
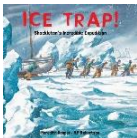
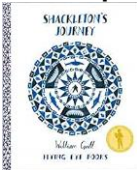
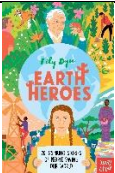


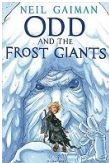
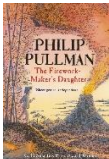


| Reading | | | Year 4 | | |
|--|---|--|--|---|--|
| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|  <p>The Prince and the Pauper:</p> |  <p>Ice Trap:</p>  <p>Shackleton's Journey:</p> |  <p>Earth Heroes:</p>  <p>Stuff:</p> |  <p>Beowulf:</p> |  <p>Odd and the Frost Giants:</p> |  <p>The Firework-Maker's Daughter:</p> |
| <p>English lessons:</p> <p>Within the Year 4 curriculum, reading and writing are integrated so that children read texts and develop reading strategies which enable them to:</p> <ul style="list-style-type: none"> • Develop background knowledge linked to a context • Extend and immerse the children in subject specific vocabulary • Provide a purpose and meaning for writing <p>This is achieved through the teaching of reading objectives across a year, which are differentiated through teaching texts which become progressively more difficult as children move throughout their school journey.</p> <p>Word reading:</p> <p>LI: To apply their knowledge of root words to unfamiliar word meaning in texts they read. LI: To apply their knowledge of prefixes and suffixes (and their meanings) to unfamiliar word meaning in texts they read. LI: To explain where in exception words unusual correspondences between spelling and sound occur and read these with fluency and confidence.</p> <p>Comprehension:</p> <p>Developing positive attitudes to reading and understanding of what they read by:</p> <p>LI: To listen to and discuss a wide range of texts, increasing their familiarity with core texts – myths and legends. LI: To identify text purpose of a variety of different texts. LI: To read books that are structured in different ways and identify they have the same purpose (e.g. to inform) LI: To confidently use a dictionary to check unfamiliar word meaning.</p> | | | | | |



Individually Strong, Collectively Stronger!



- LI: To use background information and information in the text to predict the meaning of words.
- LI: To identify themes and conventions within a text.
- LI: To illustrate links to a theme within a text by using examples from the story.
- LI: To prepare and perform poetry demonstrating intonation, tone, volume and action.
- LI: To discuss why a word or a phrase captures the reader's interest and imagination.
- LI: To begin to use words from a text in writing to develop an ability to write as a reader.
- LI: To recognise different forms of poetry.

Understand what they read, in books they can read independently, by:

- LI: To make predictions about events from details stated and implied within a text.
- LI: To discuss and explain their understanding of word meaning in context to develop a deeper understanding of a text.
- LI: To begin to ask a wider variety of questions to develop text understanding.
- LI: To infer character's thoughts, feelings and motives from their actions within a text.
- LI: To gather supporting evidence to justify inferences.
- LI: To summarise parts of the text to identify the key plot points.
- LI: To identify how language choice can develop meaning within a text.
- LI: To identify how structure and presentation contributes to meaning within a text.
- LI: To retrieve and record information from non-fiction texts.
- LI: To participate in discussions about books, listening and commenting on the views of others.