics Biography Information Explanation Playscripts Poetry</p>
<p>Cross curricular skills</p> <p>To read for a range of purposes.</p> <p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</p> <p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p>						