

Year 4 Reading Long Term Plan

English - Writing unit focus	- Identify themes and conventions in a wide range of books (e.g. heroes, journeys and superhuman beings in myths and legends). - Identify the features of different text-types. Recognise the conventions of different types of writing, such as a diary written in the first person, the greeting in letters and presentational features in non-fiction texts. • 2B: Make use of non-fiction features to find information from the text (index, contents, headings and sub-headings, illustrations). - Understand how paragraphs can organise ideas around a theme and can build up ideas across a text. - Y4 SPAG: Identify and discuss noun phrases expanded by modifying adjectives, nouns and preposition (e.g. the teacher expanded to the strict teacher with curly hair). - Y4 SPAG: Identify and discuss fronted adverbials and how they add meaning to a text. - Identify themes and conventions in a wide range of books: Make judgements about the success of the narrative, e.g. do you agree with the way the problem was solved? - Identify themes and conventions in a wide range of books: Identify a writer's viewpoint. - Identify themes and conventions in a wide range of books: Develop awareness that the author sets up dilemmas in a story and devise a solution.												
Poetry	- Key Reading Skills: Read aloud a wider range of books and poetry with accuracy and at a reasonable speaking pace. - Key Reading Skills: Show understanding of texts read aloud or performed through intonation, tone, volume and action. - Key Reading Skills: Recognise the functions of punctuation including direct speech and use appropriate intonation and expression. - Prepare poems and play scripts to read aloud and to perform. Include shorter narrative poems, limericks and kennings. • Vary volume, pace and use appropriate expressions when performing. • Use actions, sound effects, musical patterns and images to enhance a poem's meaning. - Recognise some different forms of poetry (e.g. narrative poetry, limericks, kennings). - Language, structure & presentation for meaning: Identify and describe the styles of individual writers and poets. - Language, structure & presentation for meaning: Identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose.												
Guided Reading/ Vipers	- Use knowledge of root words, prefixes and suffixes to read aloud and to understand the meanings of new words met (e.g. -or, -ous, -ation, dis-, mis-, in, im-, ir-, il-, re-, sub-, inter-). - Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. - Key Reading Skills: Ask questions to improve understanding of a text. - Key Reading Skills: Read aloud a wider range of books and poetry with accuracy and at a reasonable speaking pace. - Key Reading Skills: Show understanding of texts read aloud or performed through intonation, tone, volume and action. - Identify themes and conventions in a wide range of books: Develop awareness that the author sets up dilemmas in a story and devise a solution. <table><tr><td><u>Vocabulary</u></td><td><u>Infer</u></td><td><u>Predict</u></td><td><u>Explain</u></td><td><u>Retrieve</u></td><td><u>Summarise</u></td></tr><tr><td>Language, structure & presentation for meaning: Describe, with examples, how the author has chosen a range of vocabulary to convey different moods, feelings and attitudes.</td><td>Draw inferences and justify with evidence: Discuss, moods, feelings and attitudes using inference and deduction</td><td>Predict what might happen from details implied/hidden in the text: Make predictions about how characters might behave in different settings.</td><td>Identify themes and conventions in a wide range of books: Express personal response with some awareness of the writer's viewpoint or the effect on the reader.</td><td>Retrieve and record information from non-fiction.</td><td>Identify main ideas from more than one paragraph and summarise these.</td></tr></table>	<u>Vocabulary</u>	<u>Infer</u>	<u>Predict</u>	<u>Explain</u>	<u>Retrieve</u>	<u>Summarise</u>	Language, structure & presentation for meaning: Describe, with examples, how the author has chosen a range of vocabulary to convey different moods, feelings and attitudes.	Draw inferences and justify with evidence: Discuss, moods, feelings and attitudes using inference and deduction	Predict what might happen from details implied/hidden in the text: Make predictions about how characters might behave in different settings.	Identify themes and conventions in a wide range of books: Express personal response with some awareness of the writer's viewpoint or the effect on the reader.	Retrieve and record information from non-fiction.	Identify main ideas from more than one paragraph and summarise these.
<u>Vocabulary</u>	<u>Infer</u>	<u>Predict</u>	<u>Explain</u>	<u>Retrieve</u>	<u>Summarise</u>								
Language, structure & presentation for meaning: Describe, with examples, how the author has chosen a range of vocabulary to convey different moods, feelings and attitudes.	Draw inferences and justify with evidence: Discuss, moods, feelings and attitudes using inference and deduction	Predict what might happen from details implied/hidden in the text: Make predictions about how characters might behave in different settings.	Identify themes and conventions in a wide range of books: Express personal response with some awareness of the writer's viewpoint or the effect on the reader.	Retrieve and record information from non-fiction.	Identify main ideas from more than one paragraph and summarise these.								
Reading Folder	- Read a range of texts with consistent accuracy, fluency and confidence. - Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. - Key Reading Skills: Read aloud a wider range of books and poetry with accuracy and at a reasonable speaking pace. - Key Reading Skills: Recognise the functions of punctuation including direct speech and use appropriate intonation and expression.												

	● Decide on a question that needs answering and locate the answer in a non-fiction book. ● Locate information when directed using skimming and scanning in non-fiction. ● Identify themes and conventions in a wide range of books: Express personal response with some awareness of the writer's viewpoint or the effect on the reader. ● Identify themes and conventions in a wide range of books: Discuss similarities between the same author's books and different authors. ● Identify themes and conventions in a wide range of books: Recognise ways in which writers present issues and points of view in fiction and non-fiction
RWI spellings	● Suffixes and prefixes are used mostly accurately (e.g. -or, -ous, -ation, dis-, mis-, in, im-, ir-, il-, re-, sub-, inter-). • The full range of spelling rules and patterns, for Years 3/4 are mostly accurate. • Mostly accurate spelling of words from the Year 3 /4 wordlist.