

READING OVERVIEW Year 4 2022 - 2023

Learning Objectives

Term	Key texts POR, whole class novel / guided reading	Word Reading	Comprehension (understanding, commenting, discussing, comparing and contrasting), Inference and prediction	Speaking and Listening
Autumn	<p>POR: The Tin Forest</p> <p>Other texts: Journey by Aaron Becker</p> <p>Bills New Frock</p> <p>The Firework Maker's Daughter</p> <p>Whole class guided reading / novel:</p> <p>The Witches Roald Dahl</p>	<ul style="list-style-type: none"> • 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. 	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • Increase familiarity with a range of books • Identify themes and conventions and compare these across books they have read <p>understand what they read by:</p> <ul style="list-style-type: none"> • Discuss words and phrases that capture readers' interest and imagination and consider how this impacts on the reader • Draw inferences about characters' feelings, thoughts, motives and actions, justifying inferences with evidence from the text • Ask questions to improve their understanding identifying how language, structure and presentation contribute to meaning • Predict what might happen from details stated and implied. 	<ul style="list-style-type: none"> • maintain attention and participate actively in collaborative conversations, responding to texts • ask relevant questions to extend their understanding and build vocabulary and knowledge • articulate and justify answers and opinions • use spoken language to develop understanding through speculating, imagining and exploring ideas • participate in discussions, presentations, performances and debates • consider and evaluate different viewpoints, attending to the contributions of others • select and use appropriate registers for effective communication • use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama • consider and evaluate different viewpoints, attending to and building on the contributions of others

Spring	<p>POR:</p> <p>The Tin Forest</p> <p>The Great Kapok Tree</p> <p>Oliver and the Seawigs</p> <p>Iron Man</p> <p>Other texts: A selection of poems by Christina Rossetti</p> <p>Factual texts relating to the sustainability of the environment and the water cycle</p> <p>Egyptian non fiction texts</p> <p>Window – Jeannie baker</p> <p>Whole class guided reading text / novel:</p> <p>The train to impossible places</p>	<ul style="list-style-type: none"> • 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. 	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • recognising some different forms of poetry [for example, free verse, narrative poetry] <p>Understand what they read by:</p> <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • 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 how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • provide reasoned justifications for their views • retrieve and record information from non-fiction 	<ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • participate actively in collaborative conversations • use spoken language to develop understanding through imagining and exploring ideas • select and use appropriate registers for effective communication • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • participate in discussions, performances, role-play, improvisations and debates • consider and evaluate different viewpoints, attending to and building on the contributions of others
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Summer	<p>POR: The Boy at the Back of the Class</p> <p>Into the Forest Anthony Browne</p> <p>Other texts:</p> <p>Variety of poetry including 'Answers to a child's questions' (Coleridge)</p> <p>Non fiction books about romans</p> <p>Whole class guided reading text / novel: The Lion, the Witch and the Wardrobe</p>	<ul style="list-style-type: none"> • 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. 	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • recognising some different forms of poetry [for example, free verse, narrative poetry] <p>Understand what they read by:</p> <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • 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 how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • provide reasoned justifications for their views • retrieve and record information from non-fiction • identifying main ideas drawn from more than one paragraph and summarising these 	<ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • participate actively in collaborative conversations • use spoken language to develop understanding through imagining and exploring ideas • select and use appropriate registers for effective communication • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • participate in discussions, performances, role-play, improvisations, drama and debates • consider and evaluate different viewpoints, attending to and building on the contributions of others
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