Reading Medium Term Plan – Year Four

Objectives addressed over time/ in every reading lesson:

Word Reading:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension

- develop positive attitudes to reading and understanding of what they read by:
    - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
    - reading books that are structured in different ways and reading for a range of purposes
    - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- 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.

Year 4 – Reading Medium Term Plan					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Storytime Texts: Re-ignite children's interest in 'Middle Grade' books. **Book 1:** Harley Hitch and the Iron Forest, Vashti Hardy **Book 2:** Varjak Paw, SF Said. **Book 3:** Class vote choosing from The Outlaw Varjak Paw, SF Said, Street Pup, Gill Lewis.	**Storytime Texts:** **Book 1:** Roy of the Rovers, Tom Palmer **Book 2:** Armistice Runner, Tom Palmer **Book 2:** Class vote from a selection of Tom Palmer titles, or authors of the teacher's choice if children.	**Storytime:** **Book 1:** Dragon Mountain, Kevin and Katie Tsang **Book 2:** Class vote of dragon related stories such as others from the Dragon Mountain series, The Land of Roar, Jenny Mclachlan, Dragon Girls series.	**Storytime:** **Book 1:** A Michael Morpurgo novel- choose from Why the Whales Came, The Last Wolf, Butterfly Lion (not a war text). **Book 2:** The Giant's Necklace, Michael Morpurgo	**Storytime:** **Book 1:** The Last Bear, Hannah Gold **Book 2:** An age-appropriate classic book of the teacher's choice such as those by Roald Dahl, JK Rowling, Anne Fine, Jill Murphy, Michael Morpurgo etc seek advice if needed.	**Storytime:** **Book 1:** The Miraculous Journey of Edward Tulane, Kate DiCamillo, **Book 2:** Teacher's own choice of quality text.
Note: Reading for Pleasure lessons should be spaced out across a half term, not blocked.					
Reading for Pleasure: 1 lesson a reading pupil survey to get to know the children as readers. 2-3 lessons devoted to a 'book group' - children to share a recommendation in a group, completing a recommendation sheet. 1-2 lessons devoted to a book sampling/cafe or vote to select a story. Children to record their reasons for their preferred book choice.	**Reading for Pleasure:** 2-3 lessons devoted to a 'book group' - children to share a recommendation in a group, completing a recommendation sheet. 1-2 lessons devoted to a book sampling/cafe or vote to select a story. Children to record their reasons for their preferred book choice.	**Reading for Pleasure:** 1 x lesson devoted to a 'book group' - children to share a recommendation in a group, completing a recommendation sheet. 1 x lesson devoted to a book sampling/cafe or vote to select a story. Children to record their reasons for their preferred book choice.	**Reading for Pleasure:** 1 x lesson devoted to a 'book group' - children to share a recommendation in a group, completing a recommendation sheet. 1 x lesson devoted to a 'silent book club'. This could be carried out in the classroom, outdoors or the library.	**Reading for Pleasure:** 1 x lesson devoted to a 'book group' - children to share a recommendation in a group, completing a recommendation sheet. 1 x lesson devoted to a 'silent book club'. This could be carried out in the classroom, outdoors or the library.	**Reading for Pleasure:** 1 x lesson devoted to a 'book group' - children to share a recommendation in a group, completing a recommendation sheet. 1 x lesson devoted to a book reflecting on the books shared this year, this could be as a reading river, book of the year vote or other form of reflection.
Unit 1					

Word Per Minute Fluency Assessment Checkpoint **Classic Poetry:** The Naming of Cats, TS Elliot **Focus**: Reciting poetry. Children will learn a minimum of 4 lines off by heart, adding actions/signifiers to support them. **Length of unit**: 7 days **Objectives:** • preparing poems and play scripts to read aloud and to perform, • showing understanding through intonation, tone, volume and <u>action</u> • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, <u>narrative poetry</u>] • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	**Narrative**: Armistice Runner, Tom Palmer **Focus**: Character **Length of unit**: 10 days **Objectives:** • identifying themes and conventions in a wide range of books • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • identifying main ideas drawn from more than one paragraph and summarising these	**Poetry:** The Dragon Who Ate our School, Nick Toczek **Focus**: Reciting poetry. Usine tone, intonation and action. **Length of unit**: 7 days **Objectives:** • preparing <u>poems </u>and play scripts to read aloud and to perform, • showing understanding through <u>intonation, tone,</u> volume and <u>action</u> • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, <u>free verse</u>, narrative poetry] • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	**Narrative**: The Giant's Necklace, Michael Morpurgo- first half of the book. **Focus**: character **Length of unit**: 10 days **Objectives:** • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • using dictionaries to check the meaning of words that they have read • 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	**British Heritage Literature**: The Tempest: A Shakespear Story, Andrew Mathews and Tony Ross and an extract from <u>The Tempest Act 1 Scene 2</u> **Focus**: Use of language **Length of unit**: 10 day **Objectives**: • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • preparing poems and <u>play scripts</u> to read aloud and to perform,	**Narrative**: The Miraculous Journey of Edward Tulane, Kate DiCamillo, Chapter 5 and 6 **Focus**: Setting **Length of unit**: 10 days **Objectives**: • identifying main ideas drawn from more than one paragraph and summarising these • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Unit 2

Narrative: Varjak Paw, SF Said **Focus:** Use of language **Length of unit**: 10 days **Objectives:** • 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	**Non- Narrative:** World War 1 DK **Focus:** Word meaning **Length of unit**: 10 days **Objectives:** • retrieve and record information from non-fiction • asking <u>questions</u> to improve their understanding of a text • using dictionaries to check the meaning of words that they have read	**Narrative:** Dragon Mountain, Kevin and Katie Tsang **Focus**: Setting **Length of unit**: 10 days **Objectives:** • discussing words and phrases that capture the reader's interest and imagination • identifying how <u>language</u>, structure, and presentation contribute to meaning • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	**Non-narrative:** Himalaya, Marino and Beorlegi (pages 1-10) **Focus**: retrieving information **Length of unit**: 10 days **Objectives:** • retrieve and record information from non-fiction • identifying how language, structure, and presentation contribute to meaning • using dictionaries to check the meaning of words that they have read	**Narrative**: The Last Bear (chapter at page 242), including some comparison with The Giant's Necklace, Michael Morpurgo. **Focus**: authorial intent **Length of unit**: 10 days **Objectives**: • 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	**Non-narrative:** Black and British, David Olusoga, The Romas and The First World War. **Independent Phase**: The Twentieth Century (extract p175-182) **Focus**: retrieving information and presenting it (oral presentation) **Length of unit**: 10 days **Objectives:** • retrieve and record information from non-fiction • identifying how language, <u>structure, and presentation</u> contribute to meaning • using dictionaries to check the meaning of words that they have read

Unit 3					
Non-narrative: Great People Who Reached for the Stars **Length of unit**: 10 days **Focus:** Word meaning **Objectives:** • retrieve and record information from non-fiction • asking questions to improve their understanding of a text • using dictionaries to check the meaning of words that they have read	**Picture Book:** Where the Poppies Grow, Martin Impney **Length of unit**: 10 days **Focus**: Authorial intent **Objectives:** • 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	**Non-narrative:** Romans and supplementary texts **Focus:** Retrieving information **Length of unit**: 10 days **Objectives:** • retrieve and record information from non-fiction • identifying how language, <u>structure, and presentation</u> contribute to meaning • using dictionaries to check the meaning of words that they have read	**Narrative**: The Giant's Necklace, Michael Morpurgo- 2nd half of the book. **Focus:** Character (comparison) **Length of unit**: 10 days • 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	**Non-narrative:** Ancient Greeks **Focus:** Retrieving information **Length of unit**: 10 days **Objectives:** • retrieve and record information from non-fiction • identifying how language, structure, and presentation contribute to meaning • using dictionaries to check the meaning of words that they have read	**Classic Picture book:** Voices in the Park, Anthony Browne **Focus**: Character/authorial intent **Length of unit**: 10 days **Objectives:** • identifying themes and conventions in a wide range of books • 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
	Word Per Minute Fluency Assessment Checkpoint		**Word Per Minute Fluency Assessment Checkpoint**		**Word Per Minute Fluency Assessment Checkpoint**

Note: Underlining indicates an aspect to focus on in that unit.

<u>Progression in Sentence Stems:</u>

Objective	Sentence stem
Identifying themes and conventions in a wide range of books.	I think the theme of this book/chapter is... I think this book is about *good beating evil because...*
discussing words and phrases that capture the reader's interest and imagination *Recognise specific techniques used: such as simile, repetition, alliteration*	The word ___ makes me think about... The word/phrase ___ suggests... The word ____ means.... It suggests that.... The *simile* suggests... The author used this to create the effect that...
checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context	The word ___ means...
asking questions to improve their understanding of a text	I wonder... 5W's

drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	This action/verb tells me the character feels... This action/verb tells me the character thinks... This action/verb tells me the character wants to... My evidence is.. I deduce that ____ is.... This suggests that... My evidence for this is "...".
predicting what might happen from details stated and implied	I predict that... My evidence for this is...
identifying main ideas drawn from more than 1 paragraph and summarising these	This paragraph/ page is about... First, …. Next.....
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	I like.. I dislike... It makes me think about... I wonder...